

# Lesson Plan: UNIT 9 Rhetoric

<b>Grade Level: 10</b>	<b>Subject: Eng II</b>	<b>Days of:</b>
<b>Essential Questions</b> What techniques do speakers and writers use to convince you of the validity of their positions?	<b>Education Standards Addressed</b> <b>7.0</b> Students listen to and evaluate oral communications for content, style, speaker's purpose, and audience appropriateness. 4.12.A1 Identify the main idea and major points; make generalizations 4.12.A2 Identify the author's viewpoint, fact vs. opinion, assumptions, or conclusions	
<b>Learning Objectives</b> SWBAT Identify rhetorical devices in prose and poetry.	<b>Materials Needed</b> Presentation Digital projector	
<b>Vocabulary</b> As listed on slides		
<b>Assessment (s)</b> Rhetorical analysis frame; text-based projected exam	<b>Other Resources</b> (e.g. Web, books, etc.)	
<b>Lesson Summary (details on each slide)</b> Introduce argument Discuss dialectic, ethos, pathos, logos Analyze advertising and political messages Set-up interactive notetaking guides Begin read, listen, example, define cycle Logical fallacies		
<b>Additional Notes</b>	<b>Homework</b> <b>None</b>	

**GIVE ME  
POWER!**



# **POWER**

**POWER CORRUPTS. ABSOLUTE POWER CORRUPTS ABSOLUTELY.  
BUT IT ROCKS ABSOLUTELY, TOO.**

**Real power resides not in those who earn money . . .**

**But in those who convince others to earn money for them.**



**Real power resides not in those who buy things . .**

- But in those who convince others to buy them**



**Real power resides  
not in those who  
hate . . .**



**But in those who  
convince others to hate.**



**HATE.**

**It's taught.**

**Stop intolerance.**

**Stop racism.**

**Stop the hate.**

 **TORONTO**

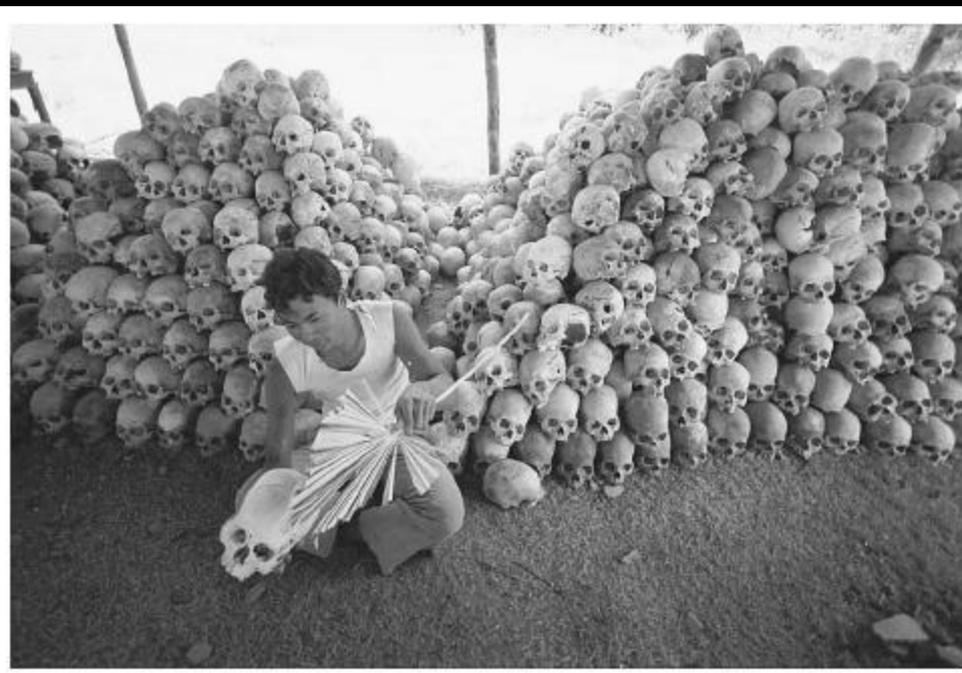
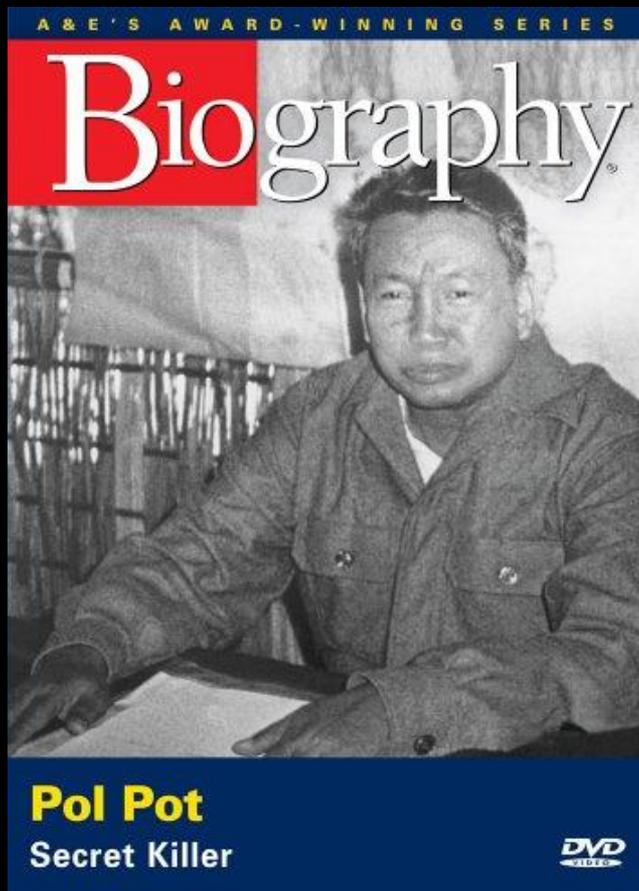
**Real power resides not  
in those who love . . .**



Martin Luther King, Jr  
**Bound  
to Love**  
an  
American  
**Saint**  
By - Dharmraj

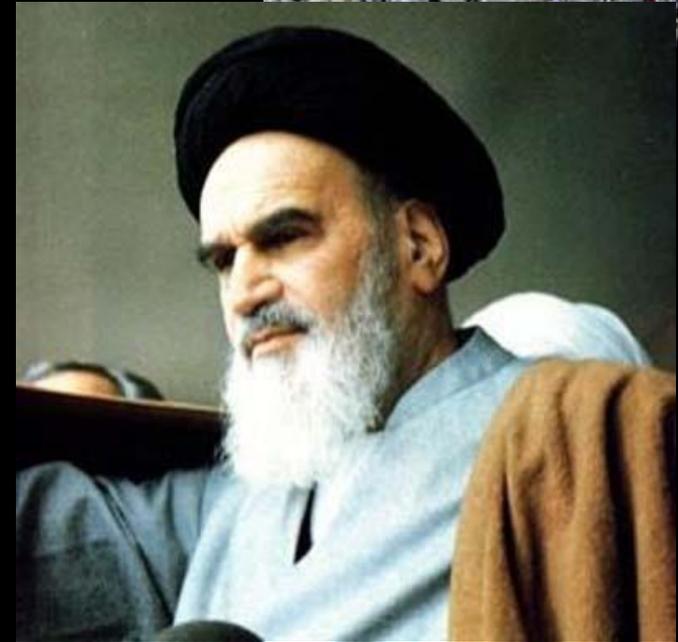
**But in those who convince others to love**

**Real power resides not in those who fight . . .**



**But in those who make others glad to fight**

**Real power  
resides not  
in those who  
believe . . .**



**But in those who convince others to believe.**

**The power to act  
resides with us . . .**



**But the power to  
move others to act  
depends on our  
power over language.**

And the power of language is . . .

Rhetoric

*Rhetoric*

**RHETORIC**

*Rhetoric*

Rhetoric



## **Powerful Voices: Study in Rhetoric**

**You now know how to organize your thoughts and you know it's important to produce specific evidence to support your assertions and to thoroughly explain your evidence.**

**Now we will work on methods you can use to give your arguments more emphasis and strength.**

# When was the last time you had a lengthy, significant verbal altercation?

## Write it Up

Create a Cornell notes sheet. Write the questions on the left and your answers to those questions on the right. The questions concern your last significant argument. You may choose a face-to-face argument or one conducted via electronic means.

1. With whom did you argue?
2. What did you argue about?
3. What was each side's position?
4. What was used to support each side of the argument?
  - Did you try to convince the other side that you were right by trying to convince them that you knew more than they did about the subject?
  - Did you try to get them to emotionally connect with your argument?
  - Did you present specific, factual, and verifiable evidence to prove your position?

**Rhetoric** is the counterpart of Dialectic. Both alike are concerned with such things as come, more or less, within the general ken of all men and belong to no definite science. Accordingly all men make use, more or less, of both; for to a certain extent all men attempt to discuss statements and to maintain them, to defend themselves and to attack others.

**Ordinary people do this** either at random or through practice and from acquired habit. Both ways being possible, the subject can plainly be handled systematically, for it is possible to inquire the reason why some speakers succeed through practice and others spontaneously; and every one will at once agree that such an inquiry is the function of an art.

- **Aristotle, in his introduction to *Rhetoric*, written circa 350 BCE**

Rhetoric: The art of speaking or writing effectively.

Aristotle says rhetoric is "the ability, in each particular case, to see the available means of persuasion." He described three main rhetorical strategies:

**Ethos** – Speaker Perceived credibility or reputation of the speaker. Level of respect and honor given to the speaker by the audience.

