



# PERSUASIVE TECHNIQUES USED IN MEDIA

SESSION 3 - MEDIA LITERACY

ROBERT HELÁN

31 OCTOBER 2018

The image features a white background with several realistic, 3D-rendered bubbles of various sizes. These bubbles are positioned in the corners: top-left, top-right, and bottom-right. The bubbles have a metallic or glass-like sheen, with highlights and shadows that give them a three-dimensional appearance. The central text is rendered in a bold, black, sans-serif font.

**WHAT DO YOU THINK  
LOGOS – ETHOS – PATHOS  
MEAN?**

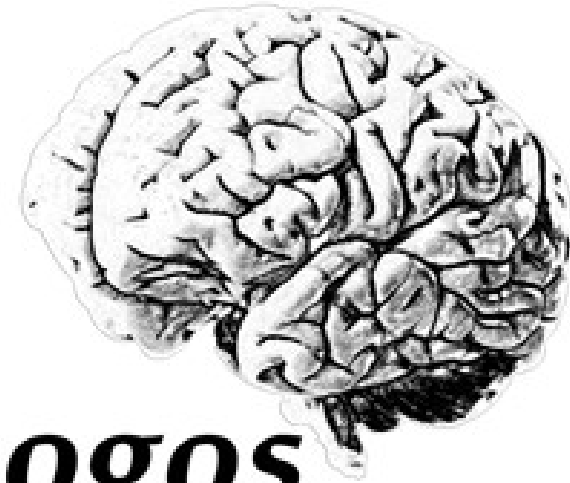
# LOGOS – ETHOS - PATHOS



# LOGOS

“LOGIC”

- THEORETICAL LANGUAGE
- FACTS AND STATISTICS
- LOGICAL ARGUMENTS



***Logos***

# ETHOS

“CREDIBILITY”

- LANGUAGE APPROPRIATE FOR THE AUDI
- DEMONSTRATION OF EXPERTISE
- FAIR/UNBIASED TALK

***Ethos***

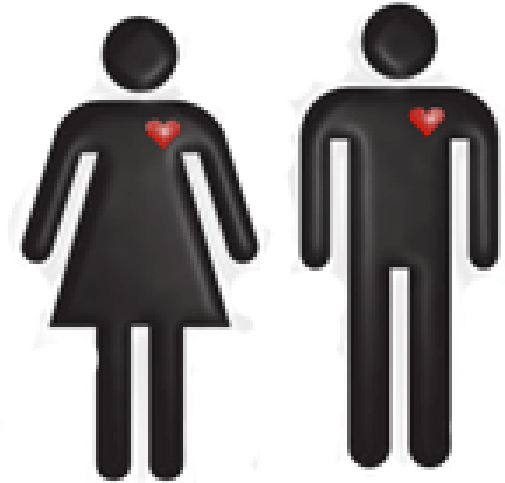


# PATHOS

“EMOTION”

- EMOTION EVOKING EXAMPLES
- STORIES OF EMOTIONAL EVENTS
- MEANINGFUL LANGUAGE

*Pathos*





# THE STRUCTURE OF EACH TECHNIQUE

1. DEFINITION
  2. “EXAMPLE”
  3. THE EFFECT THIS HAS ON THE AUDIENCE
- 

**big. beefy. bliss.**



**Double Quarter Pounder<sup>®</sup>  
with Cheese**

**Big Mac<sup>®</sup>**

**Angus Deluxe  
Third Pounder<sup>™</sup>**

**i'm lovin' it<sup>®</sup>**

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# ALLITERATION (PATHOS)

1. REPETITIONS OF SOUNDS

2. *"BIG. BEEFY. BLISS."*

3. DRAWS ATTENTION,  
NICE TO READ AND  
LISTEN TO





Donald J. Trump @realDonaldTrump · Jun 19

"@bfraser747: Watch out HillaryClinton 🐾

Support @realDonaldTrump 🇺🇸 🇺🇸

#MakeAmericaGreatAgain 🇺🇸 "



10K

29K



# ANECDOTE (PATHOS)

1. PERSONAL, EMOTIONAL, STORY
2. *"HE'S GIVEN ME THE CONFIDENCE TO DO ANYTHING I SET MY MIND TO DO!" (IVANKA)*
3. ENCOURAGES THE READER TO SHOW EMOTION AND SEE THE TOPIC AS MORE RELATED TO THEM





*Colgate*

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by Dentists.\*

[www.colgate.com.ph](http://www.colgate.com.ph)

\*TVS Dentist Tracking Study, Jan. 2011

Certified by



# APPEAL TO AUTHORITY (ETHOS)

1. WORDS FROM EXPERTS
2. *"#1 BRAND RECOMMENDED BY DENTISTS"*
3. POSITIONS THE AUDIENCE AS A LEARNER WITH SOMEONE KNOWLEDGEABLE EXPLAINING THINGS






*“TERRORISM IS LIKE AN ANGRY DOG,  
IF YOU POKE A DOG IT WILL BITE.”*

*“THIS SHAMEFUL TRAGEDY WILL HAUNT  
THE COMMUNITY FOR YEARS TO COME”*



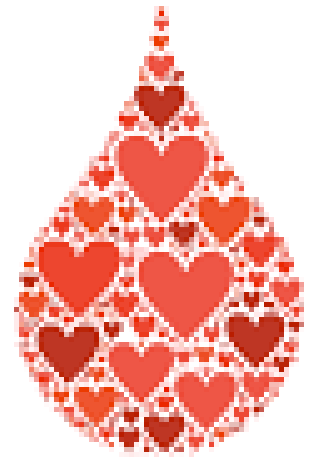


# APPEAL TO COMMON SENSE/EMOTIONS (PATHOS)

1. REFERS TO THINGS EVERYBODY WOULD AGREE TO
  2. *“TERRORISM IS LIKE AN ANGRY DOG, IF YOU POKE A DOG IT WILL BITE.”*  
*“THIS SHAMEFUL TRAGEDY WILL HAUNT THE COMMUNITY FOR YEARS TO COME”*
  3. MAKES A COMPLEX ARGUMENT SEEM SIMPLE AND EASY TO DECIDE ON, USUALLY BY COMPARING IT TO SOMETHING MORE SIMPLE, THE USE OF ADJECTIVES („SHAMEFUL“) FOR EFFECT
- 



