Recap

- **Beginning to think about technology & how to approach it**
  - Not with a simple narrative (e.g., progress is always good and humans will always progress, etc.)
  - Not with hierarchical binaries
    - Technology/Nature, Rationality/Emotion, Good/Bad, Civilized/Savage, Male/Female, etc.
- **Reflecting on our experiences with technology**
  - Begin to shift away from simplification
- **Paying more attention to our writing process**
  - Importance of producing lots of writing that may be deleted, but was necessary
  - Importance of multiple drafts
  - Importance of revision

Rhetoric

Rhetoric has a few definitions:

- the art of persuasion
- the study of language and communication
- the effective use of language or other methods of communication
- the practice of making meaning

Rhetorical Canons

Five categories: serve both analytical and generative purposes.

CANON	INVOLVES
invention	discovery of plausible arguments and supporting material
arrangement	arrangement of argument
style	fitting of proper language to the argument, based on appropriateness, comprehensibility, and deliberate adornment
memory	grasp and understanding of the material to be presented
delivery	control of the elements in the presentation of argument

Rhetorical Analysis

- **Analysis**
  - unpacking an idea, concept, object, or practice into component parts and looking at relationships. Most analyses ask "why" and "how."
- **Rhetorical analysis**: unpacking how speakers/writers/rhetors use language or other methods to attempt to persuade their audiences by examining the various methods they use to accomplish their task.

- **Text**
  - historical definition: a writing that can be interpreted
  - contemporary definition: any object (written, verbal, visual, etc.) that communicates messages (i.e. makes an argument) in a situation

Rhetorical Analysis of a Text

Key Questions

- What is said (*message*)
- Who is saying it (*speaker*)
- Who is listening (*audience*)
- Where/when it is being said (*situation*)
- Why it is being said (*purpose*)
- How it is being said (*tone, style*)

Rhetorical Triangle and Devices

Triangle

Speaker/Writer – Message – Audience

- helps understand the context of a text
- shows the *relationships* between speaker, audience, message, style, purpose, and tone
- makes writing and analysis much clearer
- allows a writer to think more critically about their writing decisions

Devices

- Logos: a logical appeal
  - Quality of reasons and evidence to support point(s)
  - In writing: clear ancedotes, research, data, statistics, logical connections, etc.
- Pathos: an emotional appeal
  - Consideration of sympathies, values, beliefs, and emotions of audience
  - In writing: vivid examples, details, and empathy with audience
- Ethos: an ethical appeal
  - Two ways we need to think about ethos:
    - "do this because it's the *right thing to do*"
    - Trustworthiness/credibility: "I, the author, am showing you that I am reliable" i.e., "you can trust that I am *ethical* and telling you what you need to know"

My Dear Fellow Clergymen:

   While confined here in Birmingham city jail, I came across your recent statement calling my present activities "unwise and untimely." . . . Since I feel that you are men of genuine good will and that your criticisms are sincerely set forth, I want to try to answer your statement in what I hope will be patient and reasonable in terms.

   I think I should indicate why I am here in Birmingham, since you have been influenced by the view which argues against "outsiders coming in." . . . I, along with several members of my staff, am here because I was invited here. I am here because I have organizational ties here.

   But more basically, I am in Birmingham because injustice is here. Just as the prophets of the eighth century B.C. left their villages and carried their "thus saith the Lord" far beyond the boundaries of their home towns, and just as the Apostle Paul left his village of Tarsus and carried the gospel of Jesus Christ to the far corners of the Greco-Roman world, so am I compelled to carry the gospel of freedom beyond my own home town.

- Martin Luther King, Jr. "Letter from Birmingham Jail"

Ethos

Let us begin with a simple proposition: What democracy requires is public debate, not information. Of course it needs information too, but the kind of information it needs can be generated only by vigorous popular debate. We do not know what we need to know until we ask the right questions, and we can identify the right questions only by subjecting our ideas about the world to the test of public controversy. Information, usually seen as the precondition of debate, is better understood as it by product. When we get into arguments that focus and fully engage our attention, we become avid seekers of relevant information. Otherwise, we take in information passively—if we take it in at all.

- Christopher Lasch, "The Lost Art of Political Argument"

Logos

For me, commentary on war zones at home and abroad begins and ends with personal reflections. A few years ago, while watching the news in Chicago, a local news story made a personal connection with me. The report concerned a teenager who had been shot because he had angered a group of his male peers. This act of violence caused me to recapture a memory from my own adolescence because of an instructive parallel in my own life with this boy who had been shot. When I was a teenager some thirty-five years ago in the New York metropolitan area, I wrote a regular column for my high school newspaper. One week, I wrote a column in which I made fun of the fraternities in my high school. As a result, I elicited the anger of some of the most aggressive teenagers in my high school. A couple of nights later, a car pulled up in front of my house, and the angry teenagers in the car dumped garbage on the lawn of my house as an act of revenge and intimidation.

