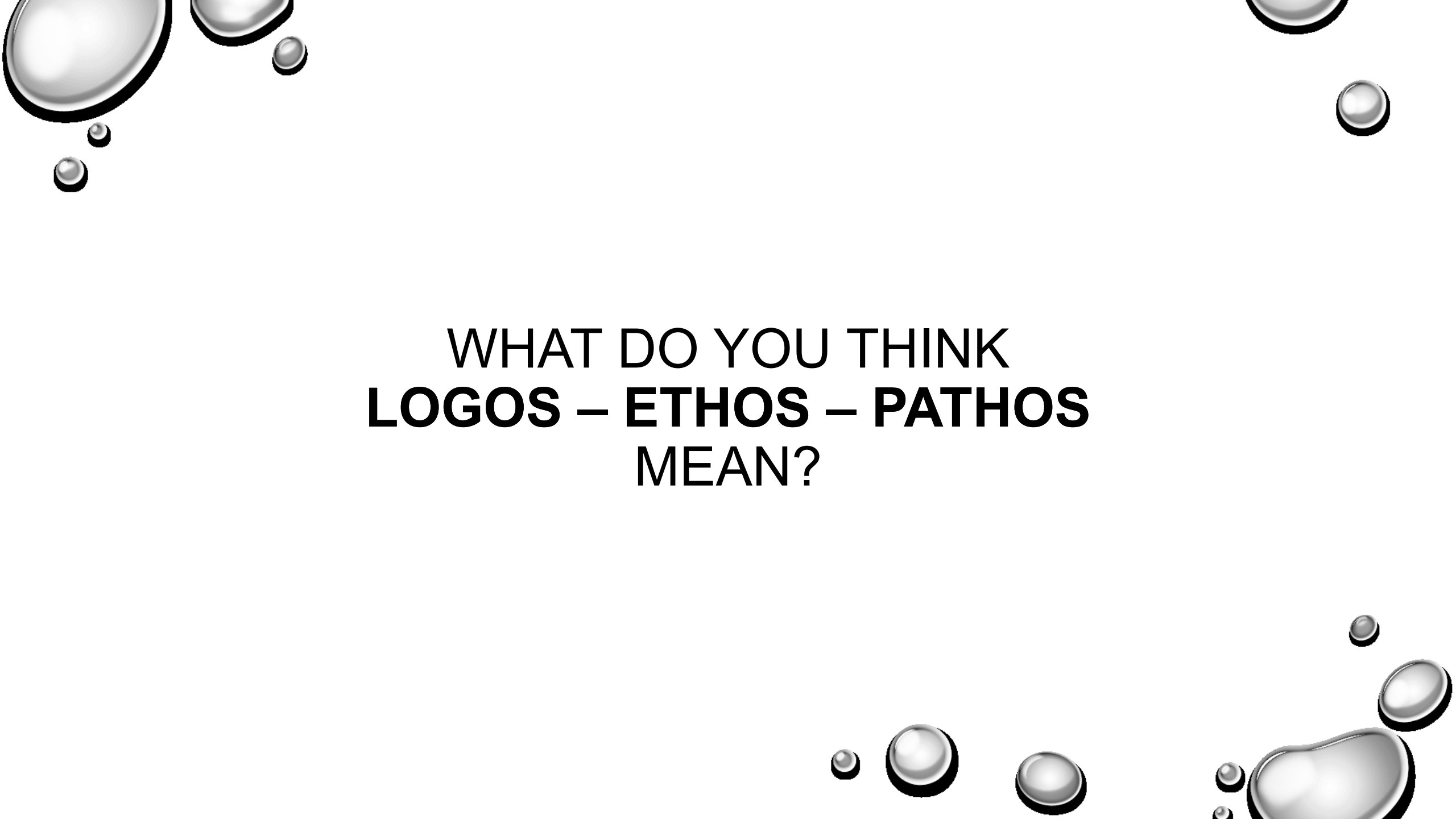




# PERSUASIVE TECHNIQUES USED IN MEDIA

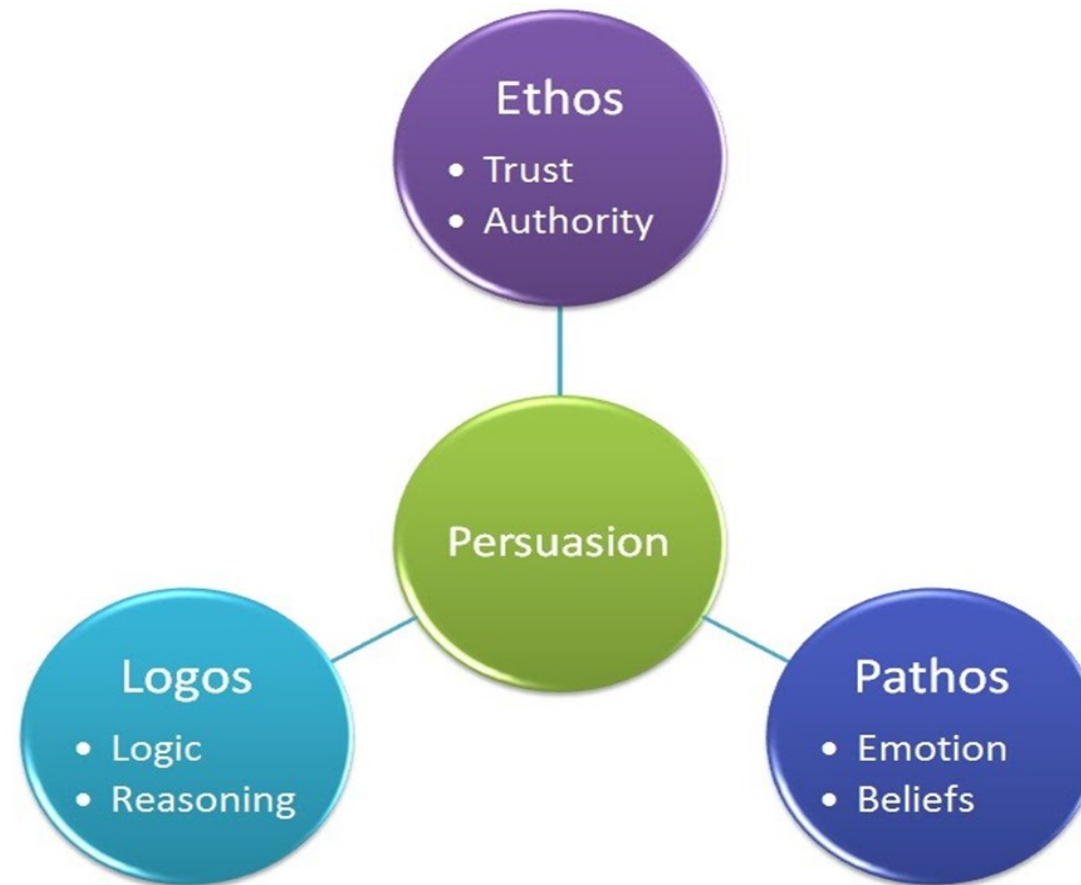
MEDIA LITERACY

ROBERT HELÁN

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 clean, black, sans-serif font.

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

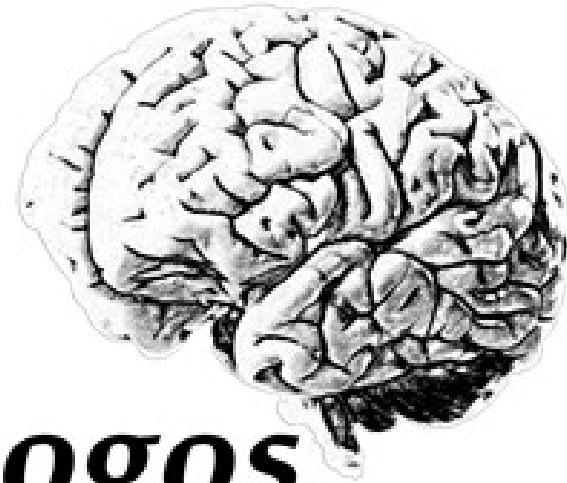
# LOGOS – ETHOS - PATHOS



# LOGOS

“LOGIC”

- THEORETICAL LANGUAGE
- FACTS AND STATISTICS
- LOGICAL ARGUMENTS



***Logos***

# ETHOS

“CREDIBILITY”

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

***Ethos***

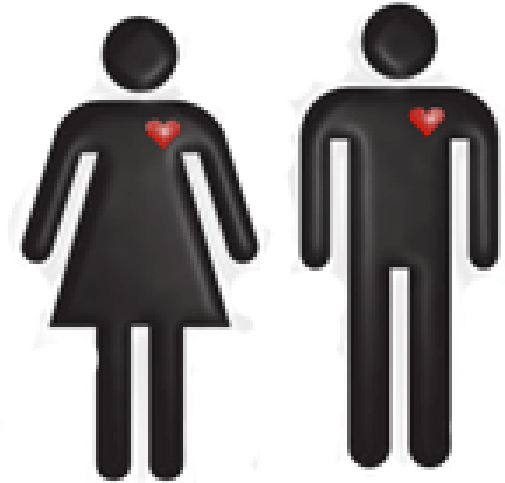


# PATHOS

“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>**

© 2004 McDonald's. All rights reserved.