Lapu-Lapu/Cordova Chapter



**DONATE  
BLOOD  
NOW**

CALL/TEXT

495-2402 : 0932-875-8918

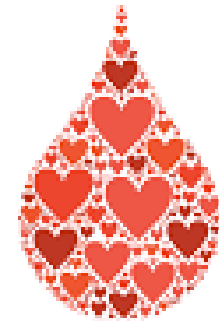


# ALLUSIONS TO TIME (PATHOS)

1. CREATES A SENSE OF URGENCY
2. “*DONATE BLOOD NOW*”
3. ENCOURAGING THE READER TO PRIORIT  
THAT ISSUE OVER OTHER ISSUES,  
REQUIRES IMMEDIATE ACTION



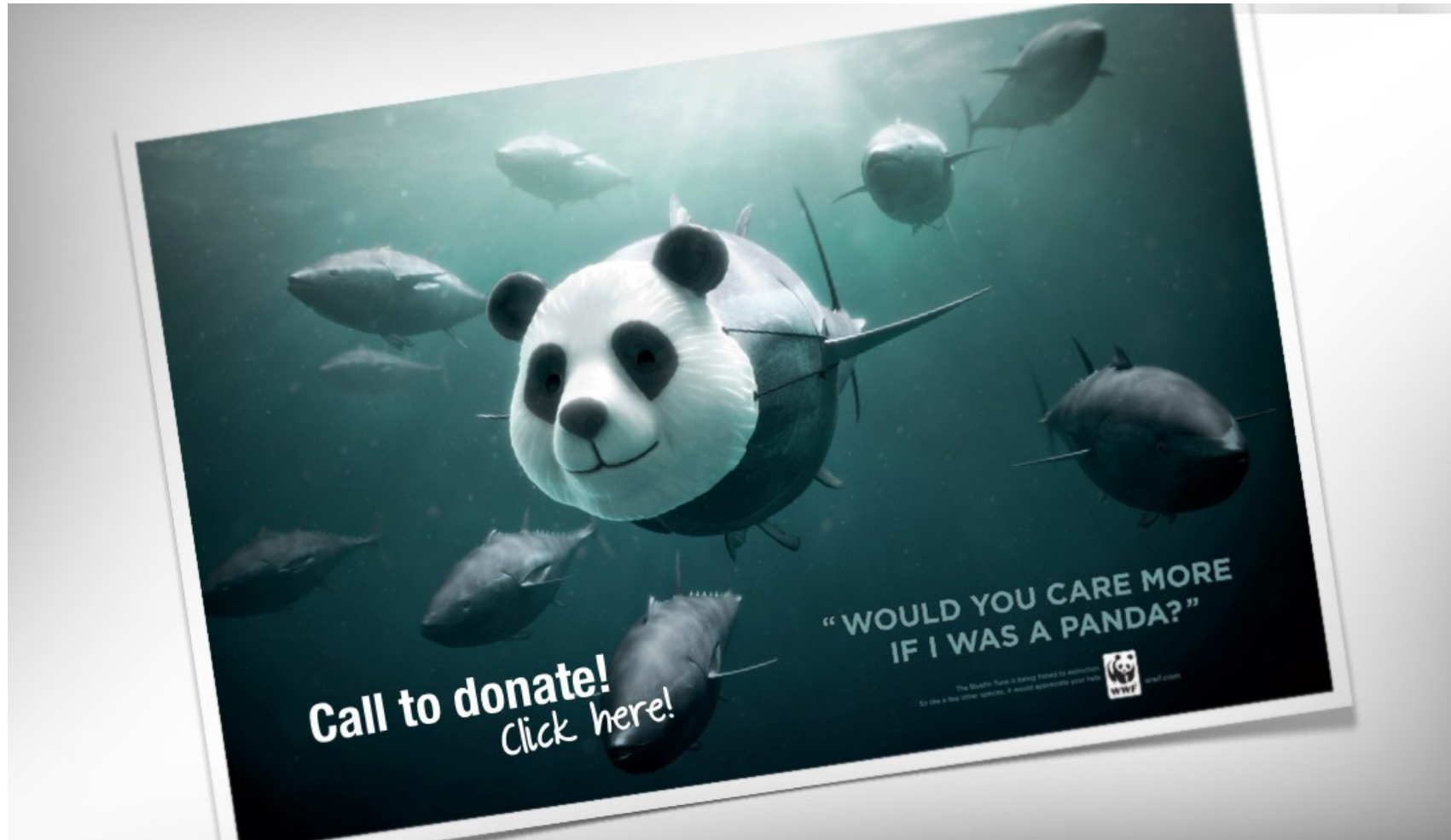
Tapu-Tapu/Donlow/Chapter



**DONATE  
BLOOD  
NOW**

CALL/TEXT

495-2402 : 0932-875-8918



Call to donate!  
Click here!

"WOULD YOU CARE MORE  
IF I WAS A PANDA?"

