

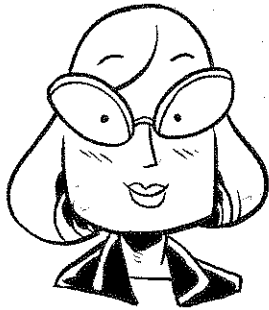
UNDERSTANDING RHETORIC

A Graphic Guide to WRITING

Elizabeth Losh
Jonathan Alexander
Kevin Cannon
Zander Cannon

BEDFORD / ST. MARTIN'S

BOSTON • NEW YORK



Elizabeth Losh is the director of the Culture, Art, and Technology program at the University of California, San Diego, where she teaches about graphic novels, media theory, digital writing, and professional communication. She is the author of *Virtualpolitik: An Electronic History of Government Media-Making in a Time of War, Scandal, Disaster, Miscommunication, and Mistakes* (MIT Press, 2009) and the forthcoming *The War on Learning: Gaining Ground in the Digital University*.



Jonathan Alexander is professor of English and director of the Center for Excellence in Writing and Communication at the University of California, Irvine. He teaches courses on writing, graphic books, science fiction, and sexuality—sometimes all at the same time. In 2010 he won the Charles Moran Award for Distinguished Contributions to the Field of computers and writing. He is the author, editor, or coauthor of seven books, his work focusing primarily on the use of emerging communications technologies in the teaching of writing.



Kevin Cannon is an award-winning cartoonist and illustrator from Minneapolis. His first graphic novel, the swashbuckling arctic adventure *Far Arden*, was nominated for an Eisner Award. The equally manic sequel, *Crater XV*, is being serialized in the digital magazine *Double Barrel* and will be published in physical form by Top Shelf in 2013.



Since 1993, **Zander Cannon** has written and drawn comics about gods, astronauts, police officers, paleontologists, aliens, feng shui masters, robots, fairies, superheroes, and monsters. He has recently serialized his graphic novel *Heck* in the digital pulp anthology *Double Barrel*. He lives in Minnesota with his strong wife, Julie, and his above-average son, Jin.

ISSUE 1

WHY RHETORIC ARISTOTLE LIVES!

In this
issue...

PIECING
TOGETHER
A DEFINITION OF
RHETORIC

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REANIMATING
ANCIENT VIEWS OF
RHETORIC

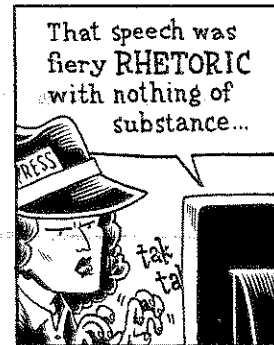
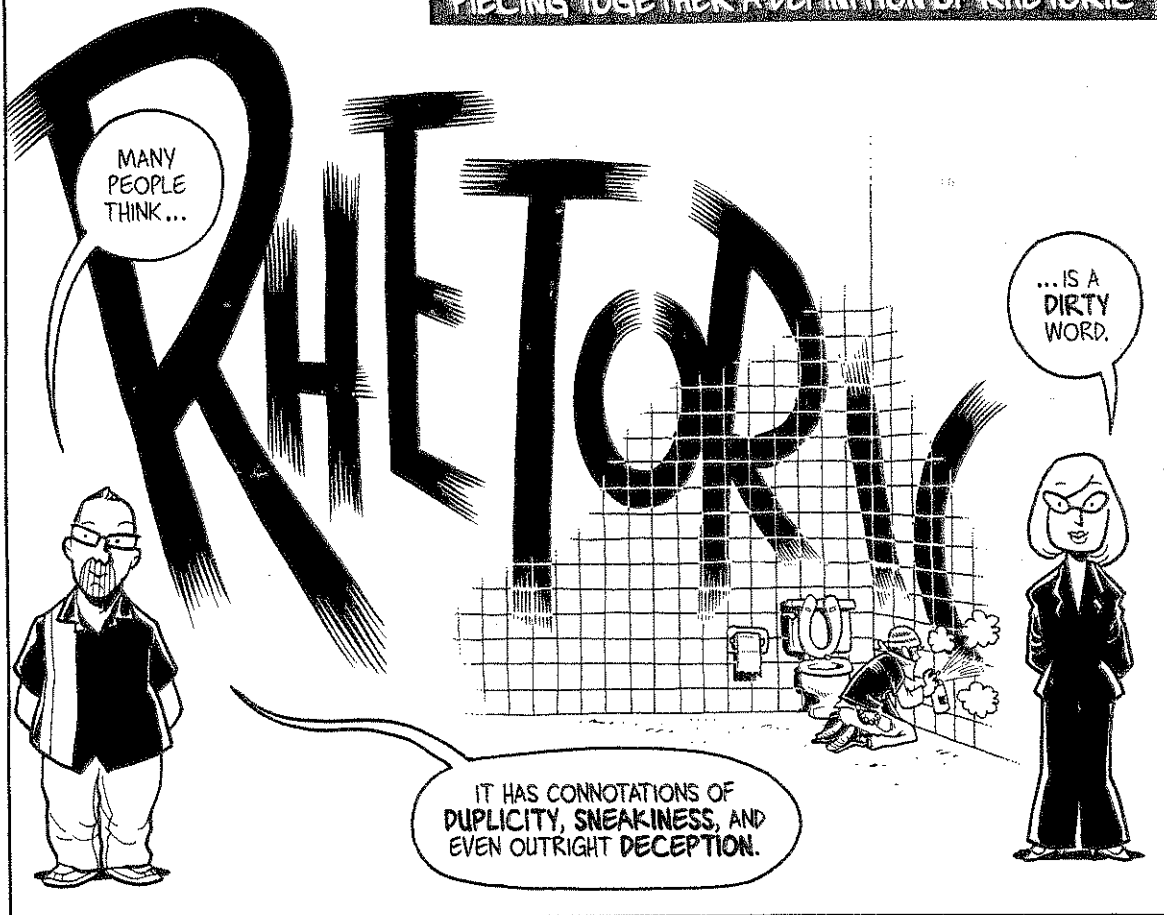
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SETTING
RHETORICAL CONCEPTS
LOOSE ON THE
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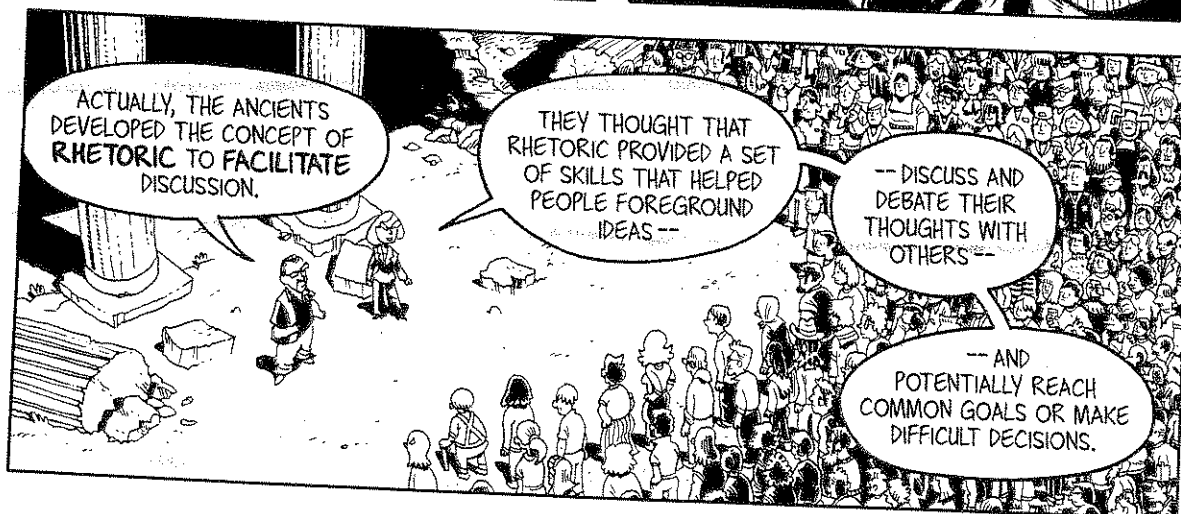
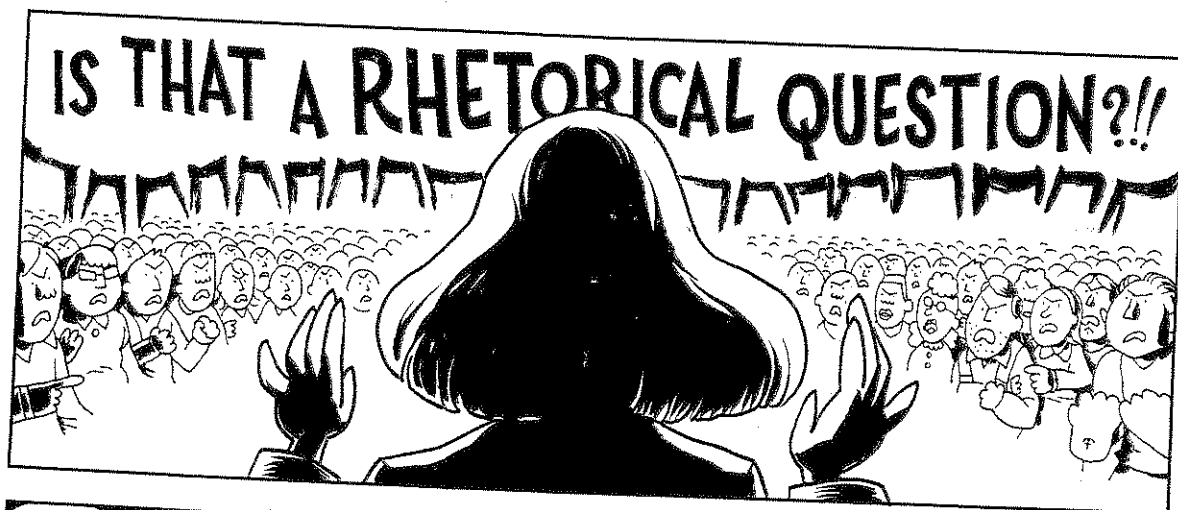
PIECING TOGETHER A DEFINITION OF RHETORIC

