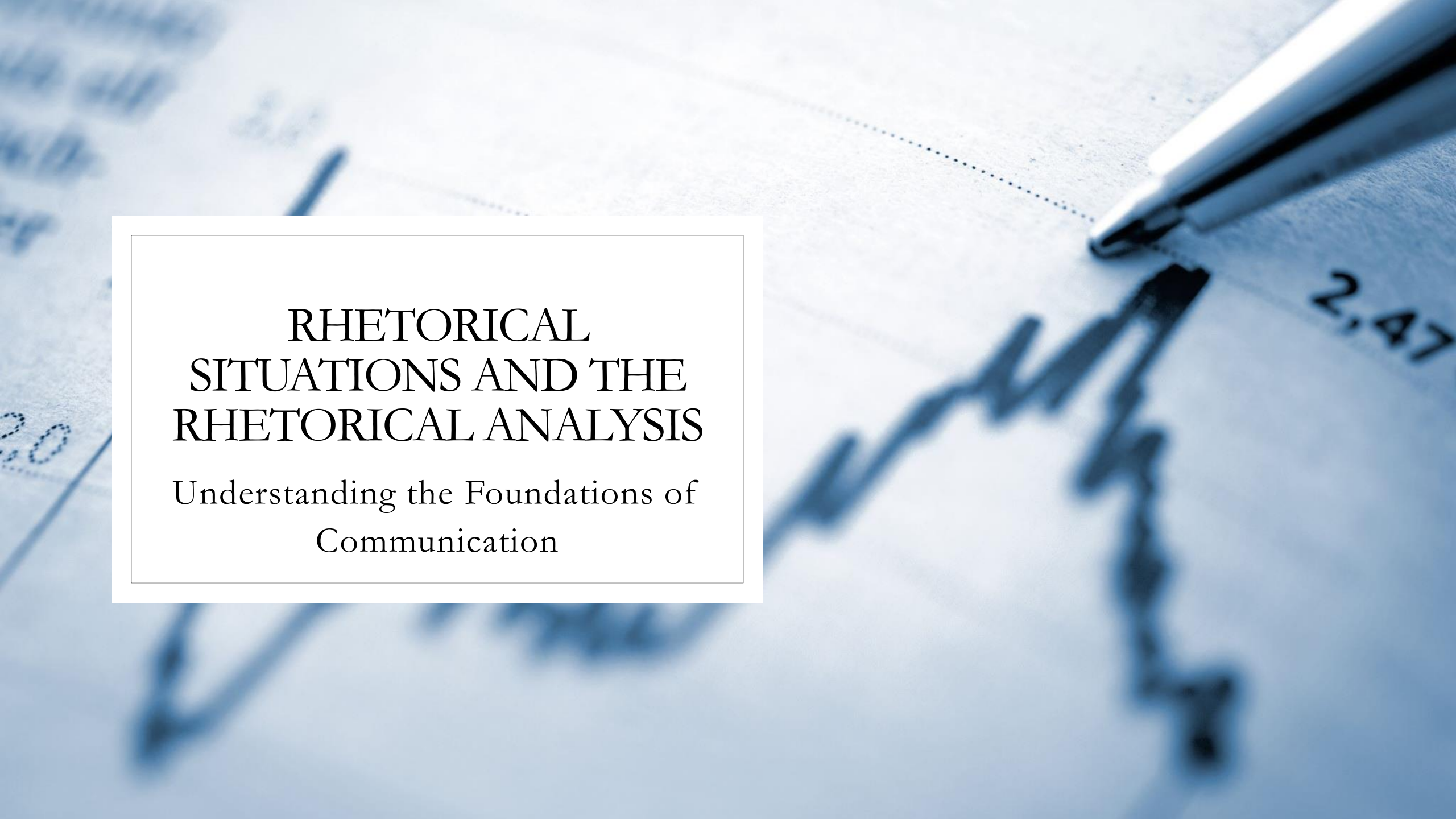
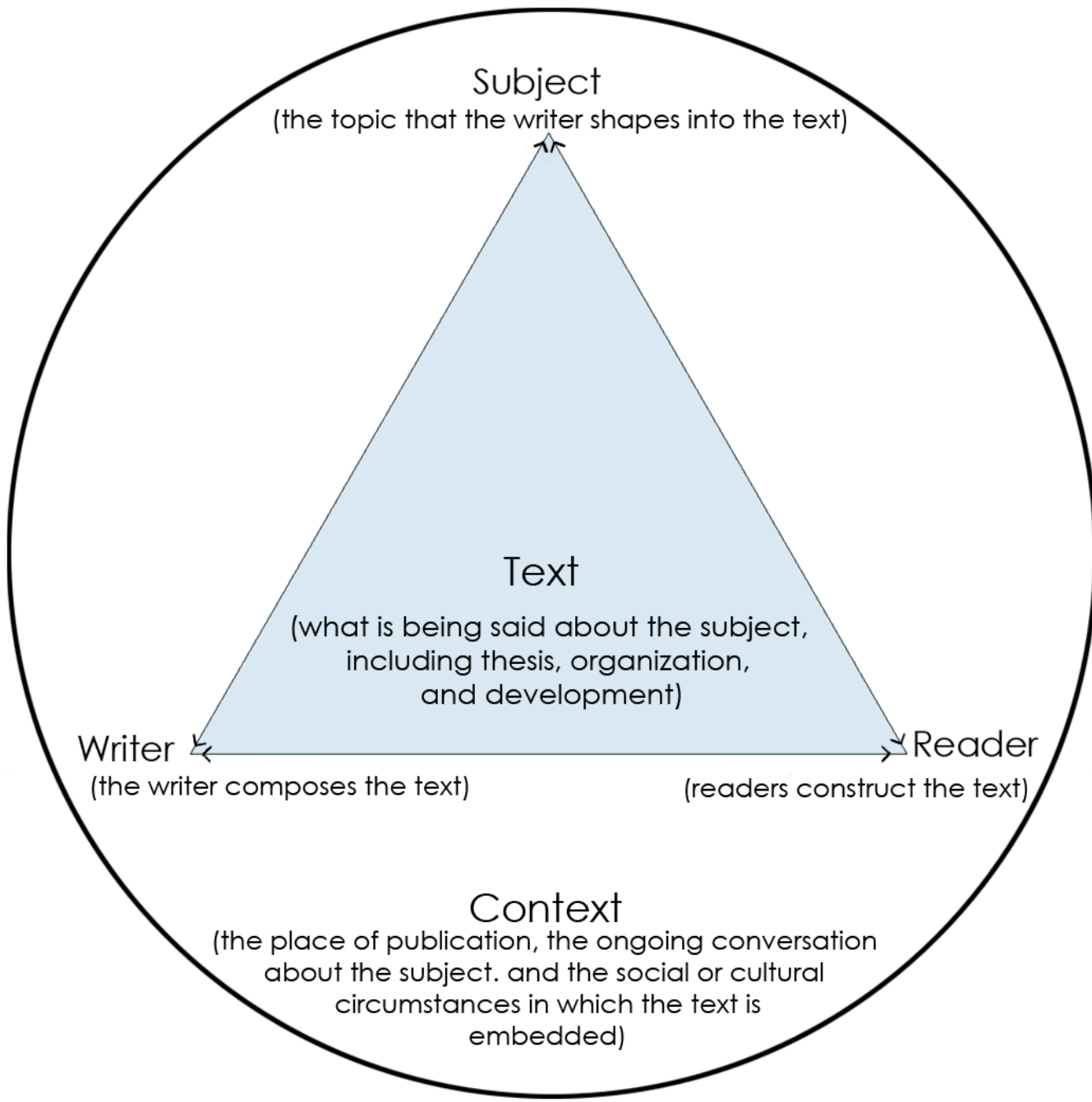