**Pathos** – Audience. Appeals to the audience's emotions.

**Logos** – Words. An appeal to logic. A demonstration of proof.

**Message**  
information, argument  
reasons, evidence, data, structure

**Logos**

**Rhetorical Triangle**

**Pathos**

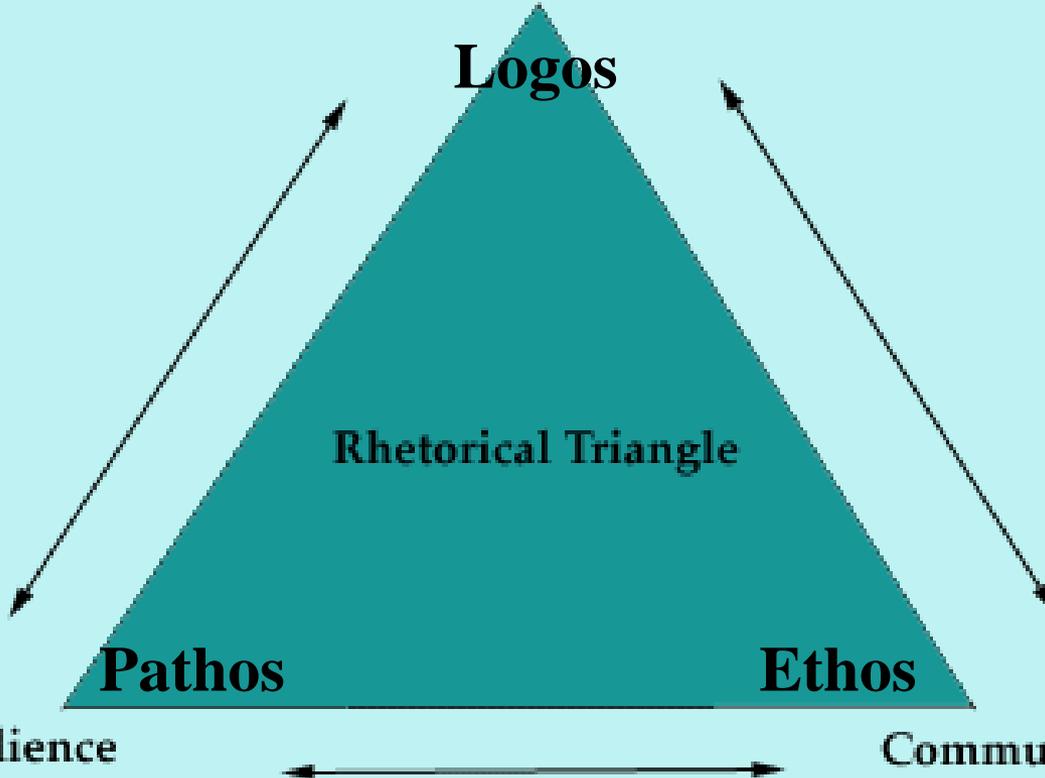
**Ethos**

**Audience**

beliefs, values  
knowledge, experience

**Communicator**

ethos (credibility), authority  
correctness, appearance, eloquence



## **Discussion:**

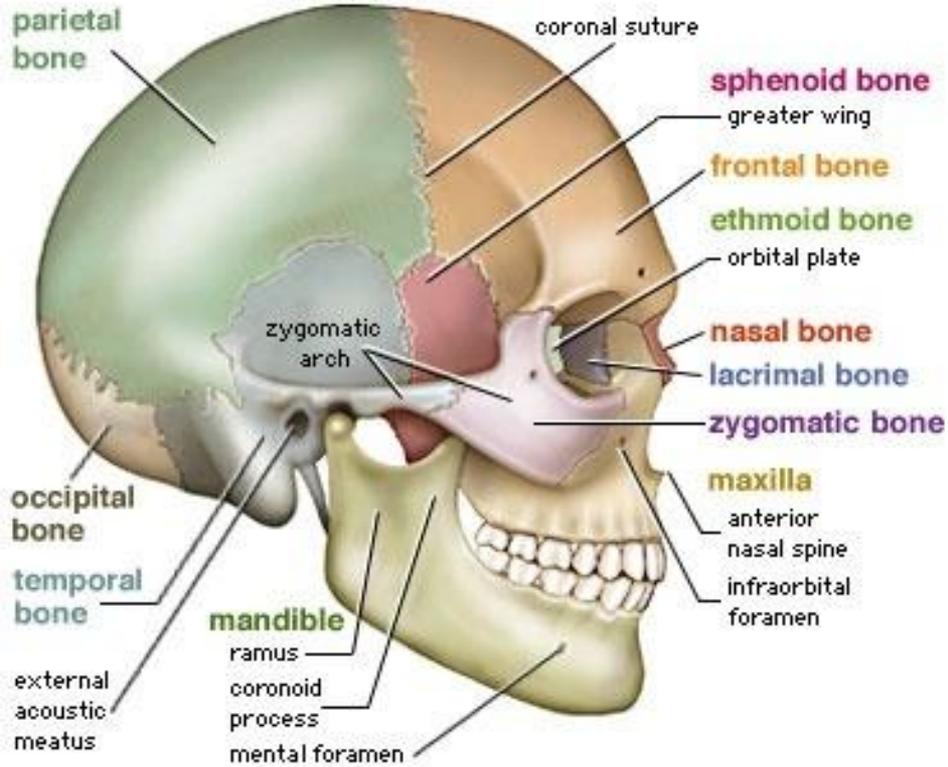
**I will show you some images. For each image, write down:**

- How you are affected by the image: your emotional and or intellectual response and what it is about the image that you think drove that response.**
- What rhetorical style do you think it uses the most and why you think so.**

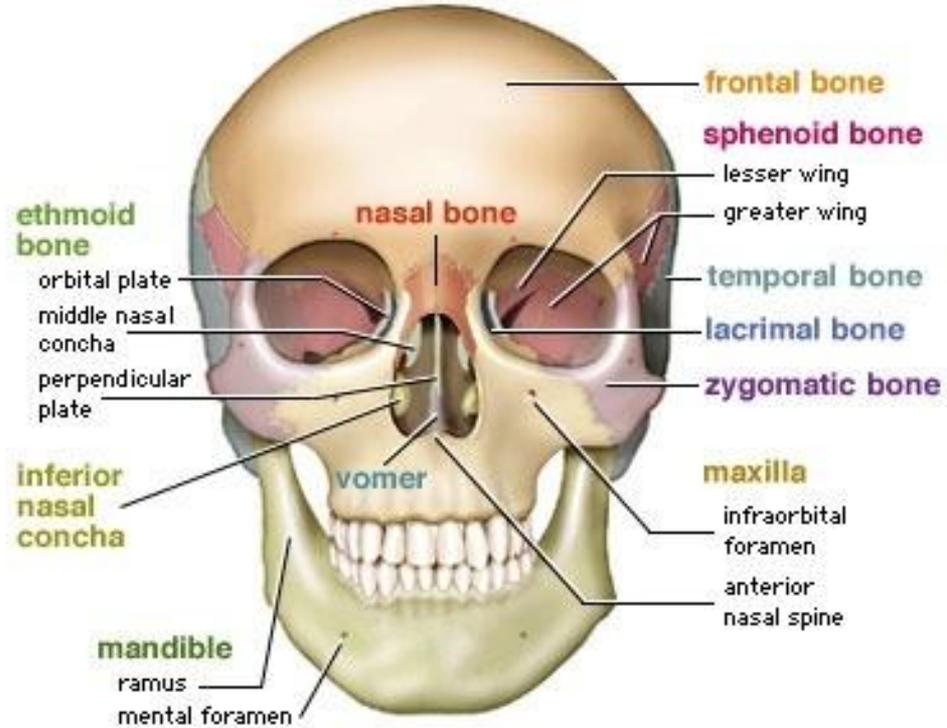


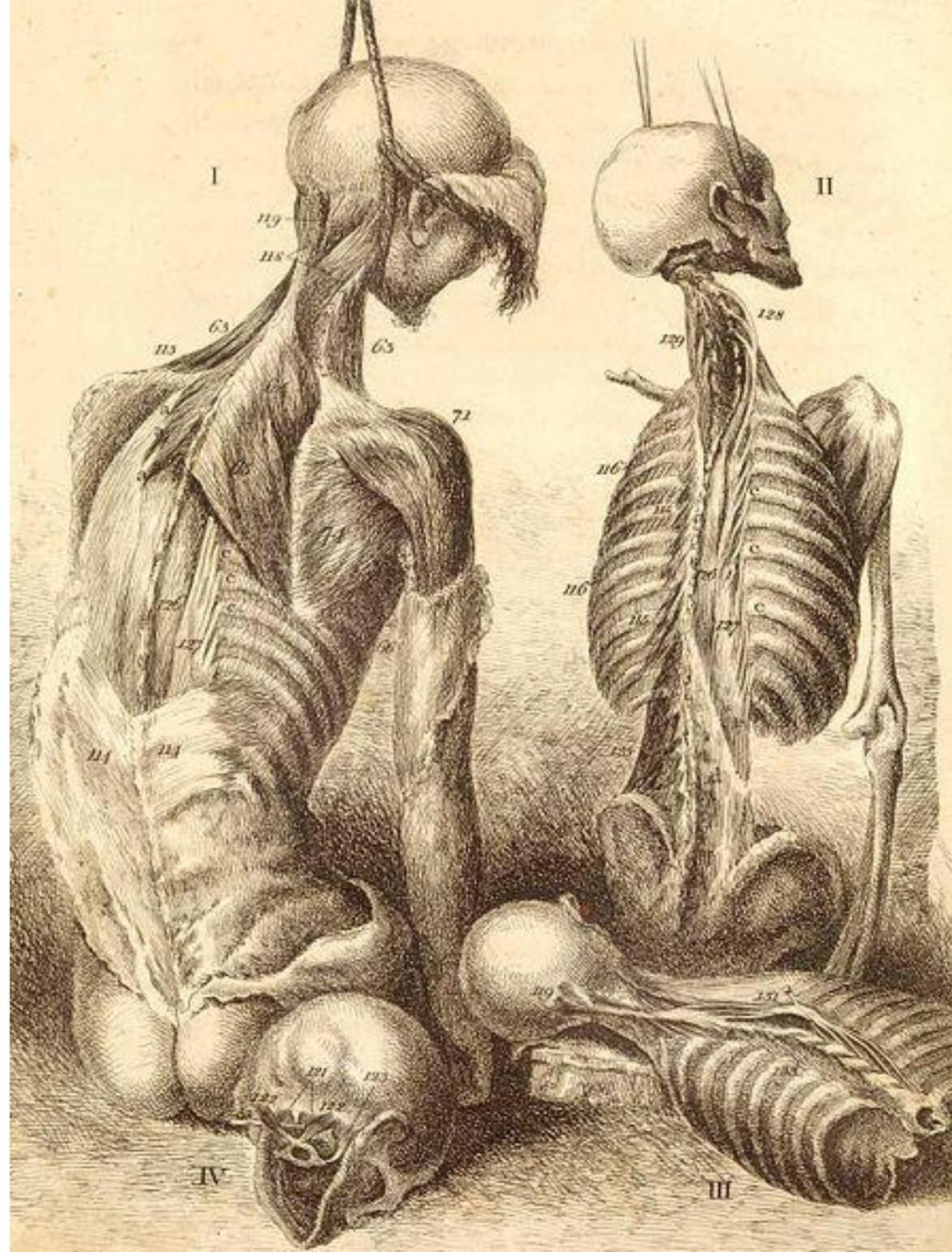


**Lateral view**



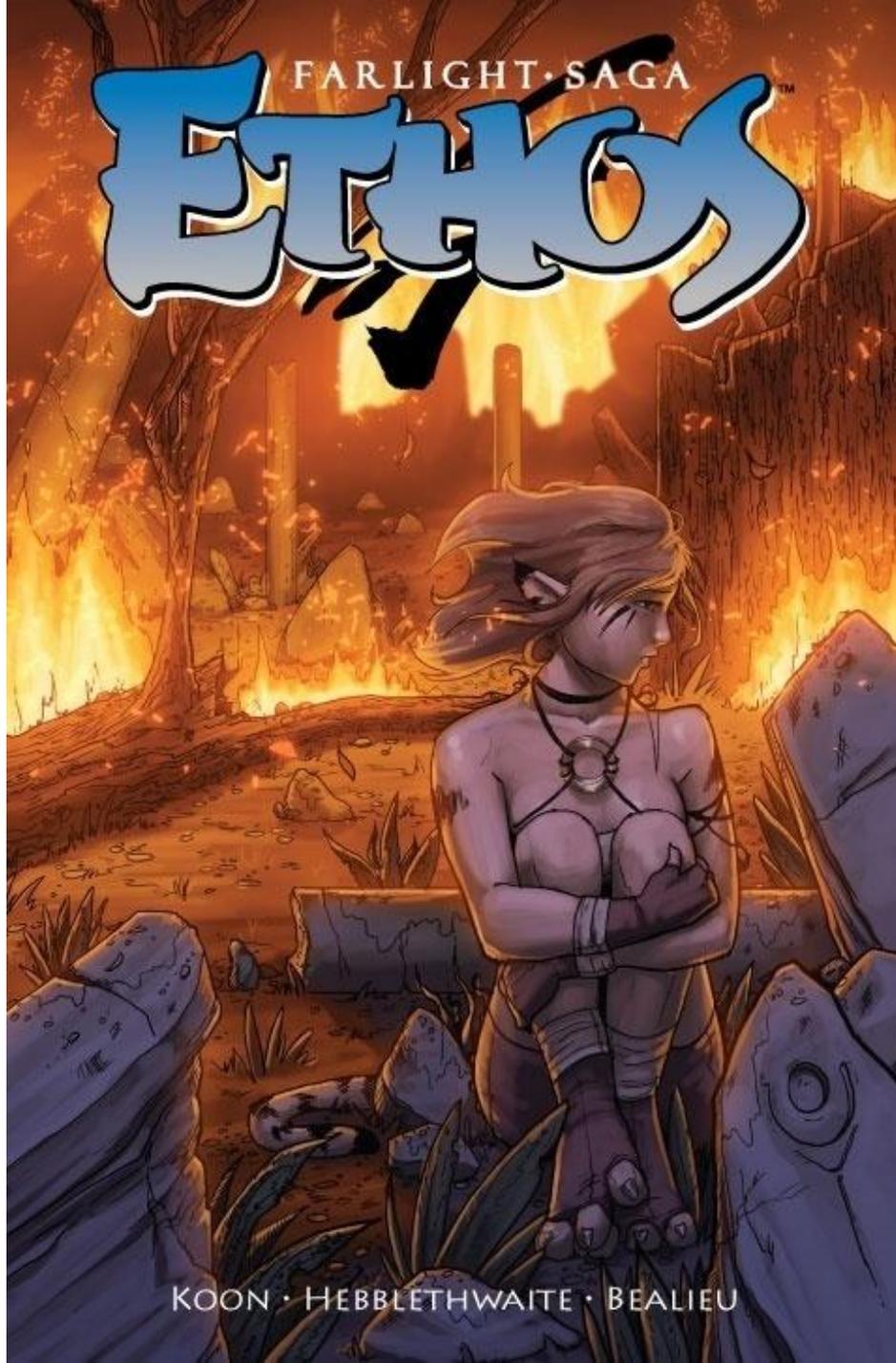
**Frontal view**





FARLIGHT · SAGA

# ETHOS



KOON · HEBBLETHWAITE · BEALIEU



P A T H O S

[www.findthepathos.com](http://www.findthepathos.com)