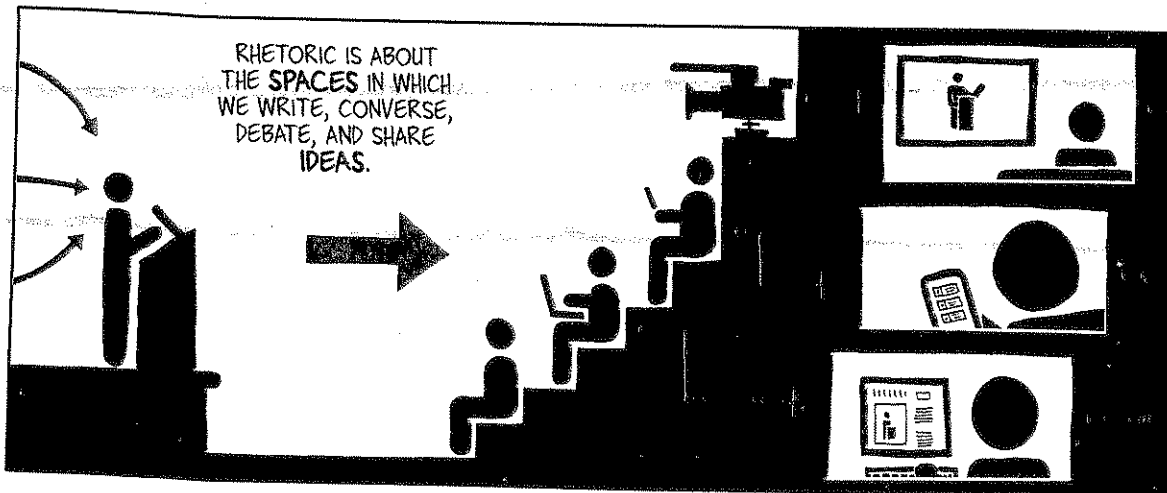
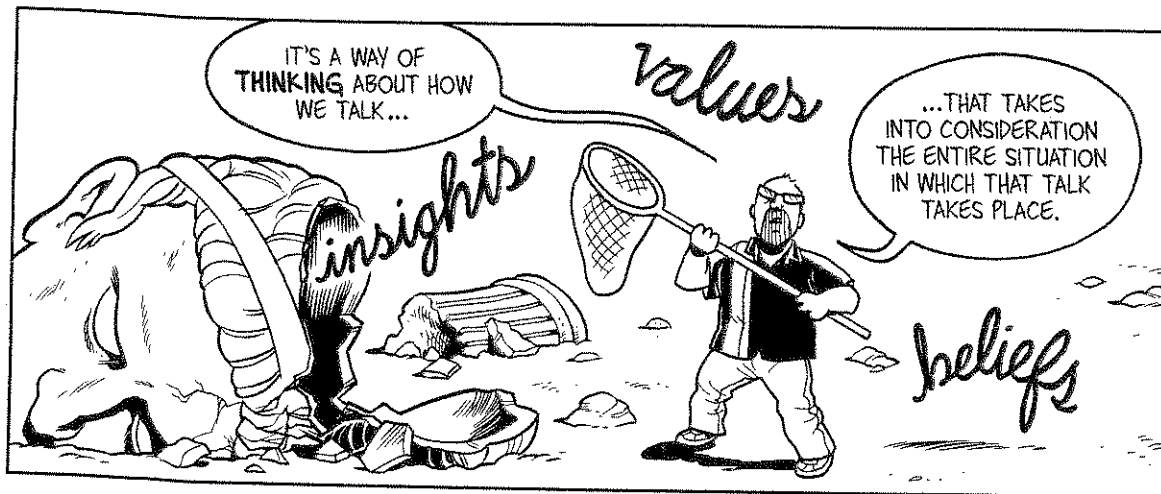
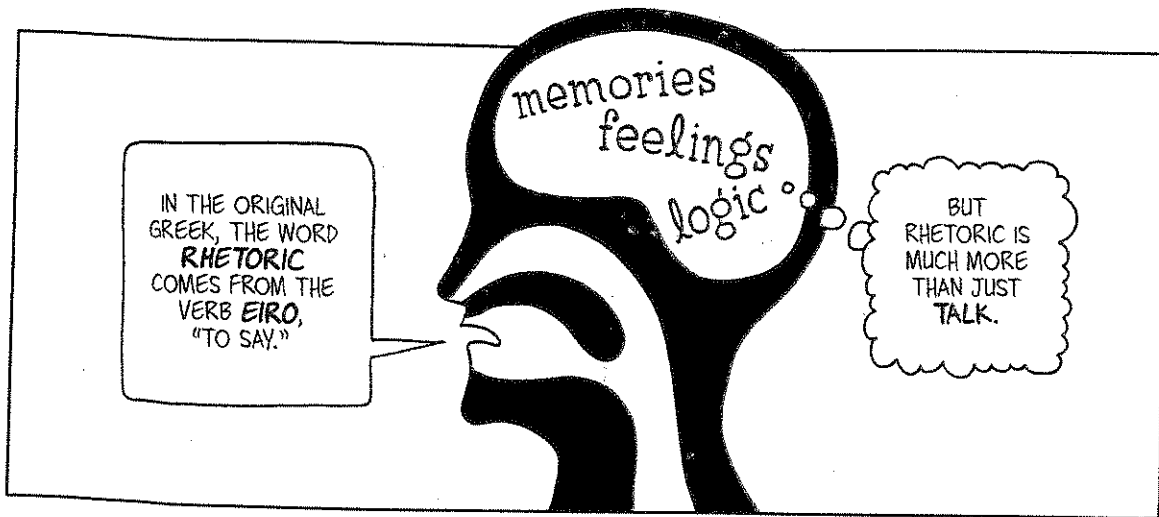


IS ANYONE LISTENING--



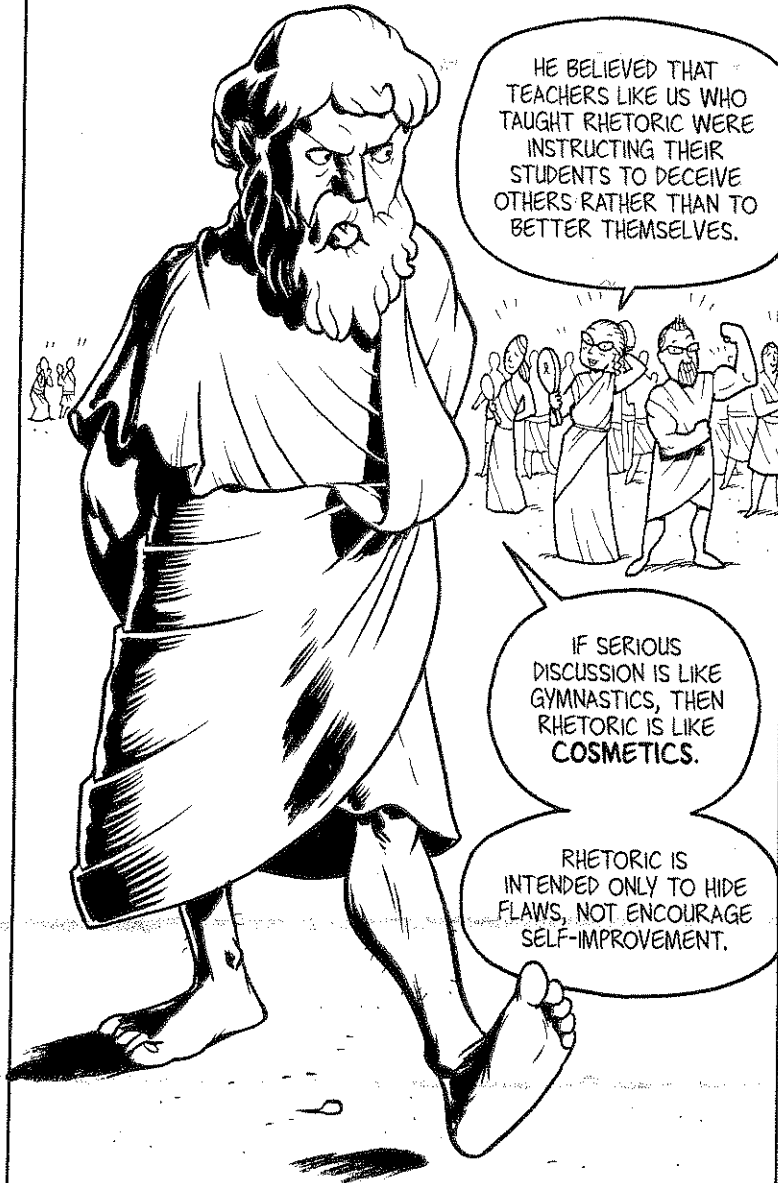
--TO WHAT ANYONE IS ACTUALLY SAYING?!





REANIMATING ANCIENT VIEWS OF RHETORIC

MANY COMMONLY HELD NEGATIVE IDEAS ABOUT RHETORIC CAN BE TRACED TO THE ANCIENT GREEK PHILOSOPHER **PLATO**.



HE BELIEVED THAT TEACHERS LIKE US WHO TAUGHT RHETORIC WERE INSTRUCTING THEIR STUDENTS TO DECEIVE OTHERS RATHER THAN TO BETTER THEMSELVES.

IF SERIOUS DISCUSSION IS LIKE GYMNASTICS, THEN RHETORIC IS LIKE **COSMETICS**.

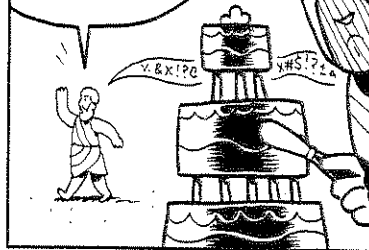
RHETORIC IS INTENDED ONLY TO HIDE FLAWS, NOT ENCOURAGE SELF-IMPROVEMENT.

PLATO (427-347 BCE)

ANCIENT GREEK PHILOSOPHER, STUDENT OF SOCRATES, AND FOUNDER OF THE ATHENIAN ACADEMY, AN IMPORTANT EARLY SCHOOL OF THOUGHT.

AS FAR AS PLATO WAS CONCERNED, RHETORIC WAS AN EMPTY, UNWHOLESOME DISTRACTION THAT TOOK ATTENTION AWAY FROM IMPORTANT PHILOSOPHICAL AND CIVIC MATTERS.

