

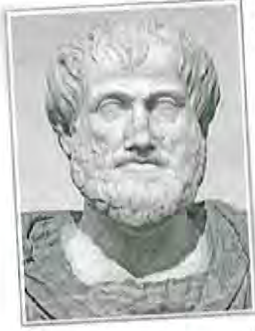
# Teaching Rhetoric to Understand the World

## Resources



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# INTRODUCTION TO ETHOS, PATHOS & LOGOS



**ARISTOTLE** was a Greek philosopher who lived in the 4<sup>th</sup> century BCE. He was an influential thinker and wrote on many subjects – from logic and ethics, to biology and metaphysics.

One area, in which Aristotle was particularly interested, was *rhetoric*. That is, the art of persuasive speaking or writing. He even wrote a whole book entitled 'On Rhetoric' in which he explains his theories of persuasive language and speech. Most significantly, in this work he expounds on the concepts of **ethos**, **logos** and **pathos**, as tools for persuasive language. A lot can be learned about the art of persuasion from these three concepts, and once understood, they can be easily applied to our own persuasive speaking and writing.

## ETHOS

*Ethos* is a Greek word meaning 'character'. In terms of persuasive language, it is **an appeal to authority and credibility**. *Ethos* is a means of convincing an audience of the reliable character or credibility of the speaker/writer, or the credibility of the argument.

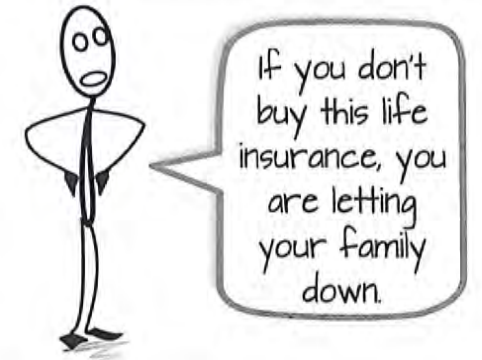
It is an important tool of persuasion because if you can get your audience to see you (or your argument) as credible and trustworthy, it will be much easier to persuade them.



## PATHOS

*Pathos* is a Greek word meaning 'suffering' or 'experience', and it is used in persuasive speech as **an appeal to the emotions** of the audience. *Pathos* is the way of creating a persuasive argument by evoking an emotional response in the audience/reader.

You can use *pathos* when trying to persuade, by appealing to an audience's hopes and dreams, playing on their fears or worries, or appealing to their particular beliefs or ideals.



## LOGOS

*Logos* is a Greek word meaning 'a word' or 'reason'. In rhetoric, it is **an appeal to logic and reason**. It is used to persuade an audience by logical thought, fact and rationality.

*Logos* can be a useful tool of persuasion because if you can 'prove' an argument through logical and sound reasoning, your audience is more likely to be persuaded.



**If you can include a combination of these three elements in your persuasive speaking and writing, you will appeal to your audience's emotions, sense of reasoning and belief in you, and therefore your writing will be more convincing. Try to subtly weave ethos, pathos and logos into your persuasive writing and speaking.**

## Analysis of an Ad

As you look at this ad, think about the

- Subject of the ad
- Language that is used
- Predominant images
- Audience for ad
- Purpose for ad
- Rhetoric appeals the ad is using

## Analysis of a Written Text

- Read the text
- Identify the main idea/purpose
- Identify the audience
- What rhetorical devices does the author use?
- Any logical fallacies

From *To Kill a Mockingbird* by Harper Lee

I'm no idealist to believe firmly in the integrity of our courts and in the jury system—that is no ideal to me, it is a living, working reality. Gentlemen, a court is no better than each man of you sitting before me on this jury. A court is only as sound as its jury, and a jury is only as sound as the men who make it up. I am confident that you gentlemen will review without passion the evidence you have heard, come to a decision, and restore this defendant to his family. In the name of God, do your duty.