PLAN MUNDIAL PARA LA DESTRUCCION

# 2090



**THIS IS  
A MAN WHO  
GOT A WOMAN  
PREGNANT  
AND DECIDED  
NOT TO BE A  
FATHER.**

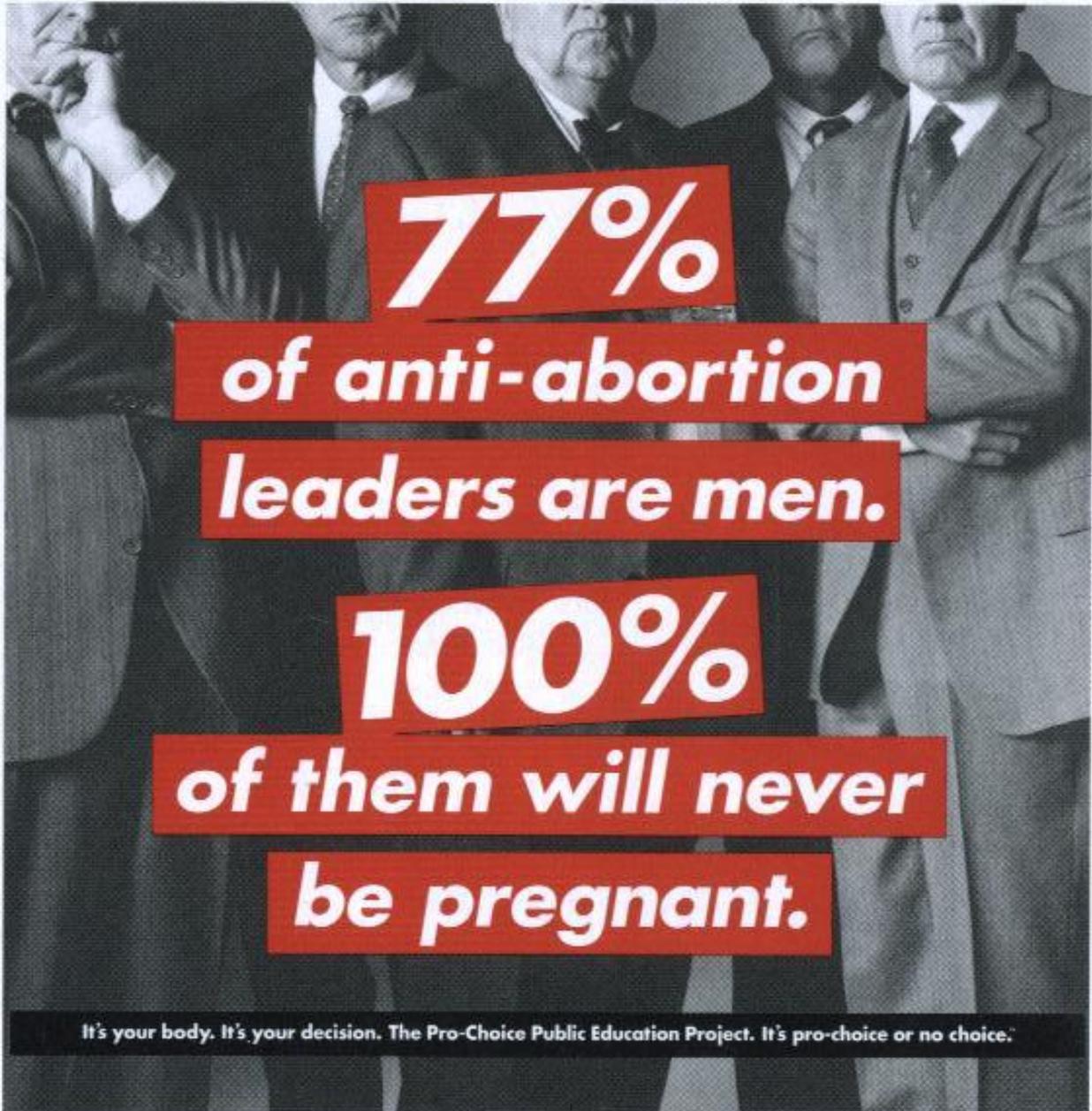


**HE'S SELFISH,  
INHUMANE,  
A DEADBEAT  
DAD.**

**THIS IS  
A WOMAN  
WHO GOT  
PREGNANT  
AND DECIDED  
NOT TO BE A  
MOTHER.**



**SHE'S  
PRO-CHOICE.**



**77%**

**of anti-abortion  
leaders are men.**

**100%**

**of them will never  
be pregnant.**

**It's your body. It's your decision. The Pro-Choice Public Education Project. It's pro-choice or no choice.**

**The experts agree ...**



**Hitler**



**Castro**



**Qaddafi**



**Stalin**



**Idi Amin**



**Mao Tse-tung**

毛沢東



**Pol Pot**



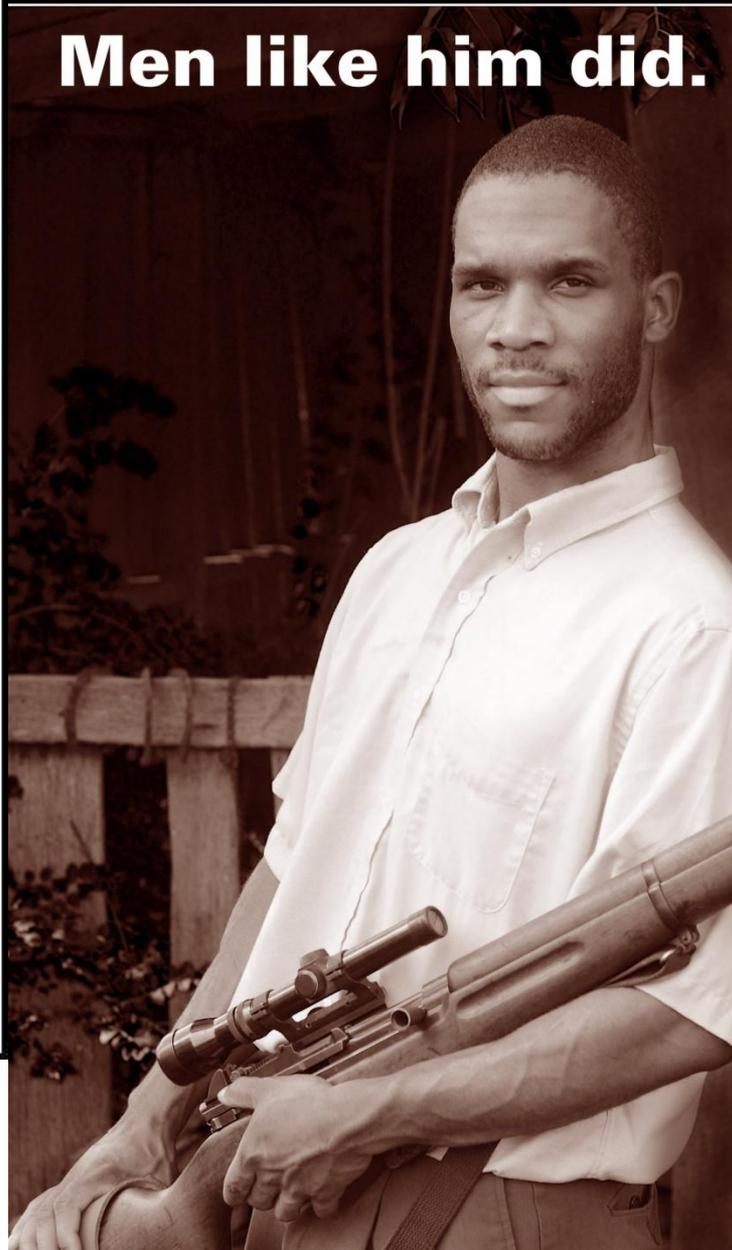
**Kim Jong-il**

金正日

**Gun control works!**

**Civil Rights legislation  
didn't stop Klan riders.**

**Men like him did.**



MIKE LUCKOVICH  
ATLANTA CONSTITUTION



**HE JUST SOLD RIFLES  
THAT CAN SHOOT DOWN PLANES  
TO A SUSPECTED TERRORIST.**



**IF SENATE BILL S.397 PASSES,  
HE'LL GET  
TOTAL LEGAL IMMUNITY.**

# When was the last time you had a lengthy, significant verbal altercation?

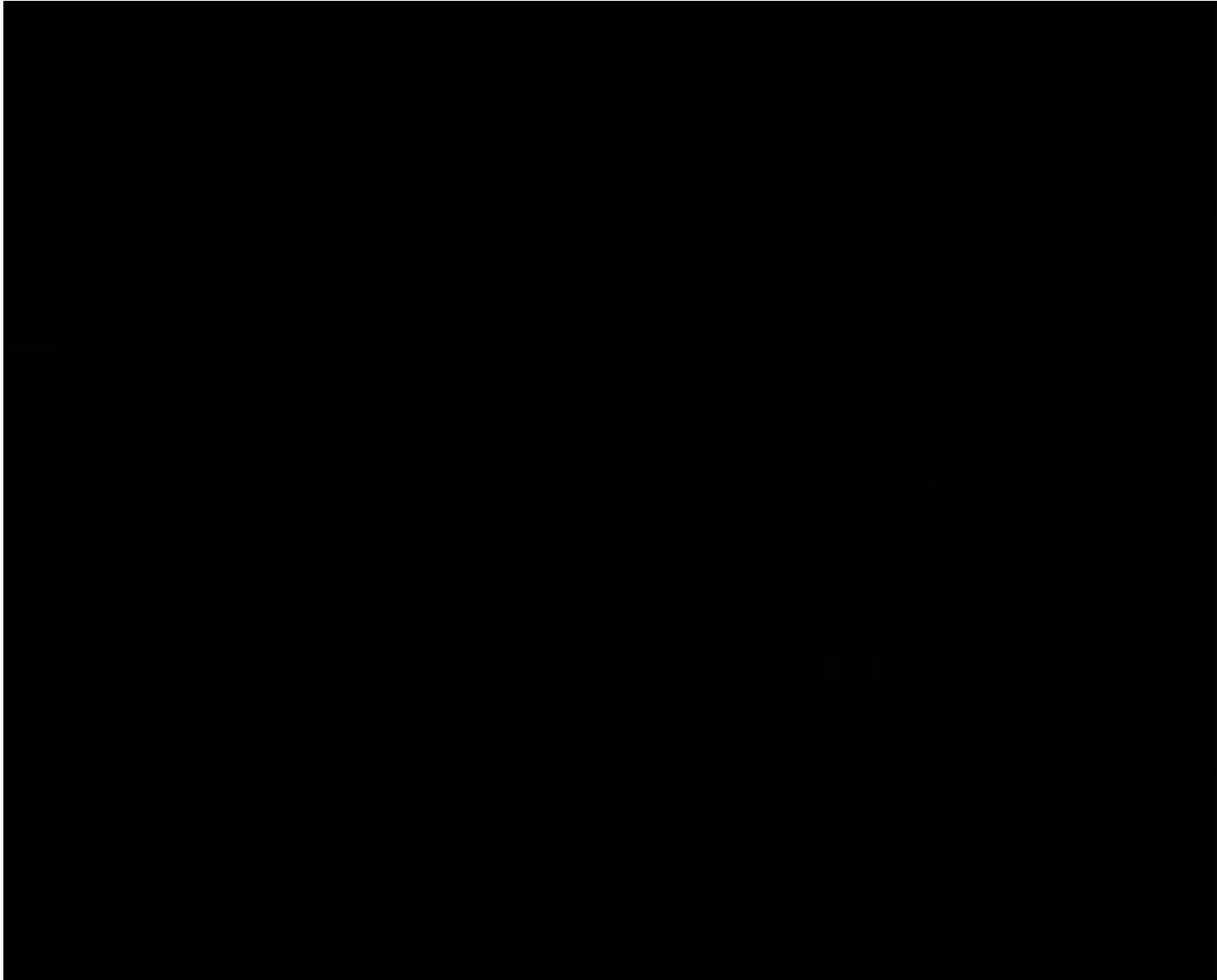
Connect with what you now know

## Write it Up

Create a Cornell notes sheet. Write the questions on the left and your answers to those questions on the right. The questions concern your last significant argument. You may choose a face-to-face argument or one conducted via electronic means.

