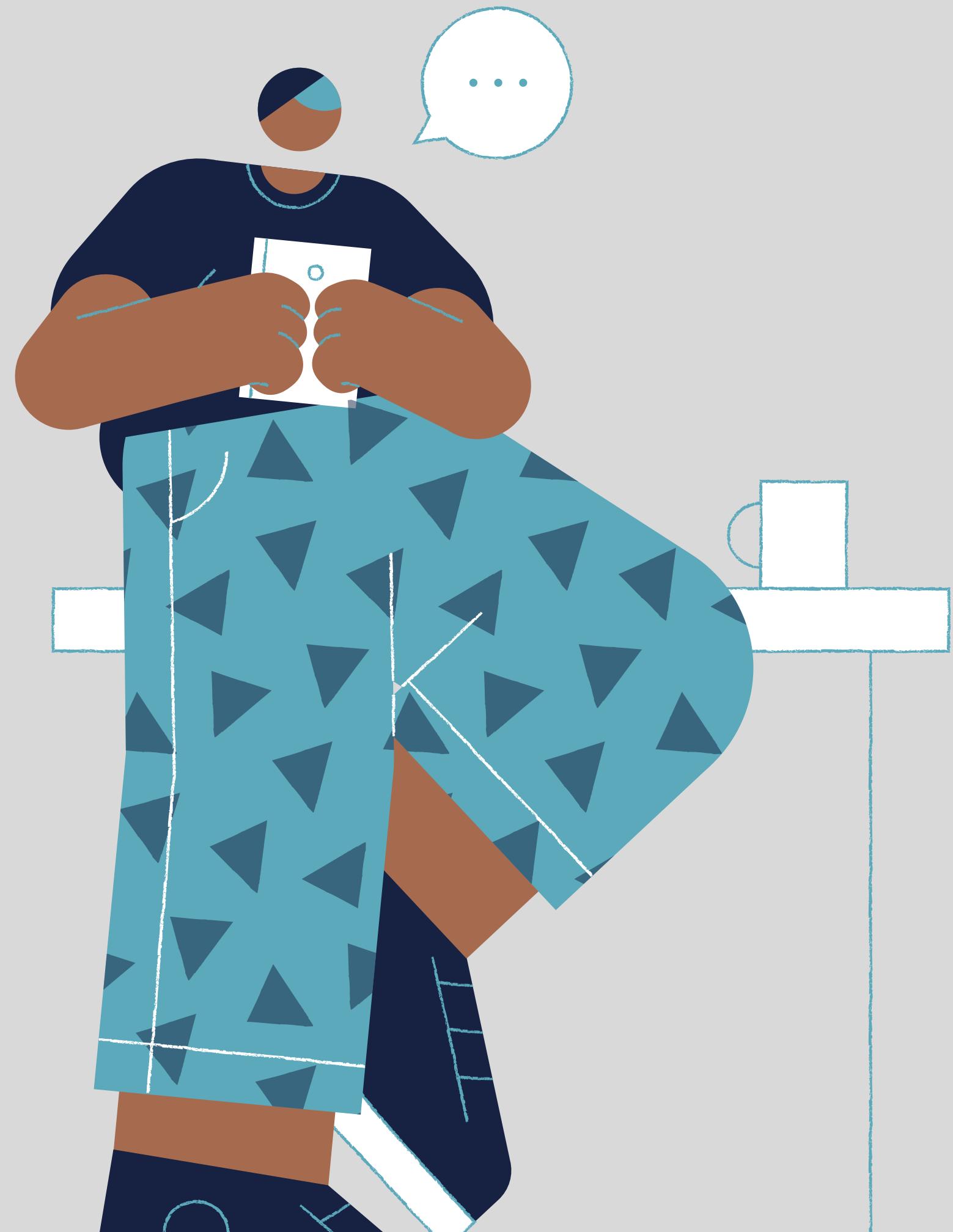
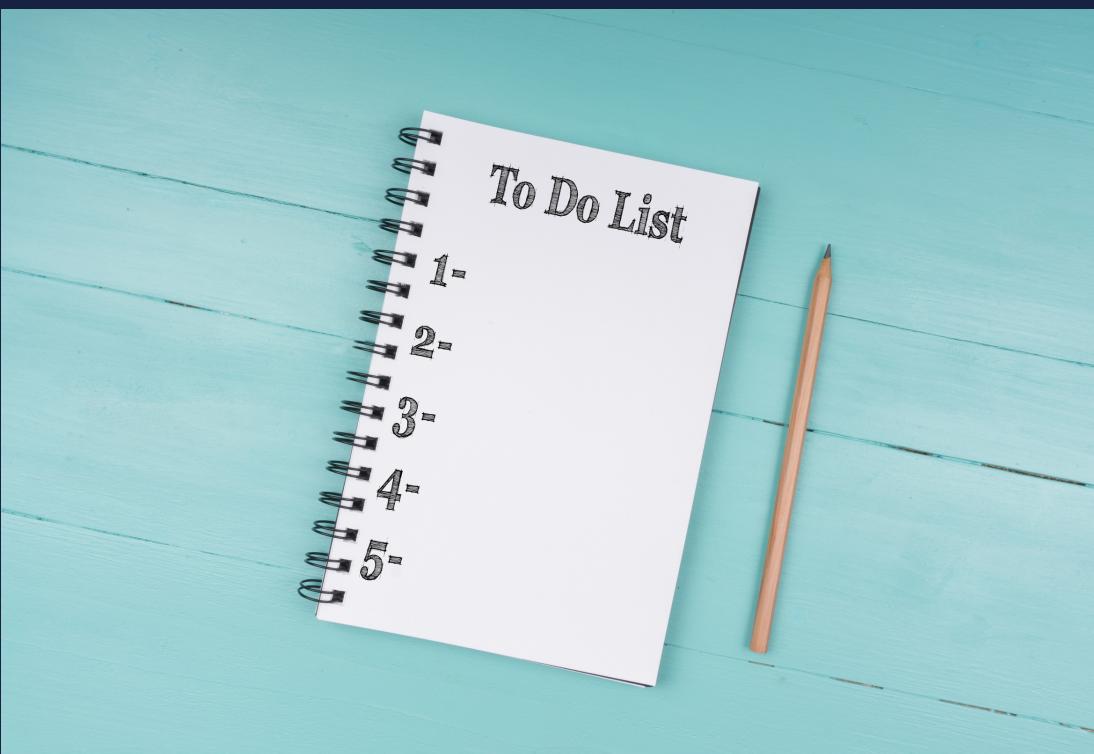