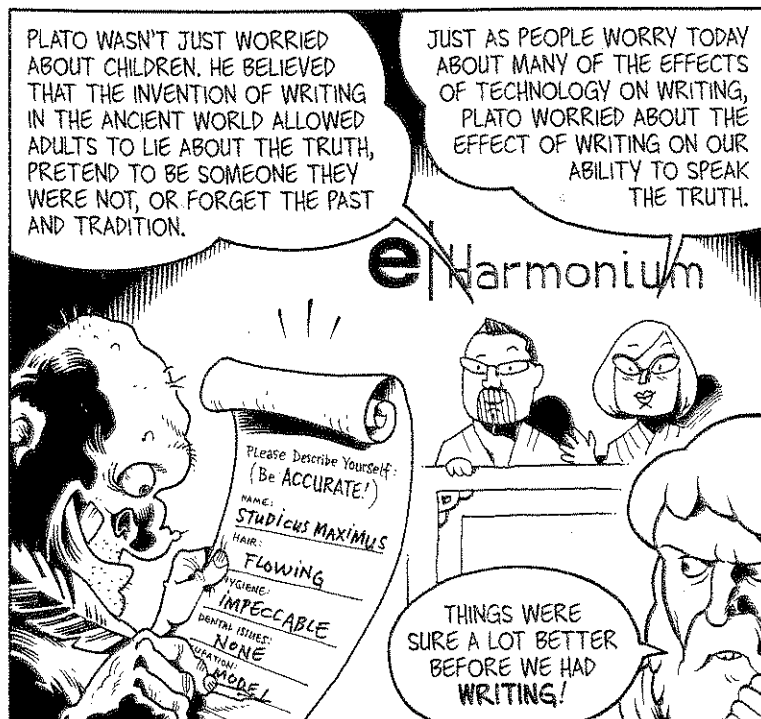
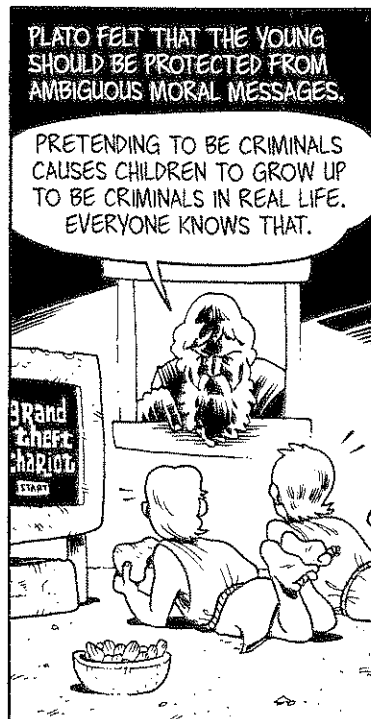
INDULGING THE POPULATION'S APPETITE FOR RHETORIC IS AS BAD AS SELLING **PASTRIES** INSTEAD OF DISPENSING **MEDICINE**.



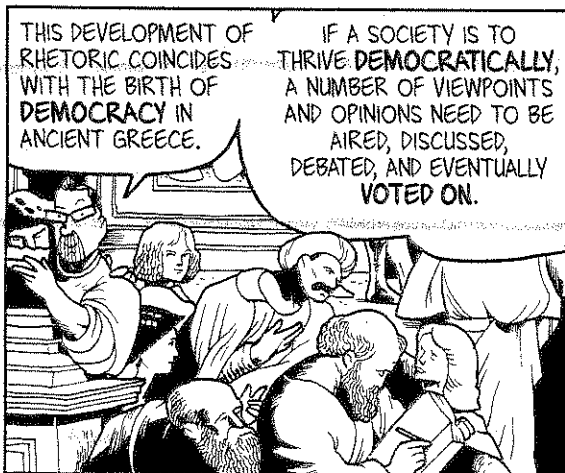
PLATO ALSO THOUGHT THAT VIVID MEDIA EXPERIENCES, SUCH AS ANCIENT GREEK TRAGEDIES THAT SHOWED EXPLICIT SEX AND VIOLENCE, WOULD HAVE A BAD INFLUENCE ON YOUNG PEOPLE.



ALL POETS AND PLAYWRIGHTS SHOULD BE **BANISHED!**

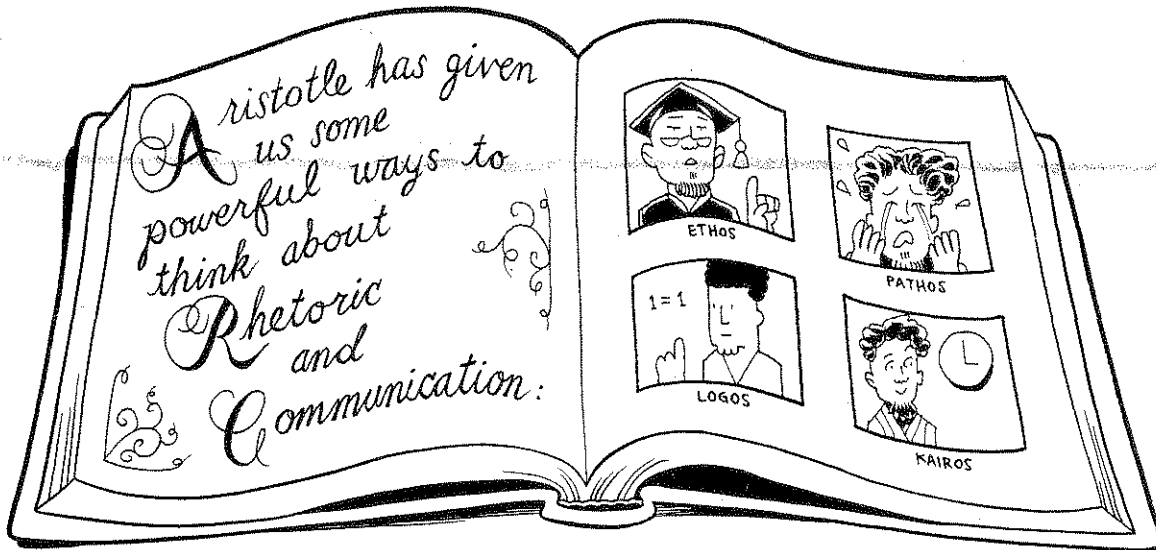






SETTING RHETORICAL CONCEPTS LOOSE ON THE WORLD

IN THE ART OF RHETORIC,



ETHOS

IS THE CREDIBILITY THAT A SPEAKER OR WRITER BRINGS TO THE SUBJECT THAT HE OR SHE IS COMMUNICATING ABOUT.

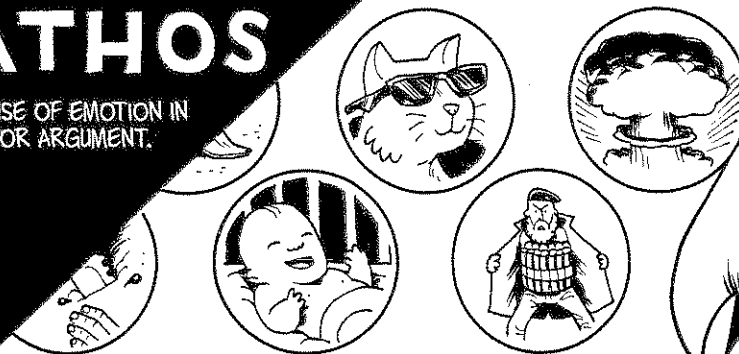


WE TRUST CERTAIN KINDS OF PEOPLE MORE THAN OTHERS -- BECAUSE THEY HAVE EXPERTISE, OR BECAUSE THEY ARE WELL INFORMED ABOUT THE SUBJECT AT HAND.



PATHOS

IS THE USE OF EMOTION IN DEBATE OR ARGUMENT.

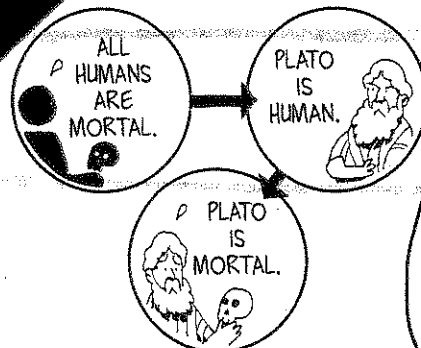


APPEALS TO PATHOS SURROUND US, PARTICULARLY IN VISUAL ARGUMENTS SUCH AS ADVERTISEMENTS AND MANY ONLINE VIDEOS.



LOGOS

IS THE APPEAL TO REASON, TO THE FORCEFULNESS OF A WELL-THOUGHT-OUT AND WELL-STRUCTURED POSITION.



SOME ARGUMENTS MAKE MORE LOGICAL SENSE THAN OTHERS, AND MANY CONSIDER LOGOS TO BE CRITICAL IN THE DEVELOPMENT AND DISSEMINATION OF IDEAS AND VALUES.



LEARNING TO RECOGNIZE THESE CONCEPTS WILL HELP YOU UNDERSTAND OTHER PEOPLE'S ARGUMENTS.

YOU'LL ALSO STRENGTHEN YOUR OWN POSITION AND THE WAY OTHERS SEE YOU.



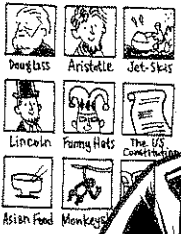
ETHOS
PATHOS
LOGOS

Social Network

FOR EXAMPLE, AN ONLINE PROFILE IS A RHETORICAL SPACE IN WHICH ETHOS, PATHOS, AND LOGOS ARE VERY IMPORTANT.

ONLINE PROFILES ALLOW USERS TO CREATE RICH, ENGAGING, AND SOMETIMES SATIRIC SELF-PORTRAITS.

Jonathan Likes:



Jonathan is thinking about getting a new computer.

Plato: Pff! It would just be the shadow of the CONCEPT of a computer, anyway.

Aristotle: Ooh, but the new X432g's are so AWESOME!

1 DISLIKE

Jonathan wonders if he should eat some breakfast.

Aristotle: 1) Consider the pros and cons, 2) ask an expert, and 3) do it if you're hungry.

THE MIX OF PICTURES, VIDEO, AND TEXT CAN ESTABLISH -- OR DESTROY -- YOUR CREDIBILITY, OR ETHOS.

FOR INSTANCE, IF JONATHAN, AS A PROFESSOR OF ENGLISH, HAS A PROFILE RIDDLED WITH TYPOS AND IMAGES OF HIM GETTING DRUNK WITH HIS STUDENTS...

Social Network

Jonathan: Oh HAI I am Drunk with studentz !!!!!

HIS CREDIBILITY MIGHT RISE WITH SOME, BUT FALL WITH MOST OTHERS.

IMAGES AND WORDS CAN ALSO CONTRIBUTE TO THE PATHOS OF A PAGE...

ONE DAY:

Liz: is fine, keeping busy with work.