1. With whom did you argue?
2. What did you argue about?
3. What was each side's position?
4. What was used to support each side of the argument?
  - Did you try to convince the other side that you were right by trying to convince them that you knew more than they did about the subject?
  - Did you try to get them to emotionally connect with your argument?
  - Did you present specific, factual, and verifiable evidence to prove your position?

**OK, what rhetorical strategy is being used in this advertisement?**



# Ethos: The Power and Credibility of the Speaker

In your notes, explain why this is this an example of ethos as a rhetorical strategy. Bring in evidence from the text.

Councilmen, I stand before you today not only as your Queen: I come to you as a mother; I come to you as a wife; I come to you as a Spartan woman; I come to you with great humility. I am not here to represent Leonidas; his actions speak louder than my words ever could. I am here for all those voices which cannot be heard: mothers, daughters, fathers, sons -- 300 families that bleed for our rights, and for the very principles this room was built upon. We are at war, gentlemen. We must send the entire Spartan army to aid our King in the preservation of not just ourselves, but of our children.

Send the army for the preservation of liberty.  
Send it for justice.  
Send it for law and order.  
Send it for reason.

But most importantly, send our army for hope -- hope that a king and his men have not been wasted to the pages of history -- that their courage bonds us together, that we are made stronger by their actions, and that your choices today reflect their bravery.

## Pathos: The Power of the Audience's

**Emotions and Values** In your notes, explain why this is this an example of pathos as a rhetorical strategy. Bring in evidence from the text. 



Private Reiben: Well put your money where your mouth is and do it! Do it! Pull the trigger already!

Sergeant Horvath: You don't know when to shut up. You don't know how to shut up.

Corporal Upham: Captain, please!

Captain Miller: Mike? What's the pool on me up to right now? What's it up to? What is it three hundred dollars -- is that it? Three hundred? I'm a school teacher. I teach English Composition in this little town called Addley, Pennsylvania. The last eleven years, I've been at Thomas Alva Edison High School. I was coach of the baseball team in the spring time.

Sergeant Horvath: I'll be doggone.

Captain Miller: Back home when I tell people what I do for a living, they think, well, that, that figures. But over here its a big, a big mystery. So I guess I've changed some. Sometimes I wonder if I've changed so much my wife is even gonna to recognize me whenever it is I get back to her -- and how I'll ever be able to tell her about days like today.

Ryan -- I don't know anything about Ryan. I don't care. Man means nothin' to me. It's just a name. But if -- you know -- if going to Ramel and finding him so he can go home, if that earns me the right to get back to my wife -- well, then, then that's my mission.

You wanna leave? You wanna go off and fight the war? Alright. Alright, I won't stop you. I'll even put in the paperwork. I just know that every man I kill the farther away from home I feel.

## **Logos: The Power of Logic and Reason** In your notes, explain why this is this an example of logos as a rhetorical strategy. Bring in evidence from the text.

Chuckie: Are we gonna have a problem? I don't understand -- Clark: No, no...there's no problem here. I was just hoping you might give me some insight into the evolution of the market economy in the Southern colonies. My contention is that prior to the Revolutionary War, the economic modalities, *especially* in the southern colonies, could most aptly be characterized as agrarian, pre-capitalist --Chuckie: Let me tell you something, alright -- Will: Of course that's your contention. You're a first year grad student. You just got finished readin' some Marxian historian -- Pete Garrison probably. You're gonna be convinced of that 'til next month when you get to James Lemon, and then you're gonna be talkin' about how the economies of Virginia and Pennsylvania were entrepreneurial and capitalist way back in 1740. That's gonna last until next year -- you're gonna be in here regurgitating Gordon Wood, talkin' about, you know, the Pre-revolutionary utopia and the capital-forming effects of military mobilization.

Clark: Well, as a matter of fact, I won't, because Wood drastically underestimates the impact of social --

Will: Wood drastically -- Wood 'drastically underestimates the impact of social distinctions predicated upon wealth, especially inherited wealth.' You got that from Vickers, 'Work in Essex County,' page 98, right? Yeah, I read that too. Were you gonna plagiarize the whole thing for us? Do you have any thoughts of your own on this matter? Or do you...is that your thing? You come into a bar. You read some obscure passage and then pretend...you pawn it off as your own idea just to impress some girls and embarrass my friend? See the sad thing about a guy like you is in 50 years you're gonna start doin' some thinkin' on your own and you're gonna come up with the fact that there are two certainties in life. One: don't do that. And two: You dropped a hundred and fifty grand on a fuckin' education you coulda' got for a dollar fifty in late charges at the public library.

Clark: Yeah, but I will have a degree. And you'll be serving my kids fries at a drive-through on our way to a skiing trip.

Will: Yeah, maybe. Yeah, but at least I won't be unoriginal. By the way if you have a problem with that, I mean, we could just step outside and we could figure it out.

Clark: No, man, there's no problem. It's cool.

Will: It's cool?

Clark: Yeah.

Will: Cool.

Chuckie: ...How ya like me now?



**Submit R2W2 #7 in the turn-in box no later than 1330 today.**

## **Rhetorical Strategies Assessment**

- Take out your rhetoric notes, a dark blue or black pen, a sheet or two of notebook paper, and correction tape or fluid and place them in front of you.
- Format a sheet of notebook paper according to course standards
- Title it: Rhetorical Strategies Assessment
- Remove all other items from your table

## **Instructions**

1. What is the primary rhetorical strategy or strategies used by William Wallace in this speech? Write a single, complete, fully supported paragraph. In-text citation: (Braveheart).
2. Below your paragraph, draw and label a rhetorical triangle and place a small, dark circle in the area where you think the speech draws its rhetorical power. Draw a line from the circle to your assertion/topic sentence.
3. When you are finished, staple you're your paragraph and rhetorical triangle to the top of your rhetoric notes and place them in the turn-in box.

1. Write fully supported paragraph on the rhetorical strategy (ies) used in this clip.

In-text citation: (Braveheart).

2. Complete rhetorical triangle with labels and arrow to topic sentence

3. Staple essay/triangle on top of notes. Place in turn-in box.



Wallace: Sons of Scotland, I am William Wallace.

Young soldier: William Wallace is 7 feet tall.

Wallace: Yes, I've heard. Kills men by the hundreds, and if he were here he'd consume the English with fireballs from his eyes and bolts of lightning from his arse. I am William Wallace. And I see a whole army of my countrymen here in defiance of tyranny. You have come to fight as free men, and free men you are. What would you do without freedom? Will you fight?

Veteran soldier: Fight? Against that? No, we will run; and we will live.

Wallace: Aye, fight and you may die. Run and you'll live -- at least a while. And dying in your beds many years from now, would you be willing to trade all the days from this day to that for one chance, just one chance to come back here and tell our enemies that they may take our lives, but they'll never take our freedom!!!

Wallace and Soldiers: Alba gu bra! (Scotland forever!)

<http://www.americanrhetoric.com/MovieSpeeches/specialengagements/moviespeechbraveheart.html>

# **Modes of Argument**

**The mode of an argument is the way in which the argument is presented. It is its organizational pattern. Some arguments use several modes, just as they do blends of rhetorical strategies.**

## **A Few Basic Modes of Argument**

**Exemplification** – Provides specific examples to support the assertion (examples directly connected to the subject. High fat foods: fries, Twinkies, deep fried Twinkies . . .)

## **A Few Basic Modes of Argument**

**Enumeration** – Organizes by listing categories or details  
(There are three basic principles that govern . . . )

## **A Few Basic Modes of Argument**

**Analogy** – making direct comparisons between the subject and similar circumstances (Just like in the 1920s, when liquor was illegal under Prohibition . . .)

## **A Few Basic Modes of Argument**

**Cause to Effect** – Presents the source that led to the problem (The banks lent to unworthy borrowers . . . The mortgage market collapsed)

## **A Few Basic Modes of Argument**

**Effect to Cause** – Presents the problem and then what caused it (The mortgage market collapsed . . . this was directly connected to the banks lending to unworthy borrowers)

## **A Few Basic Modes of Argument**

**Process** – Organized in step-by-step order (A few banks developed complex loan instruments . . . They began pushing these on consumers . . . They packaged them as mortgage-backed securities to investors . . . High-risk loans ballooned . . . High-risk loans began to default in large numbers . . . Mortgage-backed securities collapsed in value . . . Major corporations went bankrupt.)

# Modes of Argument Quiz

Format a sheet of paper according to course guidelines.

Title it:

Modes of Argument Quiz

- Number from 1 – 6 down the left side of the sheet. You do not need to leave lines between each number.
- You will see a series of 6 slides. Each slide will appear on the screen for 1 minute and 30 seconds.
- Each slide contains an example.
- Write down the mode of argument that best describes the example.

## **SLIDE #1**

The decrease in crime in inner cities can be traced to Roe vs. Wade, which legalized abortion and made it easily and cheaply available to women in poor socioeconomic conditions and whose offspring were most likely to grow up, poor, under-educated, unemployed, and immersed in violence and crime.

## **SLIDE #2**

The cotton gin, combine harvester, and tractor are all examples of devices that changed the face of agriculture forever.

## **SLIDE #3**

Disgruntled lone killers who shoot up schools or workplaces are nothing new. The recent case in Norway is, in many ways, like the Bath school bombing that occurred in Michigan in the 1920s.

## **SLIDE #4**

I will discuss the seven habits of highly effective teens:  
Be proactive, Begin with the end in mind, Put first things first, Think win-win, Think first to understand then to be understood, Synergize, Sharpen the saw

## **SLIDE #5**

Government declared war on drugs . . . Prison terms for possession increased . . . Prison populations increased . . . Prison overcrowding a major problem . . . Selective parole procedures instituted for minor drug offenses

## **SLIDE #6**

Mass layoffs and the resulting increasing in unemployment have led to an increase in violent crime in most urban areas.

**Move them**

- 1. Effect to cause**
- 2. Exemplification**
- 3. Analogy**
- 4. Enumeration**
- 5. Process**
- 6. Cause to effect**

**Now let's look at a couple of messages in series to discern their meaning. What are the writer's trying to do with their words?**



# THE SOLDIER'S CREED

I am an American Soldier.

