



**Writing Rhetorically: The Art of Rhetoric**

Unless we are writing to and for ourselves (in personal journals or diaries), most of the writing we do is an act of communication with an audience. Recognizing the circumstances of our writing (the rhetorical situation) and creating writing that is audience-focused will contribute to more effective, stronger, and organized writing. The chart below, derived from Aristotle’s three elements of rhetorical persuasion, can help us read and analyze texts more critically -- and write our own more convincingly.

<p><b>Ethical Appeal (ethos)</b> <i>The Author</i></p>	<p><b>Emotional Appeal (pathos)</b> <i>The Reader</i></p>	<p><b>Logical Appeal (logos)</b> <i>The Text</i></p>
<p><u>Credibility &amp; Confidence</u> How familiar is the author with the subject? Does the author situate their argument in a larger conversation? Does the author seem reasonable? What is the author's tone? What is the author's purpose?</p> <p><u>Character</u> Does the author show respect for others' values and opinions? Does the author show integrity, trustworthiness, and open-mindedness?</p> <p><u>Author's Affiliations</u> Educational, socioeconomic, religious, political, professional, special experiences, citizenship, location, race, ethnicity, gender, sexuality, other aspects of identity.</p>	<p><u>Targeted Audience</u> Who is the writer’s intended audience? How do you know that this is their audience? What does the author seem to understand about their audience’s needs, values, beliefs, common ideas or experiences?</p> <p><u>Stylistic Appeals to Audience</u> How does the writer’s style play to readers? Is the style appropriate to the topic? How does the author use: imagery, repetition, rhythm, figurative language (analogy, metaphor, simile), diction, word choice?</p> <p><u>Arrangement of Ideas</u> How does the author arrange their text, and why is this arrangement appealing to the intended or target audience?</p> <p><u>Insiders vs. Outsiders</u> Are certain audience groups privileged in this text? Which groups, if any, are marginalized or even erased (not even hinted at or mentioned)?</p>	<p><u>Evidence</u> What evidence does the author use to illustrate, support, and develop their main argument and other points? Remember, evidence might take many forms: examples, illustrations; facts, statistics, other people’s claims, expert opinion, previous studies; precedents, laws, histories; images, drawings, diagrams, charts. Is this evidence appropriate (in terms of amount used), relevant, and persuasive?</p> <p><u>Arrangement of Ideas</u> In addition to appealing to the intended audience, how does the organization of the text support the overall logic of the author’s argument and its points? How IS the text organized: narration, compare/contrast, cause/ effect, deductive/ inductive reasoning?</p> <p><u>Stylistic choices</u> How does the style of the text enhance the logic of the argument? Look at the same elements as those for audience, but also consider: sentence length (varied?), passive or active tense, simple or more complex style?</p>