BUT THE NEXT:

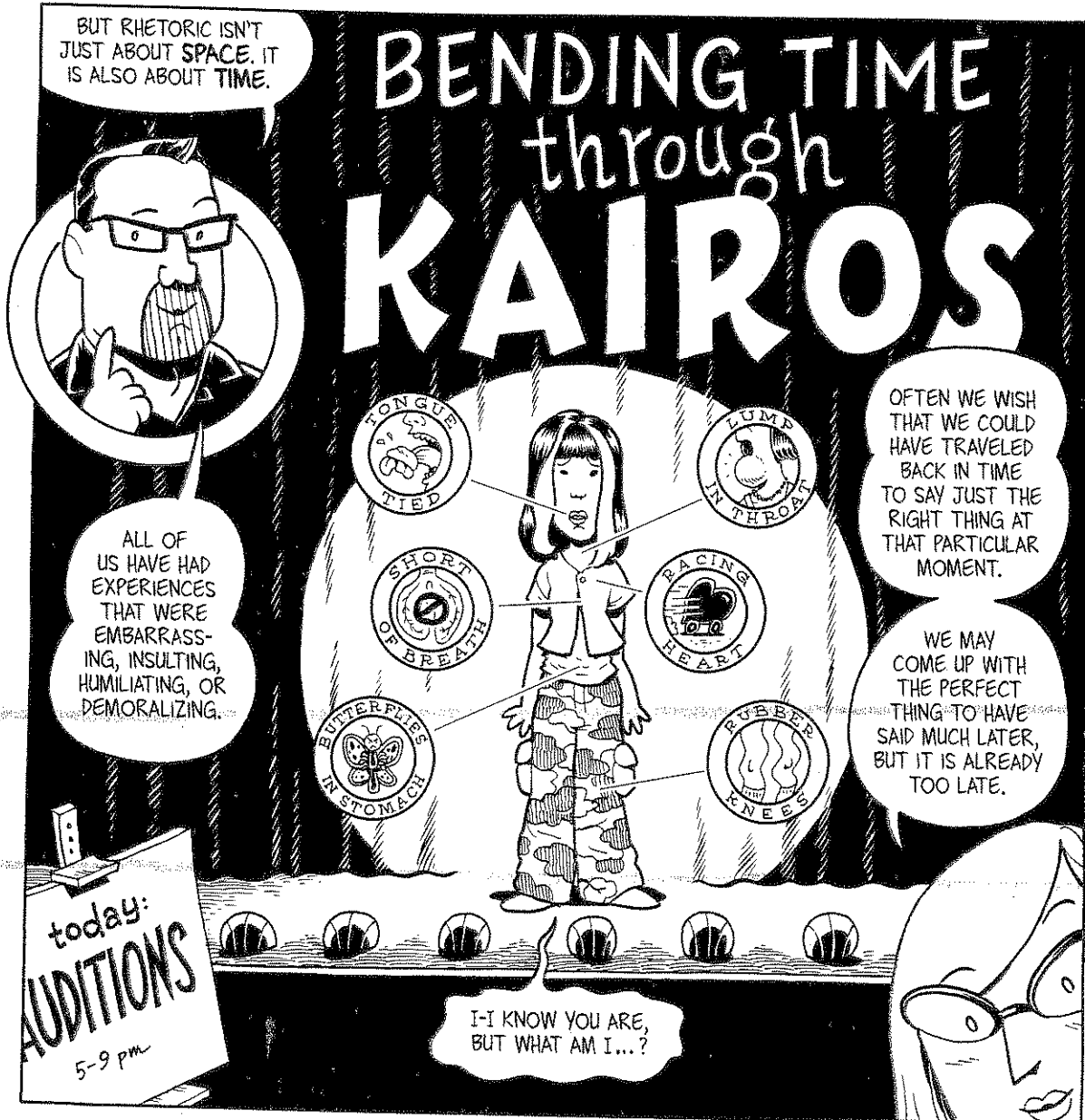
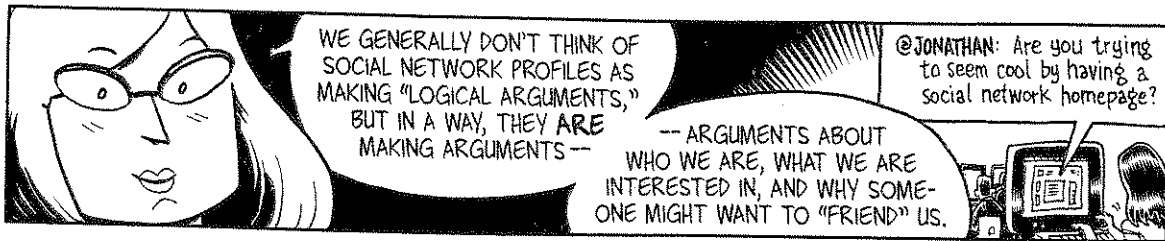
Liz: is mourning the loss of a beloved cat.

"SNOOKUMS"

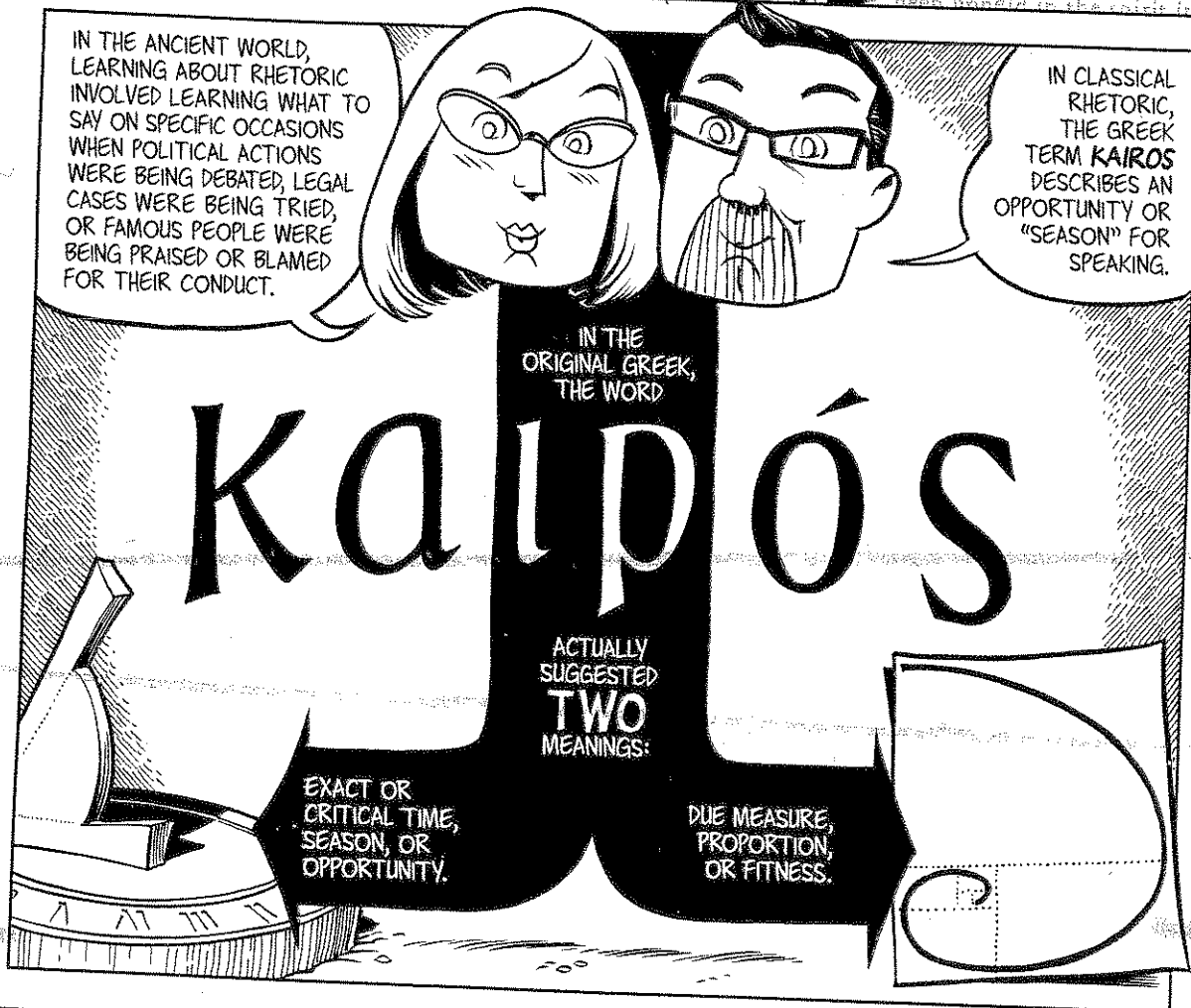
1999 2012

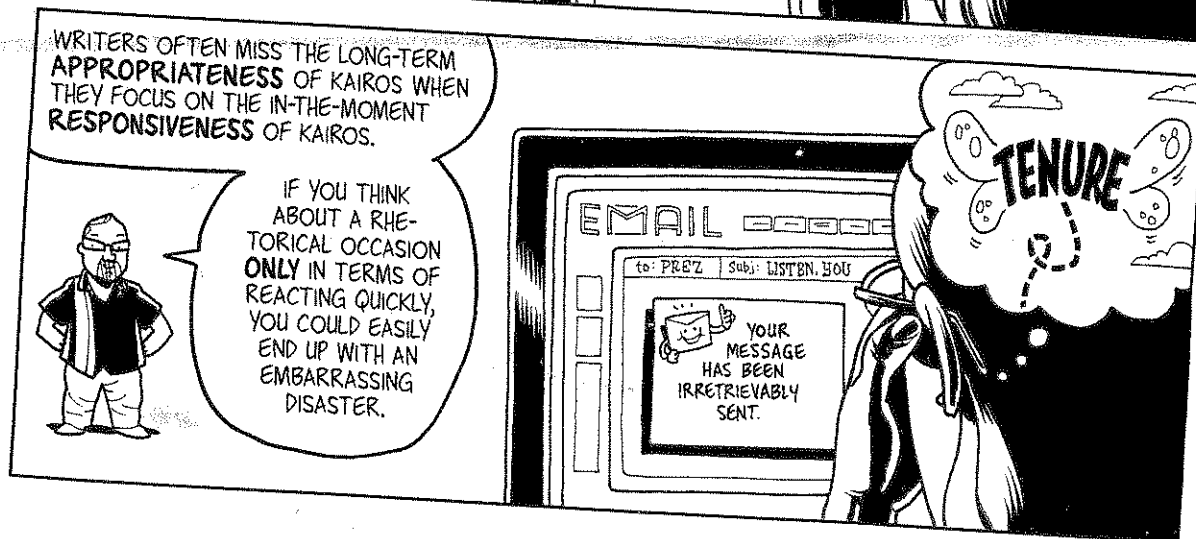
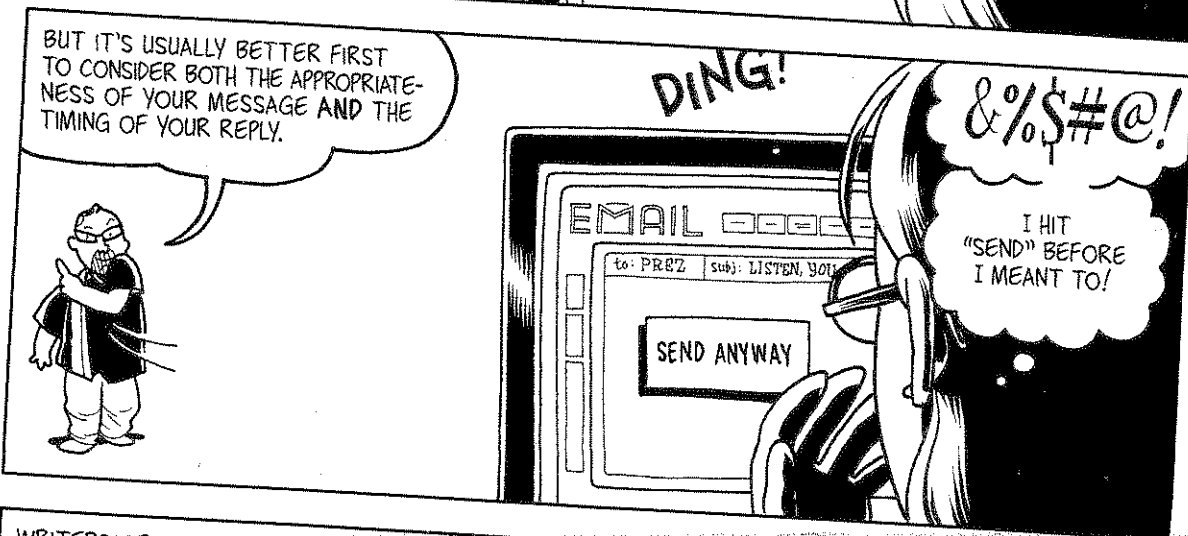
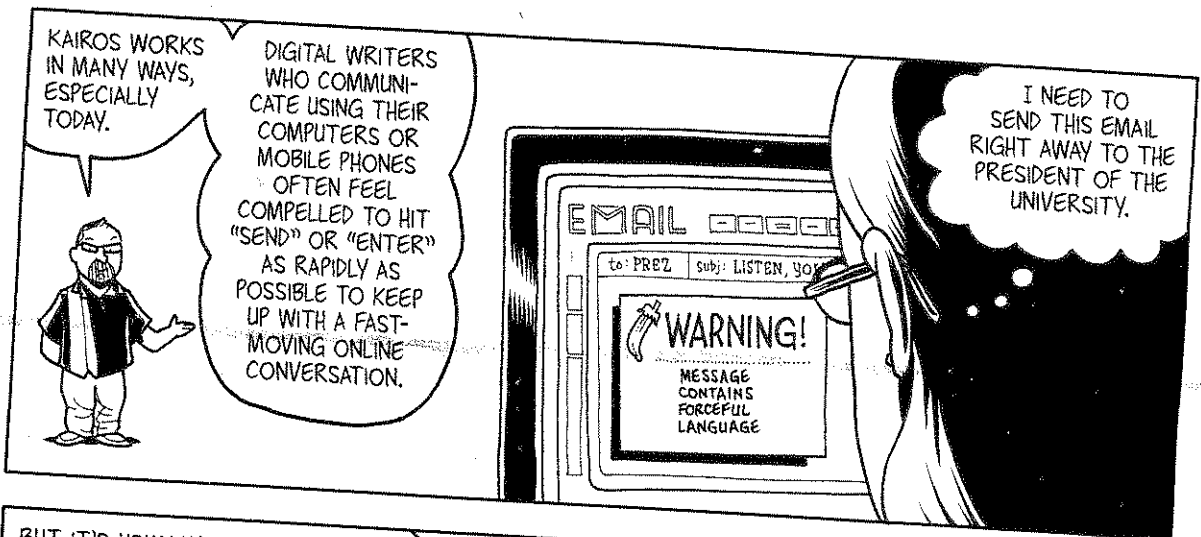
CERTAINLY, PATHOS IS BEING USED HERE TO PROMOTE SYMPATHY FOR LIZ...