# 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*

#1 Brand Recommended  
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”*



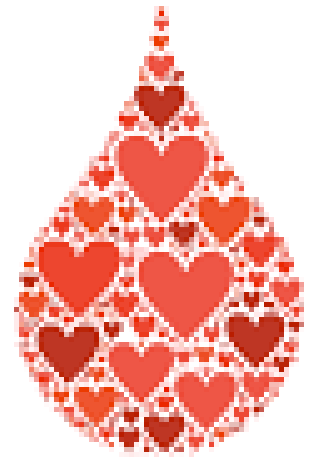


# APPEAL TO COMMON SENSE/EMOTIONS (PATHOS)

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

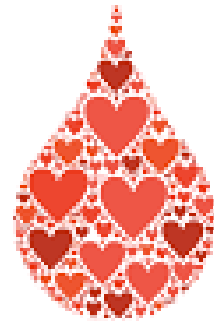


# ALLUSIONS TO TIME (PATHOS)

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



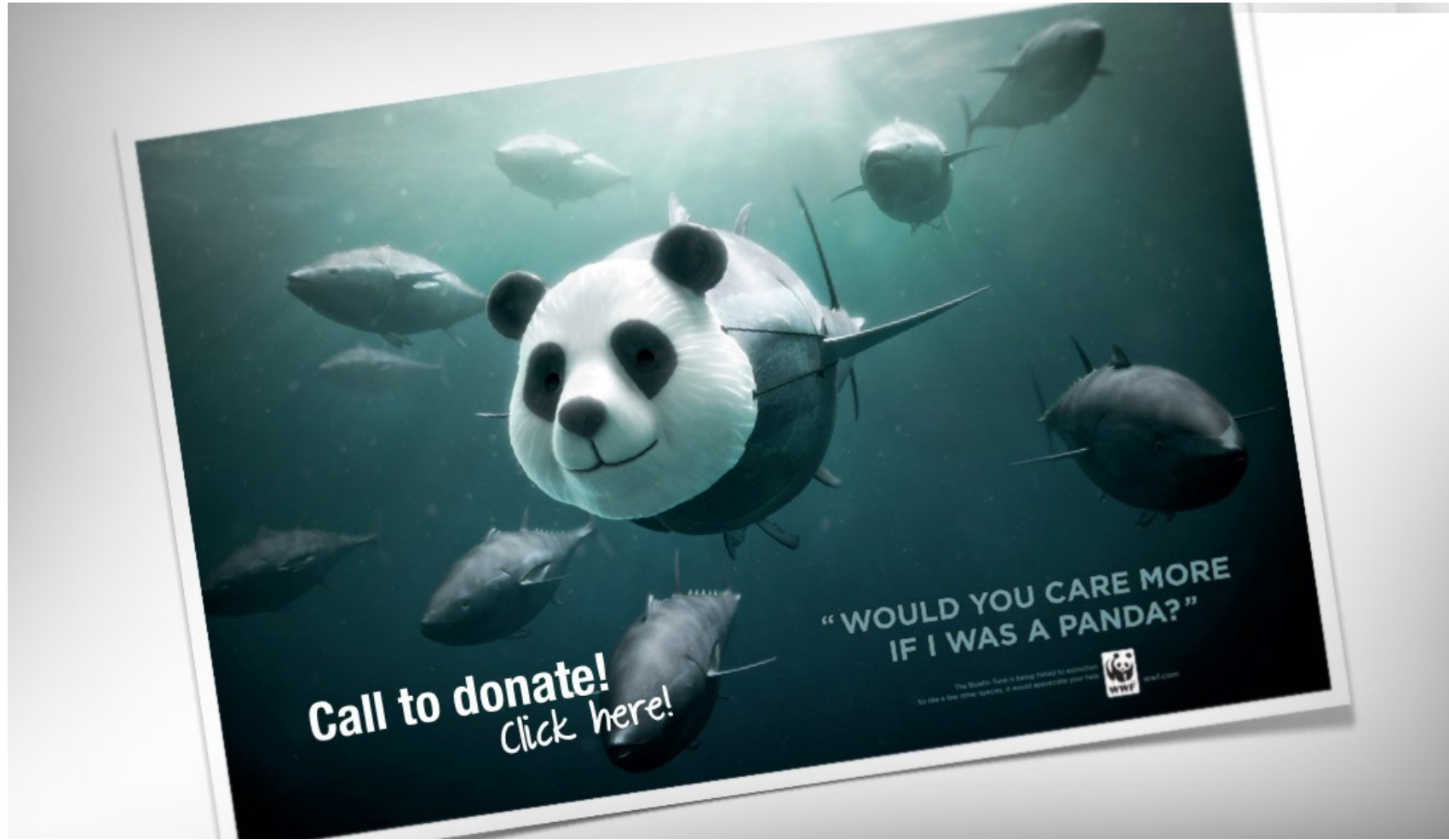
Tapu-Tapu/Donlow/Chapter



**DONATE  
BLOOD  
NOW**

CALL/TEXT

495-2402 : 0932-875-8918



Call to donate!  
Click here!

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

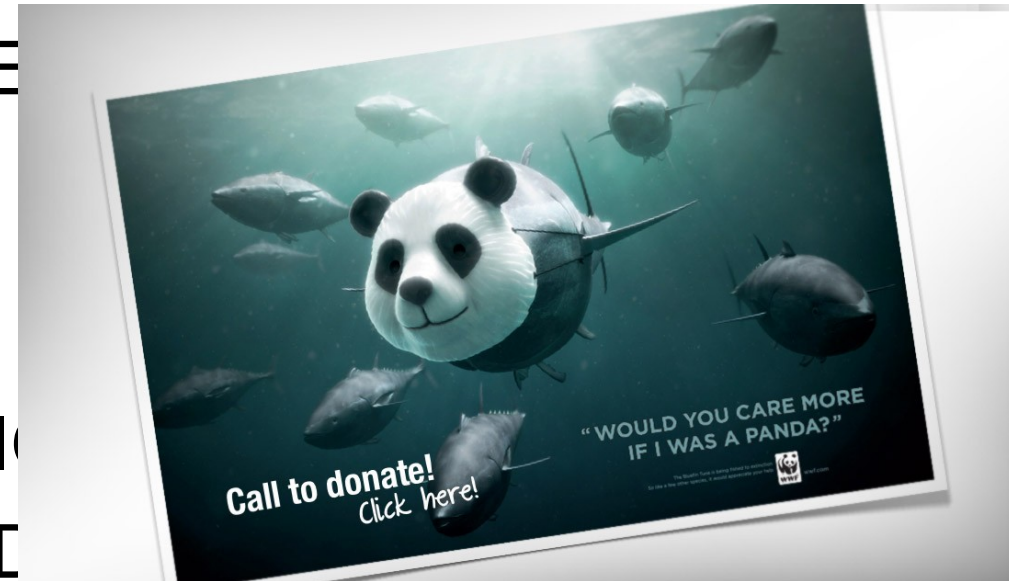
The World's Funniest Animal Pictures  
Go like a fish to the WWF website. It would appreciate your help.



