

The principles of effective rhetoric is rooted in ancient Greek philosophy, especially that associated with Aristotle.

Effective transactional writing will often utilise aspects of descriptive and narrative writing in order to create discourse that is more effective. English Language Paper 2 will include at least one unseen text which is identified as literary non-fiction; therefore, students must possess a firm grasp of the concepts taught in 'Explorations in Creative Reading and Writing' and draw upon knowledge taught in that unit to support learning this unit.

Transactional writing is non-fiction writing that intends to communicate information between individuals or groups. Transactional writing often involves planning and writing **argumentative** and **persuasive** texts.

An **argument** is a reason or set of reasons given in support of an idea, action or theory.

A **persuasive text** is a form of non-fiction writing that aims to convince the reader of a certain point of view.

An effective argumentative/persuasive text will include **rhetoric**.

**Rhetoric** was originally the art of public speaking and it originated in Ancient Greece.

Rhetoric was taught in special schools in Ancient Greece and Rome to prepare men for political and cultural life.

Transactional writing may include **literary non-fiction** that is writing that is structured using literary styles and techniques while being rooted in reality. Traditionally, literary non-fiction borrows storytelling elements of fiction to tell a true story in an engaging way.

### **Pathos, Ethos, Logos:**

Aristotle defined three main components of successful rhetoric: ethos, pathos, logos. We see this being used by Shakespeare in *The Tempest*.

- **Ethos** is how a speaker influences an audience to consider them believable.
- **Logos** is the use of persuasive language and logical arguments.
- **Pathos** is the use of emotional appeals.

**Ethos, pathos** and **logos** must work together to create an effective argument.

Writers convey different **viewpoints** and **perspectives**. A **viewpoint** is the way someone thinks about something – their opinion. A **perspective** is the writer's attitude or interpretation about an event, person, place or theme based on their own experiences. This perspective is often shaped by the writer's culture heritage, physical traits or personal experiences.

**Students must be able to plan and structure their writing:**

- plan and organise transactional writing (argue/persuade) for ideas (invention - logoi / structure) *before* language features
- form arguments based on knowledge and research
- form arguments which consider different perspectives
- plan a piece of writing with *impact* in mind e.g. using ethos (appeal to character), pathos (appeal to emotions) and logos (appeal to reason) *before* language features
- sequence ideas in a logical order to emphasise key points and create a deliberate impact on an audience
- select from a full range of organisational and structural techniques to plan and write their own text effectively

**Students must know, select and apply a range of rhetorical techniques:**

- changing the emphasis of sentences, for example through syntax and sequencing
- Selecting language techniques likely to have impact for a desired effect e.g., ethos, logos, pathos
- using personal pronouns to create a sense of trust in writing and speaking
- using anaphora to create a sense of urgency in writing and speaking
- Using anecdotes for personal connection
- using phrasing of quantity to convey information e.g. 'a staggering amount of...' where specific facts and statistics may not be known
- make 'poetic' language choices which create a sense of pathos e.g., Metaphor
- Using language of causation (cause – effect; if – then) e.g. *if we don't act, then this will happen*
- Using the language of justice / injustice
- Using emotive language for pathos
- Using comparative and superlative adjectives for impact
- Use vocabulary of urgency e.g. it is imperative that...

**Students must write accurately:**

- Writing complex sentences which **avoid fragments**
- Writing in complex sentences which avoid both **fused sentences** and **comma splices**
- Using **capital letters** correctly
- Maintaining consistent **tense agreement**
- Using multiple **subordinate clauses** correctly
- Punctuating **lists** correctly
- Paragraphing** narratives correctly
- Punctuating **dialogue** correctly
- Using **pronouns** correctly

**Rhetoric** (noun): *the art of speaking effectively and persuasively.* e.g. *Old Major was skilled at rhetoric as he convinced the animals of the injustice of their situation.*

**Oratory** (noun), **the art of public speaking** e.g., *"Barack Obama is a clear master of oratory: his 'Yes We Can' speech will go down in history with Martin Luther King's 'I Have a Dream'.*

**Orator** (noun), **a public speaker, esp one versed in rhetoric** e.g. Obama is a great orator.

**Credibility** (noun) , from the Latin root word cred, to believe; means you are trusted and believed in; essential for developing ethos. E.g., *English teachers have a lot of credibility when talking about Shakespeare.*

**Anecdote** (noun) , a short amusing or interesting story about a real incident or person: e.g., *"that anecdote about your dog you used in the speech really won the hearts of the listeners"*

**Explicit** – Meanings which are literal and obvious

**Implicit** – Meanings which are suggested though not directly expressed

**Summarise** – Give a brief statement of the most important information in a text

**Inference** – A conclusion reached on the basis of evidence and reasoning

**Explain** – Make (an idea or situation) clear in your writing by describing it in more detail or revealing relevant facts.

**Analyse** – Examine something methodically and in detail, in order to explain and interpret it.

**Methodical** – Done according to a systematic or established procedure

**Process** – a series of actions or steps in order to achieve a particular end

**Interpret** – Explain the meaning(s) of something