- James Garbarino "Children in a Violent World: A Metaphysical Perspective"

Pathos

Rhetorical Triangle

Purpose and/or Message

Logos

Text

Ethos

Pathos
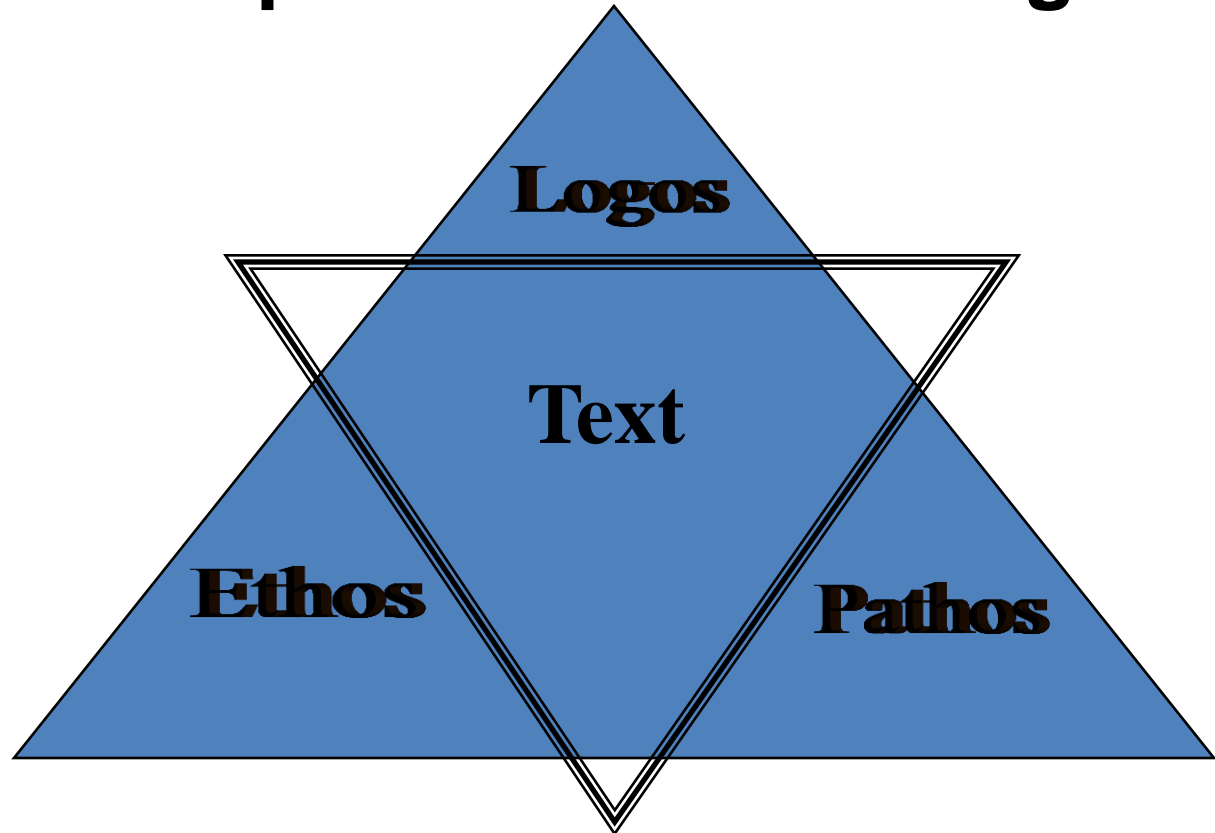
Speaker/ Writer

Audience

Shaquille
O'Neal

As a matter of fact, the water you drink does make a difference.

- Matt Damon

Over one billion people around the world lack clean water. Join me in my partnership with Ethos Water and H2O Africa and make a difference in the world water crisis. Every time you buy a bottle of Ethos, money goes to help provide children with the access to clean water they need. So if you choose to drink bottled water, please choose to make a difference. To learn more, **visit ethoswater.com**.

Every Bottle Makes a Difference.™

Ethos is a proud supporter of "Running The Sahara." In theaters this spring.

A donation of $0.05 is made for every bottle of Ethos sold toward the Ethos Water Fund goal of donating $10 million by 2010.