I am a Warrior and a member of a team.

I serve the people of the United States and live the Army Values.

**I will always place the mission first.**

**I will never accept defeat.**

**I will never quit.**

**I will never leave a fallen comrade.**

I am disciplined, physically and mentally tough, trained and proficient in my Warrior tasks and drills.

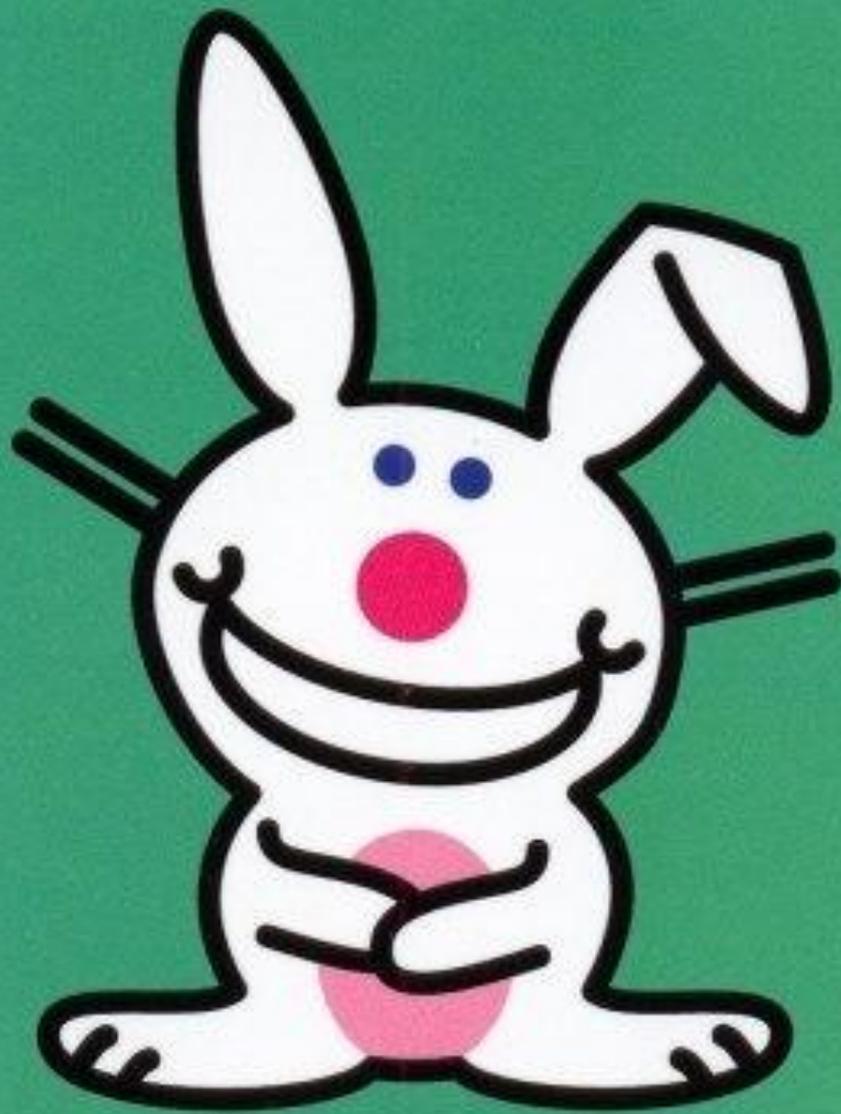
I always maintain my arms, my equipment and myself.

I am an expert and I am professional.

I stand ready to deploy, engage, and destroy the enemies of the United States of America in close combat.

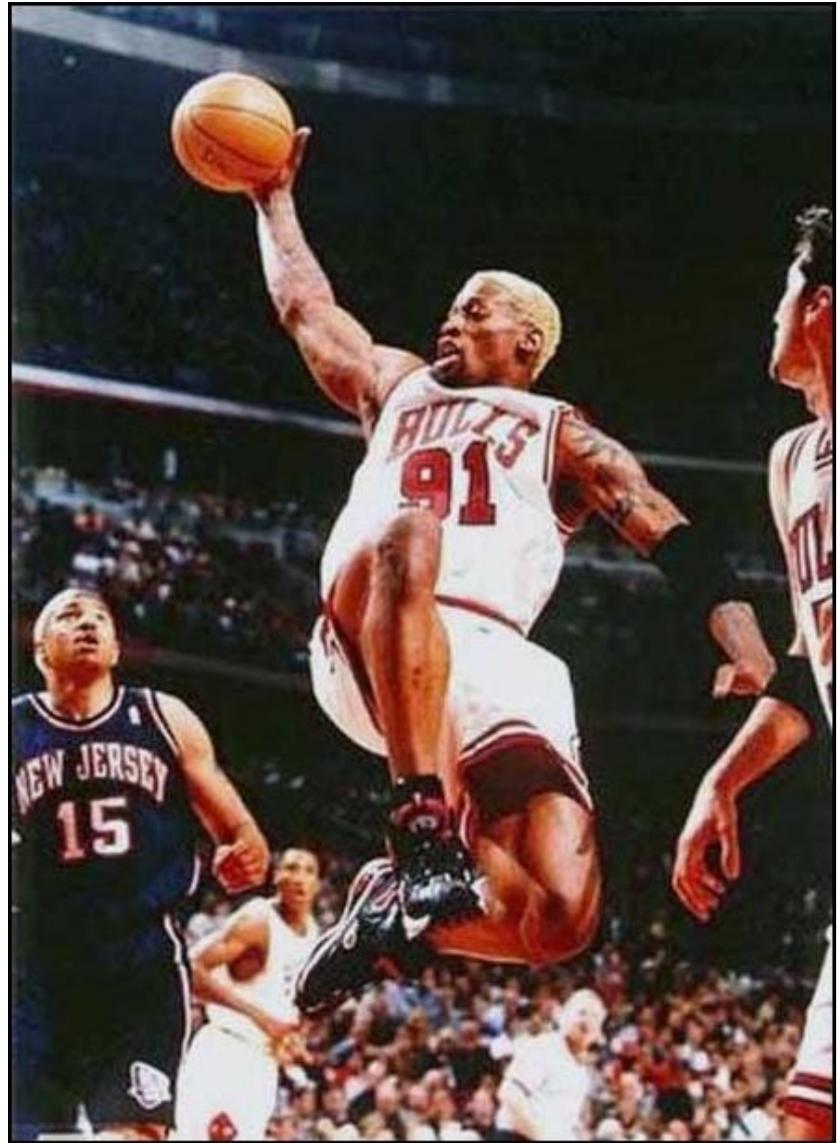
I am a guardian of freedom and the American way of life.

I am an American Soldier.



it's all about me.  
deal with it.

**What is truth?**



**<http://www.americanrhetoric.com/rodmanphase1.htm>**

So, how does a writer or speaker help build “zing” into her message in order to enhance her personal appeal (ethos) and her appeal to the audience (pathos)?

**HINT:** She uses . . .

**Rhetorical devices** – Linguistic techniques used to engage or arouse the attention of the audience and increase the effectiveness of a message.

## A few rhetorical devices:

Alliteration

Allusion

**Anadiplosis**

**Analogy**

**Anaphora**

Anesis

**Antimetabole**

Antithesis

Aposiopesis

Appositio

Assonance

**Asyndeton**

Climax

Distinctio

Catachresis

Diacope

Conduplicatio

Enthymeme

Enumeratio

Epanalepsis

**Epistrophe**

Epitheton

**Epizeuxis**

**Euphemism**

Exemplum

**Expletive**

Hyperbole

Hypophora

Metaphor

Oxymoron

**Paradox (twice)**

**Parallelism**

Personification

**Polysyndeton**

**Rhetorical Question**

Scesis

Onomaton

Sententia

Simile

Symploce

Synecdoche

# **BONUS: What is the rhetorical strategy and mode in this speech?**

## **Repetition**

**The conscious and purposeful replication of words or phrases in order to make a point. There are many forms of repetition.**

I ain't draft-dodgin.' I ain't burnin' no flag. And I ain't runnin' to Canada. I'm stayin' right here. You wanna send me to jail? Fine, you go right ahead. I've been in jail for 400 years. I can be there for 4 or 5 more.

But I ain't goin' no 10,000 miles to help murder and kill other poor people. If I wanna die, I'll die right here, right now fightin' you -- if I wanna die.

You my enemy. Not no Chinese, no Viet Cong, no Japanese.

You my opposer -- when I want freedom.

You my opposer -- when I want justice.

You my opposer -- when I want equality.

Want me to go to somewhere and I fight for you. You won't even stand up for me right here in America for my rights and my religious beliefs. You won't even stand up for me right here at home.



**Anaphora (an-NAF-ruh) the repetition of a word or phrase at the beginning of successive phrases, clauses or lines.**

"To raise a happy, healthy, and hopeful child, it takes a family; it takes teachers; it takes clergy; it takes business people; it takes community leaders; it takes those who protect our health and safety. It takes all of us." **Hillary Clinton**



**<http://www.americanrhetoric.com/mp3clips/figures/hillaryclintonanaphora.mp3>**

## **Epistrophe (eh-PIS-truh-FEE):**

**The last word or set of words in one sentence, clause, or phrase is repeated one or more times at the end of successive sentences, clauses, or phrases.**

Hold your ground! Hold your ground!  
Sons of Gondor, of Rohan, my brothers,  
I see in your eyes the same fear that would take the heart of me.  
A day may come when the courage of men fails,  
when we forsake our friends  
and break all bonds of fellowship,  
but it is not this day.  
An hour of wolves and shattered shields,  
when the age of men comes crashing down,  
but it is not this day!  
This day we fight!!  
By all that you hold dear on this good Earth,  
I bid you stand, Men of the West!!!

## Polysyndeton (paulee-SIN-dih-tawn)

The repetition of conjunctions in a series of coordinate words, phrases, or clauses.



"It's [football] a way of life, really, to those particular people who are a part of it. It's more than a game, and regardless of what level it's played upon, it still demands those attributes of courage and stamina and coordinated efficiency and goes even beyond that for [it] is a means -- it provides a mental and physical relaxation to everybody that watches it, like yourself."

**Vince Lombardi**

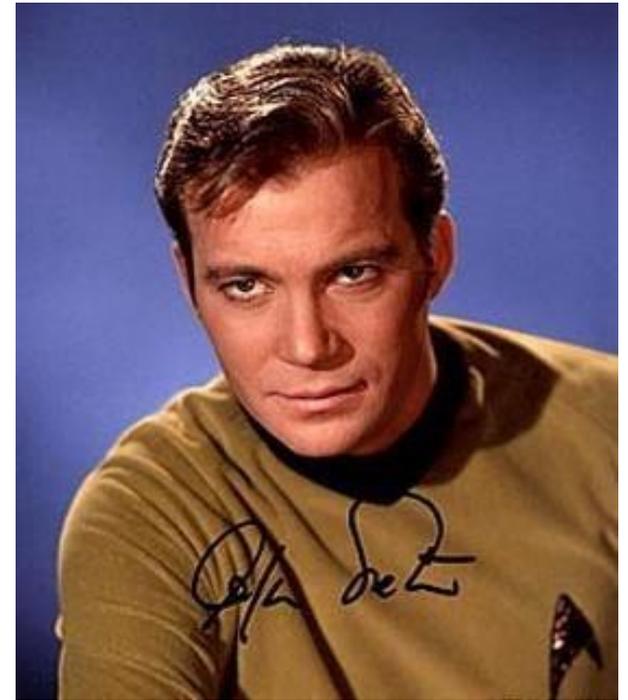
**Anadiplosis (an-uh-dih-  
PLO-sis):** Figure of repetition  
that occurs when the last word  
or terms in one sentence, clause,  
or phrase is/are repeated at or  
very near the beginning of the  
next sentence, clause, or phrase.