The background of the slide is a close-up, blue-tinted photograph of a pen drawing a jagged line graph on a document. The pen is silver and black, and the line it has just drawn is thick and black. The document has some faint, handwritten numbers like '2,47' and '20' visible. The overall aesthetic is professional and academic.

RHETORICAL SITUATIONS AND THE RHETORICAL ANALYSIS

Understanding the Foundations of
Communication

Rhetorical Situation



“[A]ll academic writing is part of a larger conversation.”
(Bullock 4) Everything we read—and everything we write—exists within some kind of context. All of the elements of that context (writer, reader, subject, text, and their social/cultural circumstances) make up its **rhetorical situation**.

Genre

(category or kind)



How does the genre affect what *content* is or isn't included?



How does the genre affect the author's *tone* and *style*?



How does the genre affect the *organization* of the material?

Purpose



What does the author want the audience to do, think, or feel?



What is the genre of the text, and how does that affect the way it is written?



What is the author's goal? (to inform? to persuade?)

Audience



Whom does the author wish to reach? How can we tell?



What political circumstances may affect the audience's reading of the text?



What does the author seem to assume their audience already knows or believes about the topic?



How is the author attempting to appeal to their audience?

Stance

(the author's attitude toward topic and audience)



What is the author's stance, and how does it relate to their purpose for writing?



How is the author's stance reflected in their tone?



How is the author's stance likely to be received by their audience?



Does the author announce their own perspective on the topic, and, if so, does that help or hurt their attempt to reach their audience?