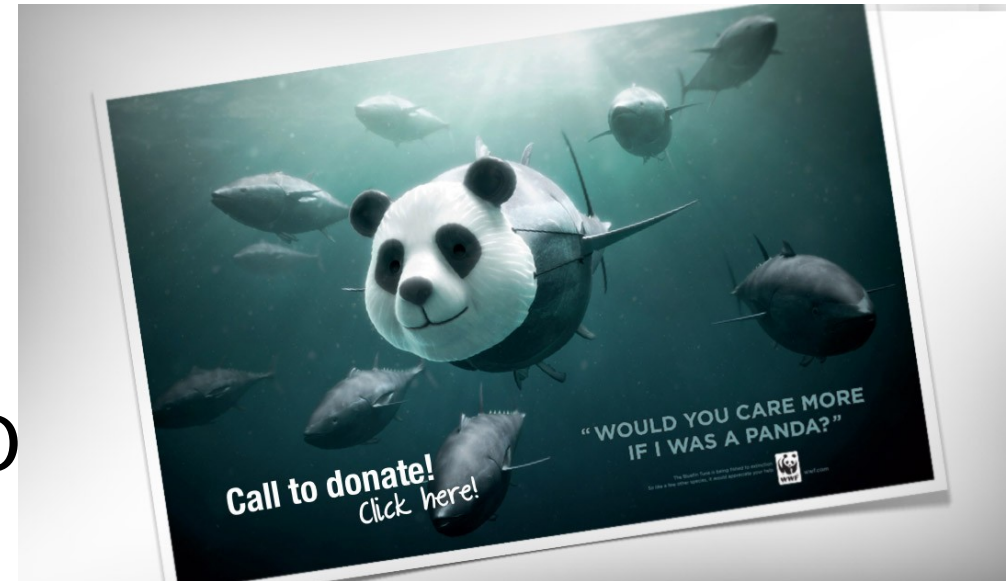
The World's Funniest Animal Pictures  
Go like a fish to the WWF website. It would appreciate your help.



wwf.com

# CALL TO ACTION (PATHOS)

1. A REQUEST OR DEMAND FOR THE READER TO TAKE ACTION
2. *"CALL TO DONATE"*
3. ALTERING THE READER'S BEHAVIO  
THE READER FEELS EMPOWERED



**METRO**

**packed with news,  
sport and features**

**INSI**

THIS IS DEFFO AN ADVERT

# O.M.G!

GILLETTE PLANS MAJOR CHARM OFFENSIVE FOR MOVEMBER

*Urgent bulletin just in: For reals stop gentlemanly invasion imminent stop*

**T**hat's right peeps. Dust off your tweeds, knock your trillies back into shape and let the hairs on your upper lip bloom - it's Mo growing season again, that bangin' month of Movember when - like Excalibur pulled from the stone - we wield our Gillette ProGlide Stylers and shave, trim and edge our way from men to gentlemen.



**A FEW  
WORDS OF  
SUPPORT**



# COLLOQUIAL LANGUAGE (PATHOS)

1. INFORMAL LANGUAGE – CREATES A CASUAL TONE
2. “O.M.G.!”
3. CREATES A BOND BETWEEN THE READER, WRITER, WRITER BRINGS HIM/HERSELF DOWN TO THE SAME LEVEL AS THE READER





© Fox

# EMOTIVE LANGUAGE (PATHOS)

1. WORDS/PHRASES THAT CHANGE THE FEEL OF A SENTENCE
2. *“MY MOM REALLY IS GOING TO KILL*
3. DECREASES THE READER’S RATIONAL RESPONSE, ENCOURAGES READERS TO REACT INSTINCTIVELY





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# EUPHEMISMS (ETHOS/PATHOS)

1. POLITE OR SOFTENING PHRASES USED  
REPLACEMENT OF UNPLEASANT WORD
2. "*GENTLEMEN'S CLUB*"
3. TO MAKE AN IDEA SEEM KINDER THAN  
ACTUALLY IS (E.G. DIE = PASS AWAY)



