Rhetorical Analysis

Task: **You and a partner** are going to read and find an editorial posted at *New York Times, Washington Post, USA Today,* o*r Des Moines Register* and write a rhetorical analysis of the article. As you write the rhetorical analysis, you will need to interpret the article for who the intended audience was, what the purpose was, the approach to the message, and credibility of the author. Use the rhetorical triangle to help with your analysis and include pathos, logos, and ethos when analyzing and gathering proof. **You and a partner** will write a 500-word essay using Google Docs to create, collaborate, and electronically revise and edit. Once the essay is finished, you will publish your analysis as a comment after the original editorial in the newspaper, along with emailing it to the original article author.

Purpose: To analyze an editorial and use the rhetorical triangle to structure analysis. The purpose of asking you to write a rhetorical analysis is twofold: first, to practice analytical thinking as a cognitive activity, and second, to provide an opportunity for you to develop your knowledge of rhetoric as an analytical tool. A rhetorical analysis differs from a summary in that it assumes an understanding of the main points of the piece, but **analyzes how the write has constructed the piece to convince the audience that his or her points are valid and believable.**

Audience: Editorial author and readers

By the end of the paper…you should be able to prove that you can master these items:

**Iowa Core:**

* 1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
  + Introduce precise, knowledgeable claim – (Thesis, arguable, and supported
  + Establish the significance of the claim
  + Create an organization that logically sequences claim
  + Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons (Transitions between paragraphs, points, and between evidence.)
  + Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. (write in 3rd person – no you, I, we, us, our, your, me, etc. and no contractions.)
  + Provide a concluding statement or section that follows from and supports the argument presented. (A conclusion that reviews main points, restates thesis, and reconnects to attention-getter.)
* Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
* Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
* Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

What is an Analysis?

Teachers will often ask you to write an analysis. When you analyze, you take apart the main components of an idea, object, text, or activity. Then you evaluate the parts in light of a selected theoretical framework (Rhetorical Triangle).

Writing a Rhetorical Analysis Thesis Statement

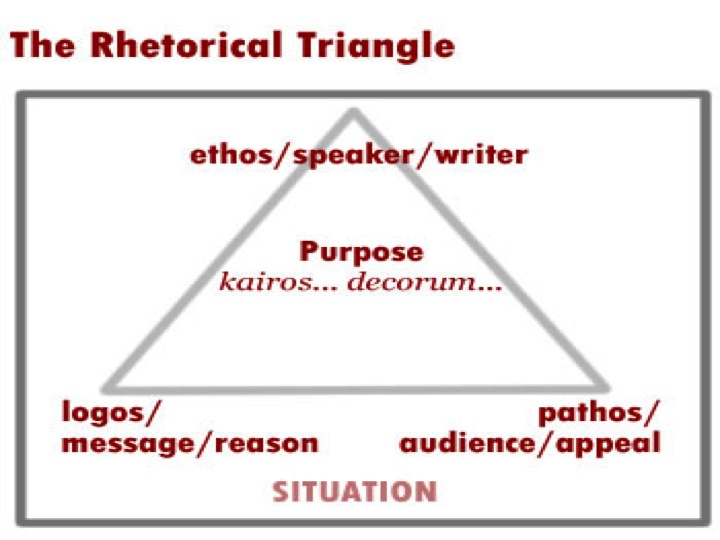
A rhetorical analysis thesis statement should say whom an author is addressing, how she is addressing them, why she is saying what she is saying, and whether or not it is effective. If you want, you can plug your ideas into the following sentence to make sure you get everything you need into your thesis statement, but it will probably sound awkward, so be sure to rephrase it later.

This text \_\_\_\_\_\_\_\_\_\_\_ effective in using \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_to convince

(is/is not) (name the strategies)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

(name the audience) (name the purpose)



Focusing your Rhetorical Analysis:

Context

1. What does selection of details tell you about the writer? What do these details tell you about the writer’s assumptions about the knowledge and experience of the readers?
2. How does the author convey the purpose of the text?

Sources

1. What kinds of evidence—facts, statistics, anecdotes—does the author use? How does the selection of supporting evidence help fulfill the purpose of the text?
2. How does the writer use supporting evidence to appeal to readers? Are these appeals logical and rational? Emotional? A combination of the two?