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 BEHAVIOR  
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 AND WRITER, WRITER BRINGS HIM/HERSELF TO THE SAME LEVEL AS THE READER





# 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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**GENTLEMEN'S CLUB**

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302-628-3800

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# EUPHEMISMS (ETHOS/PATHOS)

1. POLITE OR SOFTENING PHRASES USE REPLACEMENT OF UNPLEASANT WORDS
2. “*GENTLEMEN’S CLUB*”
3. TO MAKE AN IDEA SEEM KINDER THAN ACTUALLY IS (E.G. DIE = PASS AWAY)



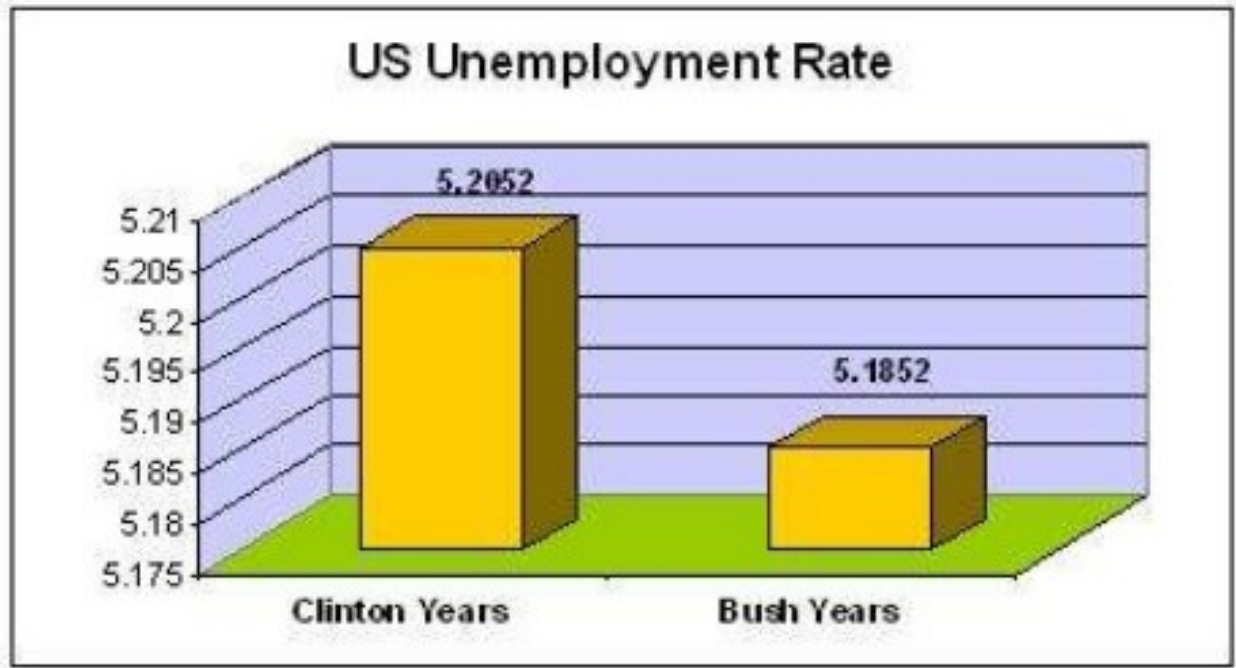


Image Source: <http://thinkingmeat.net>

# GRAPHS (ETHOS/LOGOS)

1. DEMONSTRATE WRITER CREDIBILITY  
PROVIDE EVIDENCE

2. *“US UNEMPLOYMENT RATE”*

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

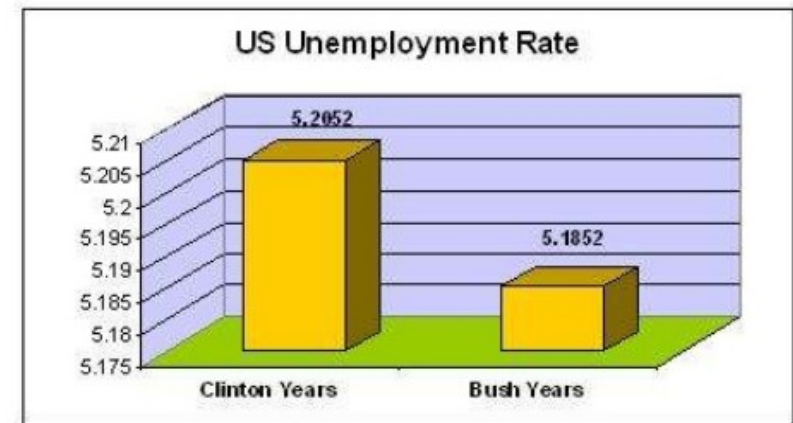



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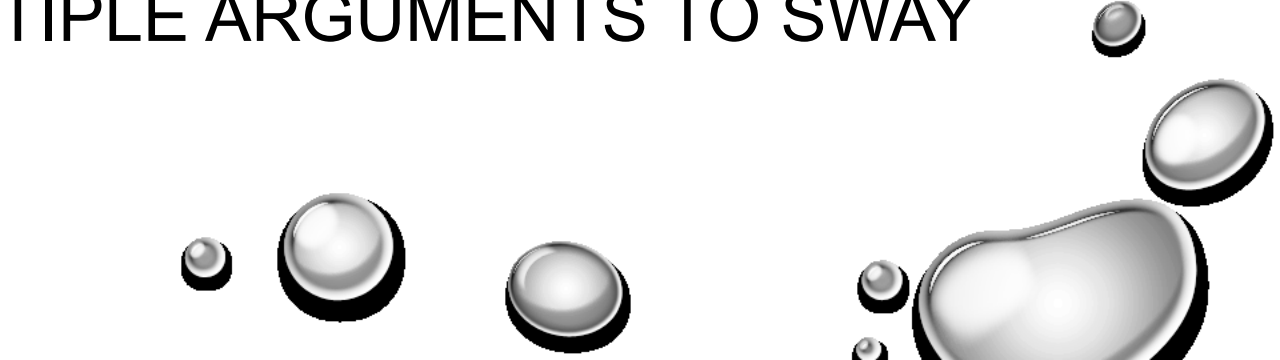
*“RIDING YOUR BIKE TO WORK HAS MANY  
BENEFITS FOR THE INDIVIDUAL AND THE  
COMMUNITY:*

*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





CBS

Why love one  
but eat  
the other?

» Choose vegetarian.