# Rhetoric 2.0

LESSON 10



# Agenda



- Journal Response
- Lesson on Rhetorical Situation, SOAPS, and Rhetorical Cannons
- Discussion on Demagoguery
- Review Upcoming Assignments



**Objectives:** Students will demonstrate knowledge of keywords and phrases related to the study of rhetoric: rhetoric, the rhetorical situation, and the SOAPS acronym. Additionally, students will learn about the rhetorical cannons and the potential dangers of rhetoric.

**Remember that rhetoric has two purposes: Persuasion (Aristotle) and Identification (Burke).**

"Rhetoric is the art of enchanting the soul."  
-Plato



# The Rhetorical Appeals

Ethos

Pathos

Logos

Credibility, Ethics,  
Morals

Emotions & Feelings

Reason & Logic

## The Rhetorical Situation: CONTEXT

### Exigence

the issue at hand – should be urgent; reason why the author is writing or speaker is speaking

### Audience

those who will be influenced

### Constraints

facts at play, documents in existence, beliefs/attitudes/motives of others, traditions of the culture

# SOAPS

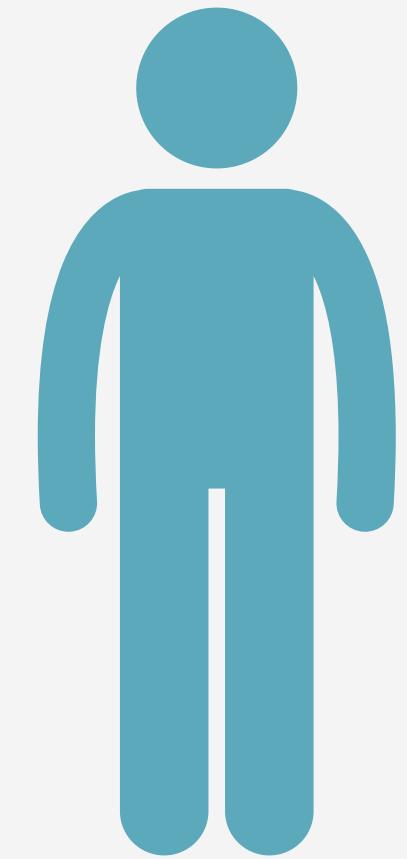
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S  
O  
A  
P  
S

Subject  
Occasion  
Audience  
Purpose  
Strategies



# Subject



The SUBJECT is what the piece is about.

We can determine this by observing the title, subtitles, and any photos or images that accompany the piece before we even begin reading

The SUBJECT is the general topic, content, ideas contained in the text.

EX: The subject of the Declaration of Independence is the American colonies' economic and political independence from England.

# Occasion



The OCCASION of the piece is the genesis of the piece – WHY did the author sit down and write or create this?

It's the time, place, context, and current situation of the piece.

EX: The occasion for the Declaration of Independence was the relentless taxation and burdensome laws the British government forced upon the American colonists.

