

*REHUGO Analyses



The ability to advance an informed, logical argument is vital – not only to this course but to everyday life. Just think how many local, national, and global issues could be solved if everyone were fully informed and carefully considered all the perspectives. No, I'm not dreaming. I'm simply considering the possibilities...if everyone logically examined all the evidence – evidence in support of their position and evidence in support of other positions. And therein lies the answer to successful argument:

- a clear statement of position (arrived at after considering the evidence of opposing viewpoints and evidence supporting your own viewpoint);
- consideration of the evidence of the opposition (which you will acknowledge and likely take issue with);
- a logical, effective presentation of the evidence in support of your position and
- a powerful conclusion – quite possibly, one which proposes a compromise or solution.

Ultimately, though, all argument is based on evidence, whether that evidence is in the form of **facts, statistics, expert testimony, examples, anecdotes, or other appeals to our beliefs and needs**. Effective argument relies on a variety of evidence, evidence that derives from **REHUGO-**

Reading
Entertainment
History
Universal truths
Government
Observation

To assist you in advancing informed arguments, **you will be assembling REHUGO analyses**. While, as noted below, the format of each analysis will vary, depending on whether you are analyzing a short story (R), a documentary (E), an event in history (H), a famous saying (U), a political event (G), or a trend in society (O), each analysis should be thoughtful and insightful.

For this project, you will be asked to keep yours **THEMATIC!!** That means, you should have a “running theme/idea” throughout your project that you are studying. In class, we will spend some time analyzing the theme of **mental wellness and violence**. **You are more than welcome to adapt this theme as part of your analysis as well, or come up with one of your own.**

APPLYING THE ACRONYM ABOVE (with each letter being its own “category”), YOU WILL BE ASKED TO COMPLETE ORIGINAL, WELL THOUGHT-OUT ANALYSIS ESSAYS BASED ON **TWO** SEPERATE CATEGORIES. Again, that means you should consider your analysis on **two** of the following options:

- ~ **Reading**: a short story we read this term (or one pre approved by Prof Weisler)
- ~ **Entertainment**: watching one documentary or listening to a socially conscious piece of music.
- ~ **History**: An analysis of an event or moment in history (you can use a speech or response around an event for this as well).
- ~ **Universal Truth**: An analysis of a famous saying.
- ~ **Government**: An analysis of a political event
- ~ **Observation**: An analysis of a trend in society with specific researched examples.

All examples need well thought out, including research and citations in MLA format. Additional details in the rubrics below.

Think of this portfolio as your “final” for the course. I hope you will eventually thank me upon completion of the task as it will enable you to become a better writer and more informed citizen...this is the project that transformed me as a writer in high school; and as you blatantly see, I still use the acronym as an instructor in present-day!!

Now for the specifics –

Note 1: You must identify each source on your analysis in proper MLA format. See the handout on canvas titled, **“How to do an MLA Proper Header”** to locate the correct format for documenting your sources.

Note 2: Excellent sources for op-ed articles include Harper’s, The Economist, The Nation, Newsweek, The New Yorker, The New York Times, and Time magazine. Most of these are available online. You can also search columnists at www.herald.com and www.sunsentinel.com.

REHUGO Requirements (Pick TWO of the six options below for your portfolio...be sure to MERGE THEM INTO ONE DOCUMENT AND LABEL THE TYPE OF ESSAY YOU ARE DOING)

Type of Entry	Description of entry
Reading	Analysis of a short story we read <u>in class</u> this term that relates to your topic, OR a story pre-approved by Prof Weisler. This can be another short story from your Bedford reader that relates to your topic, one online that relates to your topic, or a novel relating to your topic. Stick to your theme!
Entertainment	~Analysis of any <i>credible</i> documentary from PBS, HBO, ABC, A&E, Animal Planet, BBC, Bravo, CNN, C-SPAN, or any other major cable channel. You can also stream your documentary through Amazon Prime, Netflix, Hulu, or other streamed services. ~You may select an Academy Award nominated movie (the recent the better; however, it does not have to be only this year) ~Analysis of a song with socially conscious lyrics and message
History	Analysis of one of the following: an event, document, speech, or person in history
Universal Truth (no cliches)	Analysis of universal truths (aphorisms). Your universal truth should go beyond a witty saying (of a substantial and compelling nature). It should reflect a life lesson that is relevant today.
Government	Analysis of 1 current event – national or international. For the current event read articles that represent opposing views- a total of 2 articles. Write one essay that synthesises both articles and be sure to cite each in MLA format.
Observation	Analysis of a picture/political cartoon OR an article, commenting on a trend in society. Be sure the content you are making commentary

	on is cited in MLA.
Portfolio Presentation Checklist	~Each REHUGO essay must include an MLA citation of the text or visual. ~Be sure to include the title and author (where appropriate) in each essay. ~Copies of any articles, pictures, and lyrics used must be included with each essay. You must include a “Works Cited” page. See canvas for the format we’ve been working with all semester :) .

