Persuasive speaking
& *how to improve LLCER students' communication skills*

Vanessa Bell, *A Conversation*, 1913-16 - The Courtauld Gallery (UK)

Illusion:

"if the idea is good in itself, this alone will persuade others to accept it"

(Joan Mulholland, *Handbook of Persuasive Tactics: A Practical Language Guide*, 1994)

→ an "embellishment", or "manipulation" / *Bac* orals

Introduction: why a focus on persuasive speaking?

Illusion:

"if the idea is good in itself, this alone will persuade others to accept it"

(Joan Mulholland, *Handbook of Persuasive Tactics:*
A Practical Language Guide, 1994)

→ an "embellishment", or "manipulation" / *Bac* orals

A key discourse function:

E.g. choosing which film to go and see (having one's ideas accepted)

finding new members for your local club (motivating others)

teamwork (achieving joint cooperation)

NGO volunteers asking for donations

advertising

political speeches   …

Introduction: why a focus on persuasive speaking?

Illusion:

"if the idea is good in itself, this alone will persuade others to accept it"

(Joan Mulholland, *Handbook of Persuasive Tactics: A Practical Language Guide*, 1994)

→ an "embellishment", or "manipulation" / *Bac* orals

A key discourse function:

E.g. choosing which film to go and see (having one's ideas accepted)

finding new members for your local club (motivating others)

teamwork (achieving joint cooperation)

NGO volunteers asking for donations

advertising

political speeches   …

What other discourse functions?

E.g. informative, phatic, entertaining (best man's speech at wedding)

Introduction: why a focus on persuasive speaking?

Why does it take more than a good idea to persuade others?
- appeal not just to reason, but also emotions
- need for credibility
- need to consider listeners' preferences, frames of mind, opinions; relate to them
→ need for "persuasive **planning**" (= rhetoric)

Why does it take more than a good idea to persuade others?
- appeal not just to reason, but also emotions
- need for credibility
- need to consider listeners' preferences, frames of mind, opinions; relate to them
→ need for "persuasive **planning**" (= rhetoric)

Aim of this talk:
Make students more aware of persuasive tactics / help them be more persuasive

Focus:
- spoken communication -> structure, linguistics, phonetics
- mono-speaker (vs. interaction)
- strong persuasive dimension (vs. news bulletin)
- usable in an LLCER syllabus, and reproducible

Why does it take more than a good idea to persuade others?
- appeal not just to reason, but also emotions
- need for credibility
- need to consider listeners' preferences, frame of mind, opinions; relate to them
→ need for "persuasive planning" (= rhetoric)

Aim of this talk:
Make students more aware of persuasive tactics / help them be more persuasive

Focus:
- spoken communication -> structure, linguistics, phonetics
- mono-speaker (vs. interaction)
- strong persuasive dimension (vs. news bulletin)
- usable in an LLCER syllabus, and reproducible

Structure: (Pwpt) theory / case studies - workshop

Def.: "Persuasive speaking seeks to influence the beliefs, attitudes, values, or behaviors of audience members."

(Julia T. Wood, *A Primer on Communication Studies*, 2006)

Def.: "Persuasive speaking **seeks to** influence the beliefs, attitudes, values, or behaviors of audience members."

(Julia T. Wood, *A Primer on Communication Studies*, 2006)

Intention (typically recognized as such)

I. Some basics of good persuasive speaking

<u>Def.</u>: "Persuasive speaking **seeks to** influence the beliefs, attitudes, values, or behaviors of **audience** members."

(Julia T. Wood, *A Primer on Communication Studies*, 2006)

The decision lies with the audience

-> adjust goal to listeners' stance:

- agree: reinforce opinion / call for action (cf. advertising reinforcing brand loyalty, political rallies)
- disagree: seek to change their opinion (small change)
- neutral (uninformed or feel they are not concerned): provide background information or show relevance to them
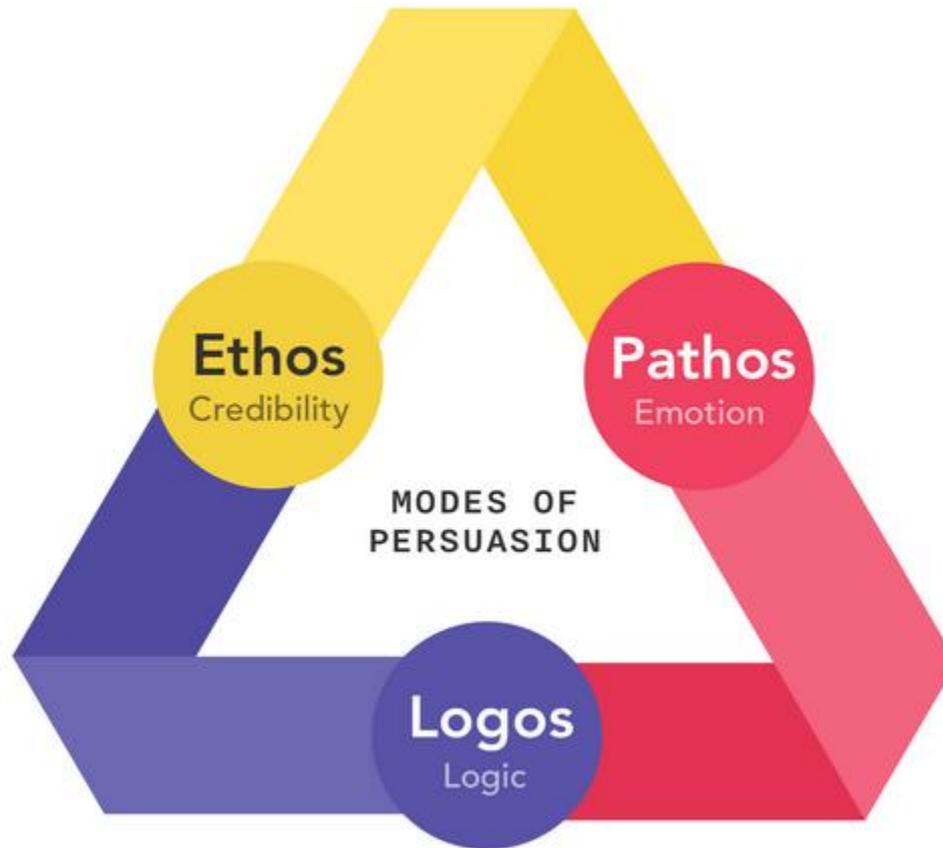
Audience probably not homogeneous

Intention (typically recognized as such)

I. Some basics of good persuasive speaking

I.1.The 3 cornerstones of persuasive communication (Aristotle)
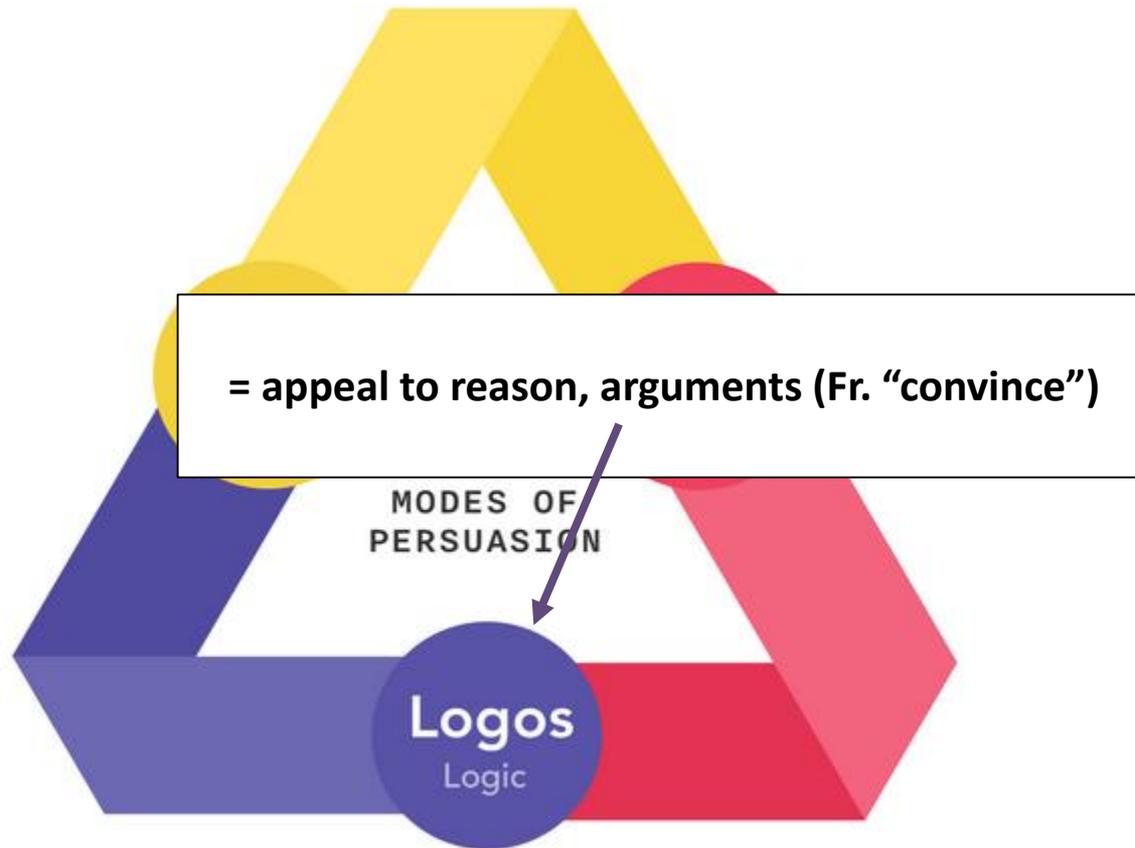
I.1.The 3 cornerstones of persuasive communication (Aristotle)