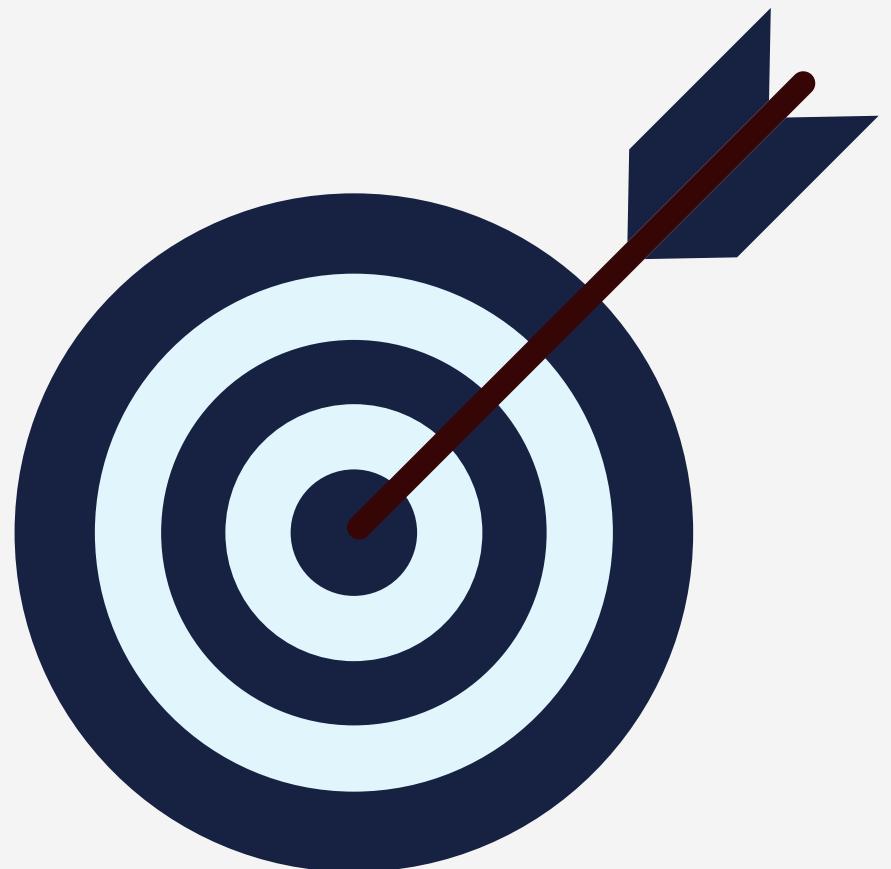
# Audience



The AUDIENCE of a piece is the specific reader or group of readers the piece is directed towards. The audience can be large or just a singular person, but it is always specific.

EX: The audience for the Declaration of Independence was King George III of England as well as political leaders around the world.