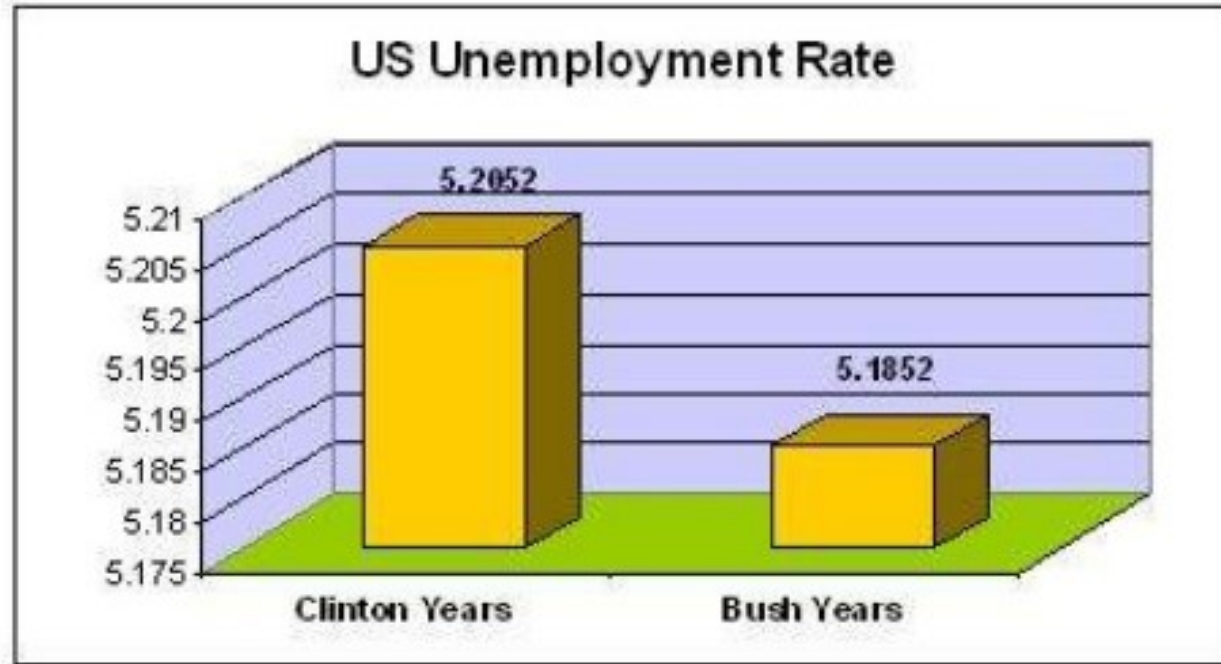


Image Source: <http://thinkingmeat.net>

# GRAPHS (ETHOS/LOGOS)

1. DEMONSTRATE WRITER CREDIBILITY  
PROVIDE EVIDENCE

2. *“US UNEMPLOYMENT RATE”*

3. CAN PERSUADE READERS OF THE WRIT  
POINT OF VIEW, CAN BE TRICKY IF THEY DON'T START  
AT 0,  
DEMONSTRATE RESEARCH

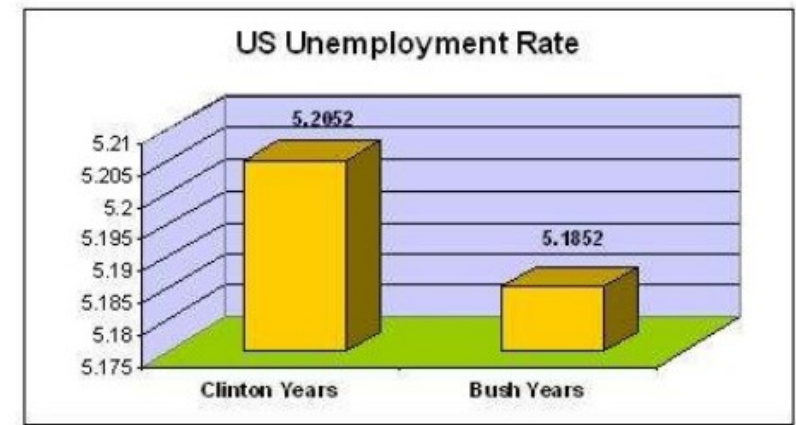



Image Source: <http://thinkingmeat.net>




*“RIDING YOUR BIKE TO WORK HAS MANY  
BENEFITS FOR THE INDIVIDUAL AND THE  
COMMUNITY:*

*IT REDUCES TRAFFIC,  
IMPROVES YOUR HEALTH  
AND PROTECTS THE ENVIRONMENT.”*





## LISTING (LOGOS)

1. A LIST OF THE BENEFITS OR DETRIMENTS
  2. *“RIDING YOUR BIKE TO WORK HAS MANY BENEFITS FOR THE INDIVIDUAL AND THE COMMUNITY: IT REDUCES TRAFFIC, IMPROVES YOUR HEALTH AND PROTECTS THE ENVIRONMENT.”*
  3. THE WRITER PROVIDES MULTIPLE ARGUMENTS TO SWAY THE READER
- 

OLAY



OLAY PRO-X SKIN CREAM *for skin as smooth as a peach.*



OLAY PRO-X SKIN CREAM  
"For skin as smooth as a peach"



# COMPARISON (PATHOS)

1. SIMILE – SENTENCES WITH “LIKE” OR “AS...AS”
2. *“SKIN CREAM...FOR SKIN AS SMOOTH AS A PEACH”*
3. GIVES THE READER A SENSE OF WHAT SOMETHING IS LIKE, EVEN IF IT IS FOREIGN TO THEM



“IT HURTS THE INDIVIDUAL,  
IT HURTS THE ECONOMY AND  
IT HURTS THE COUNTRY AS A WHOLE





# REPETITION (PATHOS)

1. REPETITION OF WORDS OR PHRASES AND IDEAS

2. “SALE, SALE, SALE”

“IT HURTS THE INDIVIDUAL, IT HURTS THE ECONOMY AND IT HURTS THE COUNTRY AS A WHOLE”



3. CREATES EMPHASIS AND IS MEMORABLE



2150

CBS

Why love one  
but eat  
the other?

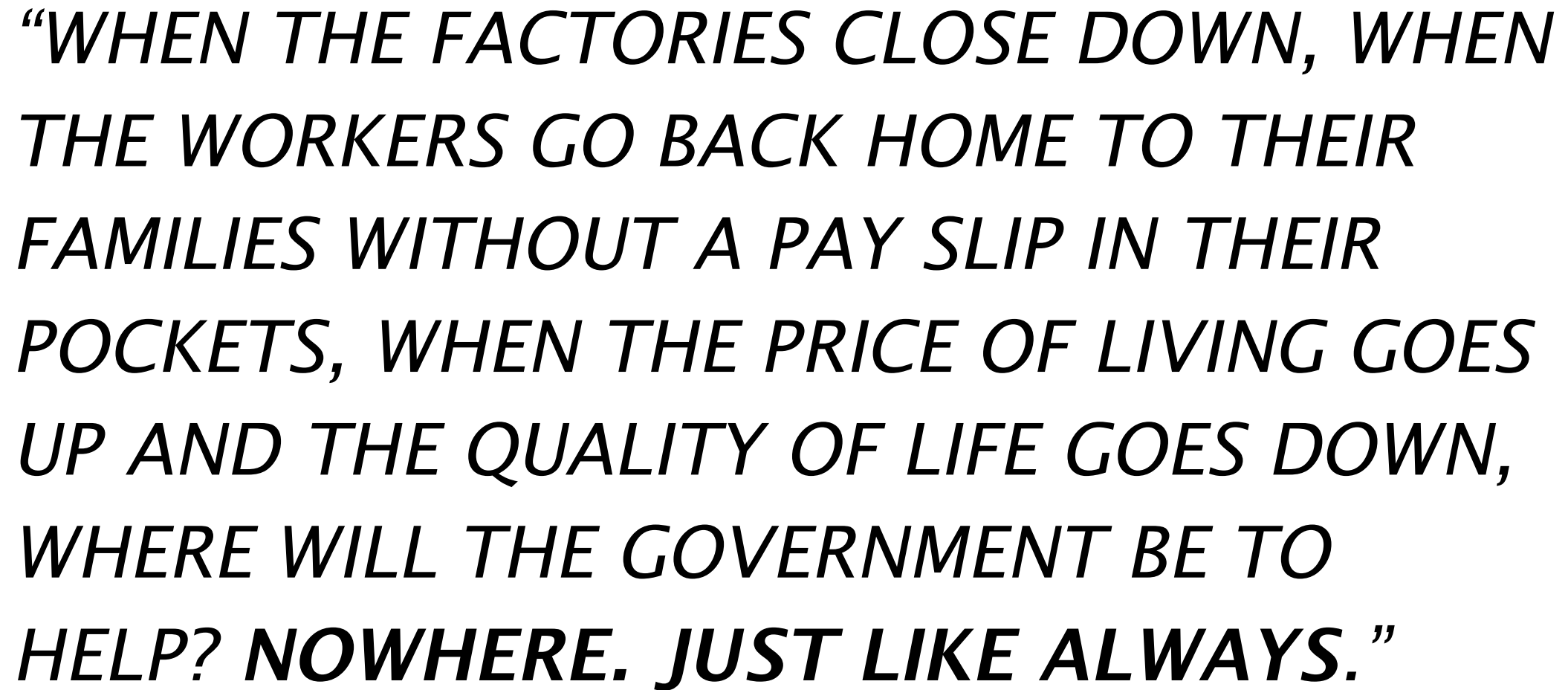
» Choose vegetarian.

