

Presentation Tutorial 6

Chapter 6

Persuasive Writing

Shandu Davhana



Chapter 6 - Agenda

- Chapter Introduction
- Key Concepts
- Explanation of Key Concepts
- Summary
- Key Activities

Chapter 6 – Chapter Introduction

- Purpose:
 - Accountants and Auditors need to know how to use their reasoning to present a logical argument in support of what they believe to be true
 - There is a need to understand how one can defend, substantiate, argue, or justify an opinion essay or speech, which is assessed based on the reasoning process presented

Chapter 6 – Key Concepts (Explanation)

- **Build an Argument:**

- Academic and Formal Arguments should:

- Clearly state a point of view
- Support a point of view with reasons
- Use reasons that are based on sound evidence
- Present evidence fairly and without bias

- The argument and report presented in academic writing is a statement of belief backed up with good reasons which is derived from careful weighing up of the available evidence.

Chapter 6 – Key Concepts (Explanation)

Argumentation Elements

EVIDENCE

Students use high quality evidence to support their claims.

REASONING

Students make clear how their evidence supports their claim.

INTERACTIVE

Students build off of and critique each others' ideas.

COMPETING CLAIMS

Students critique competing claims.



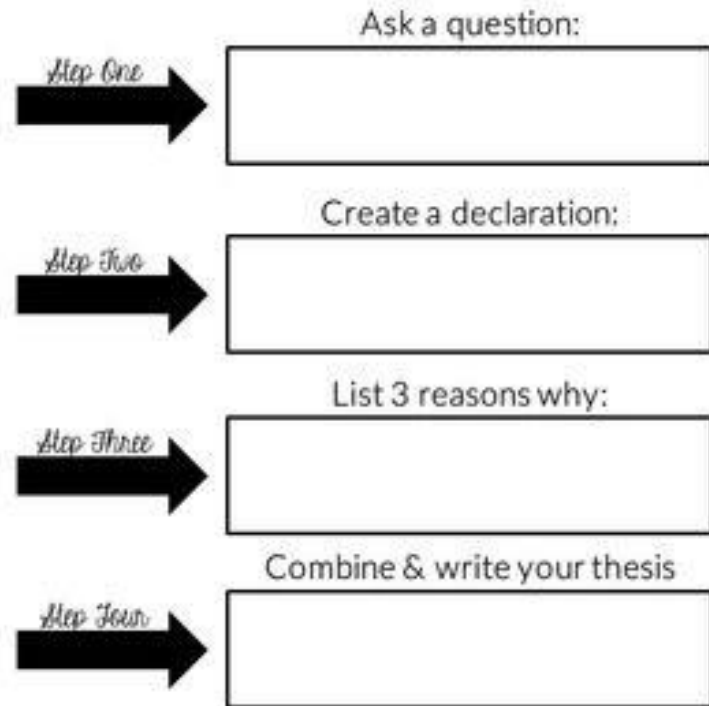
Chapter 6 – Key Concepts (Explanation)

- **Build an Argument:**
 - Establish a **thesis statement** > a statement of belief or an assertion which forms the bases of an argument, based on what you believe to be true
 - Establish **premises** > a sentence which makes a declaration by supporting an argument to be logical. Logical argument consists of two premises and a conclusion / deduction

Chapter 6 – Key Concepts (Explanation)

WRITE A THESIS STATEMENT

In 5 easy steps



Premise Indicators		Conclusion Indicators	
Since	May be inferred from	Therefore	For this reason
Because	May be derived from	Hence	For these reasons
For	May be deduced from	So	It follows that
As	Given that	Accordingly	I conclude that
Follows from		In consequence	Which shows that
As shown by		Consequently	Which means that
Inasmuch as		Proves that	Which entails that
As indicated by		As a result	Which implies that
The reason is that		Thus	We may infer

Chapter 6 – Key Concepts (Explanation)

- **Build an Argument:**
 - Avoid **flaws in reasoning** > steer clear of:
 - Obvious bias or prejudice
 - Unreasonable assumptions
 - Over generalisations and unjustifiable generalisations
 - Illogical links
 - To avoid **faulty reasoning**:
 - Foreground factual reasons / justification for your opinions
 - Re-visit your assumptions, tracing the logical pattern of cause and effect that led to your belief
 - Soften your generalisation > use words like could, may, might, etc.
 - Show all the steps in your reasoning to avoid sudden illogical links

Chapter 6 – Key Concepts (Explanation)

Pay Attention to the Flaws in Reasoning!

