

WAYS IN WHICH  
COMMUNICATORS INFLUENCE  
THEIR AUDIENCE

Terminology Boot Camp

# Rhetoric Terms

- Rhetoric: purposeful choices by a communicator to influence an audience about a specific message
- Audience: intended target
  - ▣ Teacher, Peers, Americans, Football team
- Context: time, place and events surrounding the rhetorical situation
  - ▣ Background information
- Goal/Message: idea one is trying to convince the audience of
- Medium: the method used to deliver the message

# The Appeals

- Ethos: appeal to ethics
  - ❖ Convince audience you're fair
  - ❖ Point out what a good person you are.
  - ❖ YOU should be listened to because you would never lie, cheat, steal, etc.
- Logos: appeal to logic
  - ❖ *Facts* - can be proven
  - ❖ *Definitions* - statement of meaning of word or phrase
  - ❖ *Statistics* - offer scientific support
- Pathos: appeal to emotions
  - Tries to make the audience experience a certain emotion

# Annotation Terms

- Annotation: adding critical or explanatory notes to a text
  
- What might you annotate for?
  - Value: what the author finds important
  - Voice: elements of style that make up a writer's personality
    - Syntax: sentence length, punctuation
    - Figurative language: symbols, metaphors, similes, hyperboles, etc.
    - Diction: choice of words
      - Connotation: emotional, imaginative association surrounding a word (positive or negative)
      - Denotation: strict dictionary meaning of a word

# Connotation/Denotation

## Example

- You may live in a *house*, but we live in a *home*.
- ▣ In the dictionary “house” and “home” have the same meaning- “a dwelling place.”
- ▣ Aside from the ***denotation***, many people associate such things as comfort, love, security, or privacy with a home but do not necessarily a house. This association is the ***connotation***.

Ein Chyman

12 August 2010

"Here I Stand"  
by Erica Goldson

13 Aug - points to make

(The following speech was delivered by top of the class student Erica Goldson during the graduation ceremony at Cocksackie-Athens High School on June 25, 2010)

There is a story of a young, but earnest Zen student who approached his teacher, and asked the Master, "If I work very hard and diligently, how long will it take for me to find Zen? The Master thought about this, then replied, "Ten years." The student then said, "But what if I work very, very hard and really apply myself to learn fast - How long then?" Replied the Master, "Well, twenty years." "But, if I really, really work at it, how long then?" asked the student. "Thirty years," replied the Master. "But, I do not understand," said the disappointed student. "At each time that I say I will work harder, you say it will take me longer. Why do you say that?" Replied the Master, "When you have one eye on the goal, you only have one eye on the path."

opening with a short story

This is the dilemma I've faced within the American education system. We are so focused on a goal, whether it be passing a test, or graduating as first in the class. However, in this way, we do not really learn. We do whatever it takes to achieve our original objective.

Some of you may be thinking, "Well, if you pass a test, or become valedictorian, didn't you learn something? Well, yes, you learned something, but not all that you could have. Perhaps, you only learned how to memorize names, places, and dates to later on forget in order to clear your mind for the next test. School is not all that it can be. Right now, it is a place for most people to determine that their goal is to get out as soon as possible.

I am now accomplishing that goal. I am graduating. I should look at this as a positive experience, especially being at the top of my class. However, in retrospect, I cannot say that I am any more intelligent than my peers. I can attest that I am only the best at doing what I am told and working the system. Yet, here I stand, and I am supposed to be proud that I have completed this period of indoctrination. I will leave in the fall to go on to the next phase expected of me, in order to receive a paper document that certifies that I am capable of work. But I contend that I am a human being, a thinker, an adventurer - not a worker. A worker is someone who is trapped within repetition - a slave of the system set up before him. But now, I have successfully shown that I was the best slave. I did what I was told to the extreme. While others sat in class and doodled to later become great artists, I sat in class to take notes and become a great test-taker. While others would come to class without their homework done because they were reading about an interest of theirs, I never missed an assignment. While others were creating music and writing lyrics, I decided to do extra credit, even though I never needed it. So, I wonder, why did I even want this position? Sure, I earned it, but what will come of it? When I leave educational institutionalism, will I be successful or forever lost? I have no clue about what I want to do with my life; I have no interests because I saw every subject of study as work, and I excelled at every subject just for the purpose of excelling, not learning. And quite frankly, now I'm scared.

John Taylor Gatto, a retired school teacher and activist critical of compulsory schooling, asserts, "We could encourage the best qualities of youthfulness - curiosity, adventure, resilience, the capacity for surprising insight simply by being more flexible about time, texts, and tests, by introducing kids into truly competent adults, and by giving each student what autonomy he or she needs in order to take a risk every now and then. But we don't do that." Between these cinderblock walls, we are all expected to be the same. We are trained to ace every standardized test, and those who deviate and see light through a different lens are worthless to the scheme of public education, and therefore viewed with contempt.

H. L. Mencken wrote in The American Mercury for April 1924 that the aim of public education is not "to fill the young of the species with knowledge and awaken their intelligence. ... Nothing could be further from the truth. The aim ... is simply to reduce as many individuals as possible to the same safe level, to breed and train a standardized citizenry, to put down dissent and originality. That is its aim in the United States."

attention grabbing interesting concept addressing audience as though movie response not wants reform change in rules she learned the system not prepared depressing trapping

undiscovered personal account merit others like this? putting education in perspective to future

states problem using personal opinion, but making nonpersonal the

not think accomplished what is intelligent. memorizing as knowing just follow the system places self as able to give opinion etc top

shuns good and fun - public education is missing creativity

if not it should sarcasm in sense about the idea of "critical thinking?" Is there really such a thing

bring the

to do

# Tone/Mood Example: *Salem's Lot*

“The house itself looked toward town. It was huge and rambling and sagging, its windows haphazardly boarded shut, giving it that sinister look of all old houses that have been empty for a long time. The paint had been weathered away, giving the house a uniform gray look. Windstorms had ripped many of the shingles off, and a heavy snowfall had punched in the west corner of the main roof, giving it a slumped, hunched look. A tattered no trespassing sign was nailed to the right-hand newel post.”