Organization

1. How does the organization of the text help fulfill its purpose? For example, if the author puts the thesis in the concluding paragraph, how does that strategy help persuade readers?
2. What cueing deices does the author use to emphasize important points and to guide the reader through the essay? Do visual cues—headings, spacing, listing-help organize the text for the reader, or emphasize (or de-emphasize) certain points?

Style

1. How does the writer use language to establish a certain tone in the essay? Is the tone well suited to the audience and purpose? Are the words appropriate and sufficiently specific to express the writer’s ideas?
2. What kinds of sentences does the writer use? Does the writer vary sentences for emphasis? How readable are the sentences? Does the writer use topic sentences or forecasting statements to guide readers? Are transitions included to move smoothly from one sentence to the next?

Logos

1. Is the thesis clear and specific?
2. Is the thesis supported by strong reasons and credible evidence?
3. Is the argument logical and arranged in a well-reasoned order?

Ethos

1. What are the writer’s qualifications? How has the writer connected him/herself to the topic being discussed?
2. Does the writer demonstrate respect for multiple viewpoints by using sources in the test?
3. Are sources credible? Are sources documented appropriately?
4. Doe the writer use a tone that is suitable for the audience/purpose? Is the diction (word choice) used appropriate for the audience/purpose?
5. Is the document presented in a polished and professional manner?

Pathos

1. Are vivid examples, details, and images used to engage the reader’s emotions and imagination?
2. Does the writer appeal to the values and beliefs of the reader by using examples readers can relate to or care about?

## Aristotelian Appeals: Logos, Ethos, and Pathos

Whenever you read an argument you must ask yourself, “Is this persuasive? If so, why? And to whom?” There are many ways to appeal to an audience.

Among them are appealing to *logos*, *ethos*, and *pathos*. These appeals are identifiable in almost all arguments.

|  |  |  |
| --- | --- | --- |
| **To Appeal to LOGOS**  **(logic, reasoning)** | **To Develop or Appeal to ETHOS**  **(character, ethics)** | **To Appeal to PATHOS**  **(emotion)** |
| : the argument itself; the reasoning the author uses;  logical evidence | : how an author builds credibility & trustworthiness | : words or passages an author uses to activate emotions |
| **Types of LOGOS Appeals** | **Ways to Develop ETHOS** | **Types of PATHOS Appeals** |
| * Theories / scientific facts * Indicated meanings or reasons (because…) * Literal or historical analogies * Definitions * Factual data & statistics * Quotations * Citations from experts & authorities * Informed opinions * Examples (real life examples) * Personal anecdotes | * Author’s profession / background * Author’s publication * Appearing sincere, fair minded, knowledgeable * Conceding to opposition where appropriate * Morally / ethically likeable * Appropriate language for audience and subject * Appropriate vocabulary * Correct grammar * Professional format | * Emotionally loaded language * Vivid descriptions * Emotional examples * Anecdotes, testimonies, or narratives about   emotional experiences or events   * Figurative language * Emotional tone (humor, sarcasm,   disappointment, excitement, etc.) |
| **Effect on Audience** | **Effect on Audience** | **Effect on Audience** |
| Evokes a cognitive, rational response. Readers get  a sense of, “Oh, that makes sense” or  “Hmm, that really doesn’t prove anything.” | Helps reader to see the author as reliable, trustworthy,  competent, and credible. The reader might respect  the author or his/her views. | Evokes an emotional response. Persuasion by emotion.  (usually by evoking fear, sympathy, empathy, and/or  anger) |
| **How to Talk About It** | **How to Talk About It** | **How to Talk About It** |
| The author appeals to logos by defining relevant  terms and then supports his claim with numerous  citations from authorities.  Statistics and expert testimony  are convincing logical appeals. | Through his use of scientific diction, the author  builds his ethos by demonstrating expertise.  The author develops her ethos by demonstrating to  readers that she is sympathetic to the struggles  minorities  face. | When referencing 9/11, the author is appealing to pathos.  Here, he is eliciting both sadness and anger from his  readers.  The author’s description of the child with cancer was a  very persuasive emotional appeal. |

