

Arfaz Hossain  
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Dr Kate Skipsey  
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## Comparative Analysis on the use of Rhetorical Appeals in an Academic Article versus a Journal Article

When writing about an issue, writers and authors mainly use three rhetorical strategies to convince their intended audience to agree with their stance on an issue. While in an academic essay such as, “The Lived experience of students with an invisible disability at a Canadian University” [1], Laura Mullins et al. uses logical and emotional arguments, as well as the credibility of their research for their intended academic audience, Christa Baika, in her online article “College students with disabilities, are too often excluded” [2] uses emotional arguments and personal credibility as well as a number of logical evidence backed by facts and opinion pieces to tailor the needs of her intended online audience. Though the authors of both articles discuss the issue of accessibility on the university campus, their articles appeal to completely different audiences. That’s why, both articles use almost the same rhetorical strategies in a very different way, to appeal to their specific audience.

Baika centered the emotional ground of her article around AnnCathrine Heigl, who was excluded from all 8 student societies in her university because of her disability: Down Syndrome. She then established logical grounds in her argument using several facts and statistics from reputed sources, as well as personal credibility to appeal to her readers, followed by a couple of points on how to help mitigate the issue of accessibility on the university campus and ending her article with one final appeal to emotion by reminding her reader that no one should experience what Heigl did.

To prompt her readers into how the situation can be improved, Baika used informal sentences like “How many books did you read in school that featured characters with disabilities? How much did you learn about the disability rights movement in your social studies classes? Or was it largely a hidden story?” [2, para. 8] At the same time, she used her established personal credibility through statements like “Some educators have begun to recognize the importance of disability-based lessons.

Still, I'd argue that those lessons need to be more deliberately incorporated in school." [2, para. 16]. Through using several facts and statistics, Baika then wrote to her readers, on how the current situation on accessibility can be improved.

Mullins et al., in their article, used mostly facts, statistics and data backed by reputed sources to make their case on the experiences of students in an institutional environment. Since their audience is mostly academic, their use of logical, conventional, and emotionally detached format is effective on their intended audience. Though the general audience of Baika's online article appreciates some use of facts and statistics, it won't be an effective tool if it's being used as the only rhetoric to appeal to the audience. The authors of the academic article also used several direct quotations from the interview with the participants, which established some emotional and empathetic grounds in their intended audience. By publishing their article in a peer-reviewed academic journal, the authors established their credibility to their intended audience.

Most of the academic articles consisted of the findings from other credible studies done in the past. For example, through including data from previous researches like "It has been indicated that the lack of a visible sign of disability presents students with unique challenges for their education (Longo 1988)" [1, pp. 149] and "According to two national surveys, the two largest categories of disabilities reported included dyslexia (23.9%) and mental health disorders (17.8%) (Holmes 2005)" [1, pp. 149], the authors introduced the readers of their current standing on the issue of accessibility. Through giving a wider historic context to the issue of their study in the beginning, and how their study will contribute in the future context, the authors were able to establish the need of their study to their audience in being able to understand how students with disabilities are affected in a post-secondary environment.

Keeping the accounts of the participants who were interviewed anonymously unlike Baika, who used the example of someone who was directly affected, the authors made their study rigorously academic and conventional. They also incorporated emotional grounds in their findings through using sentences like: "Two participants with mental health disabilities reflected on how they were able to excel in their education prior to the onset of their disability, and that now they were struggling. These participants were frustrated by the barriers associated with having a disability and reflected on what they have lost." [1, pp. 151] Additionally, the use of citations and

references from various other credible studies, besides establishing logical and emotional grounds to their study, which made the article effective for their academic audience.

Rhetoric can be a powerful tool in convincing an audience of a stance on any issue. While Baika, in her non-academic article, appeals to her readers through using similar rhetoric strategies, her use is tailored to the general audience and won't be an effective tool for an academically focused audience. Each article uses rhetorical appeals catering to the needs of its specific audience.

## Cited References

[1] L. Mullins and M. Preyde, "The lived experience of students with an invisible disability at a Canadian university," *Disability & Society*, vol. 28, no. 2, pp147-160, January 2013. Available: <https://www.tandfonline.com/doi/full/10.1080/09687599.2012.752127>.

[2] C. Biaka, "College students with disabilities are too often excluded," *The Conversation*, November 5, 2018 [Online]. Available: <https://theconversation.com/college-students-with-disabilities-are-too-often-excluded-105027>. [Accessed Oct. 23, 2021]