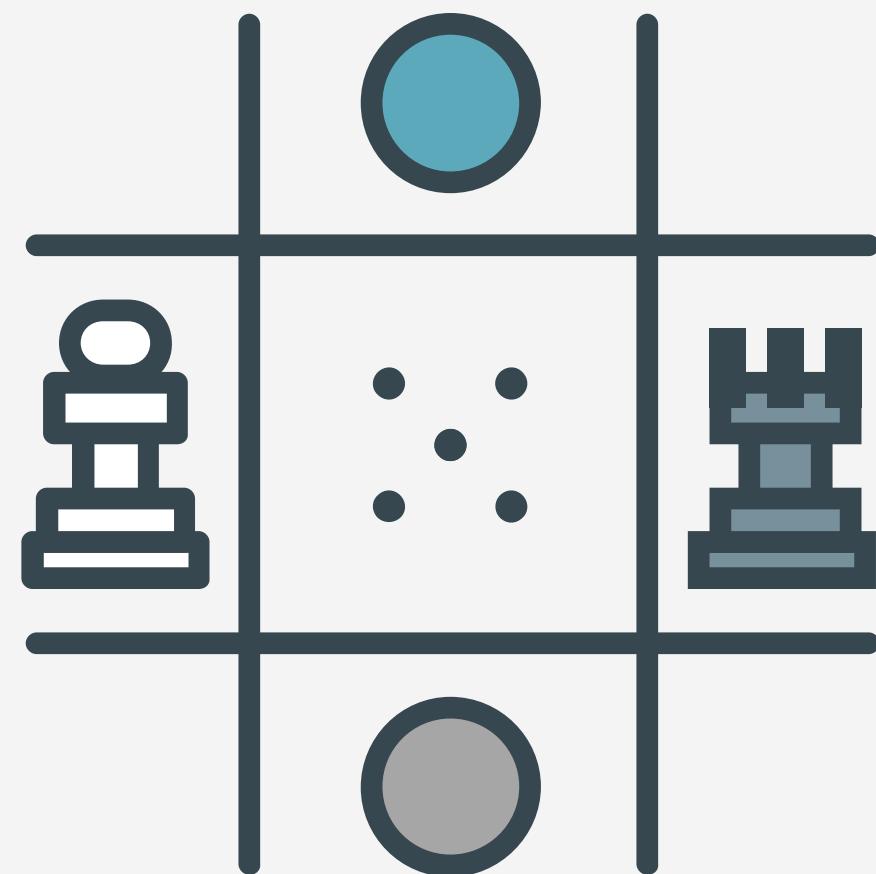
# Purpose



The Purpose of the text is what the author wants you to know – it's what he or she is trying to tell you. What does the author want you to take away from the piece?

EX: The purpose of the Declaration of Independence was to assert the colonies' political and economic break from England and to establish the political and economic values they would follow from henceforth.

# Strategies



The Strategies the text employs should support its purpose; examining strategies can help illuminate purpose. Look at the tone, style, voice, tense, attitude, diction, imagery, syntax.

EX: The strategies used in the Declaration of Independence include declarative statements, a pedantic style, and appeals to reason.

a legal \*\*\*  
sentences):

<sup>1</sup>A defect which involves the possible failure of a frame support plate may exist on your vehicle. <sup>2</sup>This plate (front suspension pivot bar support plate) connects a portion of the front suspension to the vehicle frame, and <sup>3</sup>its failure could affect vehicle directional control, particularly during heavy brake application. <sup>4</sup>In addition, your vehicle may require adjustment service to the hood secondary catch system. <sup>5</sup>The secondary catch may be misaligned so that the hood may not be adequately restrained to prevent hood fly-up in the event the primary latch is inadvertently left unengaged. <sup>6</sup>Sudden hood fly-up beyond the secondary catch while driving could impair driver visibility. <sup>7</sup>In certain circumstances, occurrence of either of the above conditions could result in vehicle crash without prior warning.

**What is the  
Rhetorical  
Situation:  
Exigence?  
Audience?  
Constraints?**



## The Rhetorical Situation: CONTEXT

### Exigence

the issue at hand – should be urgent; reason why author is writing or speaker is speaking

### Audience

those who will be influenced

### Constraints

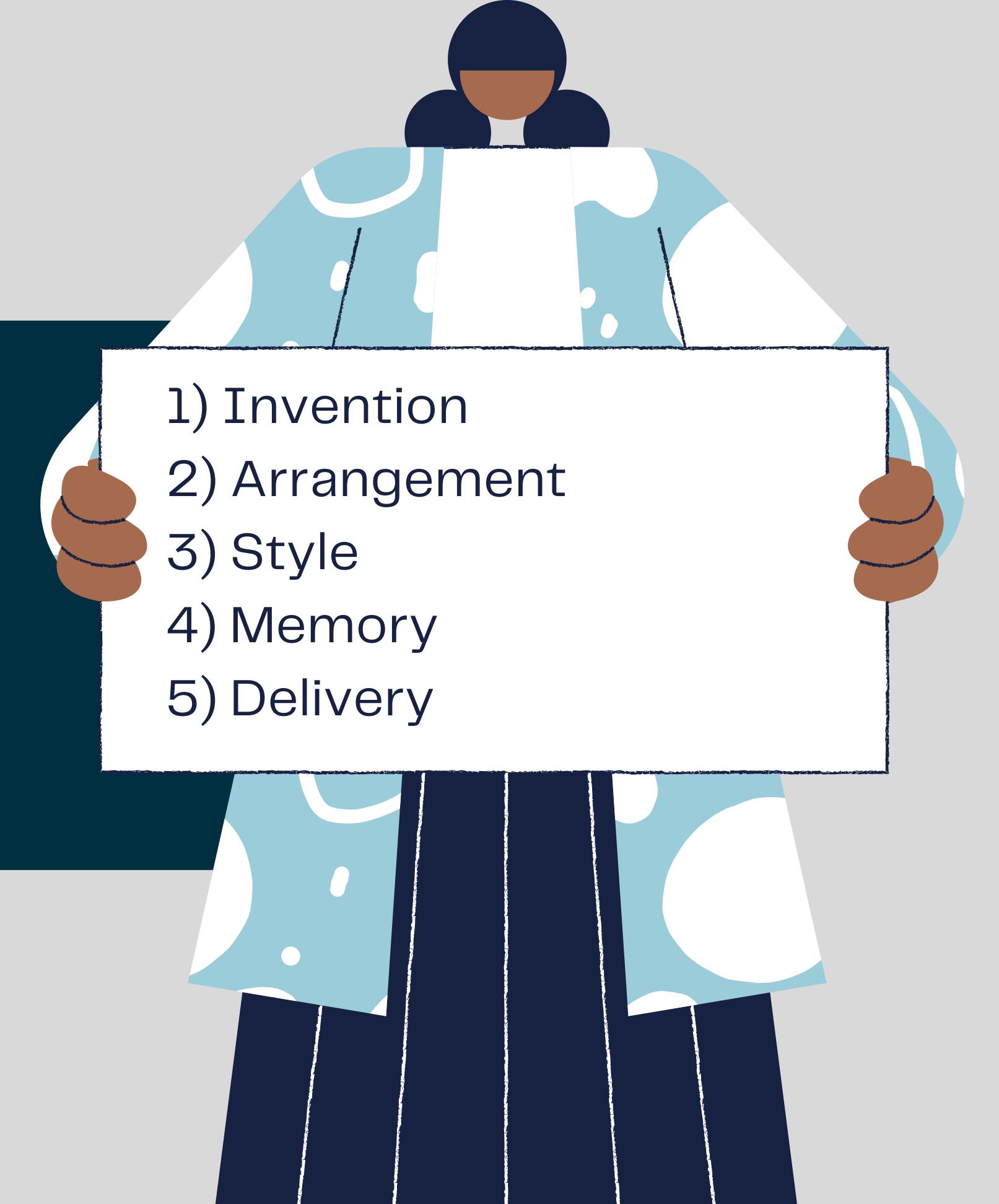
facts at play, documents in existence, beliefs/attitudes/motives of others, traditions of the culture