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How to organize your REHUGO entries

Each essay *must* include all of the following

R	Essays	a. “Title” and author b. State author’s argument c. Identify and evaluate 2 pieces of evidence (note type of evidence) d. Identify two rhetorical strategies and discuss the effect of each Please organize this essay in the format of a rhetorical analysis and persuasive essay (like our last section of the columnist project or the elements we studied in MLK, Frederick Douglass & the Declaration of Independence...but only 1-2 pages!).
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E	Movies	a. <u>Title</u> and director(s) b. Key characters/setting (note memorable lines, if any) c. Comment on the significance of the movie or show Please organize this essay in the format of an <i>analysis of argument</i> (like our final research paper...but only 1-2 pages!)
	Song Lyrics	a. Identify "title", the artist and give a brief summary of the song b. Comment on the audience and intended effect on audience c. Comment on the societal and cultural implication of the song Please organize this essay in the format of an <i>analysis of argument</i> (like our final research paper...but only 1-2 pages!)
H	Historical Events, Documents, People, or Speeches	a. Identify the event or person – be specific b. Provide details such as background or surrounding events c. Comment on relevance today Please organize this essay in the format of an <i>analysis of argument</i> (like our final research paper...but only 1-2 pages!)

U	Universal Truths (Aphorisms) – NOT clichés	a. Identify the author/speaker (Avoid Anonymous) b. Explain the meaning c. Comment on relevance today Please organize this essay in the format of a short reflection (1 page)
G	Current Events	You are going to read two articles with opposing viewpoints. They should each discuss the same topic/event. You may also consider analyzing a speech/moment/response in history. For each that you choose to complete, be sure to: a. Identify and evaluate 2 pieces of evidence that support the writer's argument (note the type of evidence) b. Identify two rhetorical strategies and discuss the effect of each c. State your position clearly – in a manner that acknowledges the opposing position (e.g., "While there may circumstances when the public welfare requires that civil liberties be restricted, the Patriot Act, in giving the government broad police powers, contravenes the principles of a democratic society, overlooking that individuals possess certain inalienable rights which no government may ever deny"

		– Just an example; contrary opinions welcome. d. Attach the 2 articles to your analysis Please organize this essay in the format of an analysis of argument (like our final research paper...but only 1-2 pages!)
O	Cultural, Technical, Societal Trends	For published picture or political cartoon— a. Attach the picture or political cartoon to your analysis b. Identify the cultural, technological, or societal trend being commented on in the picture c. Evaluate the effectiveness of the visual d. Comment on and evaluate the implications of the trend For magazine articles a. Attach the article b. Identify the author's argument c. Identify and evaluate 2 pieces of evidence that support the writer's argument; note the type of evidence d. Identify 2 rhetorical strategies and discuss the effect of each e. Comment on and evaluate the implications of the trend.

		Please organize this essay in the format of a short reflection (1 page)
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NOTE CAREFULLY ON YOUR SYLLABUS FOR THE DATE IN WHICH THIS PORTFOLIO IS EXPECTED TO BE SUBMITTED AND UPLOADED TO CANVAS BY 11:59 PM.