Letter to the Editor, *Boston Herald*, October 6, 2017

The shootings in Las Vegas were atrocious (Oct. 3). No private citizen should own or possess an automatic or semiautomatic weapon. The U.S. government should sponsor a six-month gun buyback program for these weapons and, at the end of those six months, anyone found with such a weapon could be sentenced to five years in prison.

— Allen F. Gallagher, Watertown

# *Creating an Advertisement Using Rhetorical Appeals (40 points)*

Your goal is to work with your team to try to sell your product to your target audience. Every group member must participate in the planning and production. You will need to think creatively and analytically! Brainstorming ideas is a must!

Options: You may create (1) an original TV commercial or (2) a print advertisement.

## **TV Commercials:**

- In order to create a professional-looking commercial you will need to include appropriate attire/costumes, props, and other visual aids. You may also include music.
- Your production must be filmed and last for **a minimum of 45 seconds**, not including credits or other elements which do not demonstrate your understanding of the rhetorical strategies and devices. **TWO OF THE RHETORICAL STRATEGIES** must be demonstrated at some point during the advertisement.
- You will share your commercial with the class.
- You will also include a written analysis for the commercial. SEE REVERSE.

## **Poster Ad:**

- Create a print advertisement. Your advertisement should be professionally presented, have an ORIGINAL appearance and design, and include color. You may use the iPad to help with design, but absolutely NO cutting and pasting of images is permitted.
- You must include **visuals as well as print** in your advertisement. Your advertisement should clearly demonstrate at least **TWO OF THE RHETORICAL STRATEGIES**.
- You will share your advertisement with the class.
- You will also include a written analysis for the advertisement. SEE REVERSE.

You will be evaluated on: originality and creativity, quality of ad/commercial, effectiveness of rhetorical appeals, collaboration and use of class time, and written analysis.

## **WRITTEN ANALYSIS GUIDELINES:**

**You will complete one written analysis per group. Each group member's name should appear at the top of the document. The document must be double-spaced in Times New Roman 12-point font. Proofread carefully.**

### **In the first paragraph:**

- Identify the product you were asked to sell and the target audience you needed to address.
- Explain how your group decided whether you would do the commercial or the print ad.
- Explain the process you used as you began to plan for your commercial/print ad.
- How did you finally decide what you would include in your commercial/ad?
- What challenges did you have along the way? How did you handle these challenges?

### **In the second paragraph:**

- Explain why you believe your commercial or print ad will help to market your product to the target audience.
- Identify each Rhetorical Appeal you used and explain IN DETAIL how each one is apparent in your commercial/print ad.

### **In the third paragraph:**

- What did you learn throughout this process?
- If you were to do this project again, what, if anything, would you do differently? Explain.

**Title & Author:** \_\_\_\_\_

PROVIDE **TEXTUAL EVIDENCE** FOR EACH BOX.

*The SOAPSTone graphic organizer is designed to help you understand and analyze complex informational texts.*

**Speaker:** Who narrates the text, and what is known about this speaker's credentials or character?

**Occasion:** Where and when did this take place? What prompted the article to be written?

**Audience:** Toward whom is the text directed? How can you tell?

**Purpose:** What is the speaker's reason for writing the text? How can you tell?

**Subject:** The central topic, content, ideas.

**Other:** What else do you notice? Pay attention to word choice, structure, etc.

**Tone:** The attitude of the speaker towards the subject of the text (inference supported by the evidence collected in the first six boxes).

## Aristotelian Appeals: Logos, Ethos, and Pathos

Whenever you read an argument you must ask yourself, "Is this persuasive? If so, why? And to whom?" There are many ways to appeal to an audience. Among them are appealing to logos, ethos, and pathos. These appeals are identifiable in almost all arguments.