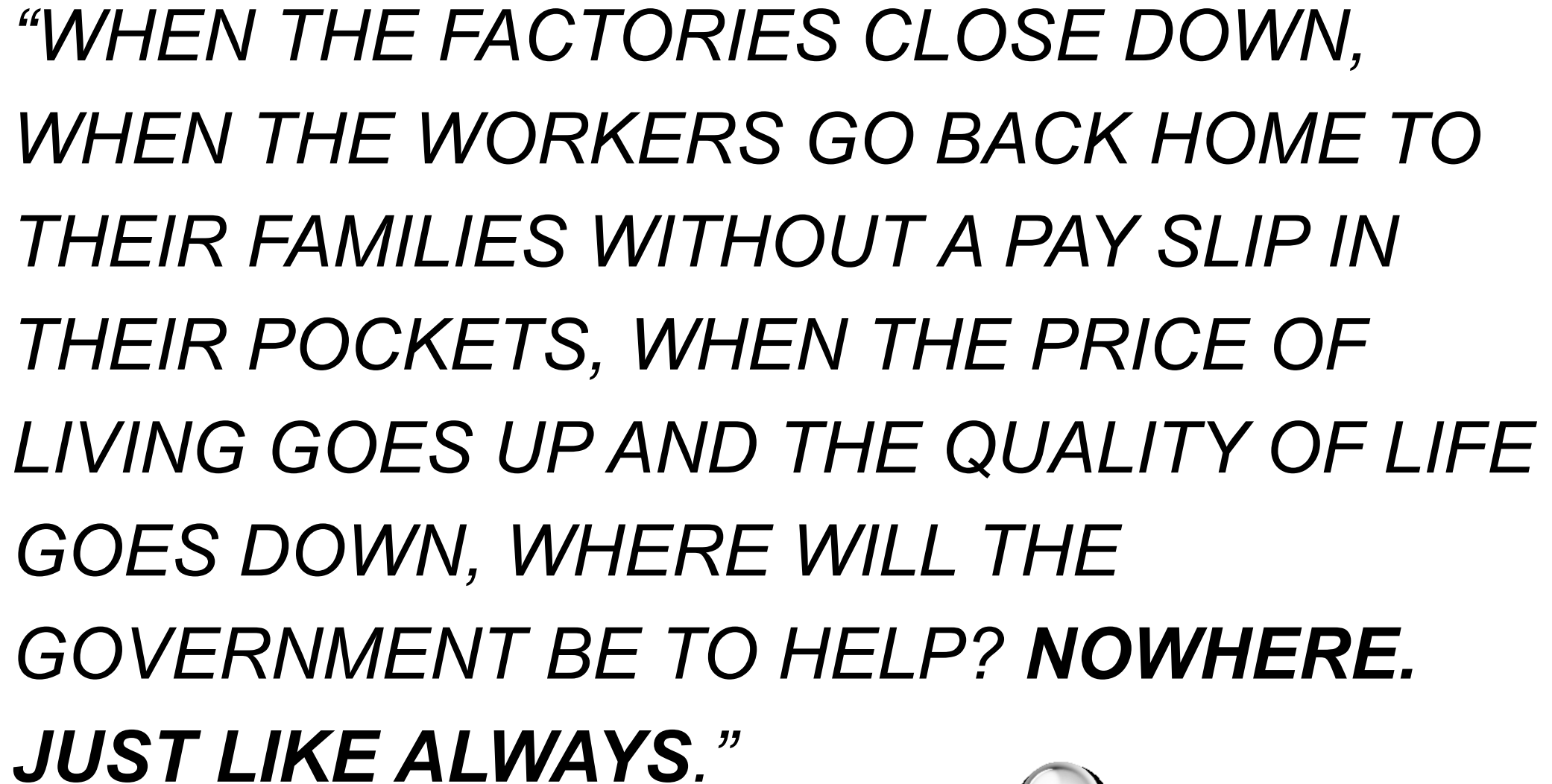
MERCY FOR  
ANIMALS  
ChooseVeg.com

2150

# 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 ALTERNATIVE ANSWER TO THE ISSUE, APPEARS ILLOGICAL OR AGAINST COMMON SENSE



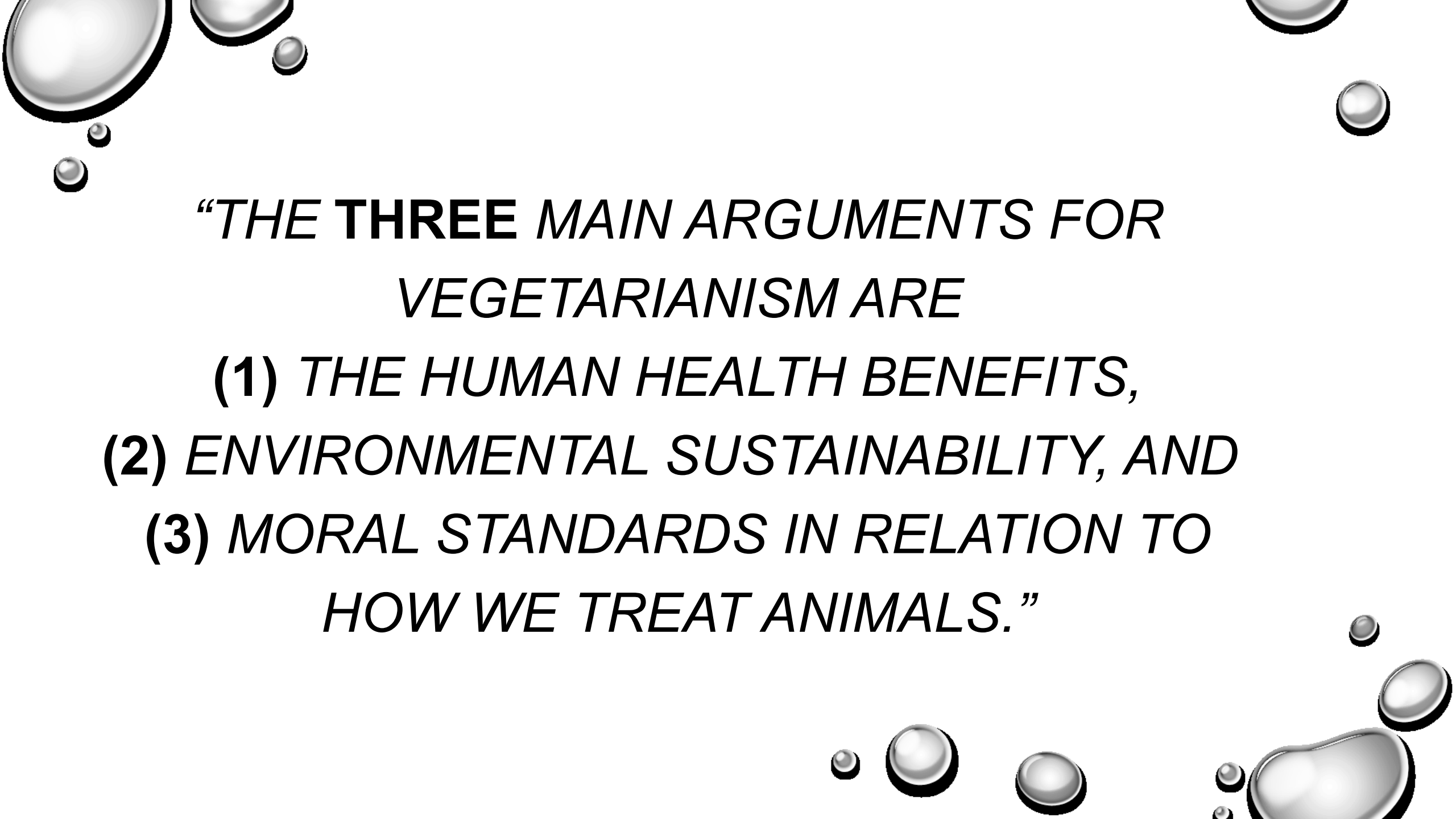


*“WHEN THE FACTORIES CLOSE DOWN,  
WHEN THE WORKERS GO BACK HOME TO  
THEIR FAMILIES WITHOUT A PAY SLIP IN  
THEIR POCKETS, WHEN THE PRICE OF  
LIVING GOES UP AND THE QUALITY OF LIFE  
GOES DOWN, WHERE WILL THE  
GOVERNMENT BE TO HELP? **NOWHERE.**  
**JUST LIKE ALWAYS.”***