boords.com

I.1.The 3 cornerstones of persuasive communication (Aristotle)

= appeal to reason, arguments (Fr. "convince")

MODES OF PERSUASION

Logos
Logic

boords.com

I.1.The 3 cornerstones of persuasive communication (Aristotle)

I. Some basics of good persuasive speaking

I.1.The 3 cornerstones of persuasive communication (Aristotle)

Ethos
Credibility

- **Expertise / competence** ("perception of a speaker's expertise in relation to the topic being discussed", Wood 2006)
  - -> provide evidence
    - document sources
    - show personal knowledge

I. Some basics of good persuasive speaking

I.1.The 3 cornerstones of persuasive communication (Aristotle)

Ethos Credibility

- **Expertise / competence** ("perception of a speaker's expertise in relation to the topic being discussed", Wood 2006)

- **Trustworthiness** ("the degree that audience members perceive a speaker to be presenting accurate, credible information in a nonmanipulative way", Wood 2006)
    -> fairly address other arguments / be ethical
        personality: - friendly and warm: **cooperation**
                        - **demonstrate that you care about listeners**

I.1.The 3 cornerstones of persuasive communication (Aristotle)

Ethos
Credibility

- **Expertise / competence** ("perception of a speaker's expertise in relation to the topic being discussed", Wood 2006)

- **Trustworthiness** ("the degree that audience members perceive a speaker to be presenting accurate, credible information in a nonmanipulative way", Wood 2006)

- **Good will towards listeners**
  -> identify common ground with them
      show respect for their opinions and attitudes
      show that what you are saying will benefit them

I.1.The 3 cornerstones of persuasive communication (Aristotle)

Ethos
Credibility

- **Expertise / competence** ("perception of a speaker's expertise in relation to the topic being discussed", Wood 2006)

- **Trustworthiness** ("the degree that audience members perceive a speaker to be presenting accurate, credible information in a nonmanipulative way", Wood 2006)

- **Good will towards listeners**

- **Dynamism** (charisma + energy)
  -> strong volume / inflection: **engagement**
     confident posture
     gestures & use of space = to enhance forcefulness

     | ≠ speed or lots of gestures

I.1.The 3 cornerstones of persuasive communication (Aristotle)

Ethos
Credibility

- **Expertise / competence** ("perception of a speaker's expertise in relation to the topic being discussed", Wood 2006)

- **Trustworthiness** ("the degree that audience members perceive a speaker to be presenting accurate, credible information in a nonmanipulative way", Wood 2006)

- **Good will towards listeners**

- **Dynamism** (charisma + energy)

Never take credibility for granted
-> initial credibility -> derived -> terminal credibility is a perception

I.1.The 3 cornerstones of persuasive communication (Aristotle)

I.1.The 3 cornerstones of persuasive communication (Aristotle)

Pathos
Emotion

Why appeal to emotions?