**Can you  
identify each  
of the SOAPS?**

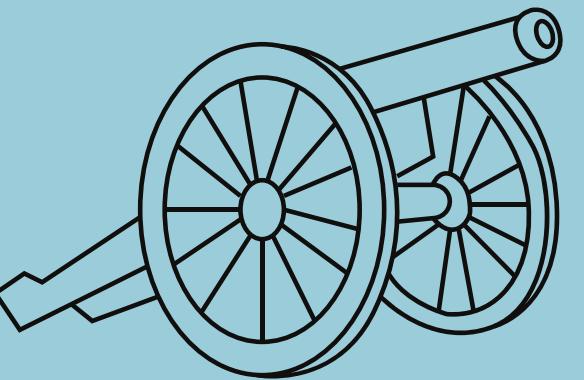
Subject, Ocassion,  
Audience, Purpose &  
Strategies

# Let's talk about the five cannons of rhetoric



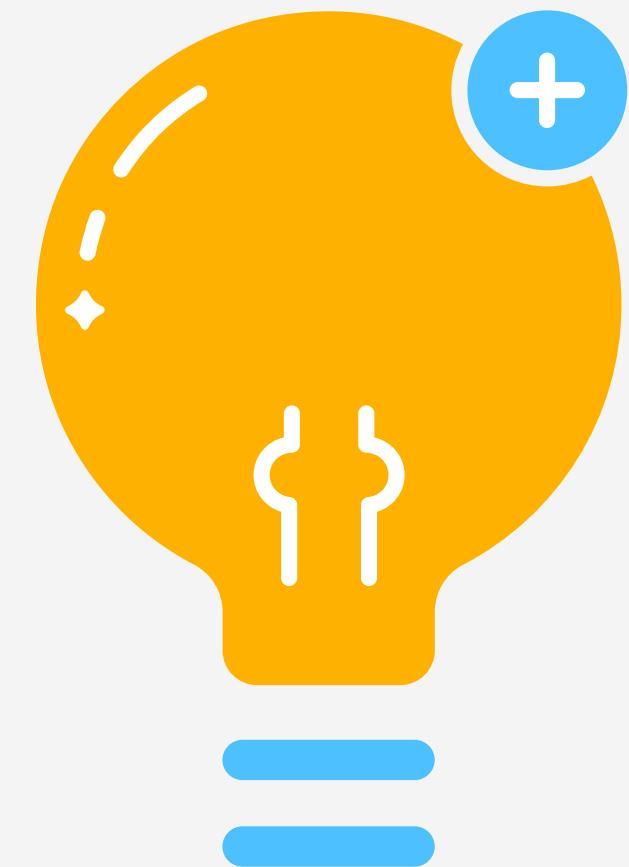
- 1) Invention
- 2) Arrangement
- 3) Style
- 4) Memory
- 5) Delivery