# 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

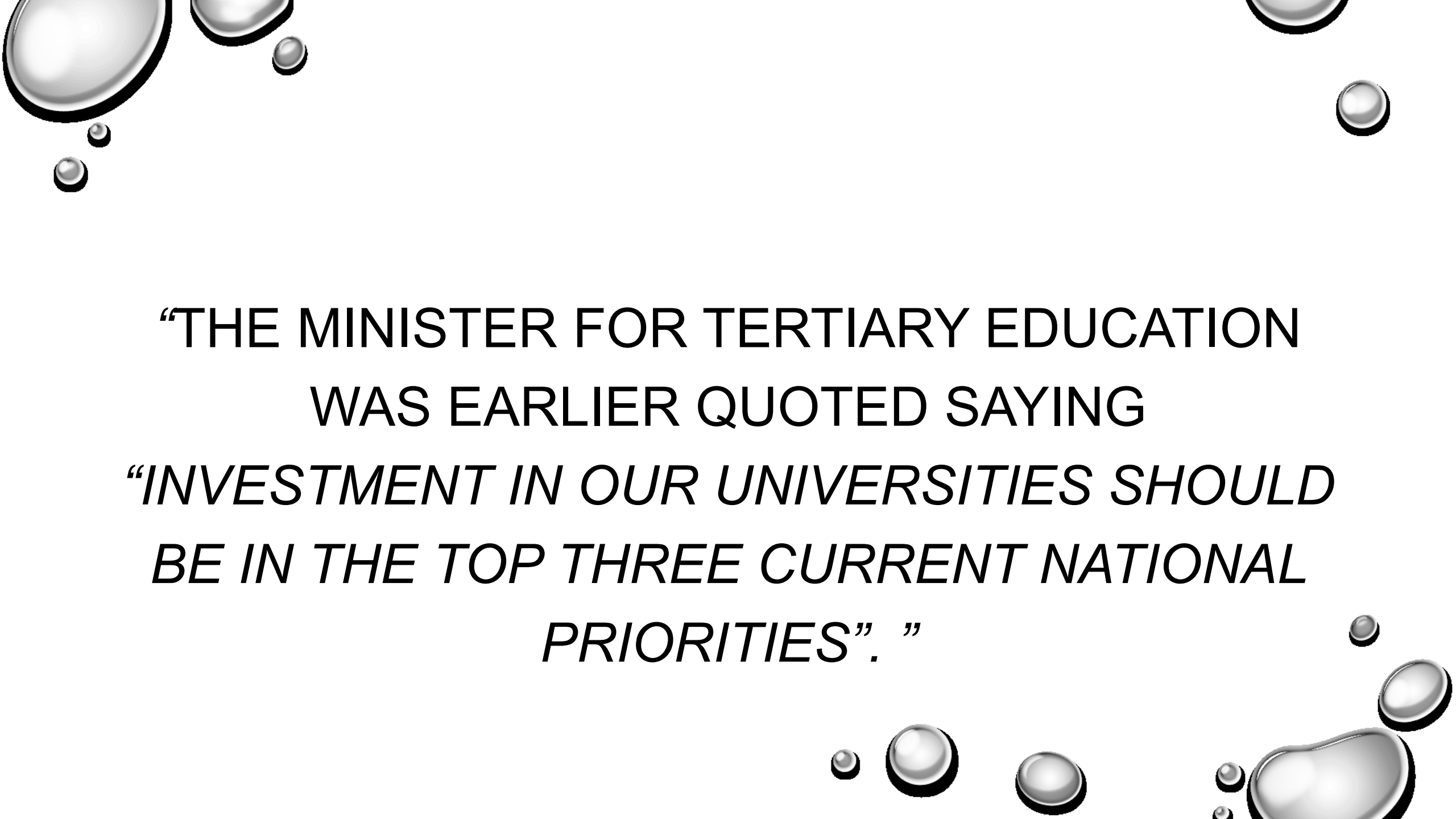
The image features several realistic, 3D-rendered bubbles of various sizes scattered around the text. They are located in the top-left, top-right, and bottom-right corners, as well as a few smaller ones near the bottom center. The bubbles have a metallic or glass-like appearance with highlights and shadows.

