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What are the elements of rhetorical context

Objective label of learning and discuss the three main components of the rhetorical situation. In classical tradition, the art of speaking in public is called rhetoric; the circumstances in which you give your speech or presentation are the rhetorical situation. By understanding the rhetorical situation, you can measure the best ways to reach your listeners and get your points through. By doing so, you will make the transition from your point of view to that of members of your audience. Remember that without an audience to listen to and respond to you, it's not really much of a speech. The audience gives you the space and time as a speaker to fulfill your role and, we hope, your expectations. Just as a group makes a leader, an audience makes a speaker. When looking at your audience, you shift attention from an internal approach (you) to an external emphasis (them/others). This other orientation is key to his success as an effective speaker. Several of the first questions that any audience member asks themselves are, Why should I listen to you? What do you say you have to do with me? and How does this help me? We communicate through the goal of personal experience and it is only natural that we relate what others say to our own needs and desires, but by recognizing that we share in our humanity many of the same basic motivations, we can find common ground of mutual interest. Generating interest in your speech is just the first step as you guide perception through the selection, organization and interpretation of content and ways to communicate your point. Your understanding of the rhetorical situation will guide you as you plan how to use various strategies to guide your listeners how they perceive and interpret your message. Your awareness of the general process of building a discourse will allow you to do it step by step and focus on the immediate task at hand. Figure 12.1 The rhetorical situation implies where we are, who we are and why we communicate. The rhetorical situation enveloping three elements: the set of expectations inherent in the context, the audience and the purpose of his speech or presentation. implies three elements: the set of expectations inherent to the context, the audience and the purpose of your speech or presentation. This means that it is necessary to take into account, in essence, who, what, where, when, why and how of his speech from the perspective of the audience. As we consider the rhetorical situation, we need to explore the concept in depth. His speech is not given in a space that has no connection to the rest of the world. If you are going to present a speech in class, your context will be the family space of your classroom. Other contexts may include a business conference room, a restaurant where you are the prominent speaker for a dinner meeting, or a podium that has been outdoors for a sports awards ceremony. The timing of his speech will relate to people's natural patterns of behaviour. If you give a speech right after lunch, you can expect people to be a little asleep. Knowing this, you can take steps to counter this element of context by making your presentation especially dynamic, such as getting your audience to get up from their seats or calling them to answer questions at various points in your speech. You can also place the theme in the frame of reference for current events. If you are presenting a speech on the importance of access to health care for all, and you are presenting in October of an election year, the current events that exist outside your speech can be used to improve it. Your listeners may be well aware of the political climate, and relating your topic to a broader context can effectively take into account the circumstances in which your readers will use, apply or contemplate your information. The receiver (i.e. listener or public) is one of the basic components of communication. Without receiver, the source (i.e. the speaker) only has himself in which to send the message. By extension, without an audience you can't have a speech. Your audience comes to you with expectations, previous knowledge, and experience. They have a purpose that makes them part of the audience rather than outside playing golf. They have a wide range of characteristics such as social class, gender, age, race and ethnicity, cultural origin and language that make them unique and diverse. What kind of audience are you going to talk to? What do you know about your expectations, previous knowledge or background, and how do you plan to use your information? Paying attention to this aspect of the rhetorical situation will allow you to obtain information on how to elaborate your message before presenting it. An oral speech or presentation can be designed to inform, demonstrate, persuade, motivate, or even entertain. It can also overlap with design and both inform and persuade. The purpose of his speech is fundamental to his training. You should be able to point out your purpose in a sentence or less, just like an effective thesis statement in an essay. Alternative perspectives must also be taken into account, as we have seen previously in this chapter. Its purpose may be to persuade, but the after-lunch audience may want to be entertained, and its ability to adapt can make use of some entertainment that leads to persuasion. The rhetorical situation has three components: the context, the audience and the purpose of the discourse. Exercises Is it important to take into account the rhetorical situation? Why or why not? Discuss your opinion with a classmate. Think an example (real or hypothetical) of a speech, a sales presentation, a news broadcast or a TV show. Using the items listed in this section of the describe the rhetorical situation present in his example. Present your example in class. Let's take the tattoo theme. Imagine he's going to present