Rhetorical Analysis Rubric

|  |  |  |  |
| --- | --- | --- | --- |
|  | Above Proficient | Proficient | Redo |
| Introduction, thesis, & conclusion | Intro provides context for the rest of the paper; thesis is explicit, specific, and clear; thesis is analytical in nature; conclusion recasts thesis and provides cohesion to whole paper.  \_\_\_\_/30 | Either intro provides insufficient context for the rest of the paper, thesis is lacking in clarity, is too general or specific, OR conclusion fails to recast thesis effectively  \_\_\_/25 | Intro provides little context for the paper; thesis is implicit and hard to find; thesis is about the issue, not the analysis of the text; conclusion makes insufficient reference to thesis.  \_\_\_\_/20 |
| Rhetorical triangle and rhetorical appeals | Source text is thoroughly and effectively contextualized with well-supported analysis of structure, rhetorical triangle (audience, author, purpose), and rhetorical appeals (ethos, pathos, logos); focus is on analysis (not summary or author’s own ideas of the issue). The work not only identifies the rhetorical elements, but also articulates their purpose and effectiveness, given the target audience  \_\_\_/30 | Contextualization and analysis of source text is good and somewhat supported but could be improved; focus is mostly on analysis (not summary or author’s own ideas of the issue).  \_\_\_/25 | Incomplete contextualization and analysis of source text; parts of rhetorical triangle or appeals may be missing; little support is provided; overuse of summary; use of discussion about the issue instead of analysis.  \_\_\_/20 |
| Organization | Smooth flow of ideas ordered in a logical sequence that effectively guides the reader; each paragraph has a well-supported clearly stated main point; topic sentences focus on analysis; effective use of transitions.  \_\_\_/10 | Flow of ideas could be more effectively sequenced; most paragraphs have clear and supported main point; most topic sentences focus on analysis transitions are present but could be improved.  \_\_\_/7 | Ideas do not always flow in a logical, cohesive manner; paragraphs often do not have clear and supported main idea; topic sentences often focus on issue not analysis.  \_\_\_/5 |
| Audience Awareness | Engages audiences throughout paper; tone and word choice are appropriate for audience.  \_\_\_/10 | Engages audience through most of the paper; can capture but not sustain interest; tone and word choice are mostly appropriate for audience.  \_\_\_/7 | May appeal to a limited audience; has little engaging qualities; tone is inappropriate for audience & purpose.  \_\_\_/5 |
| Language use & mechanics | Correct, appropriate, and varied integration of textual examples, including in-text citations; limited errors in spelling, grammar, word order, word structure, and punctuation; good use of academic English usage, sentence  \_\_\_/20 | Mostly correct and appropriate integration of textual examples, including in-text citations; few errors per page in spelling, grammar, word order, word usage, sentence structure, and punctuation; very few problems with using academic English.  \_\_/15 | Many incorrect sentences structures integrating textual examples, including in-text citations; several errors per paragraph in spelling, grammar, word order, word usage, sentence structure, and punctuation; informal language used in multiple instances.  \_\_/10 |

Rhetorical Triangle:

**Logos** appeals to reason. Logos can also be thought of as the text of the argument, as well as how ell a writer has argued his/her point.

**Ethos** appeals to the writer’s character. Ethos can also be thought of as the role of the writer in the argument, and how credible his/her argument is.

**Pathos** appeals to the emotions and the sympathetic imagination, as well as to beliefs and values. Pathos can also be thought of as the role of the audience in the argument.

The rhetorical triangle is typically represented by an equilateral triangle, suggestions that logs, ethos, and pathos should be balanced within a text. However, which aspect(s) of the rhetorical triangle you favor in your writing deepens on both the audience and the purpose of that writing. Yet, if you are in doubt, seek a balance among all three.

Dr. Ludwig

Advanced Composition

September 5, 2012

Election of 2012

As the Presidential Election continues to sneak up on the United States, candidates Barack Obama and Mitt Romney are competing to win over certain groups of people and mend the areas in which they might be lacking. Although controversial, the impending outcome will be decided by speeches delivered from each candidate. Both are capable of delivering eloquent addresses to the American people. However, both candidates are beginning to manipulate their statements in hopes of gaining support for their party’s interests, so that they may be elected to power in order to prosper the people of America. In the editorial published on the website USA TODAY, “Romney’s acceptance speech tries to fill in the gaps,” Robert Deutsch writes to inform the American people by means of limited statistics concerning the election and a tone created through the diction he uses to connect with the people on a personal basis.

