**Rhetorical Analysis Activity**

**Note to Instructors:** We have provided a few paired articles for use with this activity. Should you wish to explore other topics with your students, we suggest that you look to the websites for *The Atlantic*, *The New York Times Review, Slate,* and *The Walrus.* Many articles on these sites include hyperlinks to research studies and other articles that the authors reference. We find that these make good pairings for rhetorical analysis exercises and papers. Do note, however, that *The Atlantic* and *The New York Times* have paywalls. Readers can access for free a certain number of articles per month or week. You could advise your students of these limitations or make pdfs of articles that you assign.

**Instructions**

1. Read one of the following article pairings prior to class.
2. Topic: writing fan fiction; Fields: education & writing studies

Beck: What Fan Fiction Teaches That the Classroom Doesn’t

<https://www.theatlantic.com/education/archive/2019/10/how-fanfiction-improves-writing/599197/>

Black: “Access and affiliation: The literacy and composition practices of English-language learners in an online fanfiction community” (in folder “PDFs for Rhetorical Analysis Activity)

1. Topic: the psychology of consumption; Fields: psychology & behavioral economics

Hamblin: “Buying experiences, not things”

<https://www.theatlantic.com/business/archive/2014/10/buy-experiences/381132/>

Kumar et al.: “Waiting for Merlot” (in folder “PDFs for Rhetorical Analysis Activity)

1. Topic: whining as communication; Field: child development

Kois: “On Whining”

<https://slate.com/human-interest/2019/09/on-whining-how-to-be-a-family.html>

Chang: “The Attention-Getting Capacity of Whines and Child-Directed Speech” (in folder “PDFs for Rhetorical Analysis Activity)

1. In class, discuss the two articles with a group of classmates.
2. Make two lists.
   * 1. Differences in the style in which each is written.
     2. Differences in the content included in each article.
3. Describe the rhetorical situation of each article.
4. Note where/how rhetorical appeals are used in each article.

3. Share your group’s findings with the whole class.