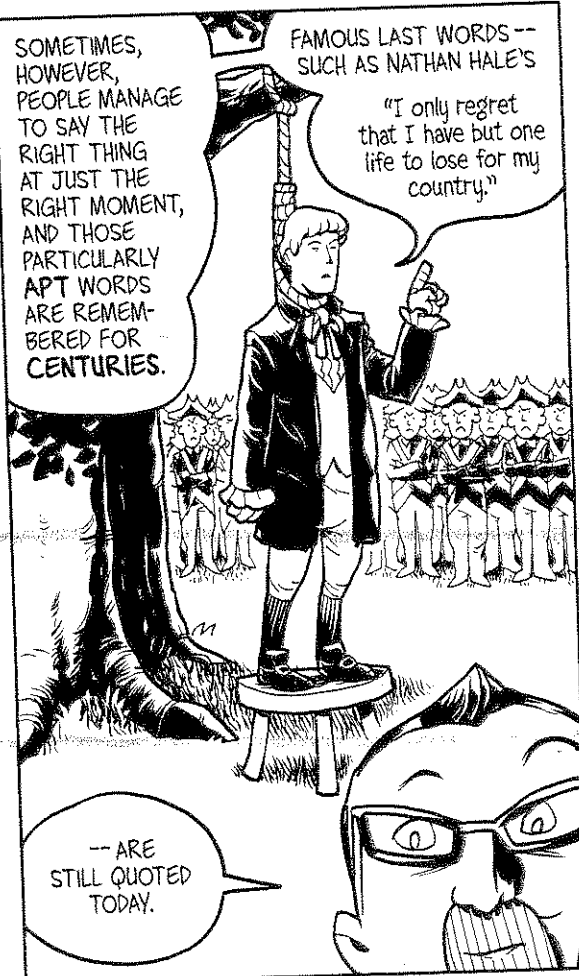
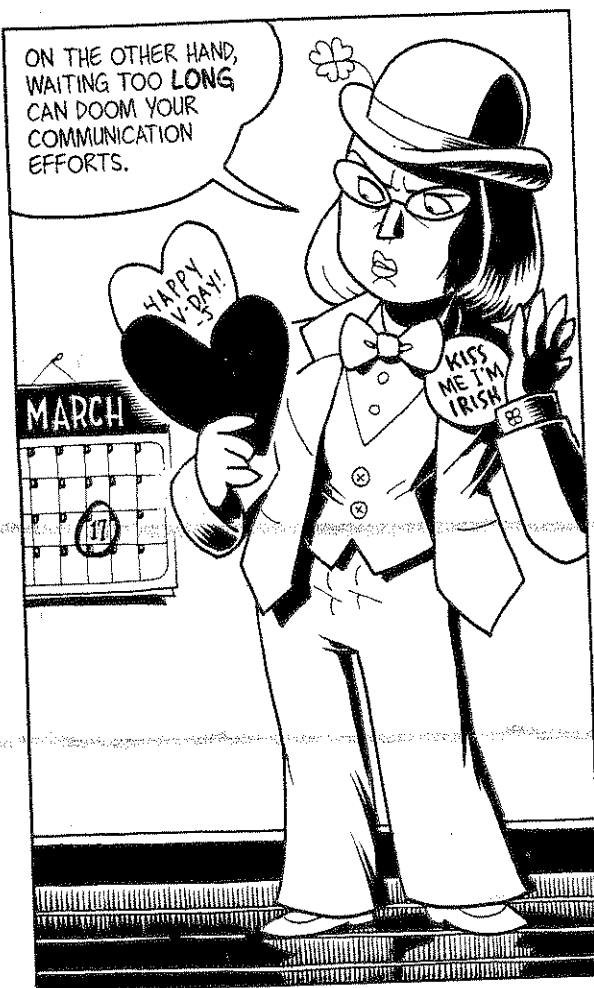
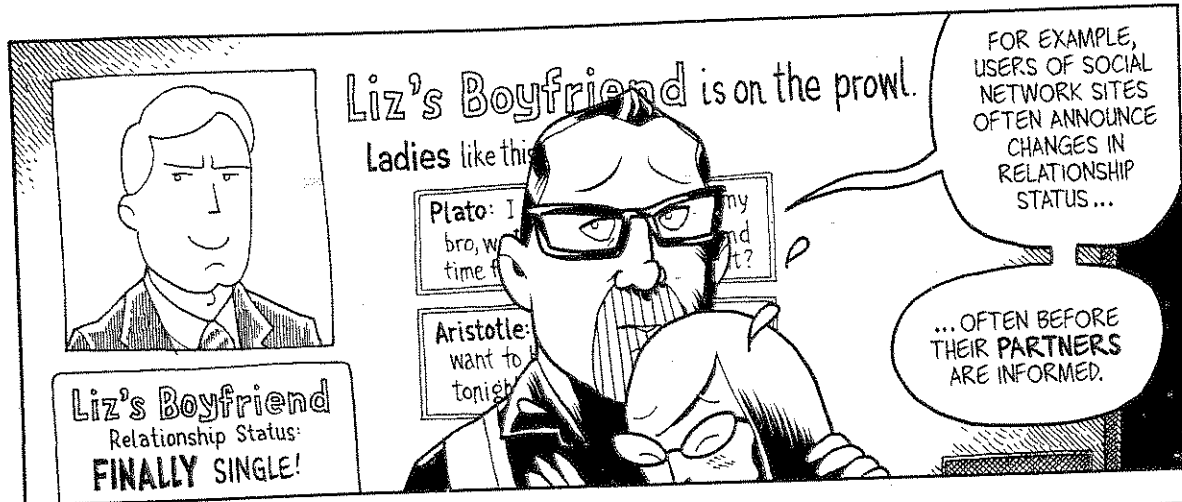
... AND PERHAPS GENERATE A FEW KIND WORDS FOR HER PAGE.