# Invention

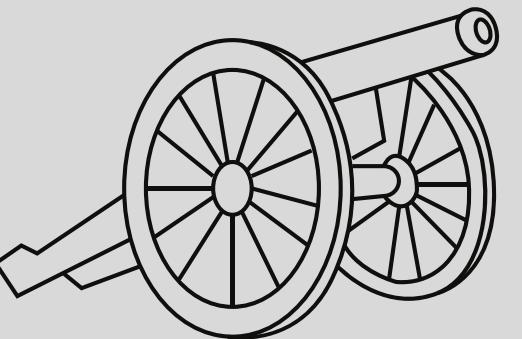


The CREATION of material

Before writing a paper, a student does a freewriting exercise to come up with a good topic

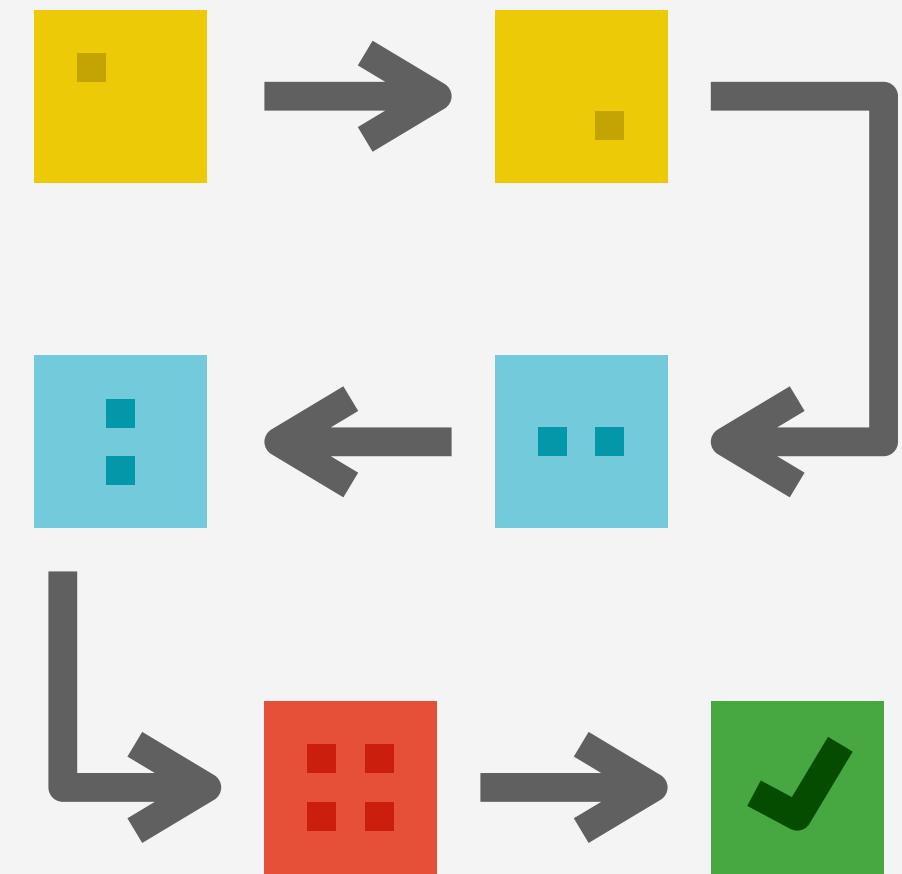


# Arrangement

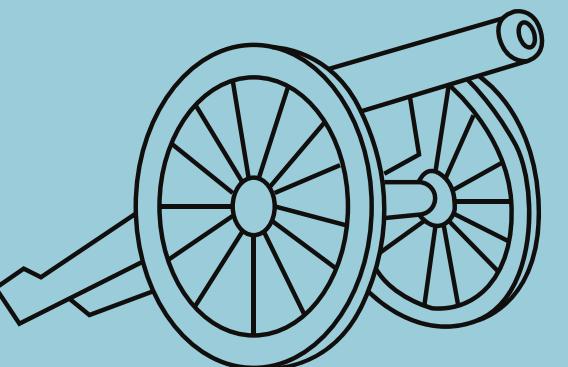


Deciding the order of the material

Before writing a paper, a student creates an outline to determine the order in which they will discuss their major points.