You will be scored using the REHUGO rubric below:

REHUGO RUBRIC--WEISLER

Critical Elements	Innovative (100% A)	Proficient (85% B)	Needs Improvement (70% C)	Not Evident (0%)	Total Points Available: 150
Purpose/Focus/Organization	R: Adequately states the author's argument, notes concrete evidence (<u>properly named</u>) and analyzes rhetorical strategies (<u>also correctly named</u>). E: Properly organizes an analysis of argument around the documentary/film or song selection while identifying evidence, logic and fallacies within the artifact. Student is able to thoroughly address the author's main idea (of the documentary or song) in their own analysis. H: Student provides an analysis of argument around the person or speech and is able to identify the main elements of argument of rhetoric that give meaning to them as the analyst, as well as providing social relevance to today. U: Brief reflection is completed on the aphorism, including	R: Able to state the author's argument and note evidence and rhetorical devices (<u>at least two each</u>); however, devices are improperly labeled. E: Able to form an argument around the author's main idea (of the documentary or song) in their own analysis ; however, elements of logic and fallacies are mislabeled or demonstrate a lack of proficiency in the student's work. H: Able to form an argument around the main historical artifact/context; however, elements of rhetoric, argument, and social relevance are either lacking or ill-proficient, or lacking support. U: Student is able to form an analysis of the aphorism through a reflection; however, reflection is either less than a full page (double-spaced Times-New-Roman	<u>ALL CATEGORIES:</u> Student struggles with stating the author's argument in entirety but is able to gain a sense of the thesis. Rhetorical devices/argumentative strategies are erroneous or absent.	Student candidate fails to address the critical elements of the prompt. An attempt is not present.	40

	analysis of meaning and social relevance of today. G: Student synthesizes <u>two articles of opposing viewpoints</u>. A thorough analysis of argument is conducted, discussing the strategies within each. O: Student analyzes a picture, political cartoon, or magazine article and, through a reflection, thoroughly identifies the cultural, technological, or societal trend being commented on in the artifact. At least <u>two</u> rhetorical strategies and pieces of evidence are noted.	12-point font) or missing devices of language to support the process thought. G: Student is able to synthesize two articles of opposing viewpoints; however, elements of logic and fallacies are mislabeled or demonstrate a lack of proficiency in the student's work. O: Student is able to analyze a picture, political cartoon, or magazine article while noting social reflection; however, reflection is either less than a full page (double-spaced Times-New-Roman 12-point font) or missing devices of language to support the process of thought.			
Evidence/Elaboration	R: Student is able to embed and correctly analyze <u>two rhetorical devices</u> as part of the rhetorical analysis E, H, G: Student is able to embed and correctly analyze elements of argument (<u>including rhetoric and fallacies</u>) as part of the analysis of argument U, O: Student is able to correctly identify uses language (rhetoric and argument) from their author's artifact as part of their evidence for reflection.	ALL CATEGORIES: Student works to embed language (rhetoric/argument) and is able to occasionally make satisfactory connections to their author's main ideas. Sometimes the student struggles with making thorough connections to their author's artifact(s).	ALL CATEGORIES: Student struggles with stating the author's argument in entirety but is able to gain a sense of the thesis. Rhetorical devices/argumentative strategies are erroneous or absent.	Student candidate fails to address the critical elements of the prompt. An attempt is not present.	30
Spelling, Mechanics & Conventions	The student candidate's response demonstrates an adequate command of basic conventions. The response may	(Category intentionally blank)	The student candidate's response demonstrates a partial command of basic conventions. The response may include the	Student candidate fails to address the critical elements of the prompt. An attempt is not present.	10

	include the following: • Some minor errors in usage but no patterns of errors • Adequate use of punctuation, capitalization, sentence formation, and spelling		following: • Various errors in usage • Inconsistent use of correct punctuation, capitalization, sentence formation, and spelling		
Proper MLA	The student candidate's response demonstrates an adequate command of proper MLA formatting. The following is included: • A proper title page (with all components included) • In-text citations properly included • A works cited page (with all sources properly cited) • Works cited page includes adequate research, proper form and appropriate content	(Category intentionally blank)	The student candidate's response demonstrates a partial command of proper MLA formatting that may consist of the following: • A title page with missing components. • Some in-text citations missing or improperly formatted. • A works-cited page with some elements improperly formatted, in addition to elements that may include inadequate research and inappropriate (non-scholarly) content.	Student candidate fails to address the critical elements of the prompt. An attempt is not present.	10

Portfolio Presentation	Student candidate completes two full essays from two full categories and presents a theme throughout the two artifacts. ALL articles, pictures, etc. are attached as part of the portfolio.	(Category intentionally blank)	Student candidate is missing at least one of the innovative elements from their portfolio.	Student candidate fails to address the critical elements of the prompt. An attempt is not present.	10
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We will use final exam conferencing time to check-in with your progress. However, as always, please read your rubrics & guidelines and come in with ideas **before** asking questions :) You got this!!