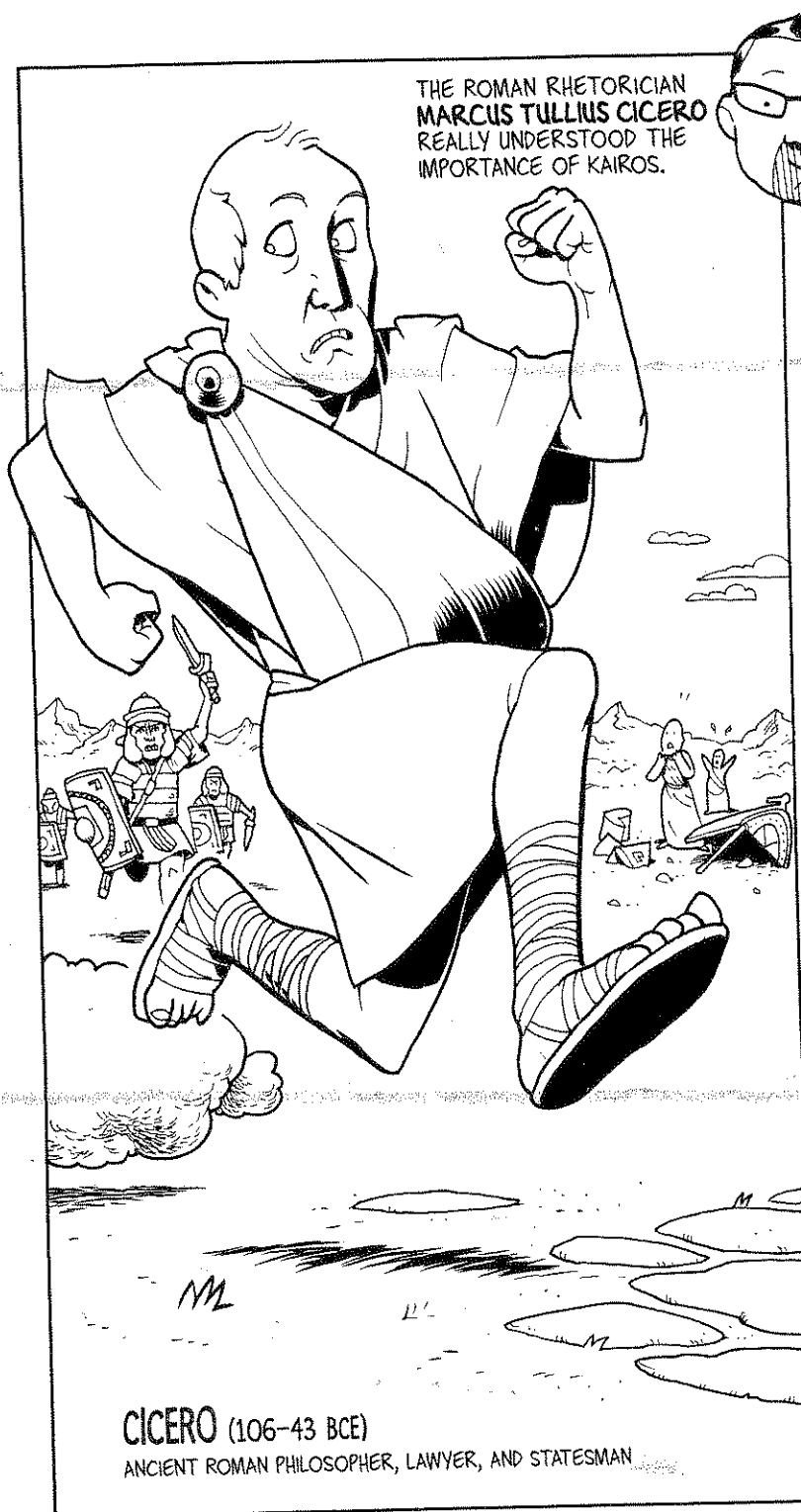












THE ROMAN RHETORICIAN
MARCUS TULLIUS CICERO
REALLY UNDERSTOOD THE
IMPORTANCE OF KAIROS.

CICERO (106-43 BCE)
ANCIENT ROMAN PHILOSOPHER, LAWYER, AND STATESMAN



FOR EXAMPLE, WHEN HE
WAS ABOUT TO BE EXECUTED
ON ARBITRARY POLITICAL
GROUNDS HE SAW A MOMENT
FOR GRACIOUS WIT:

"There is nothing
proper about what
you are doing,
soldier..."

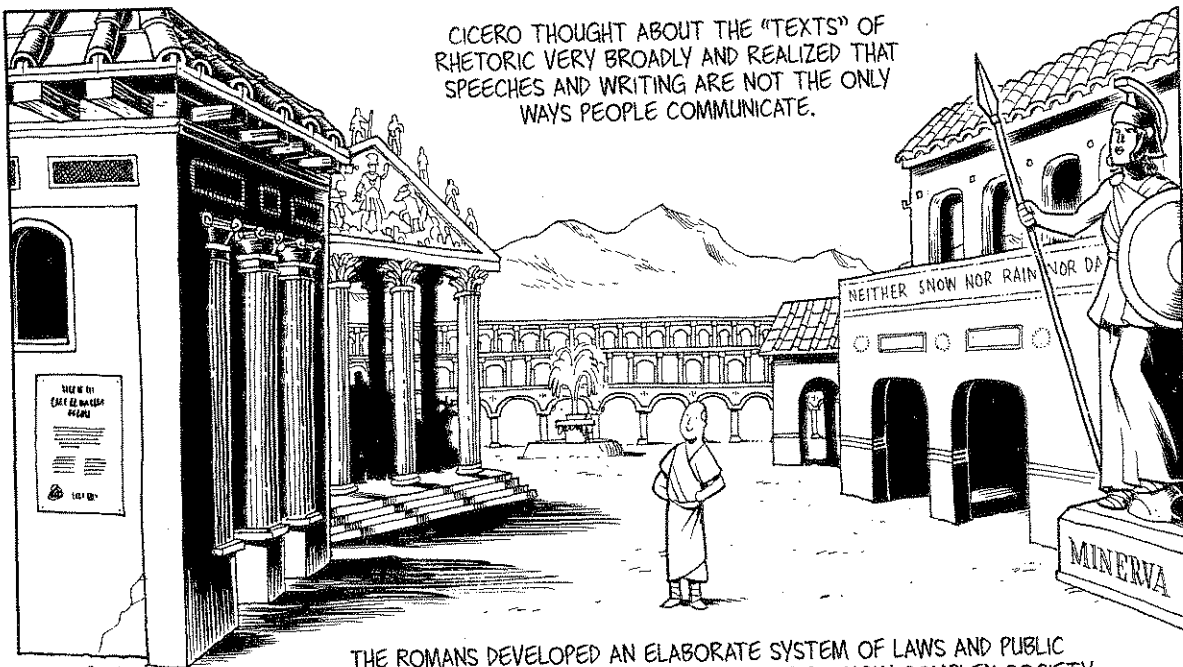
"...but at
least make sure you
cut off my head properly."



AFTER ALL, ARISTOTLE WASN'T
THE **ONLY** FAMOUS RHETORICIAN
IN THE ANCIENT WORLD.

CICERO, WHO
LIKE MANY CULTURED
ROMANS **ADMIRED**
THE ANCIENT GREEKS,
TRAINED ORATORS
FOR THE ROMAN
SENATE.

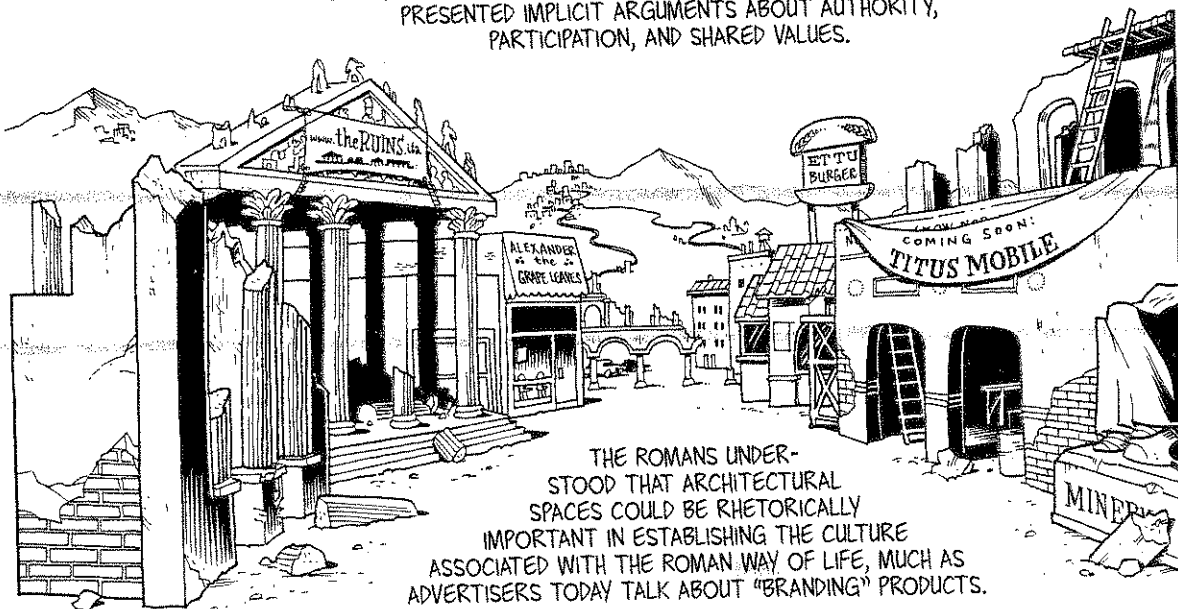
"No one
can speak well, un-
less he thoroughly
understands
his subject."

