

Project 1 – The Style Analysis Paper

This assignment requires 750 words, or about three pages, for 10 points.

Purpose: To analyze the elements of style in “Hopeful About the Future” by Madeleine Albright. Then draft, revise, and finalize a 750-word style analysis paper.

Audience: Your instructor, your peers, the world!

The Assignment

Read actively and critically as discussed in our text, *Read, Reason, Write*, and compose a 750-word style analysis of “Hopeful About the Future” by former U.S. Secretary of State Madeleine Albright. Following the style discussion in our text, analyze the article and answer the following:

1. What is the purpose of the article?
2. Who is its audience?

Once you have answered these two key questions, you may choose the elements of style to analyze from the following:

- *Organization*. How does the author organize the article to achieve the purpose of the piece and reach its audience?
- *Syntax* (sentence structure). How does the author use syntax to achieve the purpose of the article and reach its audience?
- *Word choice*. What impact does word choice have on the author’s ability to achieve its purpose and reach its audience?
- *Tropes* (hyperbole, irony, understatement, metaphors). How does the author’s use of tropes impact the article’s ability to achieve its purpose and reach its audience?
- *Repetition*. How does the author’s use of repetition impact the article’s ability to achieve its purpose and reach its audience?
- *Typography* (caps, quotations, italics). How does author’s typographical choices impact the article’s ability to achieve its purpose and reach its audience?

Rather than analyzing all the stylistic elements above, choose the two or three most impactful attributes of the article and discuss those. To ensure that you are showing rather than just telling, paraphrase and quote directly from the article and cite these with correct attribution. To help you plan and organize your essay, refer to the Writing About Style section in our text.

Learning Outcomes

This assignment supports the learning outcomes established for the course, for the Saint Louis University (SLU) writing program, *Eloquentia Perfecta* (EP1), and for SLU.

Assignment Learning Outcomes

1. Remember how to read actively in searching for the elements of style from an article written for lay audiences
2. Understand the rhetorical impact the elements of style can have on communicating a message
3. Apply your understanding of the rhetorical impact of the elements of style to help you...
4. Analyze the elements of style and their rhetorical impact

5. Evaluate the elements of style and their rhetorical impact
6. Compose and revise a draft based on peer and instructor feedback that follows the formatting requirements below and that demonstrates your knowledge of style and its rhetorical impact

Course Learning Outcomes

1. Write and design persuasive messages for specific purposes, audiences, and contexts
2. Analyze messages and arguments using a sophisticated rhetorical vocabulary
3. Summarize, paraphrase, and quote appropriate research sources accurately and fairly
4. Evaluate their [students'] own compositions and rhetorical choices
5. Remember and understand the basic tenants of structural racism and its impact on inequity in American and St. Louis, as well as the conflict this inequity has caused
6. Demonstrate the ability to apply, analyze, and evaluate information related to structural racism and compose writing appropriate for a first-year writing course discussing these issues

EP1 Learning Outcomes

1. Write and design persuasive messages for specific purposes, audiences, and contexts.
2. Analyze messages and arguments using a sophisticated rhetorical vocabulary.
3. Summarize, paraphrase, and quote appropriate research sources accurately and fairly.
4. Evaluate their own compositions and rhetorical choices.

University Learning Outcomes for Written and Oral Communication

Student Learning Outcome 3: Assess evidence and draw reasoned conclusion – Achievement level: Introduce

Student Learning Outcome 4: Communicate effectively in writing, speech, and visual media – Achievement level: Introduce, developing

Grading Rubric

This general grading rubric is from our syllabus. Please see the course website for the detailed feedback and grading rubrics I will use this term and for this assignment.

Concept	Structure	Design	Style & G/M
High-level concerns: purpose, audience, effective research, knowledge of topic	Strong thesis, logical and detailed argument or exploration, effective paragraph organization	Document design, adherence to HATS, professional pages, accurate visuals	Sentence-level organization, prose, grammar, punctuation, mechanics, citation

I will provide margin comments on your drafts and final, and I will provide end-of-document comments organized into the rubric above.

The Format

This paper must adhere to MLA, APA, or CMS guidelines and must be at least 750 words in length. The paper must also include a citation page that follows MLA, APA, or CMS standards. In addition, the paper must include in-text citation using MLA, APA, or CMS. You will be

paraphrasing for this analysis but also providing some short direct quotes. The paper will be titled, typed in 12-point Times New Roman (or similar font), double-spaced, with 1-inch margins all the way around. Reference the style analysis discussion in chapter 2 of *Read, Reason, Write*.

At the top of page 1, please type the following statement and sign your name: “I understand and will uphold the ideals of academic honesty as stated in the Honor Code.”

Please use the Checklist for Revision in our text to help you once you have composed your draft.

Revision

You may choose to revise one paper this semester excluding your final paper. Your revision will be due on *the last day of class*. You may not use the revision due date as an extension for this paper.