

4.1.3 Rhetoric: Ideas (Advanced)

What ideas are important?

Working on your own, preview the advertisements on the [Centre for Road Safety](#) website and the information you have gathered in previous activities. List any issues, attitudes, archetypes, patterns, symbols or motifs that appeal to you across the different advertisements and activities. Draft a sentence for each idea on your list describing how the chosen aspect seems to be operating and/or how it is changing across the texts.

| Important idea | Kind of idea (issue, symbol etc) | Example of idea (Campaign and URL) |
|----------------|-------------------------------------|---------------------------------------|
| | | |
| | | |
| | | |
| | | |



How can we make people believe what we say?

CRUISE CONTROL



Working with a partner, share your sentences and edit them for clarity. Use this checklist:

| | |
|--|--|
| I have removed any wordiness and ambiguity. | |
| I have made sure the sentences are very specific. | |
| I have made sure that the sentences state my stance on the aspect I have chosen. * | |

* Your sentences should state a claim about your view. By stating a claim, you will have a sense that you are writing with authority. You will show that you believe the position or stance you have taken.

Rhetorical aspect

| Rhetorical aspect | Questions to determine focus | Personal notes |
|-------------------|--|----------------|
| Ethos | What in my experience makes me care about the issue or aspect I have chosen? | |
| Logos | How does this way of caring influence my thinking about it? | |
| Logos | What is important to understand about this issue or aspect at the moment? | |
| Pathos | What would the readers of an essay understand about this subject? | |
| Ethos / Logos | Why would or should readers think it is important? | |
| Pathos | How would or should they feel? How would or should they act? | |



CRUISE CONTROL

How can we make people believe what we say?

Critical questions

| Rhetorical aspect | Critical questions | Personal notes |
|-------------------|--|----------------|
| Ethos/pathos | Would the evidence be accepted as credible by your readers? | |
| Pathos | Does the evidence match your readers' experiences of the world? | |
| Ethos | If the evidence you have is not part of the readers' experience, would they find your evidence authoritative? | |
| Ethos | How much evidence do you have? Is it enough? | |
| Logos | Are your examples and quotations contextualised? | |
| Logos | Is the evidence in a reasonable order? Evidence should be arranged in an order that is forceful as well as reasonable. | |
| Logos | Does each piece of evidence gain in strength as it builds upon the previous evidence to create a forceful argument? | |



Notes on Authority

Use these questions to develop your authority:

| Critical questions | Personal notes |
|---|----------------|
| <p>What were your reasons for selecting this evidence for this stance?</p> | |
| <p>Why did you think this piece of evidence was well suited to your stance?</p> | |
| <p>How does this piece provide evidence that is different from other evidence examples you selected?</p> | |
| <p>How are pieces of evidence you have selected related to each other?</p> | |
| <p>How will your reasons for including the evidence sway your readers to believe what you are saying?</p> | |

