

RRE Response Paragraph Structure

Ethos, Pathos, and Logos

RRE Thesis and Response Paragraph Structure

A Labelling Exercise



What is a thesis statement?



How do you structure the RRE thesis statement?

In the slide, ***drag*** each element name ***next to the*** ***corresponding part*** of the thesis.

Response Two

Response One

While one can agree with most of the ideas about the connection between music and people's life, **some of the evidence and examples about the aggressiveness of music are non-exhaustive and confusing.**

a topic sentence that outlines which ideas/article features the writer is responding to and states his or her opinions about them

the second idea/article feature the writer is responding to and shows his or her viewpoint

illustrates the writer's point with an example/examples from his or her own observations or those of other authors

illustrates the writer's point with an example/examples from his or her own observations or those of other authors

the first idea/article feature the writer is responding to and shows his or her viewpoint

Most of the points about music's influence on the mood and emotions introduced in the article **resonate with my** observations and experience; **therefore, I concur with them.** **Firstly, as Avramova argues,** music is closely connected with people's emotions, and **the evidence provided in the article is clear and comprehensible.** **Moreover,** music is known to be often used in different therapies. **For instance,** one of the most frequent practices described by Shafron [2] showed how music was used to increase the happiness of hospitalized children. **Secondly, the author states that** listening to music may change how people perceive the world. Lyrics in some songs can make a person reconsider some values and principles. **For example,** listening to GROT can cause a listener to stop judging people and always begin with an attempt to befriend any person that the listener meets in his or her life.

illustrates the writer's point with an example/examples from his or her own observations or those of other authors

the second idea/article feature the writer is responding to and shows his or her viewpoint

the first idea/article feature the writer is responding to and shows his or her viewpoint

illustrates the writer's point with an example/examples from his or her own observations or those of other authors

a topic sentence that outlines which ideas/article features the writer is responding to and states his or her opinions about them

However, the definition of violent music as well as the explanation of the connection between it and aggressive behavior **appears to be simplistic and incomprehensive**. **First, Avramova is unclear about** what criteria the assessment of music violence was based on. **For example**, a similar study was conducted with the use of a more precise type of music, which was called “sexually violent heavy-metal rock music” [3, p. 53]. Lawrence [3, p.53] provided a specific definition of music used in the experiment: “[t]he lyrics in each song depict sexual acts leading to intercourse, told from the male’s perspective and characterized by callous and brutal use of force”. **Second**, the way people answered the questions may not have been directly related to the music they had listened to, but to their character. Many fans of rock and metal music are sensitive and empathetic people. **Consequently**, some participants might have had violent thoughts before the experiment; therefore, the link between violent music and people’s actions is not clear.

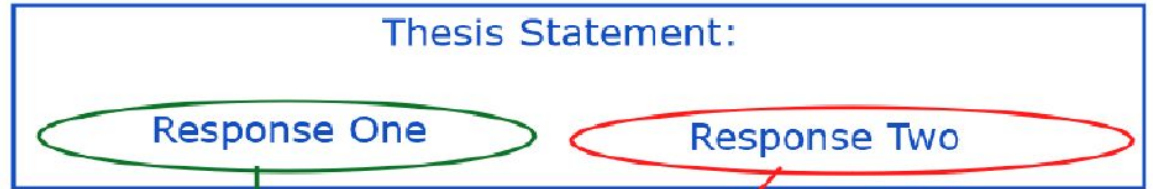
This is one of the possible Response Paragraph structures.

You can also structure your Response Paragraphs as

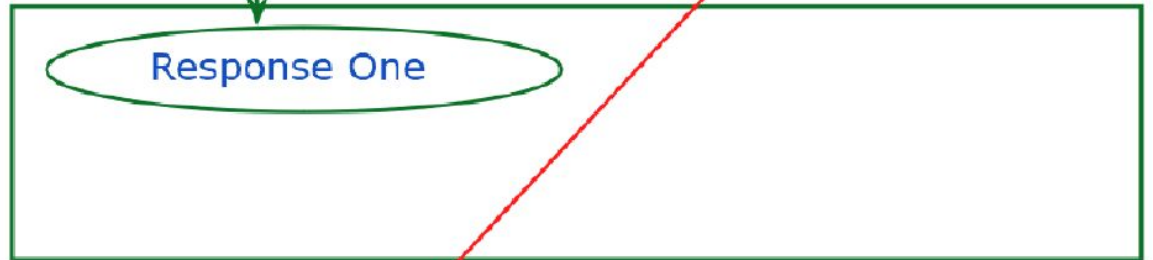
- Compare-and-Contrast paragraphs
- Cause-and-Effect paragraphs
- Persuasive paragraphs

However, remember to paraphrase
Response One in the topic sentence of
Response Paragraph One and
Response Two in the topic sentence of
Response Paragraph Two

The Introduction



Response Paragraph One



Response Paragraph Two



Response Paragraphs

- Give your **objective responses** and **critique** of the article in terms of the *quality of the writing* and *ideas*.