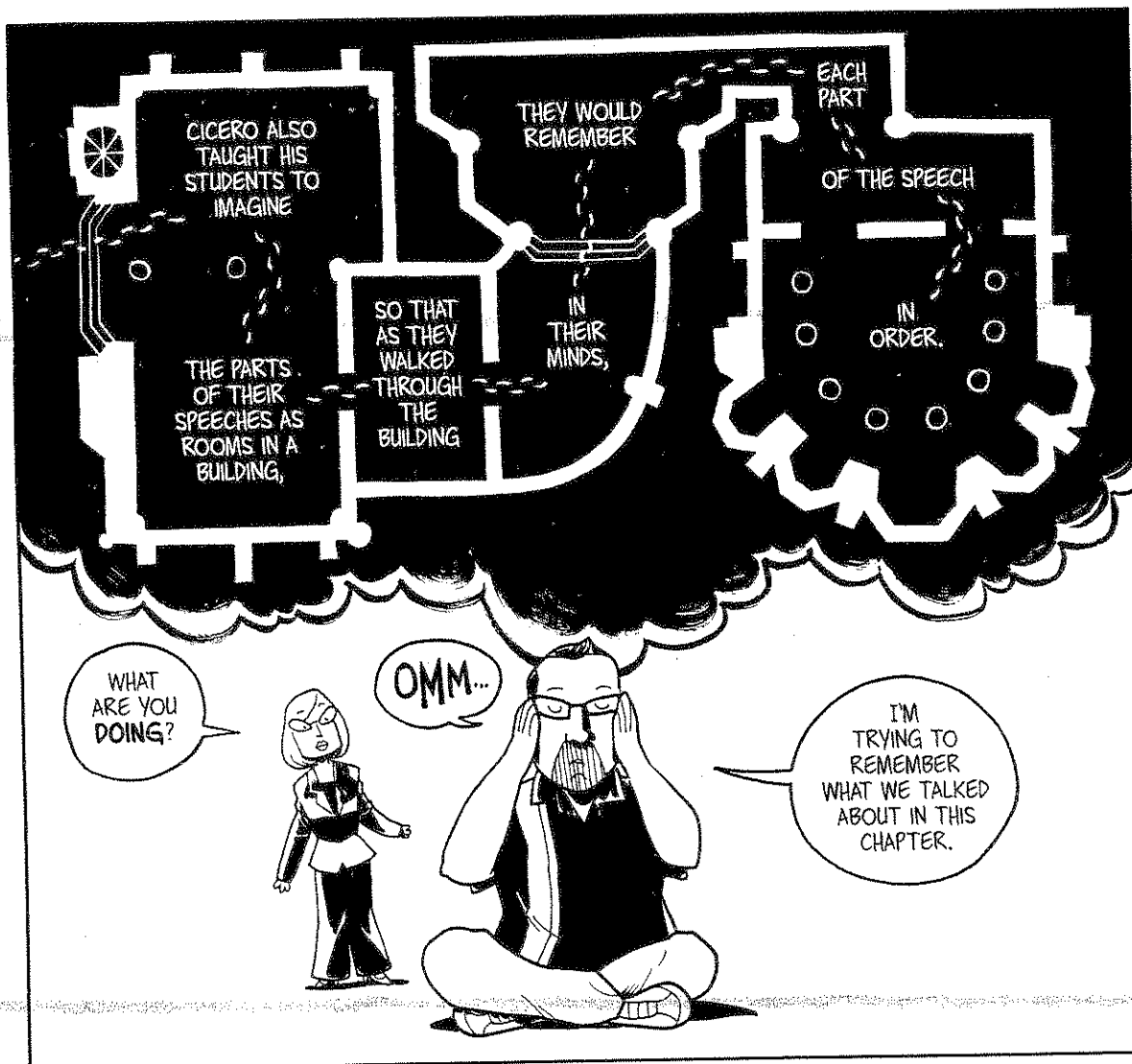


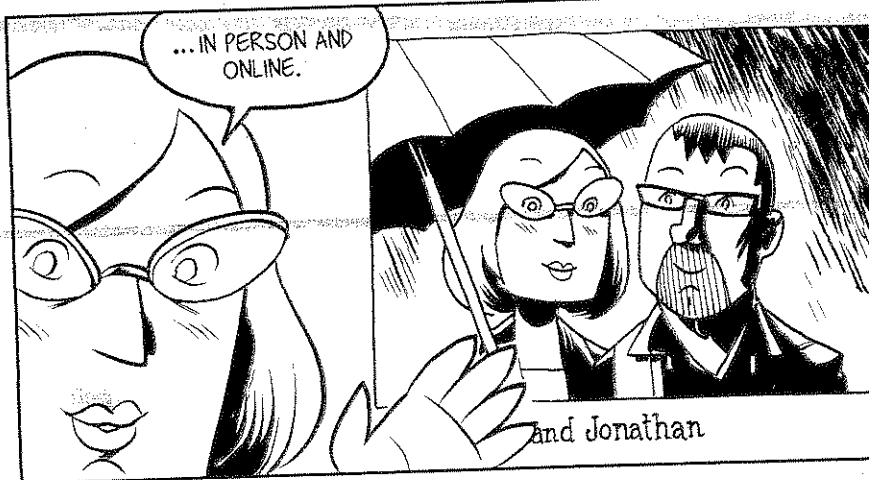
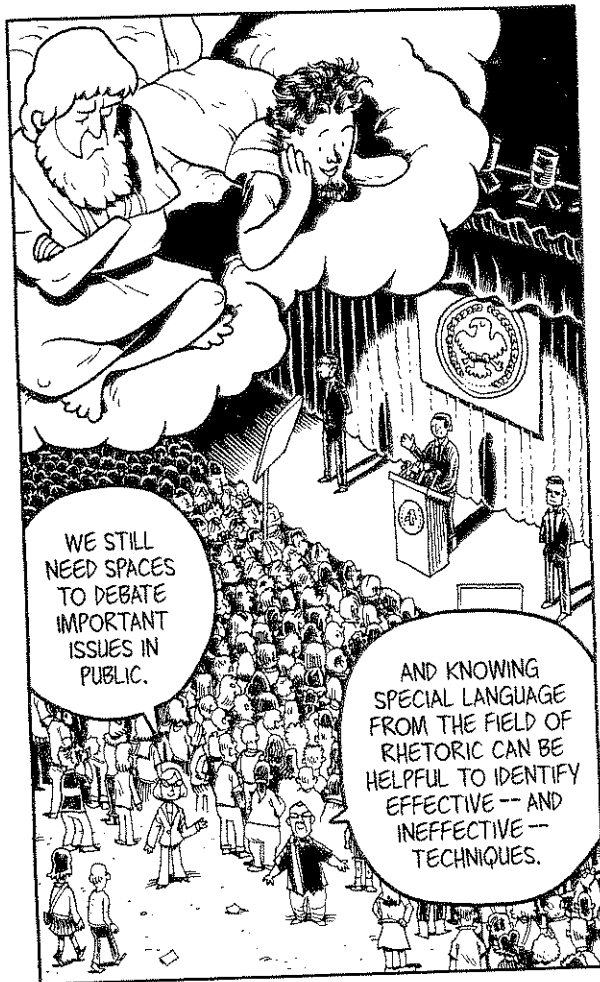
THE ROMANS DEVELOPED AN ELABORATE SYSTEM OF LAWS AND PUBLIC ENGINEERING PROJECTS TO REGULATE AN INCREASINGLY COMPLEX SOCIETY.

THESE **RES PUBLICA**, OR "PUBLIC THINGS," ARE WORTH CONSIDERING AS RHETORICAL ACTS AND SPACES.

AS ARCHEOLOGISTS KNOW, EVEN GOVERNMENT BUILDINGS AND TRIUMPHAL ARCHES CONVEYED MESSAGES TO CITIZENS IN THE ANCIENT ROMAN WORLD AND PRESENTED IMPLICIT ARGUMENTS ABOUT AUTHORITY, PARTICIPATION, AND SHARED VALUES.







Aristotle: haha nice hairstyle LOL

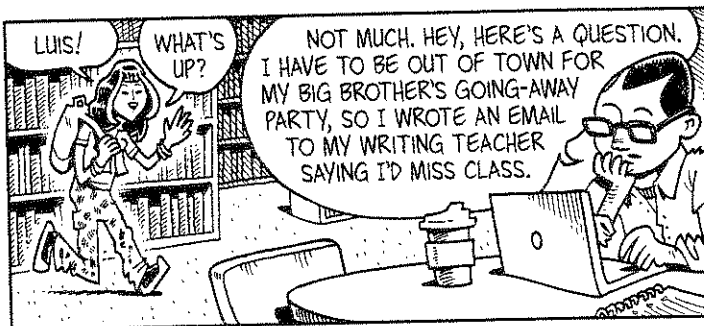
Plato: If you saw where the rain came from, you could never go back to your happy ignorance !!!!

Cicero: As the mature

REFRAME



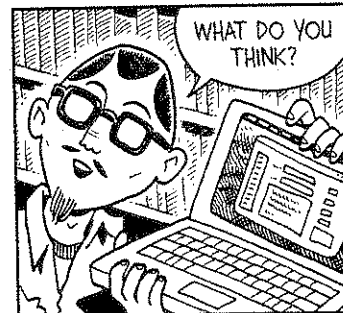
What does
ARISTOTLE have
to do with **ME**?



LUIS!

WHAT'S
UP?

NOT MUCH. HEY, HERE'S A QUESTION.
I HAVE TO BE OUT OF TOWN FOR
MY BIG BROTHER'S GOING-AWAY
PARTY, SO I WROTE AN EMAIL
TO MY WRITING TEACHER
SAYING I'D MISS CLASS.



WHAT DO YOU
THINK?

TO: l.osh@univ.edu
SUBJECT: HEY

Hey Mrs. Losh: I'm super busy on
Friday. Please let me know if we
do anything important. TTYL.

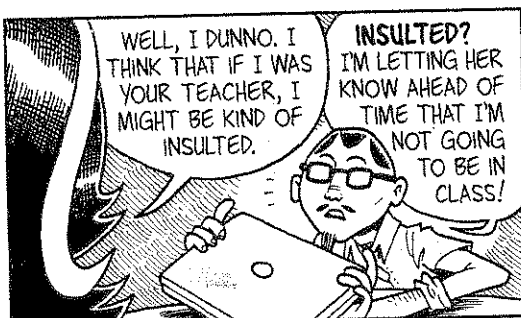
Luis



UH,
WELL...

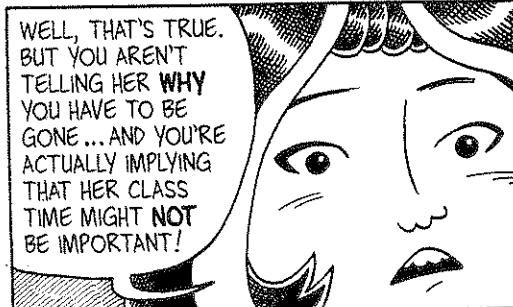
...MAYBE YOU'D BETTER
START FROM SCRATCH.

WHAT?
WHAT'S
WRONG?

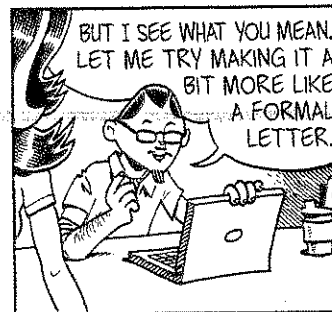
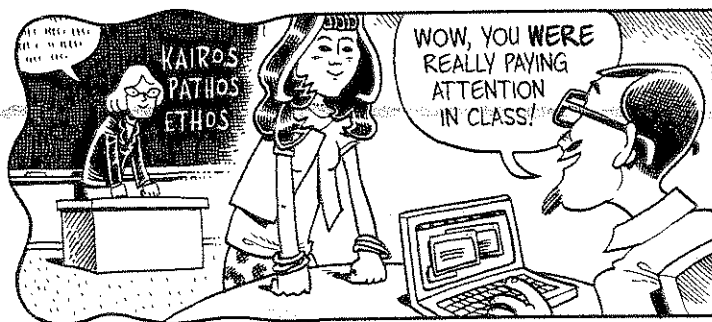
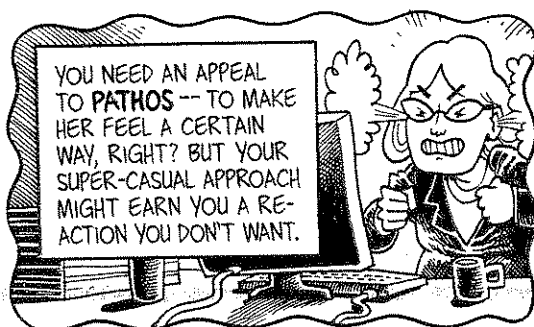
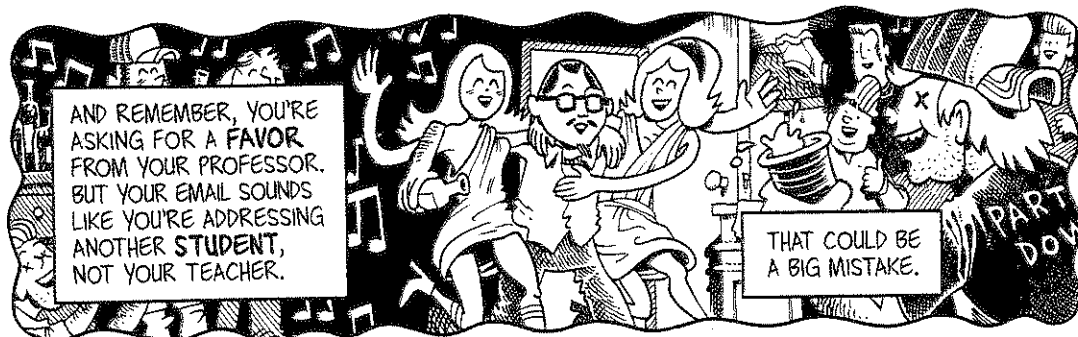
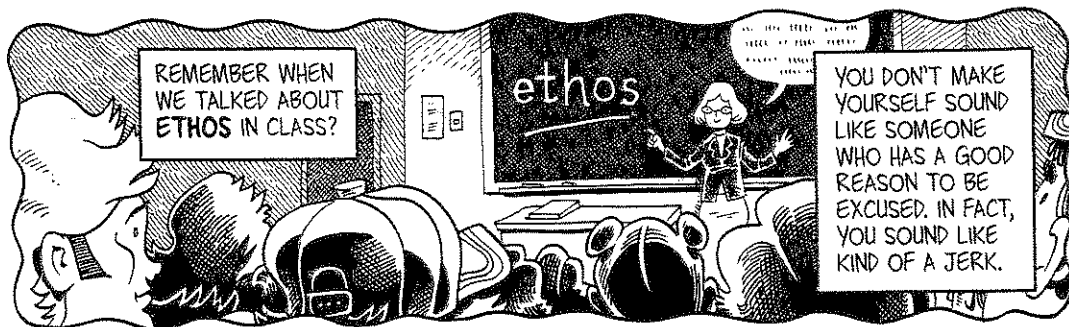


WELL, I DUNNO. I
THINK THAT IF I WAS
YOUR TEACHER, I
MIGHT BE KIND OF
INSULTED.