two informative speeches about tattoos: one to a group of high school students, and the other to a group of college students. How would you adapt your topic to each audience and why? Type the results, provide an example or explanation, and talk to classmates. Examine a communication interaction and identify the context, audience and purpose of the exchange. Type a brief description and share with classmates. He has been assigned the task of organizing a meeting for his class to discuss an important topic. How do context, audience and purpose influence your decisions? Type a brief statement of what you want in terms of time, location, settings and scene and why. Please share your results with classmates. Any title of writing is configured by external factors before the first word is set to the page. These factors are known as the rhetorical situation, or rhetorical context, and are often presented in the form of a pyramid. The three key factors -- purpose, author and audience -- work together to influence what the text itself says, and how it says it. Let's examine each of the three in more detail. Purpose Every time you're preparing to write, you first have to ask, Why am I writing? Any writing, regardless of type, has a purpose. Purpose will sometimes be given (by a teacher, for example), while other times, you will decide for yourself. As an author, it is up to you to make sure that this purpose is clear not only to you, but also - especially - to your audience. If your purpose is unclear, your audience probably won't get your intended message. There are, of course, many different reasons to write (e.g. to inform, entertain, persuade, to ask questions), and you may find that some writing has more than one purpose. When this happens, be sure to consider any conflict between purposes, and remember that it will normally focus on a primary purpose as the primary purpose. In a nut just a few steps: thinking about your purpose before you start writing can help create a more effective piece of writing. Why purpose matters if you've ever listened to a lecture or read an essay and wondered what or what that person is talking about, then you know how frustrating it can be when an author's purpose is unclear. By clearly defining your purpose before you start writing, it is less likely that you will be this author that leaves the audience wondering. If readers can't identify the purpose in a text, they usually stop reading. You cannot send a message an audience that stops reading. If a teacher cannot identify the purpose in their text, it is likely to assume that they did not understand the assignment and, chances you will not receive a good note. Useful questions Consider how the answers to the following questions can affect your writing: What is my primary purpose for writing? How do I want my audience to think, feel or respond after reading my writing? Do my audience's expectations affect my purpose? Should they? How do I get my point of view (e.g. telling a story, discussing, quoting other sources)? Do I have any secondary or tertiary purposes? Do any of these purposes conflict with each other or for my main purpose? Public For your writing to be maximally effective, you have to think about the audience you are writing and adapt your writing approach to your needs, expectations, background and interests. Being aware of your audience helps you make better decisions about what to say and how to say it. For example, you have a better idea of whether you should define or explain any terms, and you can make a more conscious effort not to say or do anything that offends your audience. Sometimes you know who will read your writing -- for example, if you are writing an email to your boss. Other times you will have to guess who is likely to read your writing -- for example, if you are writing a newspaper editorial. It will often be written with a primary audience in mind, but there may be secondary and tertiary hearings to consider as well. What to think when analysing the public, consider these points. Doing so should make it easier to create a profile for your audience, which can help guide your writing options. Background or experience — In general, you don't want to repeat what your audience already knows about the topic you're writing; you want to build on it. On the other hand, you don't want to talk about your boss's. Anticipate your previous amount of knowledge or experience depending on elements such as your age, profession or educational level. Expectations and interests – Your audience can expect to find specific points or writing approaches, especially if you are writing for a teacher or a boss. Think not only about what they want to read, but also what they don't want to read. Attitudes and biases – Your audience may have default feelings about you or your subject, which can affect how hard you have to work to win them or appeal to them. Audience attitudes and biases also affect your expectations - for example, if you expect to disagree with you, you are likely to seek evidence that you have considered your side as well as your own. Demographics: Keep in mind what else you know about your audience, such as age, gender, ethnic and cultural backgrounds, political preferences, religious affiliations, work or professional background, and the area of Consider how this demographic can affect your audience's training their subject, what types of expectations or interests they have, and what attitudes or biases they may have. Applying your analysis to your writing Here are some general rules about writing, each followed by an explanation of how the audience can affect you. Consider how you can tailor these guidelines to your specific situation and audience. (Note: This is not an exhaustive list. Also, you don't need to follow the order established here, and you probably don't address all of these approaches.) Adding information readers should understand your document/ skip