Response Paragraphs

- Each paragraph responds to **a different point** of the article.
- The **topic sentence** states **the point** to be discussed and the writer's **response** to it.
- **Response Paragraph One**
- **Most of the points about music's influence on the mood and emotions** introduced in the article **resonate with my** observations and experience; **therefore, I concur with them.**
- **Response Paragraph Two**
- **However, the definition of violent music and the explanation of the connection between it and aggressive behavior appear to be simplistic and incomprehensive.**

Response Paragraphs

The *topic sentence can be supported* in any of the following ways:

- a reflection on what it means based on **your knowledge** of the world
- a **personal connection** to an idea through an example
- **connections** between an idea and **the ideas of another author**
- **strengths and weaknesses** of the author's reasoning

Let us analyze some of the examples provided in the sample RRE. *How is the topic sentence supported in the following extract from the essay?*

- Rosenbaum's **article contains interesting points, but I found some of his examples and explanations debatable.** He **claims that** the term "curation" is misused and gives an example of a wine store that curates wine. **This example made me think of the museum in my neighborhood.** Museums have curators who put together collections of paintings that are thematically related.
- ***a personal connection to an idea through an example***

Let us analyze another example. *How is the topic sentence supported in the following extract from the essay?*

- However, **another part of the argument is Rosenbaum's clear second point** about the need for content curators, **and one can agree with it to an extent. The facts and figures about information are indeed compelling. Many people can relate to the** feeling of being overwhelmed by the amount of data coming to us on social media and in our email. We simply do not have time, or the patience, to read or look through all this data on our own. **Curation might be the type of "filtering" that Tartakovsky [2] mentions as a strategy for dealing with all of this information in her article "Overcoming Information Overload".**
- *connections between an idea and the ideas of another author*

Response Paragraphs

- Response paragraphs can focus on the author's **main ideas, major points, or weaknesses** *in ideas or examples*.
- **Each** response is expressed in **a separate response paragraph**.
- For example,
- you may write **one paragraph** for ***a point you agree with***
- and **another paragraph** about ***the point that you feel is not well supported***.

Strategies to use in an effective response paragraph

- Include a topic sentence that identifies which idea you are responding to and state your opinion about it.
- For example,
- Another part of the argument is Rosenbaum's **clear second point about the need for content curators**, and **one can agree with it to an extent.**

Strategies to use in an effective response paragraph

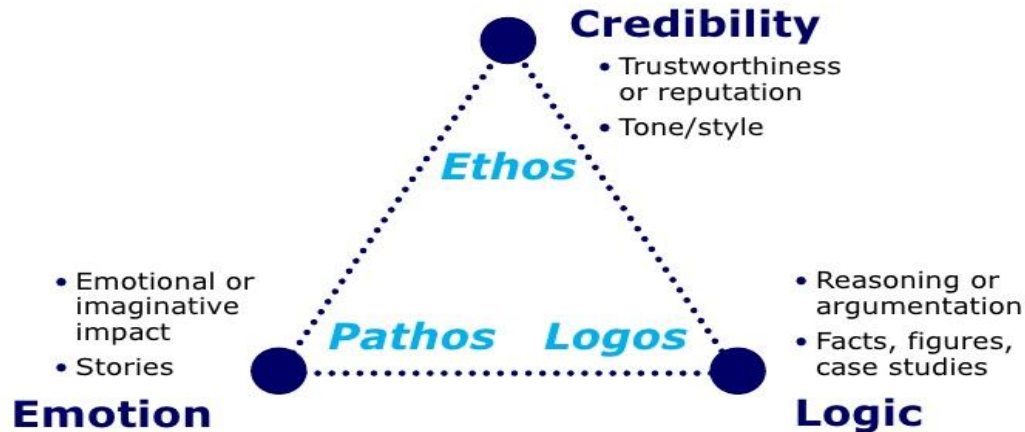
- When you do agree or disagree with something, illustrate your point with an example.
- For example,
- This example **made me think of the museum in my neighborhood.** Museums have curators who put together collections of paintings that are thematically related. The curators contextualize them by sharing information on who the artist was, or when the artist painted. That can be done for wine collections, too.

Strategies to use in an effective response paragraph

- Evaluate how well the author explains his/her ideas.
- If you think an idea is **faulty**, you can express that with phrases like *“[authors’ name] does not provide enough examples to support this idea”* or *“the article presents this as supporting evidence, but this is not convincing.”*
- For example,
- **Reading this part of the article, one might feel unconvinced that** the label was being used inappropriately.

While writing Response paragraphs, you can resort to **three persuasion techniques** or **rhetoric appeals**: *Ethos, Pathos, and Logos*.

Aristotle's rhetorical triangle



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

Ethos, Pathos, and Logos

- If you can include **a combination of these three elements** in your persuasive speaking and writing,
- you will appeal to your audience's emotions, sense of reasoning and belief in you,
- and therefore your writing will be more convincing.
- Try to subtly weave ethos, pathos and logos into your persuasive writing and speaking.

How can you incorporate Ethos?

- You can **openly remind your audience** who you are and why you are an authority on the subject. ('As the leading researcher, I agree...').
- You can **establish authority more subtly** through **the use of jargon or specialized terms** ('My quantitative research in linguistic anthropology has shown...').
- You can establish credibility **by just using correct grammar and language**, using **solid reasoning** and **good arguments** and therefore sounding credible and trustworthy.

How can you incorporate Pathos?

- You can use **descriptive language and imagery**, which evokes emotions. ('This life-saving dishwasher will enhance one's life and lighten load.')
- You can **identify values / emotions which relate particularly to your audience**, and play on them. ('I know you care for your family, so...')
- You can **use personal stories to appeal to the sympathies and emotions** of your audience. ('When I lost my job, I knew how important it was to...')

How can you incorporate Logos?

- You can use **research and statistics** to backup your arguments. ('87% of students benefit from textbooks, so...')
- You can use **logical processes** to explain your point – 'if this... then that...' ('If one does not want gum disease, then they should brush regularly.')
- You must **give convincing, solid evidence** and **reasons** to support your claims. ('I need a car: it would make me more independent; save me money; improve my life.')

References

- 1. Asplin, W., Jacobe, M. F., Kennedy, A. S., & Lambert, J. (2015). *Final Draft Level 4 Student's Book* (1st ed.). Cambridge University Press.
- 2.
<https://professorramos.blog/2020/11/30/101-pathos-and-small-change/>
- 3.
<http://staceylloydteaching.com/teaching-persuasive-techniques/>