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English 11000

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Rhetorical Analysis Assignment

Rhetorical Analysis Assignment Part 1

Amy Tan wrote “Mother Tongue” in the ThreePenny Review about an experience with her mom and her struggle alongside her explained passionately and enthusiastically. She experienced great turmoil in this period in 1990. Tan used pathos to show the struggle Tan went through living with her mom, she then uses logos to show why this has impacted her academically as well as how to rise to the occasion, and ethos to show that she could rise to the occasion, as well as provide inspiration for others.

Tan used pathos, the use of emotions to strengthen an argument, to make the reader understand her harsh opinion about her mom’s English. Tan believed her mom’s English was not perfect. She believed that because of this, she had trouble understanding her mom and has a harsh opinion about her mom’s English since she believes it is not a good reflection of her mom’s ideas. She used emotional examples to prove her point. Tan described her mom’s poor experiences with English: “people in department stores, at banks, and at restaurants did not take her seriously, did not give her good service” (Tan 2). Many sad emotions arose after hearing that her mom wasn’t treated justly in the situation and had a poor time, so as to say without remorse many people did not care about her mom’s bad English. These hard times might have made the reader feel depressed also, since this happens a lot to her mom. Then, the reader would believe that with this depression this was a pattern her mom went into. Depression would have caused

the reader to feel it was hard to care at all about what her mom felt and said. This pattern would have enforced that her mom's English was viewed imperfectly by others.

The author was trying to accomplish that it is very devastating for a kid to go through what Tan went through. Tan shared her opinion on her mom's English: "I was ashamed of her English" (Tan 2). I think her being ashamed is interesting because it showed her daughter, as well as the audience, is also sad and depressed with her mom, which shows how she relates to the reader, and makes the reader sympathetic to the author. Based on this opinion, Tan showed it was hard to rely on her mom to be a proper role model for English, especially where people treat her mom with less respect.

Tan's purpose was to inform the audience of the difficulty people face when speaking to someone new to English. Tan describes how her mother's English "needed to be fixed" (Tan 2). Therefore this put more responsibility on Tan's shoulders, because Tan had to multitask while monitoring how her own English makes sense with her mom, and if anything understanding her mom's English to get an understanding of how her mom was raising her in these situations where her mom is being treated disrespectfully. This sadness over the disrespect her mom faced and doubt over her mom, show how difficult it was from her daughter and the other people to care for and understand her mom.

Her intended audience is people new to learning English, even people rushed through life with responsibility. After having described her mom's own realizations into her own English, Tan wrote, "[w]hen I was fifteen, she used to have me call people on the phone to pretend I was she" (Tan 2). Her responsibility in the family increased, because she had learned to talk more professionally in those circumstances. This topic appealed to her audience because she shows that Tan had to take up more responsibility without a strong example of English being used

properly with her mom's bad experiences with people. This related to the feeling of being unfamiliar with a topic, like how she and other other people feel around her mom.

The context of her learning through her mom showed how she knows her mom could be treated. Tan described how she views her mom's language as, "vivid, direct, full of observation and imagery" (Tan 2). Tan learned from her mother, and therefore understands generally what her mom has to say. Since people commonly do not respond appropriately to her mom, it showed that they need to have more context to what her mom says like Tan. This explained why it is hard to take her mom seriously right away.

Tan used logos, the ability to understand an argument better through logic, to show how her mom's English impacted her life at school. After describing her mom's English skills, Tan described how she developed alongside her mom. She described the difficulty of other people getting along with her mom, which could suggest she herself has difficulty with her mom also. She commented, "language spoken in the family... plays a large role in shaping the language of the child. And I believe that it affected my results on achievement tests..." (Tan 3). Tan made a logical jump to assume her development at home, because of her mom's language, also made certain achievement tests more difficult. This showed how her learning from her mom reroutes her thinking from her learning at school. This then showed how her school life has less of an affect on her because her mom's language impacts her so negatively, making it hard to understand mistakes. Tan used logos, since she explains logically and also shows proof that her home life affected her school life, and her school life had a smaller effect on her, through her tests scores.