DOGS have four legs,
The THING that I see here has four legs,
therefore
The THING that I see here is a DOG!



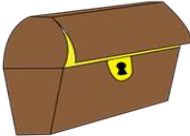







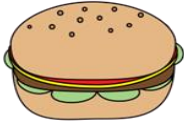







Chapter 6 – Key Concepts (Explanation)

- **Build an Argument:**

- Use the language of “cause” and “effect”:
 - Based on the logical flow of argument from one point to the next
 - Use words such as because, therefore, since, as, thus, accordingly, as a result, consequently, etc.

Chapter 6 – Key Concepts (Explanation)

<p>Effect: The Tooth Fairy came</p>  <p>Cause:</p> <p>A. It was Christmas B. You lost a tooth</p>	<p>Effect: There is a rainbow</p>  <p>Cause:</p> <p>A. It rained B. It snowed</p>	<p>Effect: I found the treasure</p>  <p>Cause:</p> <p>A. I used a map B. I wrote a letter</p>	<p>Effect: The ice melted</p>  <p>Cause:</p> <p>A. it was cold B. it was hot</p>
<p>Effect: We made a snowman</p>  <p>Cause:</p> <p>A. it was raining B. it had snowed</p>	<p>Effect: She raised her hand</p>  <p>Cause:</p> <p>A. she had a question B. it was lunch time</p>	<p>Effect: I could not get in the house</p>  <p>Cause:</p> <p>A. It was bedtime B. I lost the key</p>	<p>Effect: The dog was tired</p>  <p>Cause:</p> <p>A. he played too much B. he slept all day</p>
<p>Effect: I was thirsty</p>  <p>Cause:</p> <p>A. I was painting B. I was running</p>	<p>Effect: We had cake</p>  <p>Cause:</p> <p>A. It was Christmas B. It was my birthday</p>	<p>Effect: I ate a hamburger</p>  <p>Cause:</p> <p>A. I was hungry B. I was full</p>	<p>Effect: I bought a ticket</p>  <p>Cause:</p> <p>A. I went to bed B. I went to the movies</p>
<p>Effect: He was sad</p>  <p>Cause:</p> <p>A. He got a present B. His toy broke</p>	<p>Effect: She bought new clothes</p>  <p>Cause:</p> <p>A. she grew B. she has too many</p>	<p>Effect: It was lightning</p>  <p>Cause:</p> <p>A. It was sunny B. It was storming</p>	<p>Effect: I used an umbrella</p>  <p>Cause:</p> <p>A. it was raining B. it helped the plants</p>

Chapter 6 – Key Concepts (Explanation)

- **Persuasive Writing:**

- Based on theories of the Greek philosopher, Aristotle, the father of rhetoric, writing will appeal to the following:
 - Appeal to **reason** > the most important, and to appeal to reason one will have recourse to the facts and statistics, which is closely connected to our intellect
 - Appeal to **emotions** > “**pathos**” means appealing to the sympathy and fellow feeling for audience by telling a story or giving real, concrete examples from real life.
 - Appeal to “**ethos**” > refers to the reputation and character of the writer / speaker. We are naturally drawn to characteristics such as personal warmth, consideration of others, good brain, and solid learning.