MERCY FOR  
ANIMALS  
ChooseVeg.com

# RHETORICAL QUESTION (PATHOS/LOGOS)

1. STATEMENTS WITH QUESTION MARKS – THE ANSWER IS IMPLIED BY WHAT IS BEING ASKED
2. *“WHY LOVE ONE BUT EAT THE OTHER?”*
3. MAKES THE READER VIEW AN ALTERNATE ANSWER TO THE ISSUE, APPEARS ILLOGICAL OR AGAINST COMMON SENSE



The image features a white background with several realistic, 3D-rendered bubbles of various sizes scattered in the corners. The bubbles have highlights and shadows, giving them a metallic or glass-like appearance. The text is centered and written in a bold, italicized, black sans-serif font.

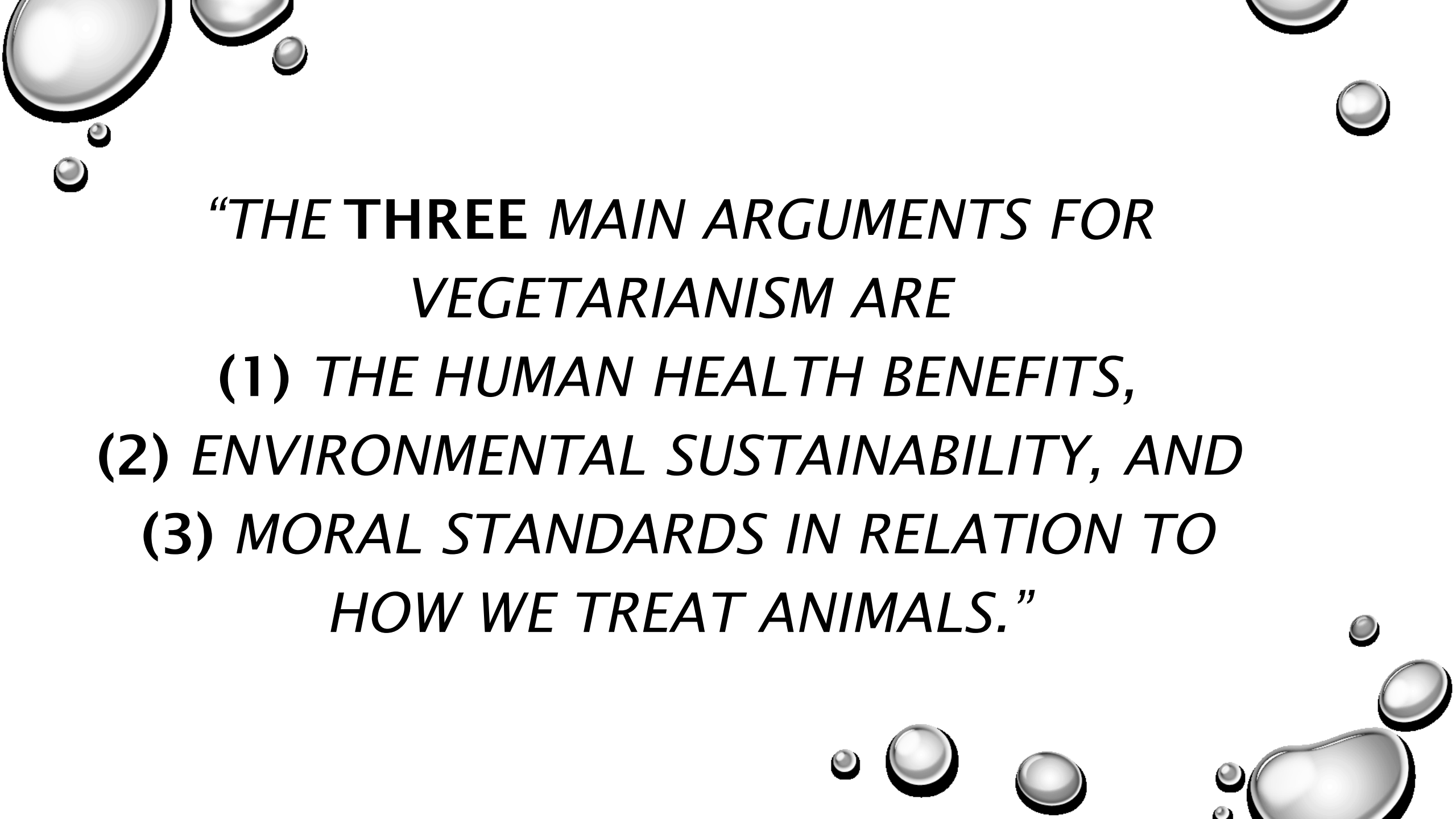
***“WHEN THE FACTORIES CLOSE DOWN, WHEN THE WORKERS GO BACK HOME TO THEIR FAMILIES WITHOUT A PAY SLIP IN THEIR POCKETS, WHEN THE PRICE OF LIVING GOES UP AND THE QUALITY OF LIFE GOES DOWN, WHERE WILL THE GOVERNMENT BE TO HELP? NOWHERE. JUST LIKE ALWAYS.”***



