The Rhetorical Situation: CAPP statements
Prompt - 10 minutes to read/annotate (just pretend this is the prompt-- we aren’t really writing an essay)

As you read the passage you picked up on your way into class, consider how Rick Rielly uses

- Evidence, such as facts or examples, to support claims
- Reasoning to develop ideas and to connect claims and evidence
- Stylistic or persuasive elements, such as word choice or appeals to emotion, to add power to the ideas expressed

After you read:

Write an essay in which you explain how Rick Reilly builds an argument to persuade his audience to donate to “Nothing but Nets.” In your essay, analyze how Rielly uses one or more of the features in the directions that precede the passage (or features of your own choice) to strengthen the logic and persuasiveness of his argument. Be sure your analysis focuses on the most relevant features of the passage.

Your essay should not explain whether you agree with Rielly’s claims, but rather explain how Rielly builds an argument to persuade his audience.
Step 1 of rhetorical analysis: The rhetorical situation

- As we discussed in our notes, all rhetorical analysis must focus on the rhetorical situation.
- Today we will review the elements of the rhetorical situation and practice writing a statement that shows our understanding of the rhetorical situation of “Nothing but Nets.”
- We will use the acronym CAPP to help us identify the key elements of the rhetorical situation:
  - Context
  - Audience
  - Persona
  - Purpose
CAPP: Context

- **Time**
  - When is it written/presented? How does this relate to what the message is and how the message is presented?

- **Place**
  - Where is it written/presented? How does this relate to what the message is and how the message is presented?

- **People**
  - Who is involved in this situation? How does this relate to what the message is and how the message is presented?

- **Events**
  - What is going on that has prompted the author to write? How does this relate to what the message is and how the message is presented?

- **Motivating force behind the speaker**
  - See the next slide for more information!
## CAPP: Context

Motivating force behind the speaker

- What is the reason behind his/her thoughts, decisions, and actions—what is making them write?

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<th>jealousy</th>
<th>conscience</th>
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CAPP: Audience

- Immediate audience: The audience the rhetoric is immediately intended for
- Mitigated audience: Other people likely to encounter the text
- Knowledge
  - What does the audience know about the topic? How does this relate to what the message is and how the message is presented?
- Attitudes
  - What are the audience’s attitudes about the topic? How does this relate to what the message is and how the message is presented?
- Beliefs
  - What beliefs does the audience likely hold? How does this relate to what the message is and how the message is presented?
CAPP: Persona

- How does the author want to be perceived? How does this relate to what the message is and how it is presented?
  - The author wants to seem ______________, so he/she...

- What does the author presume about his/her audience/readers’ feelings toward the author? How does this relate to what the message is and how it is presented?
  - The author thinks that the audience thinks ______________ about him/her, so he/she...
CAPP: Purpose

- The main thing the author wants to accomplish or get across
- Stated as an infinitive phrase
  - To + strong, specific verb + clarifying explanation
- For example, here is the purpose of this mini-lesson:
  - To instill both the importance of the rhetorical situation and how to express it in my students
Work time: CAPP statement for “Nothing but Nets”

● With your group, use the chart to make notes about the rhetorical situation for this article (8 min)

● When you finish considering all of the elements, write a CAPP statement as instructed at the bottom of your sheet. Be sure everyone contributes! Each of you NEEDS to write your own CAPP statement! (5 min)

● Example CAPP statement for the *Sports Illustrated* letter to the editor:
  ○ After seeing a series of covers on *Sports Illustrated* celebrating college basketball teams with great potential, Courtney Wellmann, a fair-minded sports enthusiast and alumni of TCU and A&M, wrote the editors of the magazine in defense of a team she did not even like. In her letter, Wellmann questions the magazine's decision to omit the #2 ranked college team in favor of lower-ranked teams.
Share time!

- We will count off to form new groups.
- Share your CAPP statement with your new group.
- After everyone has shared, collaborate then write a final CAPP statement to turn in to me. This should have the best elements from each of your CAPP statements.
- I will check these and return them Monday, so please sit with your current group when you come to class Monday.