Rhetorical Situation Worksheet

**Your name**:

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| Jordan Quishpe |

Completing this worksheet may take more time than you think. It’s worth the time. The information you gather will help you later when writing up assignments. But more importantly, the process of addressing each of the questions below will slowly work to change *how* you read texts. Keep in mind that some answers will not be obvious or even observable in the text, and so you may have to do some critical thinking and, at times, even some online research. Use full sentences. Take as much space as you need.

**Context & Exigence**: What topic/conversation is this text responding to? What year is the text published? What is the exigence--that is, what motivating occasion/issue/concern prompted the writing? The motivating occasion could be a current or historical event, a crisis, pending legislation, a recently published alternative view, or another ongoing problem.

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| It talks about the struggles of having to be bilingual and also assimilate to a new culture as an Immigrant. This document was written in 1990. The motivation to write this essay was her mom who had a hard time speaking English and she did the text using “broken English” and all other types of English she knows so that her mom can read it. |

**Author**: Who is the author of this text? What are the author’s credentials and what is their investment in the issue?

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| The author of this Text is Amy Tan, She is an Asian American who has a big interest in writing and creating stories for the world to read. The issue resonates heavy with her because she herself experienced it and also her mother. |

**Text**: What can you find out about the publication? What is the genre of the text (e.g., poem, personal essay, essay, news/academic article, blog, textbook chapter, etc.)? How do the conventions of that genre help determine the depth, complexity, and even appearance of the argument? What information about the publication or source (magazine, newspaper, advocacy Web site) helps explain the writer’s perspective or the structure and style of the argument?

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| The text is an essay and it helps understand her main idea and her purpose since in an essay she has more freedom to write as she wishes, since she was planning to create a book for her mother to be able to read it. |

**Audience**: Who is the author’s intended audience? What can you infer about the audience (think about beliefs and political association but also age, class, race, ethnicity, sexual orientation, profession, education, geographic location, religion, etc.)? Look for clues from the text (especially the original publication) to support your inference.

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| The intended audience is to all those that cannot speak English very well and have to encounter with struggles because of it. More specifically she is addressing Asian Americans that have to deal with this. |

**Purpose**: What is the author trying to accomplish? To persuade, entertain, inform, educate, call to action, shock? How do you know?

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| The author is trying to educate her audience about what she had to go through and what her mom had to go through and this serves the purpose to educate those about the struggle with speaking more than one language. |

**Argument**: What do you believe is the main claim/idea/argument that the author is trying to communicate? What stance does s/he take?

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| The author is trying to communicate to us that no English is wrong and everyone has their own unique from of language. She is fully supportive of her mom that speaks “Broken English” and she even goes on to say that it is perfect. |

**Evidence**: How is the argument supported? Types of support include reasons and logical explanations as well as evidence. Types of evidence include anecdotes, examples, hypothetical situations, (expert) testimony, quotes, citing sources, statistics, charts/graphs, research the author or another source conducts, scientific or other facts, general knowledge, historical references, metaphors/analogies, etc.

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| The argument is supposed when Tan talks about her friends saying they can barely understand her mother’s English but she actually can understand her. “But to me, My mother’s English is perfectly clear, perfectly natural.” (Tan, Mother Tongue pg.77) |

**Rhetorical Strategies**: What aspects of this text stand out for you as a *rhetorical* reader? In other words, what do you observe about what the author strategically *does* (consciously or not) in hopes of appealing to their audience? List here as many observations as you can make about what the text *does*.

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| Amy Tan uses a lot of examples and experiences in order to validate the point she is making about “Broken English” and her English intertwining.  She also sometimes changes her grammar in order to represent the type of English her mom would be using, or that she be using in front of her mom. |

**Citation**: Add the correct MLA or APA bibliographic entry for this text. Use easybib.com if you prefer.

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| Amy Tan, “Mother Tongue”, Threepenny Review, 1990 |

**Notes**: What do you want to remember about this text?

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| I want to remember about this text the idea that no English is wrong and there is a lot of history and culture with every dialect and way of speaking. |