*“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




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

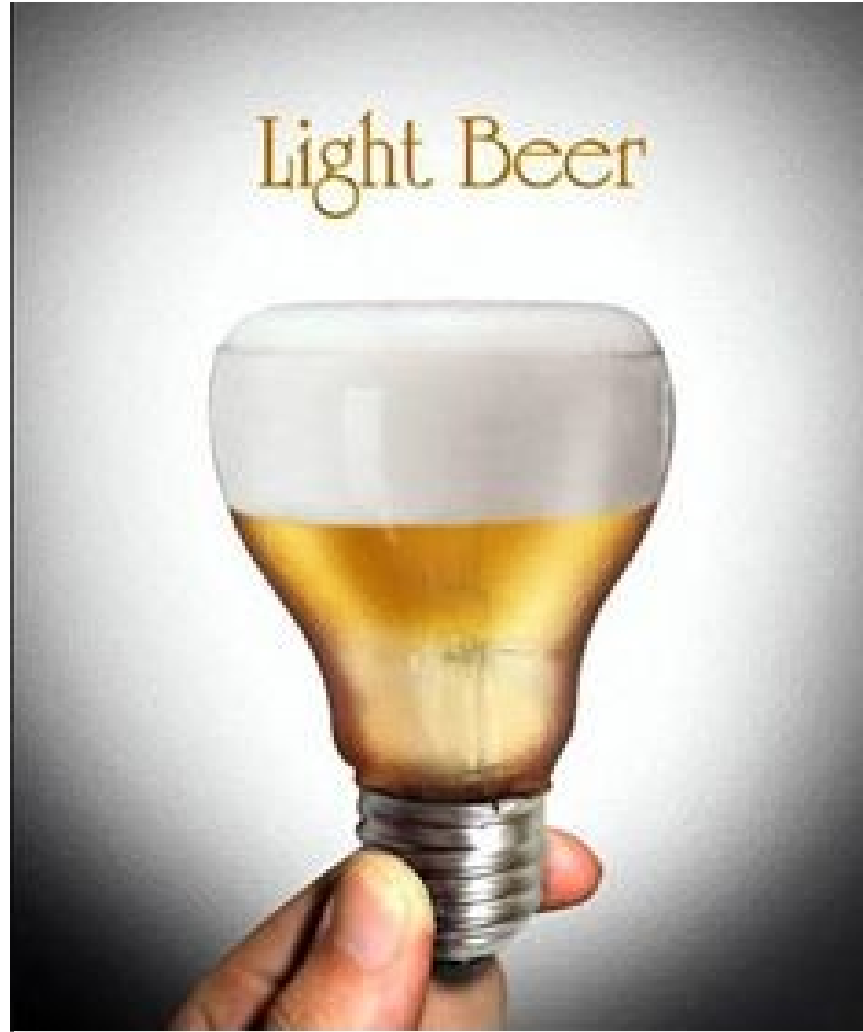




# QUOTES (ETHOS)

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 – ETHO



• DONALD TRUMP'S COLLOQUIAL LANGUAGE – ET



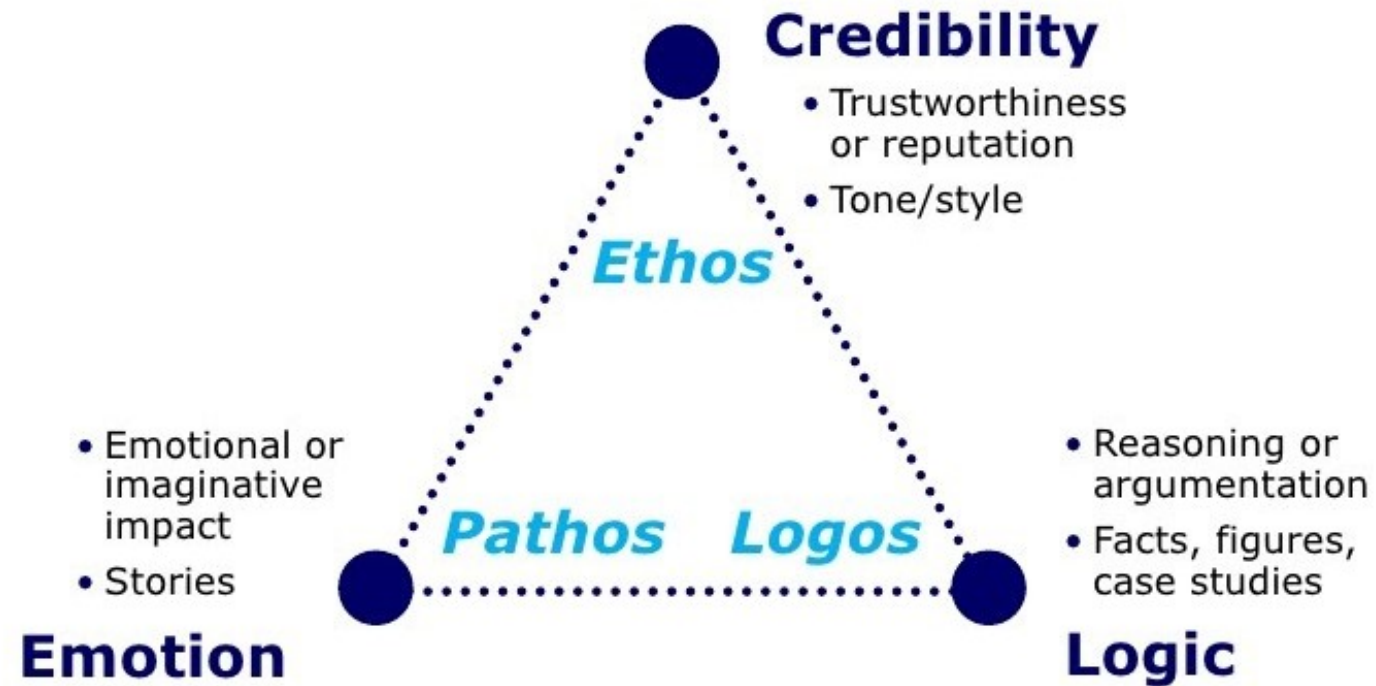
• MEDICAL JARGON – ETHOS



• CASE STUDIES – LOG



# 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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