*Logos, Ethos and Pathos*

Whenever you read an argument you must ask yourself, "Is this persuasive? And if so, to whom?"  There are several ways to appeal to an audience.  Among them are appealing to logos, ethos and pathos.  These appeals are prevalent in almost all arguments.

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| To Appeal to Logic (logos) | To Develop Ethos | To Appeal to Emotion (pathos) |
| Theoretical, abstract language Literal and historical analogies Definitions Factual data and statistics Quotations Citations from experts and authorities Informed opinions  | Language appropriate to audience and subject Restrained, sincere, fair minded presentation Appropriate level of vocabulary Correct grammar    | Vivid, concrete language Emotionally loaded language Connotative meanings Emotional examples Vivid descriptions Narratives of emotional events Emotional tone Figurative language  |
| What’s | The | Effect??? |
| Evokes a cognitive, rationale response | Demonstrates author's reliability, competence, and respect for the audience's ideas and values through reliable and appropriate use of support and general accuracy | Evokes an emotional response  |

Ethos- Ethos is related to the English word ethics and refers to the trustworthiness of the speaker/writer.  Ethos is an effective persuasive strategy because when we believe that the speaker does not intend to do us harm, we are more willing to listen to what s/he has to say.  For example, when a trusted doctor gives you advice, you may not understand all of the medical reasoning behind the advice, but you nonetheless follow the directions because you believe that the doctor knows what s/he is talking about.  Likewise, when a judge comments on legal precedent audiences tend to listen because it is the job of a judge to know the nature of past legal cases.

Pathos- Pathos is related to the words pathetic, sympathy and empathy.  Whenever you accept a claim based on how it makes you feel without fully analyzing the rationale behind the claim, you are acting on pathos.  They may be any emotions: love, fear, patriotism, guilt, hate or joy.  A majority of arguments in the popular press are heavily dependent on pathetic appeals.  The more people react without full consideration for the WHY, the more effective an argument can be.  Although the pathetic appeal can be manipulative, it is the cornerstone of moving people to action.  Many arguments are able to persuade people logically, but the apathetic audience may not follow through on the call to action.  Appeals to pathos touch a nerve and compel people to not only listen, but to also take the next step and act in the world.

Logos- The Greek word logos is the basis for the English word logic.  Logos is a broader idea than formal logic--the highly symbolic and mathematical logic that you might study in a philosophy course.  Logos refers to any attempt to appeal to the intellect, the general meaning of "logical argument."  Everyday arguments rely heavily on ethos and pathos, but academic arguments rely more on logos.  Yes, these arguments will call upon the writers' credibility and try to touch the audience's emotions, but there will more often than not be logical chains of reasoning supporting all claims.

**Definitions and examples of rhetorical devices you will include are below**

1- ***Repetition***: The repeated use of a word, phrase, or clause more than once for emphasis.

***Example***: The curfew law should be repealed- repealed immediately in fairness to the community, the police, and the students.

2- ***Parallelism***: The repetition of the same grammatical form to express equal, or parallel ideas. A noun is paired with a noun, a phrase with a phrase, a clause with a clause and so on.

***Example***: This week, the Riverdale High School student council had to cancel its annual charity Bowl-a-Thon- not because of a lack of interest, not because a shortage of funds, and not because of a failure to sign up enough enthusiastic volunteers.

3- ***Rhetorical questions:*** Questions that are not meant to be answered but are asked for effect.

***Example***: Should students who are out late because of such events be jailed or fined? Should such school activities be dropped?

4- *Argument by analogy:* Draws a parallel between basically dissimilar events or situations to add effect.

***Example***: If the curfew law aims to reduce youth crime, it mistakenly targets the wrong hours. It’s much like shutting the corral gate *after* the horses have escaped.

5- ***Historical Allusion:*** The writer cites a person, place, or an event from history that relates to the topic at hand.

***Example***: There used to be a curfew bell that was rung to indicate that children should go home and clear the streets.

6- ***Counterargument***: The writer ANTICIPATES the audience’s objections or concerns and openly addresses them and refutes them.

***Example***: "Some proponents of early curfews argue that keeping teens off the streets decreases street crime. Other people say that it keeps teens safe to have them indoors at night. One could also argue that an early curfew encourages teenagers to spend time with their families and to do homework or chores at home."

"But it is unfair and false to say that teenagers cause the preponderance of street crime. This argument is even less compelling when we are talking about My City, which has a very low crime rate in the first place. For the same reason, it is disingenuous to talk about wanting to keep teenagers safe; there is little evidence to suggest that teenagers who are out at 7 pm are particularly unsafe. And though it may be a good idea to have young adults spend time in the company of their parents, it is up to the parents and the teenagers to work out what is a reasonable time to be home. Similarly, the government should not make laws about what people do in their own homes behind closed doors - whether this is homework, family time, or simply playing video games. These are decisions best left to parents."

7- ***Appeal to authority:*** The writer cites the opinions of experts on the subject.

***Example***: “[All we can do when we think of kids today is think of more hours of school, earlier age at the computer, and curfews. Who would want to grow up in that world?](http://www.searchquotes.com/quotation/All_we_can_do_when_we_think_of_kids_today_is_think_of_more_hours_of_school%2C_earlier_age_at_the_compu/117152/)”

-James Hillman

8- ***Illustrative anecdote or example:*** The writer uses a brief story or cites a particular case in order to support his/her point.