Her ability to do well in class because of her home life limited her confidence. She believes, "English could not be considered my strong suit" (Tan 3). Since English was never her

strong suit, it would have been harder for her to adjust to the pace of learning faster in order to do excellent, since she started at a slower pace because of her life at home. This would have made her less comfortable in the subject of English. I found it interesting how comfortability and confidence relate. Because I thought comfortability and confidence are directly related, without confidence in English, it was harder to stick with English in the future, so this made English even harder to get into. I found it interesting what I think the author was trying to accomplish is that one has to be more open and increase one's own comfortability with the language of English.

She showed how the purpose shows a need to reevaluate one's situation in school. The purpose of this was to inform that one should have understood one's situation as in what one is behind in before taking the next step in school. After describing several English prompts as "confusing", she decided to answer an English question through "associative situation" (Tan 4). This showed how she has to make up for gaps in knowledge, as seen by her doing less well on achievement tests, in school because of her family situation. She has to account for her being less comfortable by being more responsible for her own learning.

The intended audience is people new to learning English. She appeals to people in this audience by making her and people in her situation struggling in English understandable: "math is precise; English tests were always a judgment call, a matter of... personal experience" (Tan 3). She added on further logically that the language her mom spoke to her gives her less to draw from in class on English prompts. She showed how people have to be more patient with less experience on a topic, in order to get more comfortable with the topic. This applied to other people who are first learning and do not have much experience in general.

The context of the people who talked to Tan's mom explained how her mom impacted her as well. Some people described that they "understand none" of her mom's English. This

would mean the language developed at home with her was not completely proper English, since the rest of her family died. This explained why she would have to work on correcting her mom's English herself, because no one else could understand her English so well, so it was hard for others to completely correct what her mom meant to say since it was unclear. This would mean Tan would have to work with this topic by herself.

Tan demonstrated ethos, the ability to strengthen confidence in an argument through credibility of a source and or the author, by showing she is persistent in English, after her teacher told her to focus on math and science. The author is told to take her focus onto math and Science by her teacher. This would have been troubling to Tan due to her love of English. However, her being better at math than English made it more difficult for her to go into English. The author described her response: "Fortunately, I happen to be rebellious in nature and enjoy the challenge of disproving assumptions made about me" (Tan 4). Tan implied that she has chosen to focus on her own subject of preference, and to disagree with her teacher. Tan said "fortunately", so she implies that in order to focus on a subject where there is doubt from a teacher or yourself, she would need grit to have courage that her opinion is still right despite her teachers. Tan believed she is capable because she believes that her rebellious nature is enough to focus on English, and not be swayed. By doing so, Tan showed she is knowledgeable of her own skills and skill set to focus on English, and therefore uses ethos.

I suspect the author was trying to use herself as an example, to show it is possible to go into English in her situation. She commented how, "Asian students, as a whole, always do significantly better on math... than in English" (Tan 4). By means of ethos she showed she can follow herself in her studies, and how in this situation it is about how willing you are to pursue a

current action. I found it interesting for her to be bold and confident in herself, in order to believe she could prefer a subject in order to shape herself more purposefully.

The purpose of the author was to inform that one should be driven in situations like hers', despite uncertainties. "Those scores were not good enough to override the opinion that my true abilities lay in math and science" (Tan 3). She might have felt discouraged to go into English alongside her teacher's advice because of her past scores. In order to do well, she would have to be encouraged by her potential, which she is because she "enjoy[s] the challenge of disproving assumptions" (Tan 4).

The intended audience is people new to learning English, and trying to consider their future in school. Tan expresses: "I am someone who has always loved English" (Tan 1). She tried to appeal to this audience by showing like other student's she is generally passionate about a subject, and continues that passion (like this), especially in school. Tan showed her passion for English is consistent in her character, making her more trustworthy that she can do well by focusing on English better.