# SENTENCE STRUCTURE (LOGOS)



1. THE USE OF SHORT, SHARP SENTENCES AFTER LONG COMPLEX SENTENCES
2. *“WHEN THE FACTORIES CLOSE DOWN, WHEN THE WORKERS GO BACK HOME TO THEIR FAMILIES WITHOUT A PAY SLIP IN THEIR POCKETS, WHEN THE PRICE OF LIVING GOES UP AND THE QUALITY OF LIFE GOES DOWN, WHERE WILL THE GOVERNMENT BE TO HELP? NOWHERE. JUST LIKE ALWAYS.”*
3. PARTICULARLY SHORT SENTENCES CAN BE USED BY THE WRITER TO DRAW EMPHASIS TO WHAT IS BEING SAID BECAUSE OF THE CHANGE IN RHYTHM THAT THEY CREATE

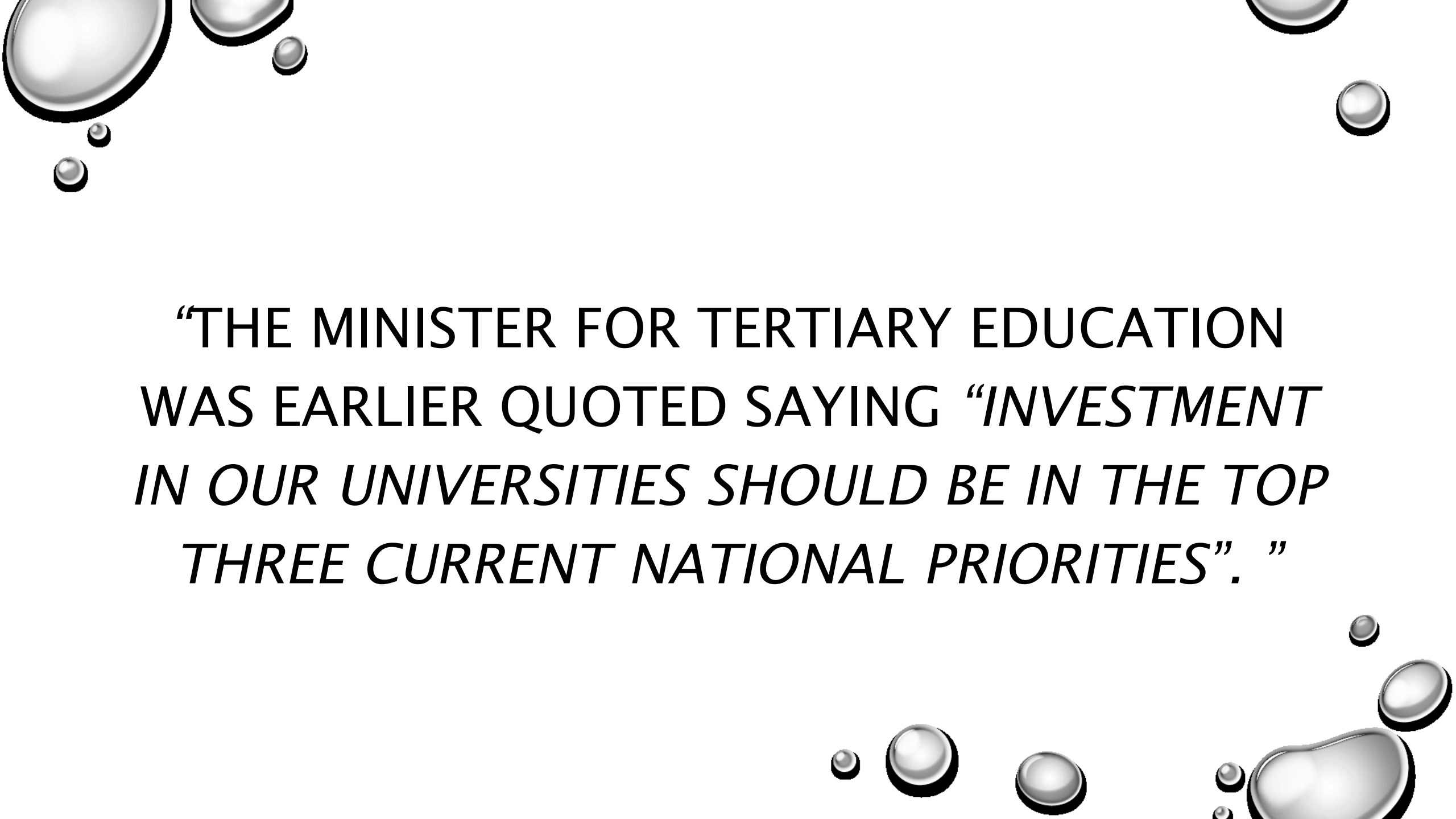
The image features several realistic, 3D-rendered bubbles of various sizes in the corners. In the top-left corner, there is a large bubble and several smaller ones. In the top-right corner, there is a medium-sized bubble and a small one. In the bottom-right corner, there is a large bubble and several smaller ones. In the bottom-center area, there are a few more small bubbles. The background is plain white.