**"They call for you: The general who became a slave; the slave who became a gladiator; the gladiator who defied an Emperor. Striking story."**  
**Joaquin Phoenix in *Gladiator***

# Parallelism

To give two or more parts of the sentences a similar grammatical form so as to give the whole a definite pattern.



**Space:**

**The final frontier**

**These are the voyages of the Starship, *Enterprise***

**Its 5 year mission**

**To explore strange new worlds**

**To seek out new life and new civilizations**

**To boldly go where no man has gone before**

**William Shatner in “Star Trek”**



**Paradox**: an assertion seemingly opposed to common sense, but that may yet have some truth in it.



**"The next time I have a daughter, I hope it's a boy."**  
**Paul Lynde in *Bye, Bye Birdie***

**Euphemism**: substitution of an agreeable or at least non-offensive expression for one whose plainer meaning might be harsh or unpleasant.



Will: “We’re going to steal the ship? That ship?”

Jack: “Commandeer. We’re going to commandeer that ship. Nautical term.”

PotC2

**Asyndeton:**

**lack of  
conjunctions  
between  
coordinate  
phrases, clauses,  
or words.**



"Be one of the few, **the proud**, **the Marines**."

**Analogy: A direct comparison made to better illustrate a point. A kind of extended metaphor or long simile in which an explicit comparison is made between two things (events, ideas, people, etc) for the purpose of furthering a line of reasoning or drawing an inference; a form of reasoning employing comparative or parallel cases.**

**Denzel Washington**



**Antimetabole (an-tee-meh-TA-boe-lee):**

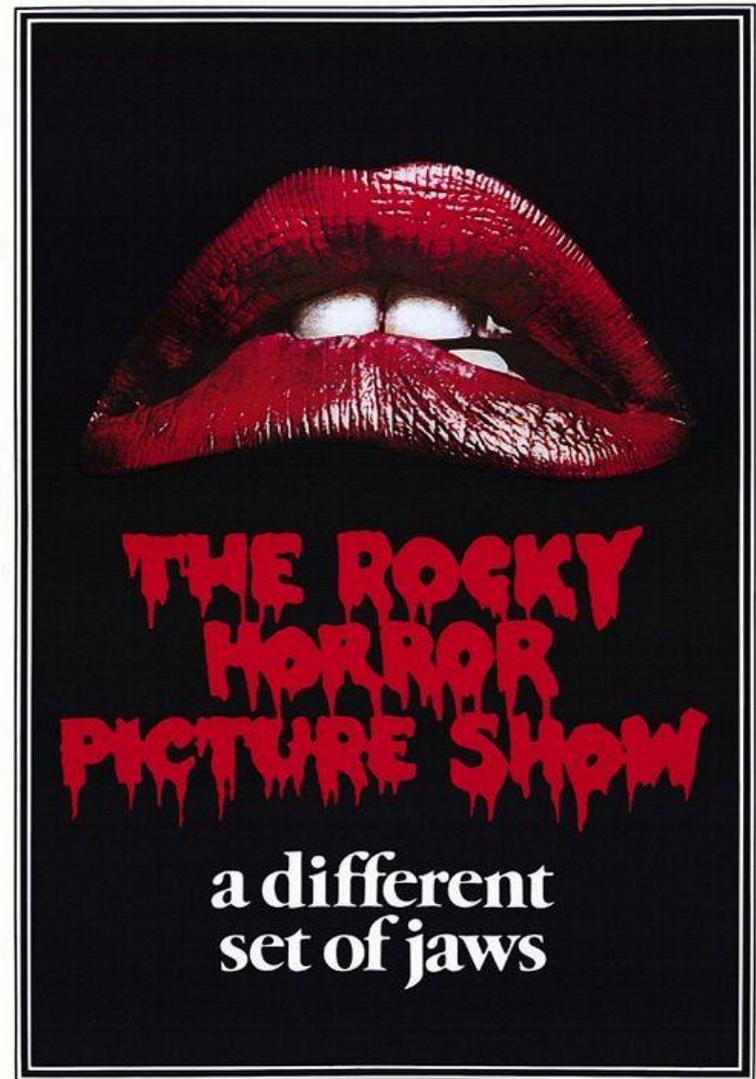
**Figure of emphasis in which the words in one phrase or clause are replicated, exactly or closely, in reverse grammatical order in the next phrase or clause. (A-B, B-A).**



**"And so, my fellow Americans, ask not what your country can do for you; ask what you can do for your country."**

**President John F. Kennedy in his inaugural address**

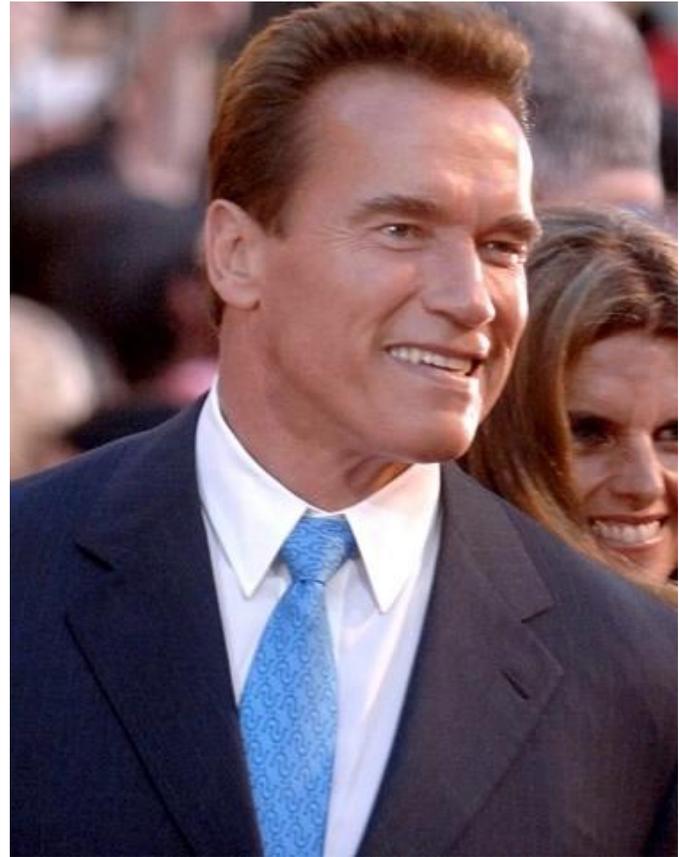
**Expletive:** Figure of emphasis in which a single word or short phrase, usually interrupting normal speech, is used to lend emphasis to the words on either side of the expletive. Typical examples include: *in fact, of course, to be sure, indeed, I suppose, I hope, you know, you see, clearly, in any event, in effect, certainly, remarkably.*



"I would like, if I may, to take you on a strange journey."

**Epizeuxis (ep-uh-ZOOX-sis):**

**Figure of emphasis in which the same word is repeated two or more times over in immediate succession; repetition of the same word, word, word....**



**"The rich nations and the poor nations have different responsibilities, but one responsibility we all have -- and that is action. Action, action, action. The current stalemate between the developed and the developing worlds must be broken. It is time to come together in a new international agreement that can be embraced by rich and poor nations alike."**

**Arnold Schwarzenegger in an address to the UN**

**NO VOCABULARY ENTRY TODAY**

**PREPARE YOUR RHETORICAL  
DEVICES NOTES**

**COMPARE YOUR NOTES WITH A  
COLLEAGUE AND COPY ANY YOU  
ARE MISSING**

## **Rhetorical Question:**

**Figure which asks a question, not for the purpose of further discussion, but to assert or deny an answer implicitly; a question whose answer is obvious or implied.**



**Can anyone look at the record of this Administration and say, "Well done"?**  
**Can anyone compare the state of our economy when the Carter Administration took office with where we are today and say, "Keep up the good work"?**  
**Can anyone look at our reduced standing in the world today and say, "Let's have four more years of this"?**

**President Ronald Reagan in his acceptance speech to the Republican National Convention**

# **A Totally Easy Quiz That Will Improve Your Grade in this Class**

1. Take out a sheet of paper and apply our standard heading. Title your paper, “Rhetorical Devices Quiz.”
2. Number along the left side of the paper from 1 to 13.
3. Keep your Rhetorical Devices notes on your table. You may use them for the quiz.
4. You will have an average of two minutes to identify the rhetorical device being used in each of the 13 quotes you will read. Thus, if a slide has four quotes, that slide will remain on the screen for 8 minutes.
5. Each device you learned is used only once.
6. The critical part of each quote is underlined to help you identify which words make up the rhetorical device in question.
7. Let’s try one.

Example: "From now on we are enemies, you and I -- because you choose for your instrument a boastful, lustful, smutty, infantile boy."

Example: "From now on we are enemies, you and I -- because you choose for your instrument a boastful, lustful, smutty, infantile boy."

## **What is it?**

Asyndeton (a-SIN-dih-tawn): Figure of omission in which normally occurring conjunctions (and, or, but, for, nor, so, yet) are intentionally omitted in successive phrases, or clauses; a string of words not separated by normally occurring conjunctions.

1. "The minimum wage, I might add, today is far less than it was in 1960 and 1970 in terms of purchasing power." Ralph Nader
2. "Warning! Warning! Warning! Alien approaching!" *Lost in Space*
3. "Yesterday, the Japanese government also launched an attack against Malaya. Last night, Japanese forces attacked Hong Kong. Last night, Japanese forces attacked Guam. Last night, Japanese forces attacked the Philippine Islands. Last night, the Japanese attacked Wake Island. And this morning, the Japanese attacked Midway Island." President Franklin Roosevelt
4. "Now I want you to remember that no bastard ever won a war by dying for his country. He won it by making the other poor dumb bastard die for his country." Gen. Patton

5. "Once you change your philosophy, you change your thought pattern. Once you change your thought pattern, you change your attitude. Once you change your attitude, it changes your behavior pattern and then you go on into some action." Malcom X ()
6. "The absence of evidence is not the evidence of absence." Carl Sagan ()
7. "Withdrawal of U.S. troops will become like salted peanuts to the American public; the more U.S. troops come home, the more will be demanded." Henry Kissinger ()
8. "Check this out. So you meet this person. Boy, are they fine, kind, sensitive, loving, witty, charming, intelligent...." Stevie Wonder ()

9. "Yea, I was going to say fat. Yea, big is better, yep." Eddie Murphy
10. "I am sending you out like sheep among wolves. Therefore, be as shrewd as snakes and as innocent as doves." Matthew 10:16
11. "We must change that deleterious environment of the 80's, that environment which was characterized by greed and hatred and selfishness and mega-mergers and debt overhang...." Barabara Jordan
12. "It really is time to ask ourselves, 'How can we allow the rich and powerful, not only to rip off people as consumers, but to continue to rip them off as taxpayers?'" Ralph Nader

13. "We have petitioned and our petitions have been scorned. We have entreated and our entreaties have been disregarded. We have begged and they have mocked when our calamity came. We beg no longer. We entreat no more. We petition no more. We defy them."

William Jennings Bryan

**A Totally Easy Quiz That Will Improve Your Grade in this Class**

**All Done!**

1. Expletive
2. Epizeuxis
3. Anaphora
4. Epistrophe
5. Anidiplosis
6. Antimetabole
7. Analogy
8. Asyndeton
9. Euphemism
10. Paradox
11. Polysyndeton
12. Rhetorical question
13. Parallelism

# Rhetorical Analysis

**“The subject [of rhetoric] can plainly be handled systematically.”**

**Rhetorical analysis is both a subjective and objective endeavor. However, analyzing a message generally involves considering the following basic questions:**

- **What is the rhetorical situation?** (Where and under what conditions was the piece you are analyzing written and presented?)
- **What is the form?** (speech, letter, print, radio, or video advertisement, etc.)
- **Who is the author and/or speaker?** (Name, position, credibility)
- **What is the writer/speaker’s intention?** (What is he or she trying to get the audience to do, think, or feel?)
- **Who is the audience?** (Who is the writer/speaker trying to influence?)
- **What rhetorical strategy or strategies and modes, are used?** (ethos, pathos, logos)
- **What types of rhetorical devices are used?**
- **What figurative language (and diction) is used?**

## **Read excerpt**

**We will read the excerpt together on the screen. As we read, use the notes you just took to guide your analysis of the text.**





**G.W. Bush addresses the nation after the attacks on 9-11**

**<http://www.americanrhetoric.com/speeches/gwbush911addressstothetation.htm>**

# Rhetorical Analysis Frame

Use this to guide your analysis of a piece of oral or written communication

Name:

Period:

MLA Formatted Works Cited entry of the piece of communication you are analyzing:

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Question	Response
What is the rhetorical situation? (Why was the piece you are analyzing written and presented?)	
What is the form? (speech, letter, print, radio, or video advertisement, etc.)	
Who is the author and/or speaker? (Name, position, credibility)	
What is the writer/speaker's intention? (What is he or she trying to get the audience to do, think, or feel?)	