Important in order to guarantee listener engagement
- attention
- go on thinking for themselves
- more easily persuaded if feel outrage at an injustice / sympathy / etc

Make them **feel positively** about themselves (vs. "you are wrong", e.g. dieting)
Emotions fade quickly -> for **key moments**
Emotions cannot work without support of strong **arguments**

I.1.The 3 cornerstones of persuasive communication (Aristotle)

Pathos
Emotion

- **Personalize the issue**
    -> anecdotes that give a sense of being in the situation
       translate statistics into concrete situations/facts

I.1.The 3 cornerstones of persuasive communication (Aristotle)

- **Personalize the issue**

- **Appeal to listeners' values or needs**
  -> examples they will be familiar with (bonus: will prompt them
          to think of additional ones in their own lives)
      (if relevant) show how your stance fits their values/needs
      (if relevant) quotes from respected people

…

I.2.How to structure a persuasive speech

I.2.How to structure a persuasive speech

- **Common pattern: Monroe's Motivated Sequence organisation**   *(Alan Monroe, US)*

1) **attention**: hook the audience by making the topic relevant to them

2) **need**: cite evidence to support the fact that the topic needs to be addressed

3) **satisfaction**: provide a solution and persuade the audience that it is feasible

4) **visualization**: help the audience visualize the positive results

5) **call for action**: give concrete steps to follow

I.2.How to structure a persuasive speech

- **Common pattern: Monroe's Motivated Sequence organisation**   *(example from Wood 2006)*

1) **attention**: hook the audience by making the topic relevant to them

> "Imagine living a full life, retiring, and slipping into your golden years. As you get older you become more dependent on others and move into an assisted-living facility. Although you think life will be easier, things get worse as you experience abuse and mistreatment from the staff. You report the abuse to a nurse and wait, but nothing happens and the abuse continues. Elder abuse is a common occurrence, and unlike child abuse, there are no laws in our state that mandate complaints of elder abuse be reported or investigated."

2) **need**: cite evidence to support the fact that the topic needs to be addressed

> "According to the American Psychological Association, one to two million elderly US Americans have been abused by their caretakers. In our state, those in the medical, psychiatric, and social work field are required to report suspicion of child abuse but are not mandated to report suspicions of elder abuse."

3) **satisfaction**: provide a solution and persuade the audience that it is feasible

> "There should be a federal law mandating that suspicion of elder abuse be reported and that all claims of elder abuse be investigated."

4) **visualization**: help the audience visualize the positive results

> "Elderly people should not have to live in fear during their golden years. A mandatory reporting law for elderly abuse will help ensure that the voices of our elderly loved ones will be heard."

5) **call for action**: give concrete steps to follow

> "I urge you to take action in two ways. First, raise awareness about this issue by talking to your own friends and family. Second, contact your representatives at the state and national level […]. I brought cards […]."

I.2.How to structure a persuasive speech

- **Other useful logical patterns**

cause -> effect

problem -> solution

problem, failed solution -> proposed solution

Etc.

II.1. Case study 1: Glen Greenwald, "Why privacy matters" (TED talk), 2014

https://www.youtube.com/watch?v=pcSlowAhvUk (20'41 -> first 5')

American journalist and author, best known for his role in a series of reports published by *The Guardian* (from June 2013), based on the Snowden files. He and his team exposed extensive US and British global surveillance programmes. -> George Polk award, Pulitzer Prize (Apr. 2014).

AMC 1ère, "Représentations"
("Informer et s'informer": media and political power, whistleblowers, investigative journalism)

II.1. Case study 1: Glen Greenwald, "Why privacy matters" (TED talk), 2014

https://www.youtube.com/watch?v=pcSlowAhvUk (20'41 -> first 5')

American journalist and author, best known for his role in a series of reports published by *The Guardian* (from June 2013), based on the Snowden files. He and his team exposed extensive US and British global surveillance programmes. -> George Polk award, Pulitzer Prize (Apr. 2014).

> Watch once: structure: Monroe's?

