

# Module 1.3.1: Rhetorical appeals (Week 3 Lecture)

To complete this page: You will need to watch a video. Don't forget to select 'Mark as done' to unlock later pages in the unit.

## Module 1.3.1: Rhetorical appeals

The lecture this week is designed to help you develop a complex understanding of some very important rhetorical terms and concepts. It is impossible to discuss the rhetorical appeals - persuasive techniques - without considering the ethics involved with convincing someone to change their mind or action to suit your purpose. As such, our definitions of rhetoric will begin to take on an ethical component as we consider how rhetorical appeals should be used.

The lecture also covers how persuasive techniques can be used artistically or inartistically - this is a level of complexity in the definition of rhetorical appeals that will lead to more interesting discussions of communication. If you can define these terms in complex and interesting ways, you will be a step ahead when it comes to performing a rhetorical analysis in coming weeks. Can you see arguments made by people, clothing, texts, architecture, cats, etc, and can you interpret appeals and fallacies in those arguments?



Goal

You will learn about the rhetorical canons and appeals and continue refining your definition of rhetoric generally.



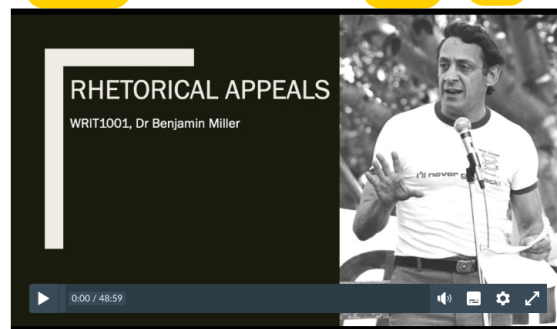
Key vocabulary

rhetorical appeals, persuasive techniques, artistic, inartistic, ethos, pathos, logos



Lecture: Rhetorical appeals

The lecture recording is now available. Below you will also find the lecture slides and a script.



### Additional materials

[Lecture 3 \(Rhetorical Appeals\) Slides](#) ↓, with a sample script in notes

[Lecture 3 \(Rhetorical Appeals\) Script](#) ↓, not including some ad lib comments



Readings

The week 3 required reading is your first mandatory scholarly reading:

- F. Walker, (2005), [The Rhetoric of the Mock Trial Debate](#) ↗, *College Student Journal* 39(2).

As your first scholarly reading in the unit, some students (and tutors) will find it difficult to comprehend. We have tried to select an accessible article to get you started. Feel free to share your frustrations or any difficulties you had reading the article in class - it is certain that other students feel the same way when reading academic articles. We will discuss it more in the tutorial.

To extend your understanding you could look at the recommended readings in the [Reading List for Week 3](#).

### Reading tips

To prepare for your tutorial, you should spend 1 hour working as far as you can through the article by Walker.

If you can't finish it, don't worry. Spend some time reading parts of it to get a sense of the argument, analysis and style of writing by asking these questions:

- Is it active?
- Is it objective?
- Is it research informed?
- Is it opinionated?

If you are finding this reading difficult, focus on this [EXTRACT from the reading by Walker](#) ↓.

If you are finding the reading too easy, try reading the Introduction or Chapter 1 (very advanced) of the recommended reading this week by [Michael Meyer from his book](#) ↗ [What is Rhetoric?](#) ↗



Check your understanding

Today's goal was to learn about the rhetorical appeals and continue refining your definition of rhetoric generally.

Can you define a rhetorical appeal?

Can you categorise a part of an argument as a specific rhetorical appeal?

Can you give an example of a persuasive technique that is artistic and one that is inartistic?



What next?

- Make sure you have started to [read the article by Walker](#) ↗. This will help you prepare for the tutorial when we will be talking about techniques of persuasion and how to use them in your writing.
- The next page includes an individual activity aimed at helping you identify rhetorical fallacies (when appeals are misused), which in turn will help prepare for your assessment.
- Don't forget to click 'Mark as done'.

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Live streamed classes in this unit may be recorded to enable students to review the content. If you have concerns about this, please visit our [student guide](#) and contact the unit coordinator.

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**Tip 1 - Provide clear goals for every learning activity**

**Tip 2 - Provide choices in learning activities**

**Tip 3 - Describe expected time commitments, challenges, and tips for completing**