# Rhetorical Analysis Frame (continued)

Question	Response
Who is the audience? (Who is the writer/speaker trying to influence?)	
What rhetorical strategy or strategies and modes are used?	<b>Identify and give evidence from the text supporting your assertions.</b>
If it is a spoken piece, how does the speaker present him or herself to enhance the communication?	
What types of rhetorical devices are used? (identify and give three specific examples from the text)	<b>Identify two rhetorical devices and transcribe the portion of the text that uses the rhetorical device you identified.</b>
What figurative language is used? (identify and give one specific example from the text) <b>What word choices (diction) did the writer make that drew your attention?</b>	<b>Identify one use of a literary element (metaphor, simile, hyperbole, personification, allusion, irony, imagery, etc.) and transcribe the portion of the text that uses that literary element</b>

# **RHETORICAL ANALYSIS PRACTICAL SKILLS ASSESSMENT**

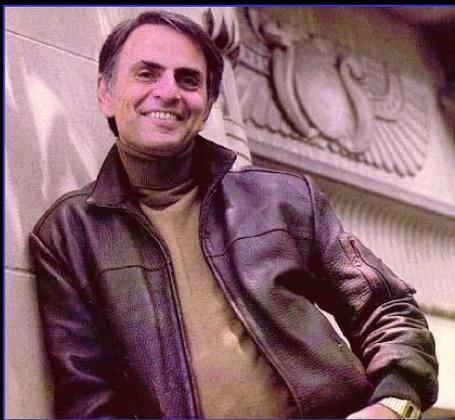
**Take out all of your rhetoric notes:**

- Strategies
- Modes of Argument
- Metaphoric Screen
- Devices
- Analysis

**You will be completing** a rhetorical analysis checklist we used on Bin Laden's letter to the terrorist hijackers and on President Bush's address to the nation on 9/11/2001.

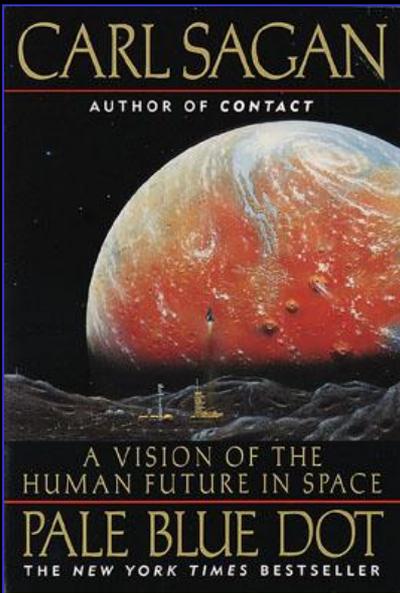
**To help you,** I will also be supplying a frame to help guide you. As long as you listen carefully, think critically, and apply what you have learned, you will come out of this assessment with a higher overall grade than when you came in.

**When you are finished,** staple your completed frame on top of your notes and place them in the box.

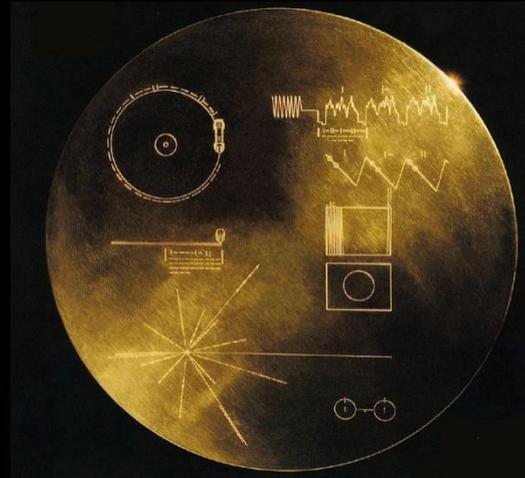


## Dr. Carl Sagan (1934 – 1996)

Sagan received doctorates in astronomy and astrophysics from the University of Chicago in 1960. He began his career at Harvard University, but became a Full Professor at Cornell in 1971. Sagan received numerous awards throughout his career including the Pulitzer Prize, as well as several honorary degrees from American colleges and Universities. Sagan had direct influence on many space missions such as NASA's Mariner, Viking and Voyager missions, all of which involved the study of other planets within our solar system.



The excerpt you are about to hear and read is taken from his book, *Pale Blue Dot*, written to underscore the importance of space in humankind's future.



**Sagan, Carl. Pale Blue Dot. 1<sup>st</sup> ed. New York: Random House, 1994.**



# The Pale Blue Dot

Written and presented by Carl Sagan

From this distant vantage point [in deep space] the earth might not seem of any particular interest, but for us, it's different. Consider again that dot. That's here. That's home. That's us. On it everyone you know, everyone you love, everyone you've ever heard of, every human being who ever was, lived out their lives. The aggregate of all our joys and sufferings, thousands of confident religions, ideologies and economic doctrines. Every hunter and forager, every hero and coward, every creator and destroyer of civilizations, every king and peasant, every young couple in love, mother and father, hopeful child, every inventor and explorer, every teacher of morals, every corrupt politician, every superstar, every supreme leader, every saint and sinner in the history of our species, lived there - on a mote of dust suspended in a sunbeam. The Earth is a very small stage in a vast cosmic arena. Think of the rivers of blood spilled by all those generals and emperors so that in glory and triumph they could become the momentary masters of a fraction of a dot. Think of the endless cruelties visited by the inhabitants of one corner of the dot on scarcely distinguishable inhabitants of some other corner of the dot. How frequent their misunderstandings, how eager they are to kill one another, how fervent their hatreds. Our posturings, our imagined self-importance, the delusion that we have some privileged position in the universe, are challenged by this point of pale light. Our planet is a lonely speck in the great enveloping cosmic dark. In our obscurity -- in all this vastness -- there is no hint that help will come from elsewhere to save us from ourselves. It is up to us. It's been said that astronomy is a humbling, and I might add, a character-building experience. To my mind, there is perhaps no better demonstration of the folly of human conceits than this distant image of our tiny world. To me, it underscores our responsibility to deal more kindly and compassionately with one another and to preserve and cherish this pale blue dot, the only home we've ever known."

**Format a sheet of paper according to course standards.**

**Title it:**

**Reasoning in Logos-Based Arguments and Logical Fallacies**

# **Arguments based on evidence and proof use logic (the rhetorical strategy/style/mode called “logos.”)**

## **Deductive Reasoning (stronger reasoning based on verifiable facts)**

1. The members of the Williams family are Susan, Nathan and Alexander.
2. Susan wears glasses.
3. Nathan wears glasses.
4. Alexander wears glasses.
5. Therefore, *all* members of the Williams family wear glasses.

## **Inductive Reasoning (weaker reasoning based on prior occurrences)**

1. It has snowed in Massachusetts *every* December in recorded history.
2. Therefore, it will snow in Massachusetts this coming December.

**Arguments based on evidence and proof use logic (the rhetorical strategy/style/mode called “logos.”)**

**Deductive Reasoning (strong reasoning based on verifiable facts)**

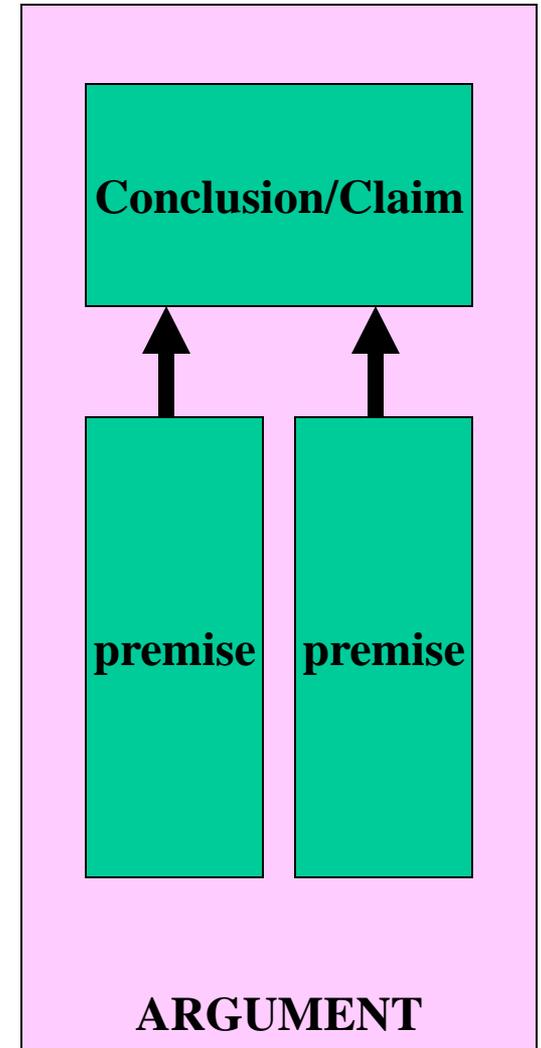
**WRITE one of your own**

**Inductive Reasoning (weak reasoning based on prior occurrences)**

**WRITE one of your own**

**Rhetorical strategies/modes/styles and Rhetorical devices are all used to help win an **argument**: to persuade and convince an audience.**

**Argument = Claim/Conclusion + Premise(s) in support**



**On your notes, create a separate section and title it: “Witch Argument”**

**Draw an argument diagram with room for multiple premises.**



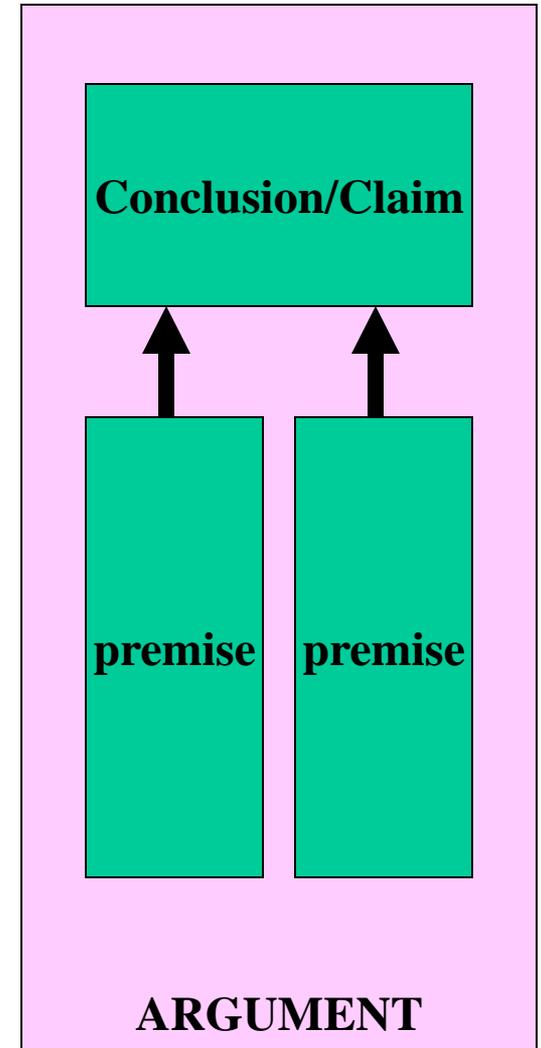
**Rhetorical strategies/modes/styles and Rhetorical devices are all used to help win an **argument**: to persuade and convince an audience.**

**Argument** = Claim/Conclusion + Premise(s) in support

**Sometimes an argument based on logos seems logical when it isn't.  
What should we watch out for?**

**Logical Fallacies = Flaws in an **argument****

**Argument** = Claim/Conclusion + Premise(s) in support



## Basic Logical Fallacies

What is wrong with these arguments?