Statistics are a crucial element in an election. Deutsch emphasizes this in limited areas to show their significance. Likability is an area that can decide whether or not a candidate is elected to the position of President. A candidate must be liked by the people to secure his desired status. In response to knowing his own statistics, Romney buckled down and “analyzed his shortcoming and set about fixing them.” To gain support, both candidates must know in what areas they are lacking and find a way to overcome. The author of this editorial used this quote to show that the candidates would need to fix their numbers. Romney knows that there is a “23 point likability gap in the latest USA TODAY Polls,” so he is undoubtedly seeking a strategy to win over those whom are not in his favor. By writing a statistic in, Deutsch grabs the logical mind of the readers. He writes of how Romney needs the “key constituencies such as women and Hispanics.” With women and Hispanics being the epitome of his needed likability points, Romney is set on finding a way to cater to the emotions of those statistically lacking people groups in order to gain their much needed support.

Republican candidate Mitt Romney uses specific diction to capture the affirmation of needed supporters by speaking directly to them. It is undeniably pure logic for Mitt Romney to aim sections of his acceptance speech at women and the Hispanic community, as they account for his lowest number of supporters. Deutsch informs his readers of the importance of Romney choosing his words to obtain the emotions and support of these two groups. Columnist Robert Deutsch writes of how Romney “made pitches to female voters by noting that when he was governor, his lieutenant governor, chief of staff and half of his Cabinet and senior officials were women.” By stating this, Deutsch is showing how Romney is praising the capability of women to serve our country, which will seem attractive to female readers. This recognition is aimed at arousing pride in women and their achievements, causing them to want to support a man who is pro feminism. In addition, Romney made sure he was “introduced by Senator Marco Rubio of Florida” who is Hispanic. By having a powerful Hispanic introduce him and give a speech about his past and how America is a “nation of immigrants,” Romney is hoping that Hispanics will see that he wants to be President to serve them and their needs. Being Hispanic, Marco Rubio can then connect with this people group on a personal basis in hopes to gain both their respect and vote.

Deutsch provides quotes to convey the ideas of Romney to stir up emotion in the American people. He explains how Romney tries to “wisely avoid cynical rhetoric.” Using quotes builds the editorial to be viewed as informal. Words coming straight from a speaker’s heart are typically uncomplicated and do not contain rich vocabulary. Main ideas of a political speech are shared in a way so that anyone may understand. As Romney states, “I wish President Obama had succeeded because I want America to succeed.” Here, Romney’s diction blatantly tells the American people that he believes he will produce success where Obama did not. This quote clearly establishes Romney’s viewpoint.

Although a slight dig at the current President, this statement is emotionally evocative because if a voter is in support of President Obama, that voter will either be turned off by this statement, believing Romney to be audaciously confident, or that voter may think twice about why Romney is making such remarks. Deutsch uses this statement given by Romney to encourage America to seriously consider what he is saying. He is trying to capture the idea that the current President has failed. Whether or not people decide to believe is their choice, but this statement does make them stop to consider if this is true and come up with reasons to disprove Romney. This grabs readers’ bias and opinion into play. After quoting this, the writer uses his diction to describe the current President. Describing him as the “vulnerable but more likeable incumbent.” This allows room for supports who wish that Obama will be forced to abdicate the position as President. Such statements inform America that Romney believes he can do better than what has formerly occurred for the United States.

Robert Deutsch sets an attractive and comfortable tone as he commences to use precise vocabulary to explain Romney’s conduct at his acceptance speech. Describing the candidate’s personality connects readers emotionally, because people decide to associate and support others based on what they see in their character. “Tone can be as important as policy in politics.” Deutsch uses this sentence to create a feeling of a respect towards politicians. Often times, people choose to support those with similar viewpoints and values. Romney “humanized himself,” using a “genial tone” and talked about his “faith and family.” Both these two ideas, “faith and family,” are pivotal concepts to those living in America. Even if not religious, the idea of some sort of faith in a higher power seems appealing to Americans, as if that faith will cause America to prosper. The reason America is said to prosper is by being founded in believing “In God We Trust.” Many will also support Romney because of his family values. Family is extremely important to most groups of people no matter what country they live in. In saying this, Romney has touched America’s heart.