The context behind this situation made the situation feel forced. She described what she thinks of her mom's English as "because she expressed them imperfectly her thoughts were imperfect" (Tan 2). She found meaning in what her mom has to say despite others not caring. This shows how she, in her character, was generally determined in understanding and finding the importance of English. While her mother feels misunderstood generally, she herself feels misunderstood by her teacher's recommendation to not prioritize English. Because she tended to find meaning in others like her mom, despite hardship, this showed with Ethos how trustworthy her character is willing to work on her own hardship with writing.

Tan better demonstrated her clear understanding through ethos, pathos, and logos her struggle with her mom, her struggle in school because of it, and how to get out of it.

Cover Letter

Rhetorical situations provide context for my everyday essay writing. This context provides linguistic knowledge that I can use. Learning throughout class has taught me to properly address usage of ethos logos and pathos to the audience, situations, examples, and general goals we meet in class. By doing so, we meet general guidelines as to express my audience as editors, more to normal, a situation, and a general goal.

My audience is people who edit the language, like editors. I used the word “found”, after “trying to fit in in school” as my language to make Andrey, my brother, to describe through my language to show he was lost in school, so as to say the audience could relate to not being directed enough. This would fit in well with editors who try to direct and reformulate language to seem more perceptible, like Andrey was trying to reformulate and seem more perceptible in school. I used this language to make the audience recognize how to be more articulate, being one of my rhetorical choices, with approaching and “trying” how they describe themselves to others socially, and recognizing themselves socially as if they were always special through English, but couldn’t find their own way.

I found a more coherent version of logos to address the situation and gather an idea: if it were not for language to be more expressively clear, the situation at hand would be unclear, and only made more easily understood through having a regular point of view or directing via optimism. While considering the argument I regurgitated from Langston Hughes’, Theme for English B, the author argues, “As I learn from you, I guess you learn from me-”. The author wants the teacher to develop alongside his students. This would mean the author himself would

feel approached more regularly in class as an equal racially. Similarly, in my personal letter, I wrote, "I stood out among them more individually". I described that there is more to the situation other than just not fitting in socially, which is talking more. This situation implies that there is more to my character as if it is normal for my character to be at this stage, because my character before did not change, but I became more expressive.

In class, the power of rhetorical strategies: ethos, logos, and pathos was used as evidence to relate. This general attitude could be used to describe one's reputation. Language itself is vulnerable in my personal letter, as I describe language differences for my brother. I described my purpose and argument as to include the misconceptions of language, and despite this learning ethos helps relate character from one to another to show attitude.

By learning logos, we determine how to "examine... attitudes towards linguistic standards empower and oppress language users". It's obvious how they become "standard". Standards address multiple viewpoints to express the situation more coherently. It is obvious how in my essay, there are several perspectives on venturing an idea to people to accept, while getting little acknowledgement providing standards overall on a varied scale. As logos are presented in class as "informed opinions", it is readily apparent that most bias is precedent in this case. This bias is more overall determined by oneself in relation to others as to provide how this can be compared with ethos and pathos.

Rhetorical Analysis Assignment Part 2 Personal Letter 1:

Trying to Find Through Individuality in a Standardized School

Dear Andrey,

I am writing back to you from Stuyvesant to describe how I am doing. In particular I remember when you were trying to fit in after skipping two grades, and found that it was hard to fit in with the social crowd for many reasons. You mentioned how because you were younger, when you read the books in class, they were hard to talk about the implications because the books were not in your age group because they were for young adults, while you just became a teenager. It was harder to talk to your friends about relating to ideas in terms of your development. So among this crowd, you also said it was hard to fit in, because you were dismissed among your peers, because you weren't talked to heavily.