Columbus is the capital of the United States.

Premise 1: If Portland is the capital of Maine, then it is in Maine.

Premise 2: Portland is in Maine.

Conclusion: Portland is the capital of Maine.

Premise 1: Having just arrived in Ohio, I saw a white squirrel.

Conclusion: All Ohio Squirrels are white.

**Factual error**

**Deductive fallacy: Premise 1 taken as fact**

**Inductive fallacy: Extreme example of a particularly weak inductive argument**

# **Logical Fallacies: Errors in Logic**

**Being able to identify common errors in logic is key to understanding how people try to mislead and intimidate.**

**We will cover some of the most common.**

**On each slide, write down the definitions and examples, then write one of your own definitions. Some slides have video examples as well as text examples. You are not required to transcribe the videos, simply watch them while you take other notes from the slide.**

# Circular Reasoning

Uses the conclusion to support a premise that supports the conclusion.

**Paranormal phenomena exist because I have had experiences that can only be described as paranormal.**

The conclusion of this argument is that paranormal phenomena exist. The premise assumes that the arguer has had paranormal experiences, and therefore assumes that paranormal experiences exist. The arguer should not be granted the assumption that his experiences were paranormal, but should be made to provide support for this claim.

**Your Example:**

# Ad Hominem

Translated from Latin to English, "Ad Hominem" means "against the man" or "against the person."

**Of course you would be against finding new sources of energy, you work for Exxon-Mobil.**

**Your Example:**

# Appeal to Common Practice

The basic idea behind the fallacy is that the fact that most people do something is used as evidence to support the action or practice. It is a fallacy because the mere fact that most people do something does not make it correct, moral, justified, or reasonable.

**Hey officer, why did you stop me? Everybody else on the freeway was speeding.**

**Your Example:**

# Appeal to Ignorance

This fallacy occurs when a lack of evidence is taken to be evidence.

**Bill: "I think that some people have psychic powers."**

**Jill: "What is your proof?"**

**Bill: "No one has been able to prove that people do not have psychic powers."**



<http://www.haydenplanetarium.org/tyson/>

**Your Example:**

# Red Herring

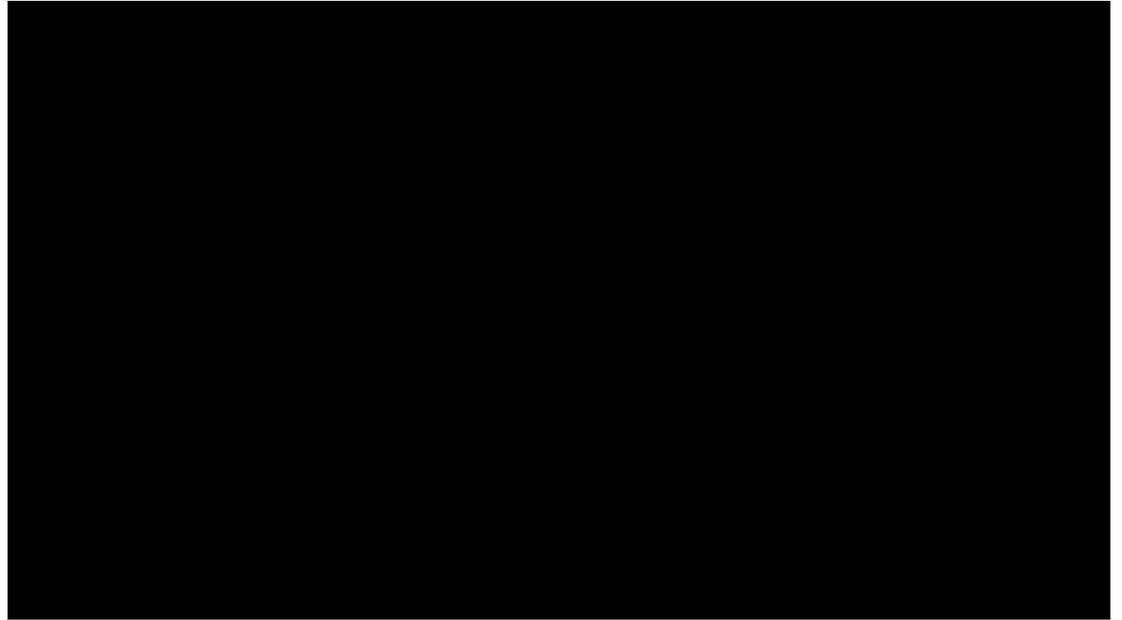
An argument used to evade or divert attention from a topic discussed.

**I should not pay a fine for reckless driving. There are actual dangerous criminals on the street, and the police should be chasing them instead of harassing a decent tax-paying citizen like me.**

**Your Example:**

# Bandwagon

The Bandwagon is a fallacy in which a threat of rejection by one's peers (or peer pressure) is substituted for evidence in an "argument."



**Dude, you don't really listen to Britney Spears, do you?**

**Your Example:**

# Slippery Slope

a fallacy in which a person asserts that some event must inevitably follow from another without any argument for the inevitability of the event in question. In most cases, there are a series of steps or gradations between one event and the one in question and no reason is given as to why the intervening steps or gradations will simply be bypassed.

**We've got to stop them from banning pornography. Once they start banning one form of literature, they will never stop. Next thing you know, they will be burning all the books!**

**Your Example:**

# False Dilemma

An argument in which only two alternatives are considered, when in fact there are other options.

**Look, you are going to have to make up your mind. Either you decide that you can afford this stereo, or you decide you are going to do without music for a while.**



**Your Example:**

# Straw Man

The Straw Man fallacy is committed when a person simply ignores a person's actual position and substitutes a distorted, exaggerated or misrepresented version of that position.

**Jill: "We should clean out the closets. They are getting a bit messy."**

**Bill: "Why, we just went through those closets last year. Do we have to clean them out everyday?"**

**Jill: "I never said anything about cleaning them out every day. You just want to keep all your junk forever, which is just ridiculous."**

<b>Your Example:</b>
----------------------

# Hasty Generalization

This fallacy is committed when a person draws a conclusion about a population based on a sample that is not large enough. This is an extremely weak form of inductive reasoning.

**Sam is riding her bike in her home town in Maine, minding her own business. A station wagon comes up behind her and the driver starts beeping his horn and then tries to force her off the road. As he goes by, the driver yells "get on the sidewalk where you belong!" Sam sees that the car has Ohio plates and concludes that all Ohio drivers are jerks.**

**Your Example:**

# Post Hoc Ergo Propter Hoc

"After this, therefore because of this."  
This fallacy is committed when it is concluded that one event causes another simply because the proposed cause occurred before the proposed effect.

**Joan is scratched by a cat while visiting her friend. Two days later she comes down with a fever. Joan concludes that the cat's scratch must be the cause of her illness.**

**YOUR EXAMPLE:**

## A Totally Easy Quiz That Will Improve Your Grade in this Class

1. Take out a sheet of paper and apply our standard heading. Title your paper, “Logical Fallacies Quiz.”
2. Number along the left side of the paper from 1 to 11.
3. Keep your Logical Fallacies notes on your table. You may use your notes, and only your notes, to help you with the quiz.
4. A series of 11 slides will appear on the screen.
5. Each slide contains a situation or quote that applies to one of the fallacies you studied.
6. You will have **1 minute and 30 seconds** to identify the rhetorical device being used in each of the 11 situation slides you will read.
7. Each fallacy appears only once.
8. When you are done, I will collect the quizzes from each table.

**#1**

**Those two kids always get As in Mr. Turbin's Geometry class.  
You know all those Asian kids are smart at math.**

## **#2**

**Vick: Aliens abduct cows and sheep to experiment on them**

**Adam: How do you know?**

**Vick: Because I saw mutilated cows that had been abducted in a field when I was in Iowa over the summer.**

**Adam: How do you know they were mutilated by aliens?**

**Vick: Because aliens abduct cows and experiment on them.**

**#3**

**Why are you worried about taking away my cell phone?  
There are so many kids who don't have enough to eat.**

**#4**

**I saw Jaime taking off from work early yesterday, and this morning the cops came arrested Trevor. I'll be Jaime snitched on him.**

**#5**

**Hey, Ms. Forten, you can't give me a zero for copying; lots of people copy and they don't all get zeros.**

# #6

**Ken: Justin Bieber's amazing!**

**Gil: What!? I can't believe you just said that! That kid sucks.**

**Ken: Yeah, well, maybe it was just that one song that's pretty cool.**

**Gil: No way, you really think he's good? What the hell is wrong with you?!**

**Ken: Not that good, really . . . Just . . .**

**#7**

**Sara: Why don't we make a little extra in case Helen brings her boyfriend over?**

**Dave: Why do you always want to feed the whole neighborhood?**

# #8

**Lisa: That restaurant kills stray cats and serves them in their chopped meat dishes.**

**Daryl: How do you know? That could just be a rumor.**

**Lisa: Well, you can't prove they don't use cats.**

**#9**

**You shouldn't listen to that senator's ideas on balancing the budget; you know he cheated on his wife.**

# #10

**If you don't do your homework, you'll end up failing this class and the next thing you know you'll be living in the dumpster behind Smith's.**

# #11

**Either you buy this car right now, or you just keep taking the bus to work.**

- 1. Hasty Generalization**
- 2. Circular Reasoning**
- 3. Red Herring**
- 4. Post Hoc Ergo Propter Hoc**
- 5. Appeal to Common Practice**
- 6. Bandwagon**
- 7. Straw man**
- 8. Appeal to Ignorance**
- 9. Ad Homenim**
- 10. Slippery Slope**
- 11. False Dilemma**

# Circular Reasoning

Vick: Aliens abduct cows and sheep to experiment on them

Adam: How do you know?

Vick: Because I saw mutilated cows that had been abducted in a field when I was in Iowa over the summer.

Adam: How do you know they were mutilated by aliens?

Vick: Because aliens abduct cows and experiment on them.

# **Red Herring**

**Why are you worried about taking away my cell phone?  
There are so many kids who don't have enough to eat.**

# **Post Hoc Ergo Propter Hoc**

**I saw Jaime taking off from work early yesterday, and this morning the cops came arrested Trevor. I'll be Jaime snitched on him.**

# **Appeal to Common Practice**

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# **Bandwagon**

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# **Straw Man**

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**Dave: Why do you always want to feed the whole neighborhood?**

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**Lisa: Well, you can't prove they don't use cats.**

# **Ad Hominem**

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# **Slippery Slope**

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# **False Dilemma**

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**G.W. Bush addresses the nation after the attacks on 9-11**

**<http://www.americanrhetoric.com/speeches/gwbush911addresstothetation.htm>**

**CNN video of attacks <http://www.americanrhetoric.com/rhetoricofterrorism.htm>**

**F.D.R addresses the nation after the attack on Pearl Harbor**

**<http://www.americanrhetoric.com/speeches/fdrpearlharbor.htm>**

**Legally Blond**

**<http://www.americanrhetoric.com/mp3clips/newmoviespeeches/moviespeechlegallyblonde45434330430.mp3>**

**<http://www.americanrhetoric.com/corax&tisias.htm>**

**[http://www.chrisjordan.com/current\\_set2.php?id=7](http://www.chrisjordan.com/current_set2.php?id=7)**

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**<http://www.americanrhetoric.com/corax&tisias.htm>**