Robert Deutsch writes to inform the American people by means of limited statistics concerning the election and a tone created through the diction he uses to connect with readers on a personal basis. Deutsch takes advantage of both statistics and diction to create a numeric visual concerning the election and to hopefully capture support. He also uses quotes to stir up the American voters’ emotions, and uses adequate vocabulary to create a tone that causes Romney’s conduct at his acceptance speech to seem attractively pleasant. Both candidates are fiercely working to gain America’s vote by mending the areas in which they are lacking. However, for many, the election is no longer about the difference of parties, bias, or medical interests, but about the candidate they believe will excel our country for years to come.

### A Search for Equality

Anne Roiphe's "Confessions of a Female Chauvinist Sow" first appeared in the magazine New York in 1972. In this essay Roiphe aims to convince her readers that women must put faith in the idea that they are equal to men, not superior. "Women who want equality must be prepared to give it and believe in it . . . ." Personal anecdotes, contrast, and comparison are techniques Roiphe skillfully uses to create a strong, convincing essay.

Roiphe begins her essay with a personal anecdote describing the "horrifying" realization that she married a man exactly like her father. This technique immediately establishes the essay as informal and personal. It is a great way to capture the reader's interest. Also, this particular anecdote is used as background information for the first point Roiphe makes in the following paragraph—that ". . . people . . . have at one time or another been fouled up by their childhood experiences." Another anecdote in the essay explains how Roiphe's mother used to give Roiphe "mad money" before going on dates. "My mother and I knew young men were apt to drink too much . . ." and "mad money was for getting home on your own, no matter what form of insanity your date happened to evidence." Anecdotes such as this are entertaining and tend to lighten the mood of the essay. Also, it is quite easy for readers to relate to personal experience. Another function of anecdotes in this essay is to substantiate and support main ideas. At the end of one paragraph Roiphe states, "The hidden anti-male feelings, a result of the old system, will foul us up if they are allowed to persist." This is directly followed by the anecdote explaining the necessity for "mad money"—that men are untrustworthy, inconsiderate beasts. The anecdote clearly provides evidence and support for the fact that women have anti-male feelings.

Shortly after capturing the reader's interest with the introductory anecdote, Roiphe begins using contrast. The numerous examples of contrast throughout the essay portray men and women as being drastically different, especially morally. Boys are thought to be incapable of engaging in ". . . easy companionship . . ." as girls are able to do, and men are generally believed to be ". . . less moral . . ." than women. "Everyone assumes a mother will not let her child starve, yet it is necessary to legislate that a father must not do so." Roiphe uses contrast to illustrate the common anti-male attitudes women have, and in doing so, makes it obvious that women feel superior to men. This exactly, Roiphe points out, is the barrier to equality between men and women. It is clear to the reader that equality between the sexes will never exist as long as women continue to feel superior to men. The contrasts also function to support points Roiphe makes later concerning the similarities between men and women.

About midway through the essay, Roiphe makes a transition from contrast to comparison. She begins focusing on the idea that women are actually quite similar to men. She bluntly states, "Intellectually I know that's ridiculous . . ." to assume ". . . that women given power would not create wars." She admits, "Aggression is not . . . a male-sex-linked characteristic . . . ." Comparisons such as these smoothly lead Roiphe into making one of her strongest comparisons—that ". . . us laughing at them, us feeling superior to them, us ridiculing them behind their backs . . ." is ". . . inescapably female chauvinist sowness." These comparisons, particularly the last one, are shocking and cause the reader to reflect on previous ideas in the essay. Roiphe's statement, ". . . what they have done to us, and of course *they* have, and *they* did and *they* are . . .," momentarily makes readers believe that men are mainly to blame for the inequality between the sexes. However, through effective comparison Roiphe leads her readers to logically infer that women must also be responsible for the inequality between men and women. It then becomes clear to the reader that the ". . . secret sense of superiority . . ." women feel is what makes them equally as chauvinistic as men.