*“THE THREE MAIN ARGUMENTS FOR  
VEGETARIANISM ARE  
(1) THE HUMAN HEALTH BENEFITS,  
(2) ENVIRONMENTAL SUSTAINABILITY, AND  
(3) MORAL STANDARDS IN RELATION TO  
HOW WE TREAT ANIMALS.”*

# SIGNPOSTING (LOGOS)



1. SIGNPOSTING IS A WAY THAT A WRITER OR SPEAKER OUTLINES THEIR ARGUMENTS.
2. *“THE THREE MAIN ARGUMENTS FOR VEGETARIANISM ARE (1) THE HUMAN HEALTH BENEFITS, (2) ENVIRONMENTAL SUSTAINABILITY, AND (3) MORAL STANDARDS IN RELATION TO HOW WE TREAT ANIMALS.”*
3. THIS CAN MAKE THE STYLE OF A PIECE APPEAR MORE LOGICAL AND ASSIST THE READER IN FOLLOWING THE LINE

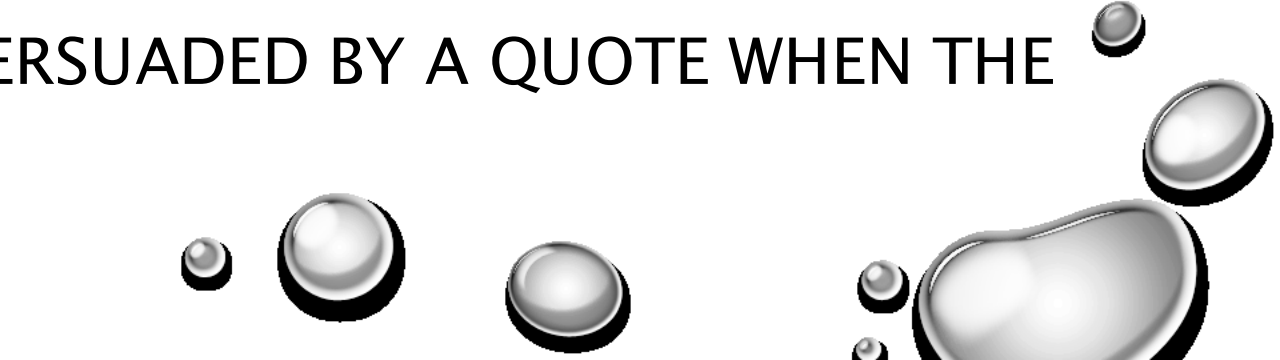
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“THE MINISTER FOR TERTIARY EDUCATION  
WAS EARLIER QUOTED SAYING “*INVESTMENT  
IN OUR UNIVERSITIES SHOULD BE IN THE TOP  
THREE CURRENT NATIONAL PRIORITIES*”.”

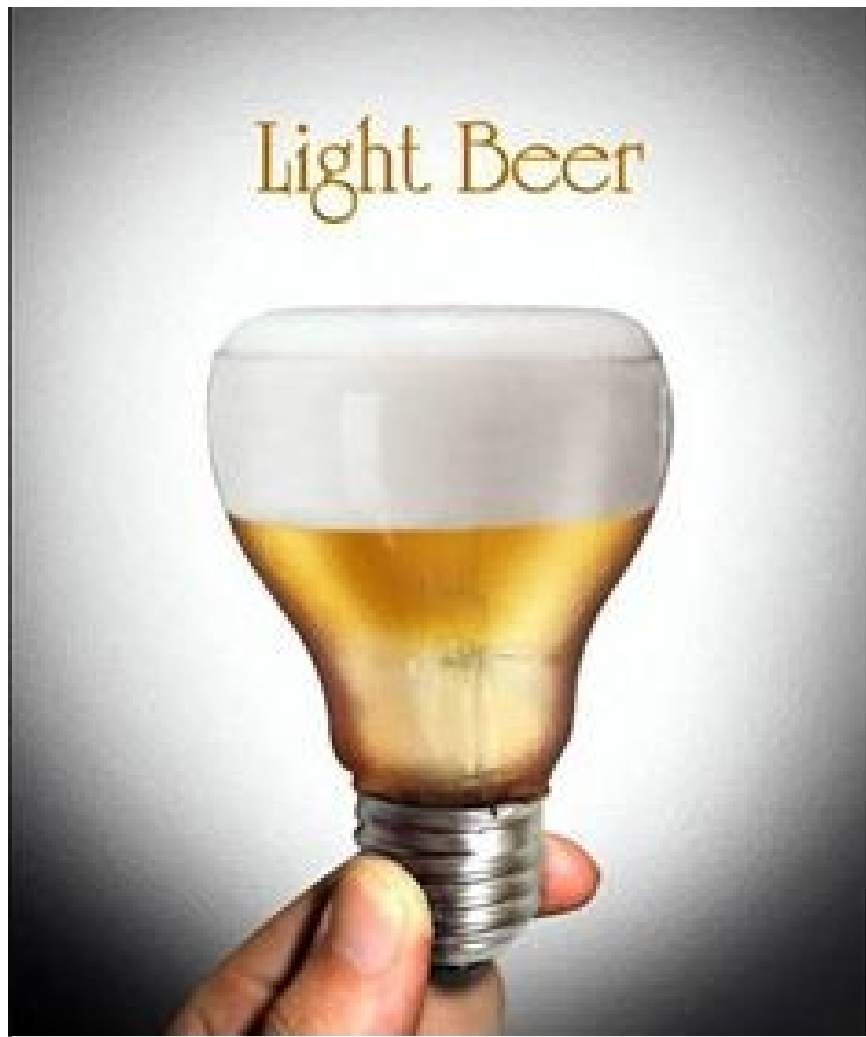




## QUOTES (ETHOS)

1. QUOTES AND REFERENCES TO AUTHORITIES ARE OFTEN USED IN CONJUNCTION WITH STATISTICS, BECAUSE THEY HAVE THE SAME OVERALL EFFECTS.
  2. *“THE MINISTER FOR TERTIARY EDUCATION WAS EARLIER QUOTED SAYING “INVESTMENT IN OUR UNIVERSITIES SHOULD BE IN THE TOP THREE CURRENT NATIONAL PRIORITIES”. ”*
  3. THE SOURCE OF THE QUOTE IS PARTICULARLY IMPORTANT - AS A READER IS LESS LIKELY TO BE PERSUADED BY A QUOTE WHEN THE SPEAKER IS NOT AN EXPERT
- 

Light Beer



# METAPHOR (PATHOS)

1. A COMPARISON THAT DESCRIBES ONE THING IN TERMS OF ANOTHER
2. "*LIGHT BEER*"
3. THIS TECHNIQUE CAN BE USED TO REINFORCE A POINT WITHOUT REPETITION AND THE IMAGERY CREATED CAN OFTEN REALLY STICK IN A READER'S HEAD.