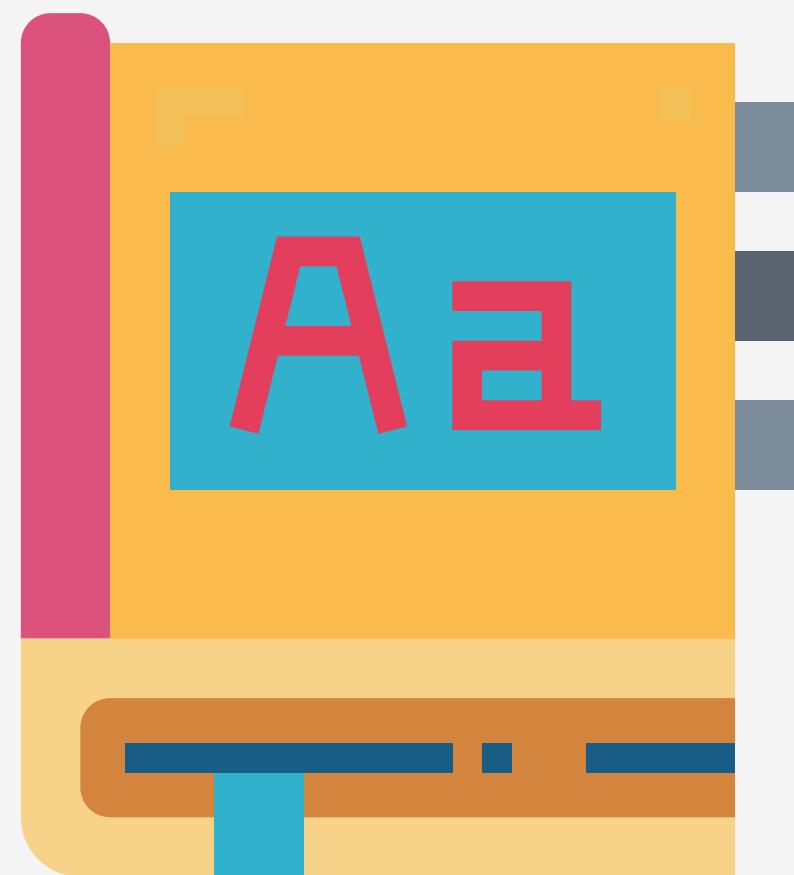


# Style

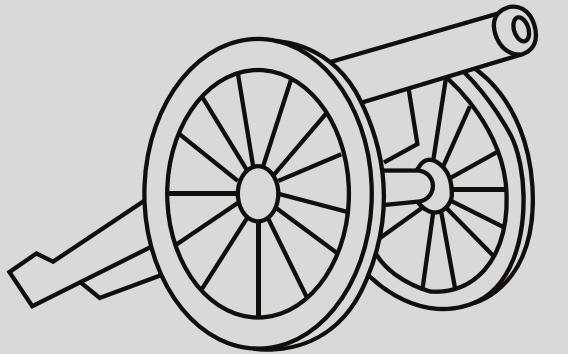


Coming up with the actual words that will be used

A student revises sentences they wrote in the passive voice into sentences in the active voice.