More important than the functions of the techniques she uses independently is how Roiphe uses them together. For example, had she bluntly stated early in her essay that women are "female chauvinist sows," without preceding it with contrast, a quite different effect would have been created. Her readers, particularly the women, would have undoubtedly been offended. This approach would certainly have prevented the essay from being convincing. It is obvious that Roiphe purposely used the techniques in a planned way. This allowed her to create a specifically designed essay that was beneficial in helping her present her ideas.

### Works Cited

Roiphe, Anne. "Confessions of a Female Chauvinist Sow." Patterns of Exposition 9. Ed. Randall E. Decker. Boston: Little, Brown, 1982. 85-90.

submitted by Sarah Norby

### Video Game Violence

"Video Game Violence Law Poses Questions", is an editorial located in the online magazine V Planet. Vance Velez, the author of the controversial issue, opposes the Washington law involving specific forms of video game violence, which is on the verge of being passed in the Legislature. He successfully persuades his audience that the Washington law limits people’s rights and that they should take a stand against the proposed law. His audience includes people who are in favor of the Washington law, concerned parents, and adult video gamers that oppose the Washington law, who are, in his definition, those 18 or older. Those who are in favor of the law may include politicians, or mothers who can relate to influential violence on children. Adult video gamers are those who enjoy playing video games as a favorite pastime, just like golf or aerobics, for most Americans. “It's no argument that video games are becoming more violent”, states Velez. “Many parents and politicians oppose the violence; some even want to get these kind of video games banned.” A politician who opposes this specific form of violence is Mary Lou Dickerson. Mary Lou Dickerson is a State Legislator who has proposed a law to restrict certain violent material in video games. The proposed law, which is quoted in the editorial, states: "Levies a fine up to 500 dollars on anyone who rents or sells to someone 17 or younger computer games in which the player kills or injures a human form that is depicted as a public law enforcement officer. Police officers and firefighters are included in that classification.” Velez addresses many flaws in the proposed law in detail and also explains some consequences that may occur if the law is passed. Vance Velez is the author of many editorials that appear on this online magazine. His broad knowledge of video games allows him to pinpoint the main problems of the law. He successfully persuades people that are in favor of the law, that it may, in the long run, actually harm our youth.

The author's main argument throughout the editorial is backed by issuing a series of examples how many games that do not endanger young children, may be banned because of a faulty law. He mentions that passing the law will limit people’s rights and may also act as a gateway law, to limit others rights. “If they take away our right to have fun and view what we enjoy, then what else will they take away when violence is still present in our society?” Vance Velez explains in detail why people should oppose the Washington law on video games. Although he does introduce and define many terms involving video games, he expects the reader to at least have some knowledge about video games. He addresses many games, like Simcity and Grand Theft Auto, which have been in the mainstream lately; therefore, readers must be up to date with video games and must be familiar with certain type of video games in order to understand the author’s references. Velez addresses adult video gamers and let’s them know that their precious games may be lost, so he urges them to take action and protest this pending law. Velez opposes the Washington law because it violates people’s rights. Velez' stand that taking away things mature Americans enjoy would be a crime in itself because it violates the Freedom of Speech rights. In his definition a mature American is a person who knows right from wrong. He states, “The Washington law, because it’s built on fear of the unknown and lack of communication, fails to recognize the freedom of speech rights.” The author uses logos by referring to people’s values of their rights.

The author opens the first paragraph with a question, "What's the right way to protect children from violence?" He appeals to those who are against video game violence and lets them know that he wants safety for our youth with the use of good reasons. He gains trust from this audience by showing he wants things for the better. His definition of children includes those who have a sense of right and wrong but are still easily influenced. He believes that video games aren't harming children; it's some other factor that is the reason why video games are harming very young kids, such as lack of parent guidance and discipline. Velez talks about this later on in his editorial. He then uses pathos to appeal to the feelings of concerned parents, and those who are in favor of the Washington law, as he states, “This is the fourth time that politicians have tried to pass laws regulating violent content in video games.” This audience sees how helpless and unsuccessful the government is when it comes to passing these types of laws. This audience feels sorry for the government, they sort of look down at them shame. Those who are in favor of the Washington law may begin to think that people who can’t make up their minds organize our country. They may start to question the proposed law and wonder if it too, will fail. Velez quotes Mary Lou Dickerson, who explains what the state legislator actually thinks about video games in response to a lawsuit. "The lawsuit filed today against Washington's ban on sales or rentals of cop-killing games to children comes as no surprise. Certain elements of the video-game industry clearly want the right to sell any game, no matter how brutal, racist or sick, to any child, no matter how young." Velez rebuts this argument by initially stating it’s in violation of Freedom of Speech rights. “Politicians are actually trying to ban violent video games which are a pastime that many adult Americans enjoy.” By adult, Velez states that he means, “Those people who are 18 or older.” He persuades this audience to take action by standing up against the law. Velez remarks, “Taking away an individuals right to have fun and enjoy video games can be argued as a violation.” The author is addressing adult gamers when he states this because they have the ability to stand up against such laws. The author’s statements threaten adult gamers and make them have a sense of danger that their lives are being controlled.