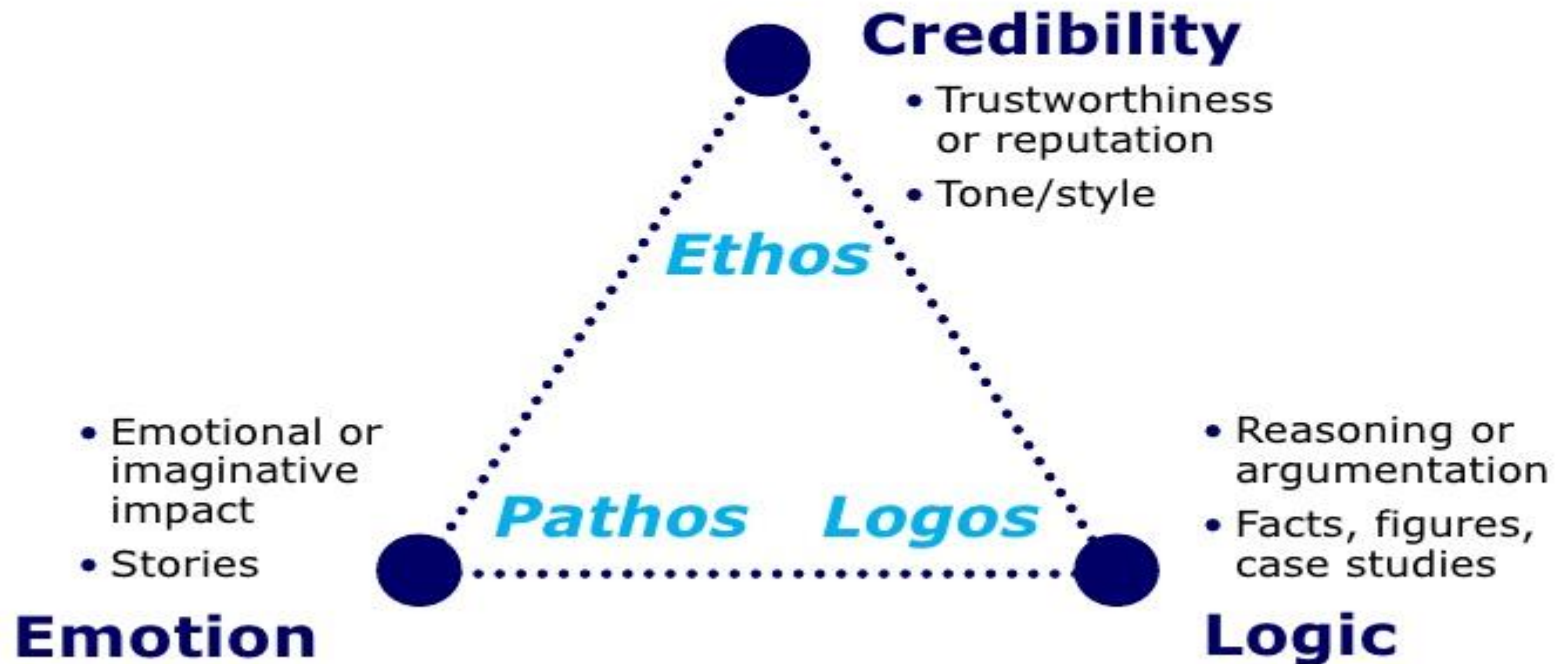
Chapter 6 – Key Concepts (Explanation)

- **Persuasive Writing:**

- Appeal to “ethos” > In order to appeal to ethos you need to:
 - Develop a reputation as a good writer / speaker who always has something useful and worthwhile to say
 - Project a trustworthy public persona
 - Refer to reputable and trustworthy sources

Chapter 6 – Key Concepts (Explanation)

Aristotle's rhetorical triangle



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

Chapter 6 – Key Concepts (Explanation)