*“WE SHOULD ALL TAKE ACTION ON CLIMATE CHANGE TO SAVE OUR WORLD FOR FUTURE GENERATIONS”*

*“WE CAN'T LET THEM CROSS OUR BORDERS AND INFILTRATE OUR COUNTRY.”*



# INCLUSIVE LANGUAGE



1. TERMS SUCH AS 'OUR', 'US', AND 'WE' ARE USED ('US' VS. 'THEM')
2. ***“WE SHOULD ALL TAKE ACTION ON CLIMATE CHANGE TO SAVE OUR WORLD FOR FUTURE GENERATIONS”***  
***“WE CAN'T LET THEM CROSS OUR BORDERS AND INFILTRATE OUR COUNTRY.”***
3. MAKES THE READER FEEL LIKE PART OF A GROUP OR INSPIRED TO TAKE COLLECTIVE ACTION



*"It's gonna be huge!"*  
Donald Trump's speech



**Case  
Studies**



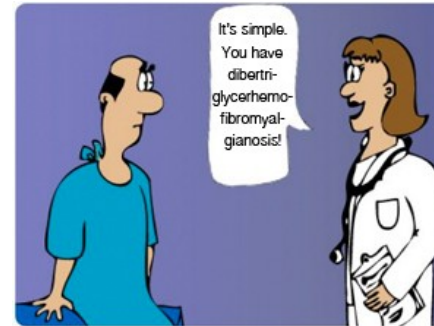
• BODY LANGUAGE – ETHOS



• DONALD TRUMP'S COLLOQUIAL LANGUAGE – ET



• MEDICAL JARGON – ETHOS

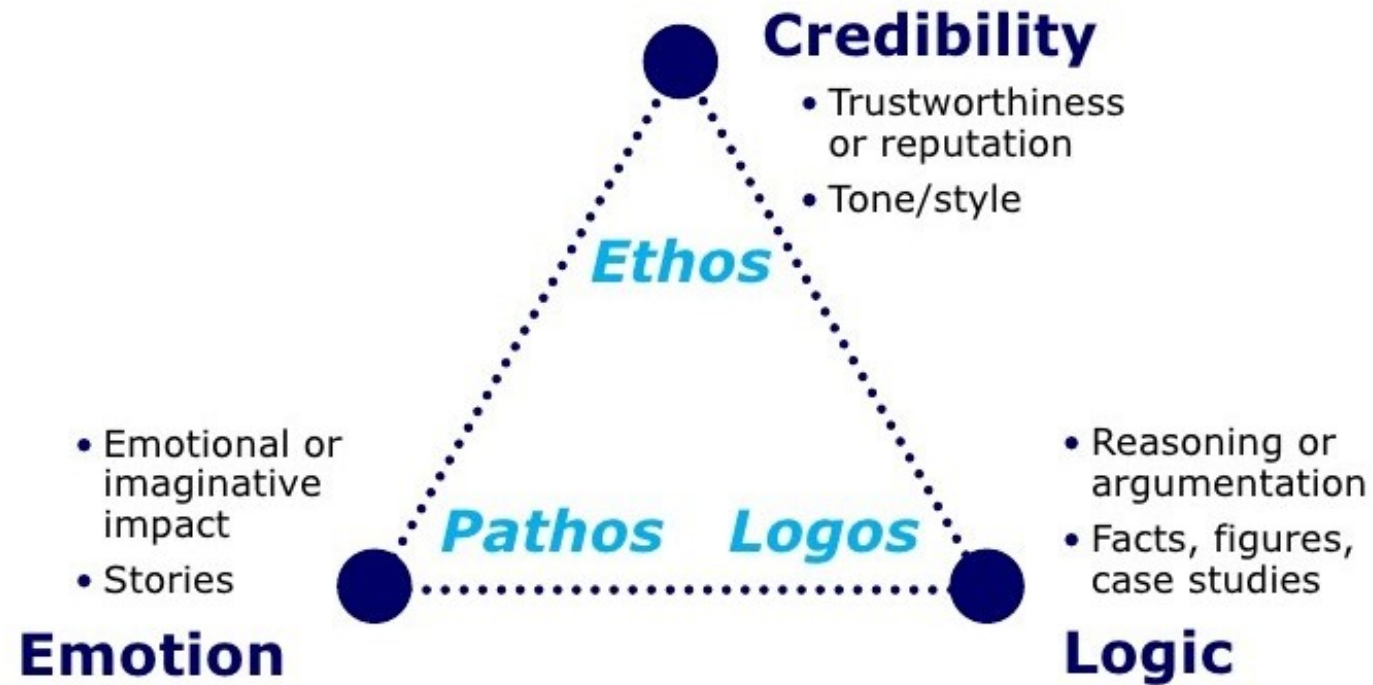


• CASE STUDIES – LOGIC





# PERSUASION TRIANGLE



<http://sixminutes.dlugan.com/ethos-pathos-logos/>



# SOURCES

- [HTTPS://SITES.GOOGLE.COM/SITE/BUCHANANGOVERNMENT/PERSUASIVE-WRITING/ETHOS-PATHOS-LOGOS](https://sites.google.com/site/buchanangovernment/persuasive-writing/ethos-pathos-logos)
  - [HTTP://WIKI.ENGAGEEDUCATION.ORG.AU/ENGLISH/LANGUAGE-ANALYSIS/PERSUASIVE-TECHNIQUES-2/](http://wiki.engageeducation.org.au/english/language-analysis/persuasive-techniques-2/)
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