

DEFINITION C RHETORIC, ANALYSIS AND ARGUMENT

NOTE: This definition assumes the student is already proficient with the concepts and procedures described in the Washington State Grade Level Expectations for Writing and Communication through Grades 9/10.

College speakers and writers are expected to develop a basic understanding of rhetoric as the dynamic relationship among speaker / writer, audience, and text design.

COMPONENT	EVIDENCE OF LEARNING
<p>C.1 Analyze ideas, develop an arguable thesis, and choose specific, relevant details that support the arguable thesis. [See <i>Writing GLEs</i> 3.1.1, 4.1.2, 4.2.1]</p>	<ul style="list-style-type: none"> • Articulate an arguable thesis/claim. • Use appropriate, reliable and credible evidence and reasoning (determined by audience and purpose) to support a thesis. • Identify claims in writing or other media that require outside support or verification. • Distinguish among facts and opinions, evidence and inferences. • Understand that academic discourse favors the discourse of the dominant culture. • Move beyond summarizing information to discussing how format, audience expectation and rhetorical intent affect meaning.
<p>C.2 Apply skills to plan and organize effective communication. [See <i>Communication GLEs</i> 1.2.1, 2.1.1, 3.1.1, 3.3.1]</p>	<ul style="list-style-type: none"> • Use various forms of formal and informal logical argument (e.g., deductive reasoning, inductive reasoning, and analogies). • Use techniques to enhance the message (e.g., metaphor, irony and dialogue to achieve clarity, force and aesthetic effect, as well as technical language). • Use logical, ethical and emotional appeals for a purpose. • Identify major points of argument, presentation, and performance. • Preview and review major points to enhance audience comprehension and convey those points clearly to an audience. • Use clear and effective graphics to support an arguable position when appropriate. • Understand how visual elements influence meaning. • Consider audience and format to determine when information is best presented visually.
<p>C.3 Evaluate the effect of persuasive techniques and bias in different forms of communication. [See <i>Communication GLE</i> 1.2.2]</p>	<ul style="list-style-type: none"> • Critique and evaluate varying media portrayals of race, gender, religion, sexuality, class, and culture on society and its more and less privileged groups. • Critique and evaluate varying accounts of the same event and make inferences about the impact each account would have on the audiences. • Recognize there is an academic discourse community, and that within that community exist a variety of expectations for conventions, points of view, and standards for evidence.

The Higher Education Coordinating Board and the College Readiness Content Development Teams wish to express their appreciation to the Office of Superintendent of Public Instruction for its work with the EALRs (Essential Academic Learning Requirements) and the associated GLEs (Grade Level Expectations), and for granting permission for the college readiness definitions to use language directly from the GLEs when appropriate.