AMC 1ère, "Représentations"
("Informer et s'informer": media and political power, whistleblowers, investigative journalism)

II.1. Case study 1: Glen Greenwald, "Why privacy matters" (TED talk), 2014

- structure: -> Monroe's Motivated Sequence

1) attention:

(1-2) an experience which I am certain that <u>everyone in this room</u> has had -> *want to check*

(5) some expressive behavior - wild singing, gyrating dancing, some mild sexual activity -> *identification*

(7) there is <u>a person</u> watching and lurking -> *anchor visually in own house*

(10-11) The sense of shame and humiliation in their face is <u>palpable</u>. It's the sense of, <u>"</u>This is something <u>I</u>'m willing to do only if no one else is watching." -> *anchor visually, individualize*

 -> (10-17) the United States and its partners, <u>unbeknownst</u> to the entire world, has converted the Internet, once heralded as an unprecedented tool of liberation and democratization, into an unprecedented zone of <u>mass, indiscriminate surveillance</u> -> *transition towards generalization to target topic*

2) need:

a.(32) The people who are actually saying that are engaged in a very <u>extreme act of self-deprecation</u>.

 b.(42) people who say that, who say that privacy isn't really important, they <u>don't actually believe it</u>

   + *evidence from Google CEO*

+ (62) <u>every single</u> time […] I say, "Here's my email address. What <u>I</u> want <u>you</u> to do when you get home is email me the passwords to <u>all</u> of your email accounts, […] because I want to be able to just <u>troll through</u> what it is you're doing online […] <u>Not a single</u> person has taken me up on that offer. -> *individualized*

II.1. Case study 1: Glen Greenwald, "Why privacy matters" (TED talk), 2014

-> how to help LLCER students reproduce this structure

1) Compare with a summary of his claim
-> to be more fully aware of the persuasive efficacy
-> to work on *how exactly* you move from the claim to working out stages

E.g. it is a mistake to think that just because you do nothing wrong, you have nothing to hide. This makes you appear self-deprecating, uninteresting. Even the people who say that (Google, Facebook CEOs) protect their privacy. (I know,) I'm a 16-month expert.(+ I've worked on the Snowden files and my team got a Pulitzer Prize for that)

2) Watch the beginning of another couple of TED conferences on totally different topics
-> see the pattern (highly conventionalized)

3) Become coaches
-> have a quick Youtube search (debating is a cultural commonplace in the UK/US), look at "poorer" achievers, identify why (e.g. posture) / be their coach and give advice (+*use of "friendly & warm" attitude*)

II.1. Case study 1: Glen Greenwald, "Why privacy matters" (TED talk), 2014

Credibility?

-> **expertise/competence** (reliable sources, personal knowledge)

trustworthiness (fair/friendly & warm/care about listeners)

good will towards listeners (common ground, respect for their opinions)

dynamism (charisma & energy)

II.1. Case study 1: Glen Greenwald, "Why privacy matters" (TED talk), 2014

- **ethos (credibility)**:

1) expertise:

(13) This is the crux of the work on which I have been <u>singularly</u> focused for the <u>last 16 months</u>

// (62) Over <u>the last 16 months</u>, as I've debated this issue <u>around the world</u>, <u>every single </u>time […] -> *adverbs/adjuncts, quantifiers*

(36) This mindset has found what <u>I think</u> is its purest expression in a 2009 interview with the longtime
        CEO of Google, Eric Schmidt […] -> *bases his opinion on reliable sources*

(42) Now, there's all kinds of things to say about that mentality, the first of which is […] -> *statement*

II.1. Case study 1: Glen Greenwald, "Why privacy matters" (TED talk), 2014

- ethos (credibility):

2) trustworthiness:
- **fair**: counterargument : (19-20) There is <u>a very common sentiment</u> that arises in this debate, even among people who are uncomfortable with mass surveillance, which says that there is no real harm […]
- **friendly**: no reference to the Pulitzer Prize, very few "I" (except for examples), cf. (42) above "<u>there's</u> all kinds of things to say about that mentality, the first of which is […] "
  + avoids judgment: only "infamous" (56). E.g. never "are wrong / mistaken", (CEO) "lie / manipulate you" (compare: "don't actually believe it" 43)

II.1. Case study 1: Glen Greenwald, "Why privacy matters" (TED talk), 2014

- ethos (credibility):

3) respect / good will to listeners:
(19-20 above) <u>There is</u> a <u>very common</u> sentiment […], <u>which</u> says […] -> *depersonalization for opposite view*
// (24) This worldview <u>is</u> implicitly <u>grounded</u> in the proposition that […]
(32) The people who are actually saying that are engaged in a very extreme act of <u>self-deprecation</u>. -> *are in fact worth better than that. + again, 3rd person - Prepared by:* (25) good people are people who go to work, come home, raise their children, watch television […] read the news / exchange recipes / plan their kids' Little League games -> *audience as good people*

II.1. Case study 1: Glen Greenwald, "Why privacy matters" (TED talk), 2014

- ethos (credibility):

4) dynamism (charisma and energy)

- clear **diction**

- use of **saliency in intonation** and **pauses** to isolate crucial elements

e.g.1: (0'30) only to discover that, in fact, they are **not** alone, that there is a person watching and lurking, the discovery of which causes them to immediately cease what they're doing // in **horror**. // The sense of // shame and humiliation in their face is // palpable.

e.g.2: (2'32) I have agreed to make myself // such a harmless // and unthreatening // and uninteresting person that I actually don't **fear** having the government know what it is that I'm doing.

