

LOGOS

HEAD



ΛΟΓΟΣ
reasoning

beliefs

consider your audience's
appeal to their knowledge, experiences,
standards, sense of fairness, logic,
and convictions

PAATHOS

HEART



ΠΑΘΟΣ

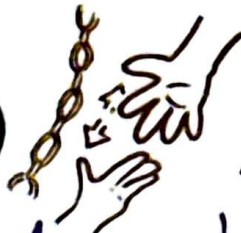
feelings

consider your audience's needs

appeal to their requirements for
life and well-being — what's necessary
for safety and fulfillment

ETHOS

HAND



ΗΘΟΣ

trust

consider your audience's values

appeal to their priorities and
principles — the ideals they
hold dear — their personal ethics

Audience Breakdown



An audience is made up of people who have distinct values, beliefs, backgrounds, and needs. Writers adapt their message to an intended audience's emotions and values in order to achieve their purpose for writing or speaking.

The interplay between a writer and reader is complex. Each comes to the rhetorical situation with a set of **values**, **beliefs**, and **needs**. These qualities vary from person to person, although people with similar **backgrounds** may share some commonalities in their values, beliefs, and needs. The chart below shows what a writer or speaker needs to consider when trying to reach an audience.

Term	Definition	Example	Questions to Ask
values	priorities, principles held in high regard	education, freedom, inclusivity, personal rights	What ideals does the audience hold dear? What is their highest priority?
beliefs	morals, standards, codes of conduct, religious beliefs	ideas in religious texts such as the Koran, Torah, and Bible; ideas in the Constitution; personal codes of belief	What convictions do they live by? What beliefs motivate their thinking about right and wrong?
needs	requirements for life and well-being	food, shelter, clothing, safety, human connection	What does the audience need for safety and fulfillment?
background	total of one's experiences, knowledge, education, and family life	economic status, first language, highest level of education completed, home culture, gender, race, ethnicity	How similar are the backgrounds and experiences of the audience? What advantages or disadvantages do they face?



Evidence from Text Message	Rhetorical Choices	What the Writer Believes about the Mom's Background, Values, Beliefs, Needs
<p>I'm going over to Izzys house now—<u>her mom will be there.</u> . . .</p> <p>Student does not mention Izzy's "<u>moms partying here w her friends</u>"</p>	<p>The student confirms the presence of an authority figure and omits questionable information.</p>	<p>Her mother values her daughter's safety, so the daughter chooses to state that Izzy's mom will be there.</p> <p>Mentioning the possibly lax supervision might mean the daughter would not be allowed to go to Izzy's.</p>
<p>. . .-be home <u>about 11.</u> . . .<u>ok?</u></p>	<p>The student offers a reasonable time frame or suggests a curfew and seeks her mom's approval.</p>	<p>Her mother values her daughter's safety and obedience.</p>
<p>[in response to "tell her mom i said hi"]</p> <p>- k</p>	<p>The student agrees to her mother's request.</p>	<p>Her mother values her daughter's responsibility and trust.</p>