To Appeal to LOGOS (logic, reasoning)	To Develop or Appeal to ETHOS (character, ethics)	To Appeal to PATHOS (emotion)
: the argument itself; the reasoning the author uses; logical evidence	: how an author builds credibility & trustworthiness	: words or passages an author uses to activate emotions
Types of LOGOS Appeals	Ways to Develop ETHOS	Types of PATHOS Appeals
<ul style="list-style-type: none"> <li>Theories / scientific facts</li> <li>Indicated meanings or reasons (because...)</li> <li>Literal or historical analogies</li> <li>Definitions</li> <li>Factual data &amp; statistics</li> <li>Quotations</li> <li>Citations from experts &amp; authorities</li> <li>Informed opinions</li> <li>Examples (real life examples)</li> <li>Personal anecdotes</li> </ul>	<ul style="list-style-type: none"> <li>Author's profession / background</li> <li>Author's publication</li> <li>Appearing sincere, fair minded, knowledgeable</li> <li>Conceding to opposition where appropriate</li> <li>Morally / ethically likeable</li> <li>Appropriate language for audience and subject</li> <li>Appropriate vocabulary</li> <li>Correct grammar</li> <li>Professional format</li> </ul>	<ul style="list-style-type: none"> <li>Emotionally loaded language</li> <li>Vivid descriptions</li> <li>Emotional examples</li> <li>Anecdotes, testimonies, or narratives about emotional experiences or events</li> <li>Figurative language</li> <li>Emotional tone (humor, sarcasm, disappointment, excitement, etc.)</li> </ul>
Effect on Audience	Effect on Audience	Effect on Audience
Evokes a cognitive, rational response. Readers get a sense of, "Oh, that makes sense" or "Hm, that really doesn't prove anything."	Helps reader to see the author as reliable, trustworthy, competent, and credible. The reader might respect the author or his/her views.	Evokes an emotional response. Persuasion by emotion. (usually by evoking fear, sympathy, empathy, and/or anger)
How to Talk About It	How to Talk About It	How to Talk About It
The author appeals to logos by defining relevant terms and then supports his claim with numerous citations from authorities.  Statistics and expert testimony are convincing logical appeals.	Through his use of scientific diction, the author builds his ethos by demonstrating expertise.  The author develops her ethos by demonstrating to readers that she is sympathetic to the struggles minorities face.	When referencing 9/11, the author is appealing to pathos. Here, he is eliciting both sadness and anger from his readers.  The author's description of the child with cancer was a very persuasive emotional appeal.



## WA Essay Rubric

	4	3	2	1	SCORE
READING	Thorough comprehension of central idea(s), of interrelated details; skilled use of evidence	Effective comprehension of central idea(s), of interrelated details; appropriate use of evidence	Some comprehension of some central idea(s) and details. Some factual or interpretive errors; limited or haphazard use of evidence	Little or no comprehension of central idea(s) and details; numerous errors of fact and/or interpretation; little or no use of evidence	
ANALYSIS	Insightful awareness of author's use of evidence, logic, style, and persuasion; strategic student use of style and evidence	Effective awareness of author's use of evidence, logic, style, and persuasion; sufficient, relevant support of most transparent style and evidence	Limited awareness of author's style and techniques; labels and attempts to explain persuasion; asserts points without explanation; unsupported claims; sidesteps the most relevant	Misses the author's intended purpose does not truly understand analysis as a task. Mostly summary and/or random use of evidence. Misses major points	
WRITING	Excellent command of language; precise central claim; strong intro and conclusion; cumulative and sequential ideas; varied syntax; precise word choice; no errors of conventional standard written English	Cohesive; effective control of language; follows a central claim or idea; some variety in syntax; some precise word choice; good grammar and mechanics; free of major errors	Unorganized; central claim is weak or not followed; weak intro and/or conclusion; pedestrian ideas, syntax, diction; casual tone; grammatical and mechanical errors may impede clarity	Little or no unity and/or control of language; no central idea; intro/conclusion not in evidence; syntax, diction subvert insight and clarity; many errors in grammar and mechanics	