information readers do not need. Some of your audience may know a lot about your subject, while others don't know much at all. When this happens, you have to decide whether to provide explanation or not. If you don't offer an explanation, you risk alienating or confusing those who don't have the information. If you offer explanation, you create more work for yourself and you risk boring those who already know the information, which can adversely affect the larger vision that readers have of you and your work. In the end, you may want to consider how many people need an explanation, whether these people are in your main audience (rather than a secondary audience), how long you should complete your writing, and the length limitations placed on you. Change the level of information you currently have. Even if you have the right information, you may be explaining it in a way that doesn't make sense to your audience. For example, you don't want to use highly advanced or technical vocabulary in a document for first-grade students or even a document for a general public, such as a newspaper audience, because some (or even all) of the public probably don't understand you. Add examples to help readers understand them. Sometimes, just changing the level of information you have is not enough to get your point of view, so you can try adding an example. If you are trying to explain a complex or abstract topic to an audience with a low educational level, you can offer a metaphor or an analogy to something you are more familiar with helping them understand. Or, if you are writing for an audience that disagrees with your stance, you can offer examples that create common ground and/or help them see their perspective. Change the level of examples. Once you've decided to include examples, make sure you don't offer examples that your audience finds unacceptable or confusing. For example, some teachers find personal stories unacceptable in academic writing, so you can use a metaphor. Change the organization of your information. Again, you may have the right information, but it is possible present it in a confusing or illogical order. If you are writing an article on physics for a physics professor who has his PhD, you probably won't start your role with a lot of background. However, you would probably want to include background information at the beginning of your document if you were writing for a classmate in an introductory physics class. You may make decisions about transitions based on your audience's expectations. For example, most teachers expect to find thematic phrases, which serve as transitions between paragraphs. In a shorter piece of writing, such as a note to colleagues, however, I would probably be less concerned with thematic phrases and more concerned with transition words. In general, if you feel that your readers may have difficulty making connections, providing transition words (e.g. therefore or on the other hand) can help lead them. Write stronger presentations – both for the whole document and for the main sections. In general, readers like to get the big picture in front of them. You can offer this in your introduction and thesis statement, or in smaller presentations in main sections of the document. However, you should also consider how long your audience should read. If you are writing for a boss who already works long hours and has little or no free time, you would not want to write an introduction that fights for two and a half pages before entering into the information your boss is looking for. Create thematic phrases for paragraphs and paragraph groups. A subject phrase (the first sentence of a paragraph) works in the same way as an introduction does – it offers readers a preview of what comes next and how this information refers to the general document or its general purpose. As mentioned above, some readers expect thematic phrases. However, even if your audience doesn't expect them, thematic phrases can make it easier for readers to untnatne document while still having the main idea and connections between smaller ideas. Changes the style and length of the sentence. Using the same types and lengths of sentences can become boring after a while. If you're already worried that your audience may lose interest in your problem, you may want to work on different types of phrases you use. Use charts or use different charts. Graphics can be another way to help the audience visualize an abstract or complex theme. Sometimes, a chart can be more effective than a metaphor or step-by-step explanation. Graphics can also be an effective option if you know that your audience skims your writing quickly; a chart can be used to draw the reader's eye to the information you want to highlight. However, note that some audiences may see the charts as inappropriate. Author The unique final aspect of everything that is written is who exactly does the writing. In a way, this is the part you have the most control over – it's you who's writing, after all! You You take advantage of the aspects of yourself that will make the text more effective for your audience, for your purpose. Analyzing yourself as an author allows you to make explicit why your audience should pay attention to what you have to say, and why you should listen to the particular topic at hand. Questions for consideration What personal motivations do you have to write about this topic? What background knowledge do you have on this topic? What personal experiences relate directly to this topic? How do these personal experiences influence your perspectives on the subject? What formal training or professional experience do you have related to this subject? What skills do you have as a communicator? How can you take advantage of this project? What should audience members know about you, to trust what you have to tell them? How will you transmit it in your writing? Write?

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