Velez begins his argument by mentioning games that are “harmless”, in his opinion, which may be banned because they violate the grounds of the Washington law. His example of the game Simcity, appeals to logos and ethos by explaining how an educational game would be in violation of the law. He says, “In the game of Simcity, you can cause a minor disaster in your city by causing a tornado, an earthquake or a flood. These disasters can destroy the police station or fire department, which would be in violation of the proposed Washington law.” His audiences are those who are for the Washington law and concerned parents when he explains how “innocent” games, according to Velez, are the victims of the proposed law. He persuades them by making them realize not all “violent video games” are harmful to children. I think if this audience is familiar with the game of Simcity, they would agree that it is not a violent game, but the author makes them realize that their values will be lost if the law passes, by the use of pathos. Many video gamers would find this offensive because they aren't able to enjoy their “innocent” games. The audience’s emotions are being involved in this paragraph with the use of pathos. The author’s ethos is clarified once his familiarity and expertise with video games begin to show and as he introduces situations that are possible once the law is passed.

In another example of a "harmful" video game, the definition according the Washington law, Velez introduces the game Rampage, where giant gorillas and lizards destroy cities, similar to King Kong. The author explains that in the game the animals are capable of crushing police stations and police cars. Rampage, which attracts gamers between the ages of eight and sixteen, would be in violation of the Washington law. The author introduces the silliness of the Washington law. He makes the audience realize that highly fictional characters aren't harmful to children; however, he states, “In the governments eyes, they will make children grow up to be terrorists.” Velez describes the many holes the proposed law contains. Those who are for the Washington law are persuaded with logos in this situation because they believe it is only fair for children or even adults to have fun if the game is completely safe. They may also think of other forms of entertainment that may also be involved with this kind of law. They imagine other situations where law enforcement officers are portrayed or killed, such as in numerous movies such as, “Robin Hood” and “Lethal Weapon”. Why aren't these issues being addressed? Are video games that much worse than violent movies and plays?

In his last paragraph, Velez explains his beliefs involving the problems of violent video games. His finger points to government and most importantly, the children's parents. He explains that parents have the responsibility to judge what their child sees and hears. Some adult audiences might find his accusation offensive and may get turned off by his remarks, because they are blunt and obtrusive. An example of this is when he remarks, “The parents should be responsible enough to monitor their children and make sure that that particular game does not enter the console (videogame system) itself.” Reasonable adult audiences may actually listen to hear what the author is trying to get across. His use of logos appeals to those who are in favor of the Washington law because he makes them think about how parents could be the source of the problem. They may agree that parents need to be on the look out for what is safe and unsafe for their children. Velez explains that parents allow children to play violent video games that influence children to do harm which portray video games as the main source of the problem. “It's easier to blame an image or machine than it is to blame people”, Velez said. The “parent” problem may make more sense to his opposing audience if they aren't biased and read the editorial with an open mind.

In conclusion, Vance Velez was very familiar with his topic, which gave him enough credibility to persuade those in his audience who are in favor of the Washington law, to think twice about their position and possibly accept his belief, that passing the Washington law is a mistake. He’s also successful at convincing adult gamers, those 18 or older, to take action against the proposed Washington law. His arguments were well thought out and convincing by using logos and pathos. However, his alternative to the Washington law was a bit broad and didn’t really include a solution. He identified the problems that might occur if the law is passed, such as the loss of Freedom of Speech Rights, but he had no feedback on how else to deal with the situation. I believe author’s overall argument was persuading even though he didn’t include a proposed solution.