

In this writing lab activity sheet, you can find tools to help support your prewriting and the beginning stages of developing your Rhetorical Analysis. **Activity 1** guides you through creating a timeline. **Activity 2** is a brainstorming activity, to help narrow down what you want to write about. **Activity 3** guides you through narrowing down what idea interests you the most, by asking you to find some supporting evidence.

# Activity 1 - Creating a Timeline

This chart is aimed to help you create a manageable, realistic timeline for your paper.

In the “deadline” column, determine a deadline for each phase of your paper. Start at the bottom, by listing your paper’s due date. Working backwards with however much time you have until it is due, determine appropriate goals by date to accomplish each section of the paper. Remember that drafting and revising should be the longest phases of your writing process.

In the “notes” column, write down any guiding thoughts or feedback you’ve already received. If a phase is not applicable to how you write, simply ignore it; these are only our suggestions for one way to structure your process.

| **Paper Phase** | **Deadline** | **Notes** |
| --- | --- | --- |
| Identifying a Topic of Interest |  |  |
| Reviewing Sources |  |  |
| Organizing Notes and Ideas |  |  |
| Outlining |  |  |
| Formulating a Main Idea |  |  |
| Drafting |  |  |
| Review by a Peer or Instructional Staff |  |  |
| Revising |  |  |
| Proofreading |  |  |
| Submit the Paper | Put your paper’s due date here! |  |

# Activity 2 - Developing an Idea

This activity provides guiding questions, with space to answer. These questions are meant to help brainstorm an idea and then provide additional structure, so the idea can become a thesis statement or main argument.

1. What rhetorical strategies do you most understand? Which are most confusing? Which three would you want to discuss?
2. Which question in the prompt can you answer right now? Which questions need more clarification?
3. What about Plato’s *Republic* is interesting? What is confusing? What do you disagree with or find boring?
4. What was the most engaging lecture or discussion you’ve had in class so far? What was interesting about it? Can you relate it to the prompt for the paper?
5. What rhetorical strategies seem most obviously related to worldbuilding? Which two can you write about in your paper?

#

# Activity 3 - Considering Sources + Evidence

In this activity, pick two different passages (2-4 Stephanus pages) from Books 2, 4, 5, 6, or 7 of Plato’s *Republic*. In each passage, you will identify and critically consider two rhetorical strategies. Once you’ve filled out the charts, consider which topic has the most clear evidence–this may help you decide which passage you will use for your paper.

For each chart, list the book and pages you have selected. Then, in the first column, write down a couple sentences where you see a rhetorical strategy being used. In the second column, identify the type of rhetorical strategy in this excerpt. In the third column, brainstorm what you think Plato was trying to achieve in this excerpt. How does this excerpt relate to the book as a whole? To worldbuilding?

**Passage 1:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

| **Excerpt**  | **Type of Rhetorical Strategy** | **What is the purpose of this rhetorical choice?** |
| --- | --- | --- |
|  |  |  |
|  |  |  |

**Passage 2:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

| **Excerpt**  | **Type of Rhetorical Strategy** | **What is the purpose of this rhetorical choice?** |
| --- | --- | --- |
|  |  |  |
|  |  |  |