II.1. Case study 1: Glen Greenwald, "Why privacy matters" (TED talk), 2014

- ethos (credibility):

4) dynamism (charisma and energy)

- clear **diction**

- use of **saliency in intonation** and **pauses** to isolate crucial elements

e.g.1: (0'30) only to discover that, in fact, they are **not** alone, that there is a person watching and lurking, the discovery of which causes them to immediately cease what they're doing // in **horror**. // The sense of // shame and humiliation in their face is // palpable.

e.g.2: (2'32) I have agreed to make myself // such a harmless // and unthreatening // and uninteresting person that I actually don't **fear** having the government know what it is that I'm doing.

> **-> 4 key tips for LLCER students, for saliency in intonation and pauses:**
> 1) identify which words are / should be isolated, for what effect (key moments)
> 2) spend time on the 1st sound of the stressed syllable (vs. French speakers rush for the vowel: *enormous / énorme*, *diction* -> "in horror" / "the sense of shame" / "don't *fear*")
>   Note: impossible with p/t/k (if no preceding consonant) + vowel -> compensated by aspiration: *palpable* [pʰ], *pʰerson*, *cʰauses* vs. *expressive, discover*
> 4) weak forms (e.g. *the sense of shame, watching and lurking*) ≠ a rhythm-breaking rush

II.1. Case study 1: Glen Greenwald, "Why privacy matters" (TED talk), 2014

4) dynamism (charisma and energy)

- clear **diction**

- use of **saliency in intonation** and **pauses**

- use of gestures and **space** for structure

- (1'50 – l.25) 'good people and 'bad people. 'Bad people // are […] 'Good people […]
  'those people// […] + left vs. right in space
- left hand down on (0'50 – l.13) "This is the <u>crux</u>" - both hands to strengthen stress of key
  words: (1'20 – l.17) "into an unprecedented tool of 'mass indis'criminate
  sur'veillance" (**helps memory**). + at that point, takes 3 short steps:
  "There is a very common sentiment…" = start of the NEED phase.
- only other time he moves = to introduce a personal counterargument (l.62: "every single
  time…"). = 1 step forward (only), for structure again

II.1. Case study 1: Glen Greenwald, "Why privacy matters" (TED talk), 2014

-> **<u>Tips to work further on ethos</u>:**

1) "non-verbal communication" is "communication" -> compare with just the audio on a short extract
2) identify why this gesture/walking about at this particular point; imagine the effect of the same gesture at a different time / watch the video without sound (posture)
3) study what the speaker does with their hands, feet, eyes (short extract)
4) note the effort at the beginning -> not easy; role of the pen

II.1. Case study 2: John Stossel, "Wikipedia's bias", own channel, 2022

II.1. Case study 2: John Stossel, "Wikipedia's bias", own channel, 2022

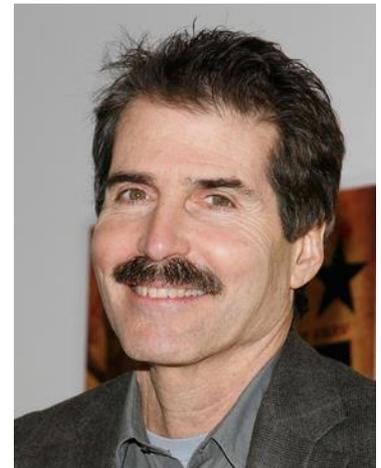*https://www.youtube.com/watch?v=kiRgJYMw6YA* (8'27 -> first 4')

American reporter, co-anchor of ABC's "Twenty-twenty", then Fox Business News contributor, won Emmy awards, focus on libertarian issues; self-defines as a fact-finder.

(teaser: "I love Wikipedia! I even donated to it. But I won't donate again, now that I've learned how BIASED Wikipedia has become.")