Context

Lloyd Bitzer's "Rhetorical Situation"

Main Elements:

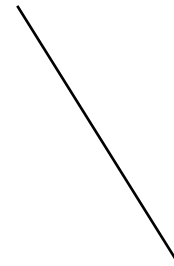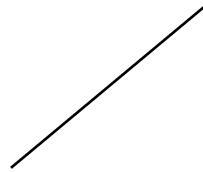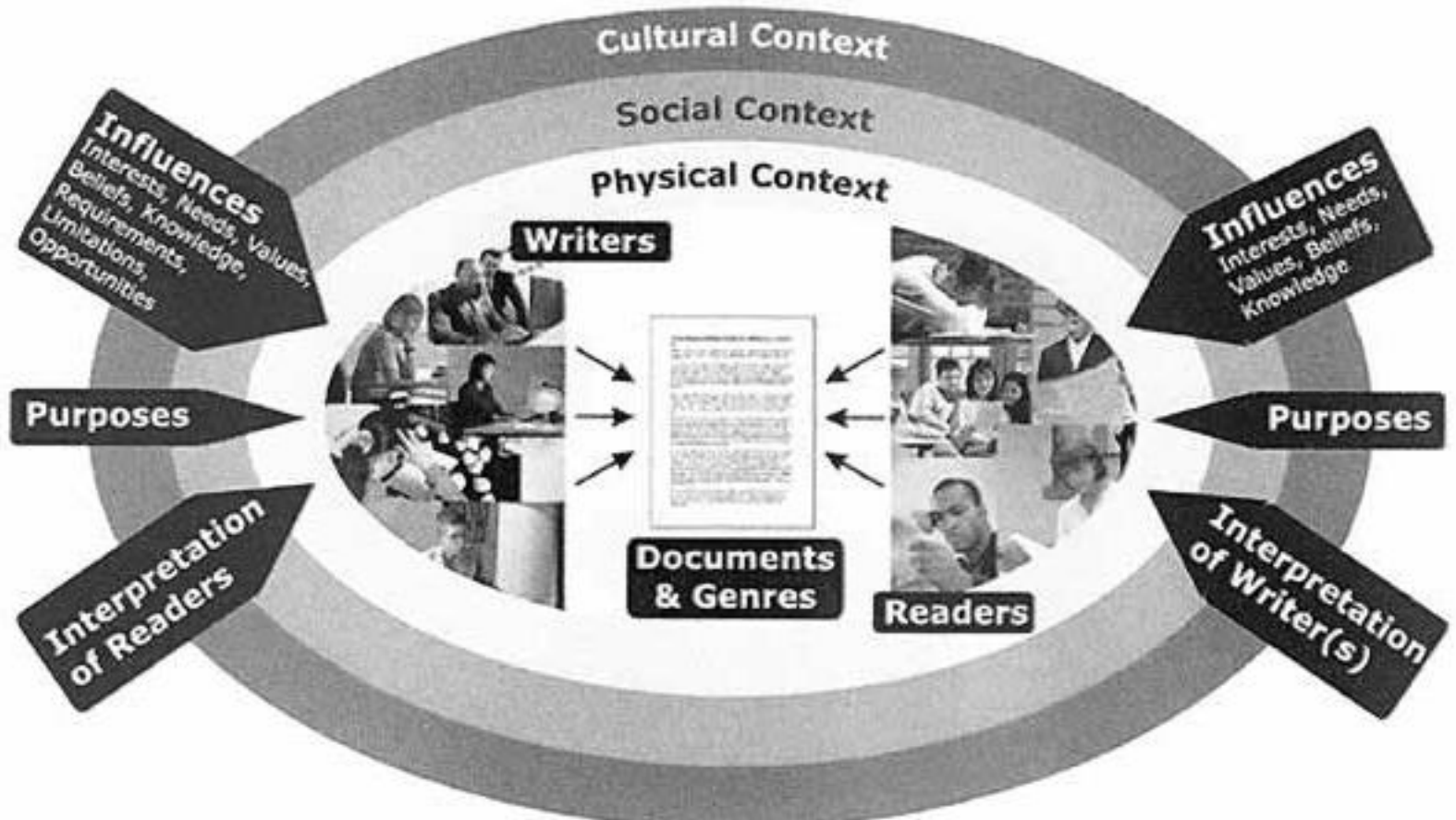Exigence – Audience – Constraints

Circumstance
Purpose
Urgency   Response to   Limitations
                            Message

Situation

Activity

1. Work with a partner to find one or two texts online

2. Apply a rhetorical analysis to the text

- What is said (*message*)
- Who is saying it (*speaker*)
- Who is listening (*audience*)
- Where/when it is being said (*situation*)
- Why it is being said (*purpose*)
- How it is being said (*tone, style*)
- How are rhetorical devices used?

3. Be ready to present to the class

Rhetorical Triangle & You

1. Open up your complete draft

2. Underline your main message

3. Bold the most important aspect or perspective about your message that you want the reader to understand

4. Read through your whole paper and highlight when you are using (or could use) logos, ethos, and pathos to support or build toward your message

5. Add or revise sentences or a paragraph that uses one of the devices to support or build toward