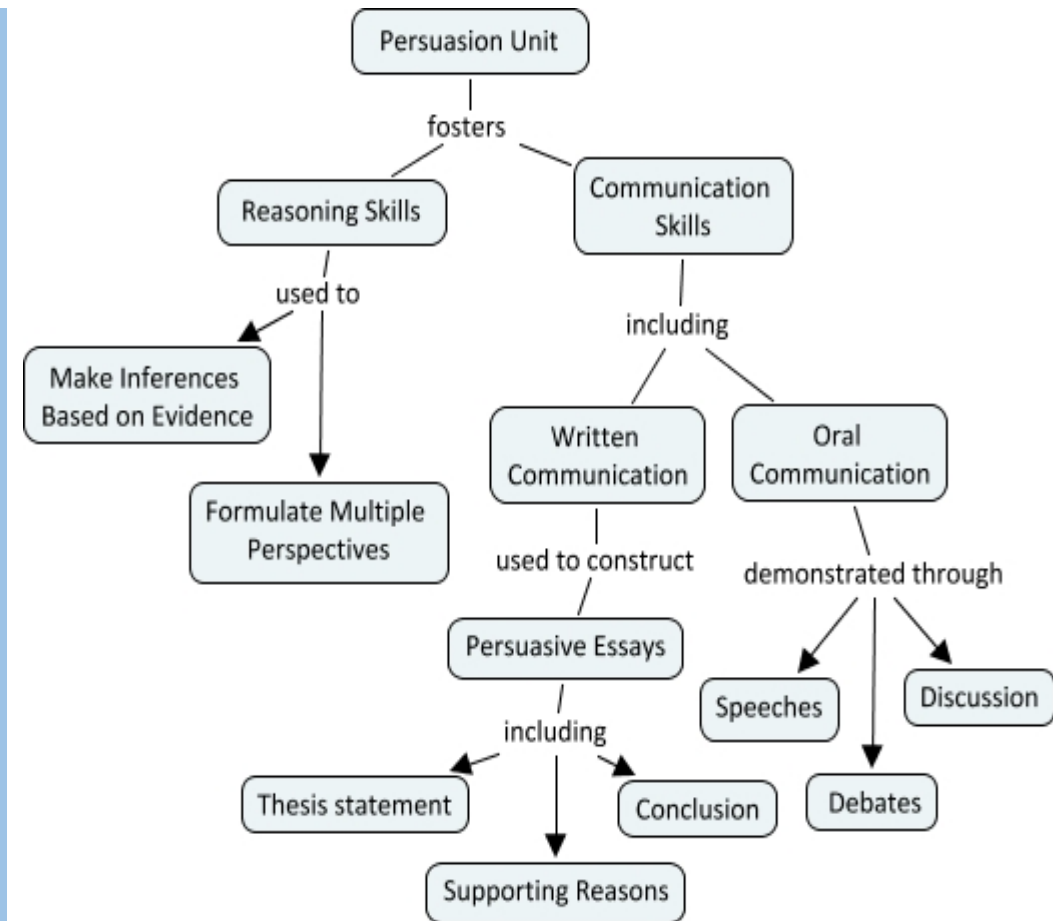
- **Persuasive Writing:**
 - **Fixing Common Errors:**
 - **Ambiguity / Vagueness** > Ambiguity is when a statement has two different meanings, and vagueness is when it is not exactly clear what the writer / speaker is referring to
 - **Word Choice** > Is essential when you want to come across as a precise, logical thinker.
 - **Awkward Phrasing** > Leads to writing sentences that do not make sense because they were structured terribly
 - **Sentence Fragments** > Ensure that sentences are complete and fully constructed
 - **Article Errors** > Ensure that you use nouns properly
 - **Apostrophe Errors** > Pay attention to the logical use of apostrophe

Chapter 6 – Key Concepts (Explanation)

- **Persuasive Writing:**
 - **Fixing Common Errors:**
 - **Wordiness** > Write in clear, simple English – no longwinded sentences
 - **Tense Shifts** > Avoid shifting from one tense to another
 - **Illogical Statements** > Make sure your ideas make sense and are practical.

Chapter 6 – Summary

- **Logical arguments** will always need to be produced in support of opinions and recommendations
- Arguments are buildup, starting with a strong **thesis statement** and **premises**, and working solidly with the principles of **cause and effect**
- **Premises** are based on what you know to be **true**
- Persuasiveness is also based on the **language used**, which should be **grammatically correct** and appeal to **reason, emotions, and ethos**



Chapter 6 – Key Activities

- Please refer to the following Activities from your Study Guide and Prescribed Book and get involved in the student discussion in *MyUnisa* Discussion Forum
 - Study Guide
 - *Activities 1 - 5*
 - Prescribed Book
 - *Activity 6.1 – 6.4*



Resources

- Du Plessis, D, Dowling, F & Snyman, C. 2012. *Communication in business contexts. Study guide for CBC1501*. Pretoria: University of South Africa.
- Du Plessis, D, Dowling, F & Steinberg, S. 2009. *Money talks: communication in business contexts*. Johannesburg: Heinemann