

# Vocabulary and Definitions

Exigence

The need or demand. Why is NOW the time & place for a message

Rhetoric

The ability to discern the available means of persuasion in any given situation.

Visual Rhetoric

“Writing with images” Ex. documentaries, illustrations, advertisements, cartoons, etc.

Audience

A group to whom a work is meant to be presented to. Must establish what the viewer’s values or morals are in order to have an effective message

Text

Products meant to be read

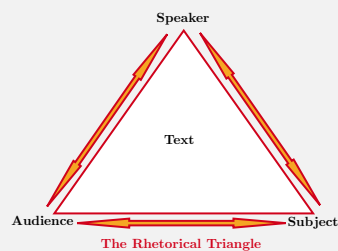
Context

Parts of discourse that surround a word or passage

Rhetorical Triangle

A way to conceptualize the relationship between elements of a text

## Summary



Occasion	Specific circumstances surrounding the creation of a text
Purpose	The goal an author intends to achieve
Speaker	The author of the text
Persona	The difference between the speaker on and off stage
Subject	The topic of the text
Ethos	Greek word for character. Expertise, knowledge, sincerity. Conveys shared values
Pathos	Emotions, desires, hopes, fears, prejudices. Rests with connotations
Logos	Clear rational ideas, backed with statistics, examples, or details. Logic
<i>The King's Speech</i>	Answer the questions
Question 1 – How do you think King George VI felt during this speech?	First and foremost, King George VI most likely feared for himself and his people. In addition to this, he probably felt powerful, as all of his citizens were listening to him at once. Also, he probably feels anxious and concerned about going into the war.
Question 2 – What is the emotion behind this speech?	Sorrow, courage, patriotic, powerful.

SPACECAT

S	peaker
P	urpose
A	udience
C	ontext
E	xigence
C	hoices
A	ppeals
T	one

When thinking of the speaker...

What are their beliefs and values? Do we trust them? Why? What do we know and not know about them? Is there meaning behind who wrote or said it?

When thinking of the purpose...

What is the speaker hoping to accomplish? What reaction are they trying to elicit, and how do they want us to behave? Think of the purpose as an infinitive: to + verb.

When thinking of the audience...

What did the speaker assume about their audience? How does that impact what they say and how they say it?

When thinking of the context...

What was going on in the world when this text was produced?

When thinking of the exigence...

What was the spark or catalyst that moved the speaker to act?

When thinking of the choices...

This is a category of all the little moves authors make to enrich their writing. Why does the writer make each choice?

When thinking of the appeals...

Appeals to the ethics or credibility, emotion, or logic or reason.

When thinking of the tone...

What is the speaker's attitude at different places throughout the text? How can you tell this is their attitude? Where does the tone shift in the piece?

Examples: Spread vs Smear, Weep vs Cry vs Sob

Connotation – The certain feeling behind a word or phrase

Diction

A speaker's choice of words.

Syntax

How the words are arranged.

Tone

The speaker's attitude toward the subject as revealed by his or her choice of language.

Mood

The feeling created by the work.

Metaphor

A word or phrase that represents something other than the top meaning.

Simile

When two things are compared, usually using the phrases: *like*, or *as...as*.

Personification

When an inanimate object is given human attributes and characteristics.

Hyperbole

An obvious exaggeration.

Parallelism

Use of similar or identical syntaxes in different clauses or phrases.

Juxtaposition	When two things are placed side by side, usually to compare.
Antithesis	Synonymous with counterclaim.
Compound Complex	A sentence that uses the structure of both, a compound and a complex sentence.
Periodic	Something recurring in intervals.
Cumulative	Something that increases in size.
Imperative	When something is conveyed as necessary or urgent.
Imagery	The use of mental pictures or images.
Oxymoron	When two contradictory items are placed together.
Horative Sentence	Expressions used by the speaker to encourage or discourage an action.
In visual arguments (like advertisements) ... <b>background</b>	Something that may be used to give a different impression of the object in the foreground.
In visual arguments (like advertisements) ... <b>focus</b>	Focus purposely makes the consumer see what the advertiser wants, like only the product itself.

In visual arguments (like advertisements) ... **line**

A line (such as a line on the horizon created by a sunset) may be used in visual advertisements to calm the viewer.

In visual arguments (like advertisements) ... **shape**

Softer edges in visual advertisements give certain products gentler, more organic looks.

In visual arguments (like advertisements) ... **framing**

Framing an object in the center of a shot strategically makes the object appear better, especially if there is a calming (and, therefore, convincing) background.

In visual arguments (like advertisements) ... **foreground**

The opposite of background. Something in the foreground is right upfront, to be purposely seen by a viewer.

Types of speech. ... **Epideictic**

Bestowing praise or blame on a person or phenomenon

Types of speech. ... **Juridicial**

Defending or accusing someone

Types of speech. ... **Deliberative**

Giving advice for the future by arguing for or against a particular cause

A Rhetorical Analysis Thesis has four parts

Rank in order of importance (for Collegeboard)...Ideas, scholarly diction, scholarly syntax, organization

How should you write your essay?

Three types of questions we will receive

Intro Paragraph format

- Name of the author, genre, title WITH a rhetorically accurate verb (asserts, argues, claims) and a THAT clause containing the major assertion (thesis statement) of the work.
- An explanation of how the author develops and/or supports the thesis, usually in chronological order.
- A statement of the author's apparent purpose followed by an "in order to" phrase.
- A description of the intended audience and the relationship the author establishes with the audience.
- Ex. Billy Jo Thornbob, poet laureate, in his poem, "My Beetle Jeetle", asserts that all children should own a pet because they make us more responsible and empathetic. He utilizes positively connotative language, a dogmatic tone that appeals to our logic, and both tactile and visual imagery in order to convince the audience – parents of small children – to heed his hypothesis, which will result in a more responsible and empathetic world population.

- |   |                   |
|---|-------------------|
| 1 | Ideas             |
| 2 | Organization      |
| 3 | Scholarly syntax  |
| 4 | Scholarly diction |

Use a structure, not a formula. Formulas will make one sound robotic and lacking of character

- |   |                                  |
|---|----------------------------------|
| 1 | Synthesis <sup>a</sup>           |
| 2 | Rhetorical Analysis <sup>b</sup> |
| 3 | Argument <sup>c</sup>            |

<sup>a</sup>A DBQ-style question, where one usually deals with current events, and must develop a position and support your thesis with the 6-8 provided sources.

<sup>b</sup>First read a piece of rhetoric, then analyze the ways the writer achieves their purpose.

<sup>c</sup>Given a question, develop a stance and argue it.

Type	Length
Hook	1–2
Setup	3–5
Thesis	1–2

How to correctly use verb tenses in rhetorical analysis essays

When you write about the context, use the past tense. When you write about the text itself and choices of the speaker, use present tense.

Flow of body paragraphs

1. Meaningful transition (1 sentence)
2. Topic sentence (1 sentence)
3. First piece of evidence (1 sentence)
4. Analysis of evidence (2–4 sentences)
5. Second piece of evidence (1 sentence)
6. Analysis of second evidence (2–4 sentences)
7. Synthesis (1–2 sentences)

Conclusions aren't in the rubric, so don't spend lots of time on them

1. Reinforce the context and exigence of the speech and why it was so important for these choices to be made
2. Describe the effects of the speech (if you know anything about the speech's effects)
3. Provide a general summation of the choices made and why they were necessary
4. Build on a metaphor that was started in the intro