INSULTED?
I'M LETTING HER
KNOW AHEAD OF
TIME THAT I'M
NOT GOING
TO BE IN
CLASS!



WELL, THAT'S TRUE.
BUT YOU AREN'T
TELLING HER **WHY**
YOU HAVE TO BE
GONE ... AND YOU'RE
ACTUALLY IMPLYING
THAT HER CLASS
TIME MIGHT **NOT**
BE IMPORTANT!



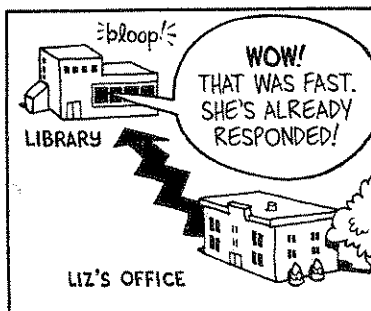
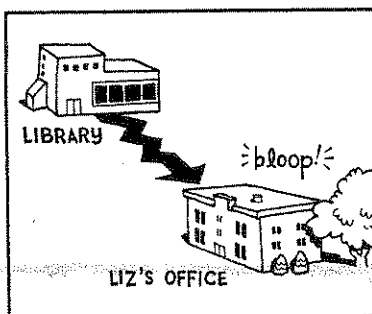
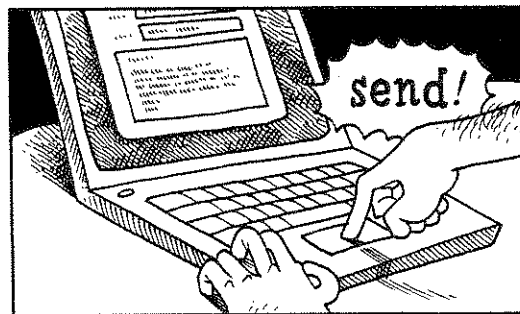
TO: l.osh@univ.edu
SUBJECT: Upcoming Absence

Dear Dr. Losh,

My older brother is on active duty in the military and is being deployed this month. My extended family will have his going-away party on Friday. I'd very much like to be there, given the circumstances. May I be excused from class? I'll be happy to make up any work, and I will ask my classmates for notes.

Sincerely,

Luis



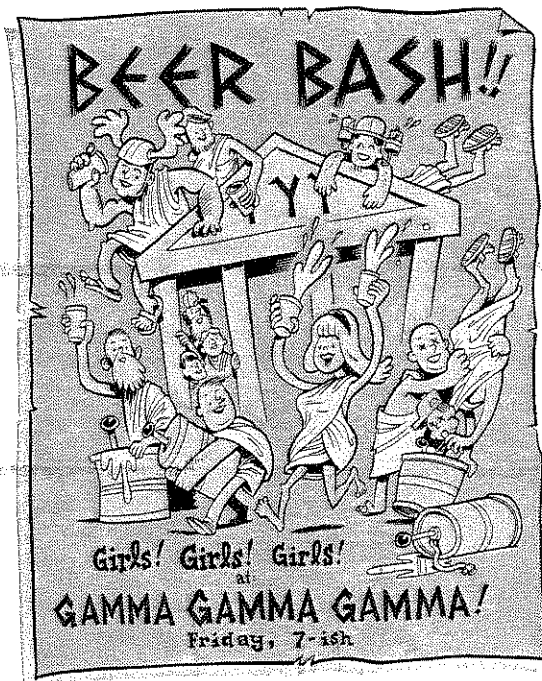
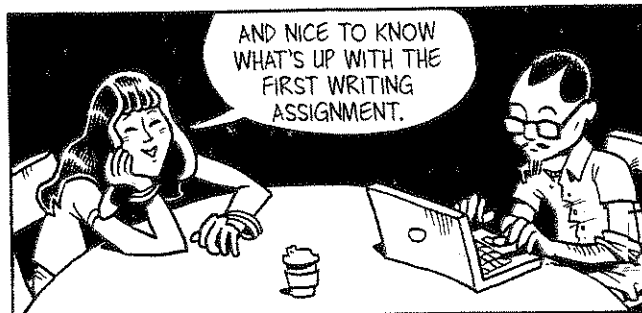
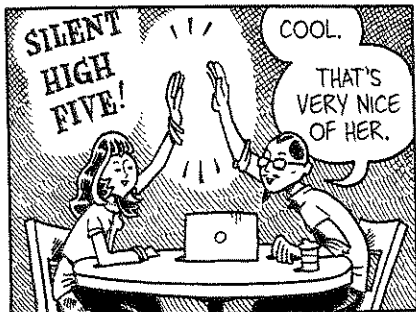
TO: luis@univ.edu
SUBJECT: RE: Upcoming Absence

Dear Luis,

Thanks for the heads-up. We'll be starting brainstorming and process work on your first assignment, an analysis of the design of a print advertisement for an on-campus organization, service, or cause.

You should analyze the rhetorical strategies of the advertisement by commenting on its logos, pathos, ethos, and kairos. You should study details in the wording, images, typography, organization, and visual design on the page. Let me know if you have any questions, and I'll see you in class on Monday.

Best,
Liz



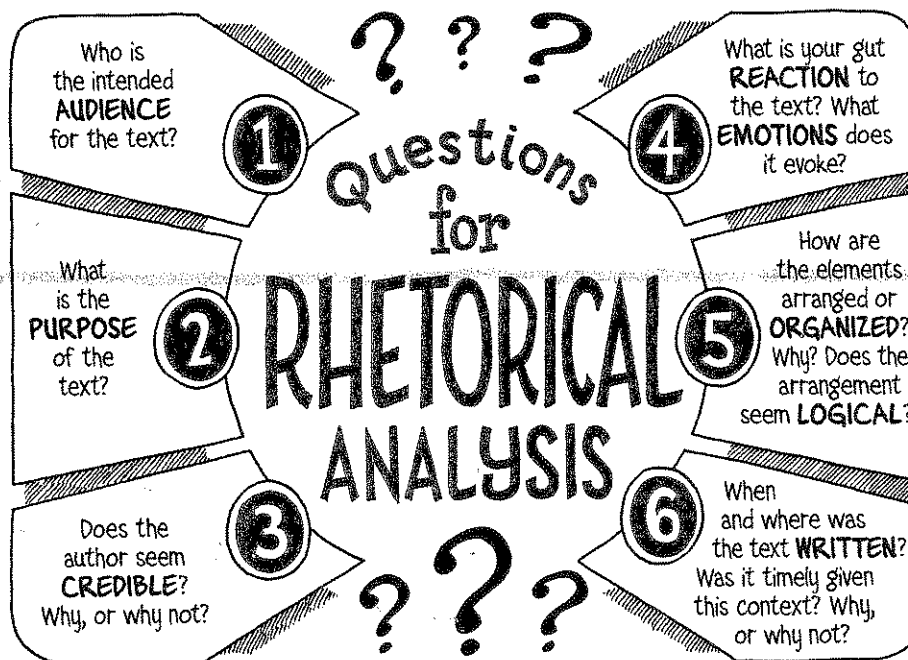
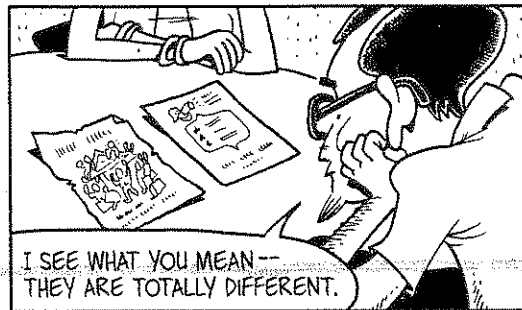
Calling all **PROSPECTIVE PLEDGES!**

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Monday, November 2nd
11 am - 1 pm
[No shorts or jeans, Please!]



QUICK REVIEW:

ETHOS

The credibility that a speaker/writer brings to a subject.

PATHOS

Use of emotion in debate/argument.

LOGOS

Appeal to reason; to the forcefulness of a well-thought-out and well-argued position.

YOU KNOW,
I WONDER IF
MY ANALYSIS
WOULD BE
BETTER IF I
COMPARED
THE TWO
FLYERS...



YEAH,
THEY APPEAL
TO DIFFERENT
AUDIENCES --
MALE AND
FEMALE
STUDENTS.

HMMM.

NOT ALL MALE
STUDENTS ARE
FRAT GUYS.



AND NOT ALL
FEMALE STUDENTS
WANT TO ATTEND A
NETWORKING LUNCH OR
JOIN A SORORITY.

BEER BASH!!

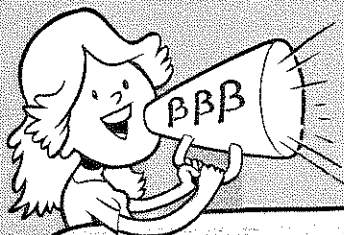


Girls! Girls! Girls!

at

GAMMA GAMMA GAMMA!

Friday, 7-ish



Calling all
**PROSPECTIVE
PLEDGES!**

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**Monday, November 2nd
11am - 1pm**

[No shorts or jeans, Please!]



SO WHICH MALE
STUDENTS DOES **THAT**
FLYER ADDRESS?

AND WHICH
FEMALE STUDENTS
ARE THE TARGET
AUDIENCE **HERE?**