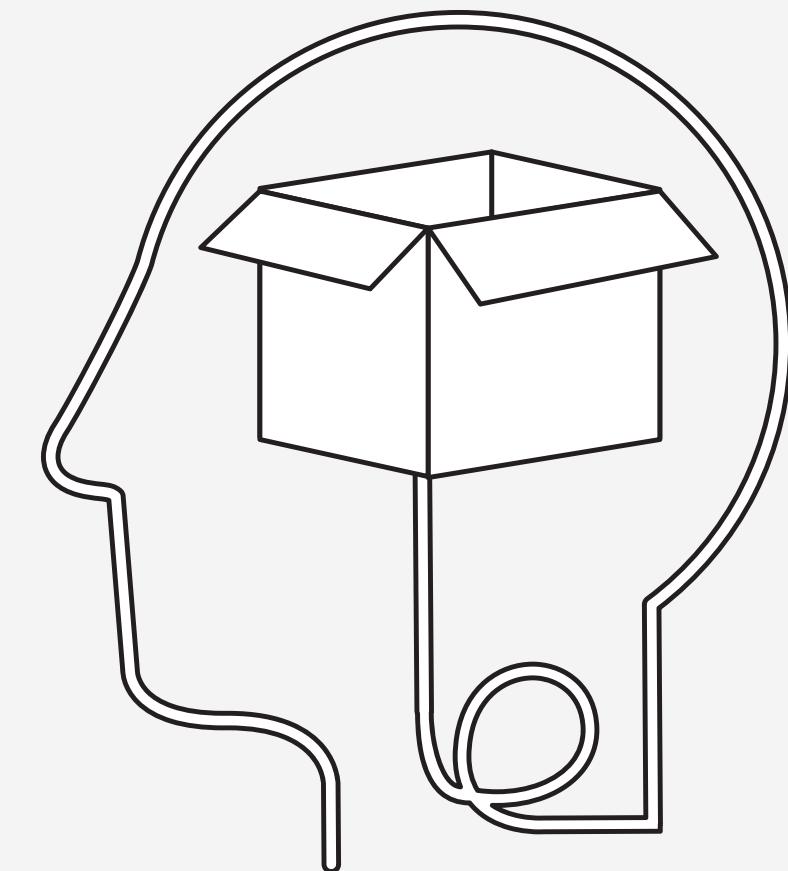


# Memory

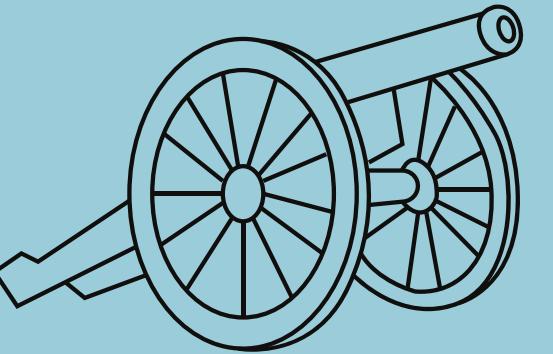


## Memorizing a text for a speech

A student memorizes their paper (or at least the major points of it) so that they can deliver it at an academic conference without reading off the paper itself.



# Delivery



Presenting the material to an audience

At an academic conference, a student walks around the room as they deliver their paper instead of standing behind the podium the whole time.



# The Dangers of Rhetoric: Demagoguery



A demagogue is a person who takes advantage of their audience and the situation. They exploit the audiences' emotions, ethics, and logic.

Can you think of a demagogue?

# How did Hitler rise to power?



# Discussion

What is the rhetorical situation?  
Exigence? Audience? Constraints?

How did Hitler take advantage of  
the situation?

What are some examples of  
rhetorical appeals Hitler used?



## The Rhetorical Situation: CONTEXT

### Exigence

the issue at hand – should be urgent; reason why author is writing or speaker is speaking

### Audience

those who will be influenced

### Constraints

facts at play, documents in existence, beliefs/attitudes/motives of others, traditions of the culture

## Rhetorical Analysis

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1. Determine the rhetorical situation of the text, speech, or video.

2. Identify the rhetorical canons.

3. Describe the rhetorical appeals and evaluate if they are effective.



**You got this!**

Any Comments or Questions?

# Upcoming Assignments



**Discussion due  
11/13**

**Rhetorical Analysis  
11/16 & 11/17**



## Rhetorical Analysis Discussion (replaces the blogger for 11/13!)

Delainey Alexander

Nov 9 at 11:38am

[All Sections](#)

Instead of a blogger this week, you will post and respond to ONE other student in this discussion thread. Answer the following questions, and write a minimum of one sentence to another student that may help them better understand their topic. This comment can be either a statement or a question. For example, you may suggest a source for them to check out, relate the topic to a personal experience, or pose a question about the context of the piece.

- Copy and paste the link to your piece.
- What are you thinking about choosing for your Rhetorical Analysis topic (You are not married to this topic!)?
- What medium is your piece? Is it a speech? A piece of writing?
- What elements will you be looking at? Tone? Diction? Body Language?
- What do you think the rhetorical situation of the piece is? Subject? Occasion? Audience? Purpose? Strategies?

Reference [Lesson 10](#) ↗ for more guidance!

Due Dates:

M/W Class- **11/16** @ 11:59 on Canvas Assignments

T/R Class- **11/17** @ 11:59 on Canvas Assignments

Format:

- APA or MLA for in-text citations and bibliography ("References" or "Works Cited")
- Times New Roman, 12 pt. Font.
- Double-spaced.
- 1" Margins (should be the default setting).

Length: **750-1,000 words** (excluding bibliography)

Content:

- Clearly states the thesis statement or claim.
- Uses rhetorical concepts to support the claim.
- Provides substantial examples from the piece in each body paragraph to describe the rhetorical concepts and to support the claim.
- Provides background on the topic in the introduction.
- Analyzes the rhetorical situation of the piece: Exigence, Audience, and Constraints.
- Considers each of the SOAPS: Subject, Occasion, Audience, Purpose, and Strategies.
- Identifies some of the five canons of rhetoric: Invention, Arrangement, Style, Memory, Delivery.
- Describes the rhetorical appeals used: Ethos, Pathos, Logos.
- Evaluates the effectiveness of the rhetorical techniques used in the piece.
- Suggests rhetorical improvements for the piece.

In Unit 4, you learned about style and rhetoric. Specifically, you were taught that, in writing, style is a choice that is used as a tool to better tailor your language for your audience. Additionally, rhetoric often employs style to make a message or claim more effective to the intended audience. You were introduced to the rhetorical appeals to help make a message or claim more relatable, the rhetorical situation to understand the context of a piece, and the rhetorical canons to recognize the creative process of a piece. Therefore, you are prepared to write a rhetorical analysis. For this Rhetorical Analysis paper, you will either select one of the pieces I have included below or pick your own piece to analyze through a rhetorical lens. Your paper should critique the rhetorical elements of the piece and suggest improvements that would help make the message or claim more effective to their audience.

Reference [Lesson 10](#) to complete this assignment!

Office Hours MWF  
11am-12 pm