Structure / Credibility?

AMC 1ère, "Savoirs, création, innovation"
("Production et circulation des savoirs": the internet as
a major platform to share knowledge and culture;
has changed our relation to knowledge; reveals and
amplifies changes in ways of thinking and changes in society)

II.1. Case study 2: John Stossel, "Wikipedia's bias", own channel, 2022

Structure: part of Monroe's full Motivated Sequence, but adjusted:

1) attention: (+ *personal opinion: wonderful*)
"I love Wikipedia" / revolutionary (libertarian) / overcame sceptics

2) Need:
(1'10) [Today Wikipedia is the 9th most-used website in the world. Millions rely on it.] // Great! //
But sadly, Wikipedia's other founder, Larry Sanger, now says, when it comes to today's political pages: "That's not education, that's propaganda." Propaganda for the left leaning establishment? That's upsetting. I donated to Wikipedia. Do leftists really now control the editing?

3) Answer: yes, "leftists really control the editing" (evidence)
[rest of the extract]

- **satisfaction**: provide a solution and persuade the audience that it is feasible
- **visualization**: help the audience visualize the positive results

[**4) call for action**: [Weiss: return to principled contributions / Stossel: "I've stopped donating" / I won't trust articles on politics]

II.1. Case study 2: John Stossel, "Wikipedia's bias", own channel, 2022

Structure: part of Monroe's full Motivated Sequence, but adjusted:

1) attention: (+ *personal opinion: wonderful*)
"I love Wikipedia" / revolutionary (libertarian) / overcame sceptics

2) Need:
(1'10) [Today Wikipedia is the 9th most-used website in the world. Millions rely on it.] <mark>// Great! //</mark>
But sadly, Wikipedia's other founder, Larry Sanger, now says, when it comes to today's political pages: "That's not education, that's propaganda." Propaganda for the left leaning establishment? That's upsetting. I donated to Wikipedia. Do leftists really now control the editing?

3) Answer: yes, "leftists really control the editing" (evidence)
[rest of the extract]

> Why? -> informative ("?" / title: "Wikipedia's bias")

- **satisfaction**: provide a solution and persuade the audience that it is feasible
- **visualization**: help the audience visualize the positive results

[**4) call for action**: [Weiss: return to principled contributions / Stossel: "I've stopped donating"/ I won't trust articles on politics]

II.1. Case study 2: John Stossel, "Wikipedia's bias", own channel, 2022

- **Ethos** (credibility):

1) expertise/competence:

- provides lots of evidence (extracts)

- reliable /respected sources (founders of Wikipedia: one + for Wikipedia project, now one – for bias; Weiss, a user: evidence of expertise through Q&A; comparison with *NY Times*)

II.1. Case study 2: John Stossel, "Wikipedia's bias", own channel, 2022

- **Ethos** (credibility):
1) expertise

2) trustworthiness
- nuanced opinions: opening line "I love Wikipedia" + (9) "Lots of us were sceptical" / (Weiss) (30) "Wikipedia does a great job on things like science and sports and older history, but [bias]."
- fair argument: some experts were wrong (Britannica editor) / 1 expert not enough: question as if still disbelieving: (20) "Do leftists really now control the editing?"

II.1. Case study 2: John Stossel, "Wikipedia's bias", own channel, 2022

- **Ethos** (credibility):

1) expertise

2) trustworthiness

3) friendly / good will towards listeners / establish common ground

- main technique = act like an average concerned citizen: "we" (e.g. 0'02: "all we had was…") +

- have the experts do the criticism: e.g. (Weiss) (53) "You would hope that these people would be some of the most principled impartial people, but" /"Wikipedia's other founder, Larry Sanger, now says"

- reactions (like an average listener): (16) "Millions rely on it. // Great! // But sadly," / (20) "That's upsetting" / amazed by Weiss ("How do you do that?")

- definitions (-> accessible): (22) "He's called a "top 100" Wikipedian, because…" / (51) [Weiss: "administrators"] -> "The administrators are special editors who have been given the power to overrule other editors and make final decisions." / (4) "// spontaneous order" (fish/birds/ice skaters)

II.1. Case study 2: John Stossel, "Wikipedia's bias", own channel, 2022

- **Ethos** (credibility):

1) expertise

2) trustworthiness

3) friendly / good will towards listeners / establish common ground

4) dynamism (charisma and energy)
Fast pace, lots of extracts from different sources

II.1. Case study 2: John Stossel, "Wikipedia's bias", own channel, 2022

- **Pathos** (emotions)

1) personalize the issue: "I" (/ "Lots of us were sceptical")

2) appeal to listeners' needs or values: righteous indignation ("I donated") / "The administrators are special editors who <u>have been given</u> the <u>power</u> to <u>overrule</u> other editors and make final decisions."