I was trying to build up my reputation among my friends in school. I was with a frisbee group trying to talk after school on the way to practice. They focused on talking about how they did in each math and science class primarily and what they understood about each class among the grades and how their understanding was the same or could fit in with others. I among my classmates related to certain topics like math and science they talked about a lot, because Stuyvesant, as you know, is a school that primarily focuses on math and science rather than English. I found that I did not talk as much, because most of the lessons were covered, so most of the things I had to say were similar to what they had to say. However, when I talked about my conclusions in class from English class, as well as how I relate in ideology and how to improve my conclusions in class, I found I stood out among them more individually. I believe that I started to stand out because I was talking about myself more uniquely compared to how I talked about the other subjects. Whereas you were not able to fit in while expressing your ideas in

English because you were not as similar in age, I thought it was easier to fit in with English because while I was accepted, I felt less like an individual.

Sincerely,

Sergei

Rhetorical Analysis Assignment Part 3 for Essay 1

I wanted to share my argument about how in my case in school, it is important for one to be recognized personally as an individual, especially through English. I wanted to share this argument because I thought it was important what role one has in other's lives by fitting in and how that can be impacted by English. The intended audience I tried to target is people getting used to school life and are trying to fit in. I believed the people who need to hear my piece are just starting a new year in a new school, since knowing how to make their first impression in school is very crucial. I believed the students ready to hear it are in the process of getting used to school, since they are in the process of having their own criteria for developing a reputation. I choose the genre: personal letter because a personal letter would allow me to express my idea more simply.

In a casual style of writing, I demonstrated pathos by showing understanding for people trying to fit into a social crowd. In my personal letter, "I found that I did not talk as much, because... most of the things I had to say were similar to what they had to say". I realized I had less to relate to my friends in terms of something new they wanted to hear. This led to me being less of an individual in my group because everything I said would be less memorable. The loss of relatability and individuality in my group would lead to feelings of depression invoked in the audience and I. This made the audience and I feel as though what I had to say was boring, and less appropriate. I used a casual style of writing in the personal letter (previous quote). This allowed me to better illustrate what my response was to talking less in my friend group. Therefore this style of writing was a good fit because the reader could relate to how I was feeling in a sympathetic response.

I used logos to show the reasoning that discussing with my friend group about English made it more possible to fit in, since English made what I had to say more personal. I described myself feeling better around my friends: “when I talked about my conclusions in class from English class... I found I stood out among them more individually”. By talking about inferences I made in English class, I used my own understanding of my life experiences to better understand the text in order to sympathize with the author discussed in class. This sympathy would provide a different attitude I held toward the author discussed. This attitude allowed me to better discuss what I believed were my general personal attitudes in life. This way, when discussing the attitude of authors, I felt like I had something new to say with my friend group.

My purpose was to inform others that it is also important for others to get people to talk and fit in. For my brother, “it was hard to fit in, because you were dismissed among your peers”. By providing more resistance to my brother fitting in, my brother would have had to be more persistent to fit in. Still with resistance my brother would have made my brother feel as though he was stubbornly fitting in, which would lower his reputation. This would grow to show that my feeling of depression in the audience and I, in the previous paragraph, showed how I was feeling lonely, while not alone in a situation with my friends, due to me not feeling what I had to say was appropriate enough and possibly stubborn. Therefore peers have a big role in how open one is socializing and feeling less lonely, by making it more appropriate for someone to talk, like with me talking about English, which was an open topic.

I appealed to my audience by showing the importance of understanding this situation. I compared my brother’s situation to my own: “[w]hereas you were not able to fit in while expressing your ideas[,]... I felt less like an individual”. I decided to write to my brother about a situation relevant to him. His situation’s relevance to my own better allowed me to understand

how bad my situation could have been. This showed to my audience that with understanding the role in causing others to socialize, it is important to recognize what others are going through, for example in relevance to your own situation, in order to properly address the situation by encouraging them to socialize. My genre was a good fit because my genre being a personal letter gave me the opportunity to introduce a topic about my brother so that I was open to more discussion. This allowed me to more easily express how an idea was relevant .