II.1. Case study 2: John Stossel, "Wikipedia's bias", own channel, 2022

-> how to help LLCER students become more persuasive themselves

1) Compare with a summary of his claim
E.g. Wikipedia has a leftist bias for political issues, due to the left-wing special editors. As a result, they provide biased information, against facts. Example: Hunter Biden email scandal not treated as true for long. [Stop donating to Wikipedia, stop trusting them on politics.]

II.1. Case study 2: John Stossel, "Wikipedia's bias", own channel, 2022

-> **how to help LLCER students become more persuasive themselves**

2) **Compare with a press article** (written vs. spoken language use)
-> opinion article (also persuasive dimension): e.g. *Washington Post*, "Wikipedia's political science coverage is biased. I tried to fix it.", Samuel Batz, 24 Feb 2021
https://www.washingtonpost.com/politics/2021/02/24/wikipedias-political-science-coverage-is-biased-i-tried-fix-it/

The Washington Post
Democracy Dies in Darkness

MONKEY CAGE

Wikipedia's political science coverage is biased. I tried to fix it.

With tens of thousands of articles on the subject, individual efforts can go only so far — unless others join in

Analysis by Samuel Baltz

February 24, 2021 at 6:00 a.m. EST

II.1. Case study 2: John Stossel, "Wikipedia's bias", own channel, 2022

2nd mention too complex (NP)

Not "attention": current event (> title ahead had the attention-seeking role)

Syntax too complex (modifiers + double subordination)

On Wikipedia's recent 20th birthday, the online encyclopedia was widely praised for its success in spreading reliable information about political events. Wikipedia is one of the few socially driven websites where, even though anyone can contribute information about breaking news, misinformation is largely suppressed. And Wikipedia's coverage of current events often directs attention to its pages about ideas in political science, giving readers context for the news.

But while Wikipedia has developed an impressive record of political and ideological neutrality, it has serious biases in its coverage. From the gender gap in its biographies of scientists to its disproportionate focus on politicians from wealthy countries, Wikipedia's coverage of people is particularly skewed. And these biases are rampant on the pages that people visit to understand political events.

syntax too complex (PP in PP in PP)

II.1. Case study 2: John Stossel, "Wikipedia's bias", own channel, 2022

-> how to help LLCER students become more persuasive themselves

3) Practise persuasive speaking through language and phonetics
- Practise on intonation and pauses: e.g. (1'10 – l.16) Today Wikipedia is the ʻ9th ʻmost-ʻused ʻwebsite in the ʻ**world**. Millions re**ly** on it. **//** **Great!** **//** But **sad**ly, Wikipedia's **o**ther founder, Larry Sanger, now says [Wikipedia is biased]

> -> <u>tip</u>:
>   distinguish word stress from intonation: the ʻ9th ʻmost-ʻused ʻwebsite

- Think of adverbs ("really" for disbelief in question, "sadly" for judgment), exclamations, lots of "I/we" (vs. depersonalization), etc.

Key takeaways

- A good idea does not entail persuasive communication: need for:
 1) ethos: credibility (personal knowledge/reliable evidence,
                              but also incl. friendly & warm, common ground, speaker engagement)
 2) pathos: appeal to emotions (personalize the issue, audience engagement)
 3) logos: convincing arguments

- Importance of structure: e.g. Monroe's Motivated Sequence organization:
    attention -> need -> solution -> visualization of benefits -> call for action

- **Importance of linguistic strategies** (depersonalization, "I/we"; adverbs; etc.) **and management of intonation & pauses**
  -> key: spend time on 1st sound of stressed syllables (nb: $p^h/t^h/k^h$)
            intonation ≠ word stress
            use of intonation, gestures and space for structure (cf. spaces etc. in written essays)
            choice of syntax partly different from written communication

- **hard even for experts, keep trying:** do you believe in what you are saying? ("engagement")
                              would *you* be persuaded by you? ("coach")

Questions, reactions or further comments?