

## Appeals to E

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Tengelitsch even points to a sense of loss. As her evidence, so this initial Appeals to emotion appeals from George animals that only the

"Comrades!" he cried in the spirit of selfishness, "I'll save them myself. Our supplies are low. These apples (this has been necessary to the well-being of the operation of this factory) are for your sake. It would happen if we didn't come back! Surely, you'll stay on the side and whisking him back."

Squealer appeals to his might prompt the other issue with panic. In this will allow him to justify

In formal argument, appeals to character should be used with caution. While they can help an arguer create credibility, they should not replace a strong logical argument. Some voters may be swayed by good looks, charismatic gestures, or even a good movie career, but academic readers look for sophisticated logic as the primary attribute of an argument.

## Appeals to Emotion

Appeals to emotion draw on the emotions (fears, hopes, sympathies, yearnings) of the audience. In her essay “More Than Cherries” (from Chapter 8), Samantha Tengelitsch appeals to her readers’ emotions by describing the illness and death of a local woman:

Last spring an article ran in the local paper about a young woman running for the prestigious title of National Cherry Queen. It told the story of Lauren Hemming, a twenty-year-old college student, who was raised on a Peninsula Township cherry farm and who was battling non-Hodgkin’s lymphoma (a cancer of the lymphatic system) while running for the prestigious title. A photograph included with the article captured Lauren sitting cross-legged in a hammock in front of her home. It was spring and sun shown brightly. At the time of the photograph, Lauren was undergoing chemotherapy for the lymphoma and had lost her hair, but this in no way detracted from her beauty. Her story was inspirational and touched me as I’m sure it touched others.

Unfortunately, Lauren was not able to continue with her bid for Cherry Queen. Instead, she fought bravely to save her own life and the following winter died from the cancer, which had spread to her brain.

Tengelitsch even points to her own emotional state—and attempts to draw readers into a sense of loss. As her argument about cause continues, it depends heavily on forms of evidence, so this initial emotional appeal helps to create an important human element.

Appeals to emotion are sometimes used dishonestly. For instance, notice another set of appeals from George Orwell’s *Animal Farm*, in which Squealer tries to convince the other animals that only the pigs should eat the milk and apples:

“Comrades!” he cried. “You do not imagine, I hope, that we pigs are doing this in a spirit of selfishness and privilege? Many of us actually dislike milk and apples. I dislike them myself. Our sole object in taking these things is to preserve our health. Milk and apples (this has been proven by science, comrades) contain substances absolutely necessary to the well-being of a pig. We pigs are brainworkers. The whole management and operation of this farm depend on us. Day and night we are watching over your welfare. It is for your sake that we drink that milk and eat those apples. Do you know what would happen if we pigs failed in our duty? Jones would come back! Yes, Jones would come back! Surely, comrades,” cried Squealer almost pleadingly, skipping from side to side and whisking his tail, “surely there is no one among you who wants to see Jones come back.”

Squealer appeals to his audience’s sense of fear. Rather than appeal to their logic, which might prompt the other animals to think in more reasonable ways, Squealer blurs the issue with panic. In this case, the dishonest Squealer knows that the other animals’ fears will allow him to justify an unreasonable claim.



## Appeals to Need

Appeals to need make a connection between the subject and a basic human need (such as food, shelter, belonging, intimacy, self-realization, etc.). Like appeals to value, appeals to need tap into a broad spectrum of human affairs. They try to reach inside an audience, into people's essential requirements for living.

Appeals to need can be highly effective. For instance, if many people are living in poverty, a politician may attempt to connect their basic human needs (food, work, security) to his or her particular goals. The Bolshevik revolution in Imperial Russia, which overthrew the czar and established communist rule for most of the twentieth century, gained momentum by appeals to need. Because so many people were poor and lacked basic elements of survival, the Bolsheviks were able to convince them to join their cause and overthrow the aristocracy. In more recent times, we know that terrorism is bred at least in part out of poverty, out of conditions that leave people in need. When people's basic needs are not met, they are vulnerable; others can appeal to the void in their lives and draw them into behavior they would not otherwise consider.

But appeals to need are not exclusively used for destructive ends. They can be used to make valuable arguments. For instance, political leaders may argue for universal health care as a basic human need, against those who place more importance on profit. In American politics, basic human needs often are pitted against profit or economic growth: basic individual needs versus broader economic goals.

Notice how Samantha Tengelitsch distinguishes between hospital policies and women's needs during the birthing process:

Women actually experience less pain at home. During labor, oxytocin, the hormone that causes contractions and helps the baby to be born, works in harmony with endorphins—the body's own pain-relieving hormone. During a homebirth, the woman's body will release these hormones according to her needs and she will usually cope well with the sensation of labor.

## Appeals to Value

Appeals to value make a connection between the topic and a shared value or principle (such as fairness, equality, honor, kindness, selflessness, duty, responsibility, profit, or practicality). For example, in her essay "In Defense of Darkness" (from Chapter 5), Holly Wren Spaulding links her topic, nighttime darkness, to values such as mystery, enchantment, release, and calm. She even nudges readers to treasure these values, to find them precious in our busy everyday lives:

It's like this: darkness bleeds the boundaries between myself and that which is just beyond my physical form. It contains unknown depths (the lake is hard to make out as its surface melts into the rest of night), enchantment, and a release from the manners

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Like Spaulding, all good  
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the broader public.

and mannerisms of daytime, circumscribed as it is with routine and work and propriety. Nighttime darkness also bears the prospect of sleep and dreams (increasingly precious in this age of insomnia and sleep disorders), and an unbridling of inhibitions by way a kind of anonymity, if not invisibility. In the dark one finds light-footed walking and slowness; a sense that there is enough time and that rushing is no longer necessary.

Like Spaulding, all good arguers understand that people are moved by their sense of value. Good arguers know how to bring a particular value to the foreground and make it seem pressing. For example, notice how Justin James in “Standardized Testing vs. Education” (from Chapter 7), highlights the value of curiosity over high test scores:

The [No Child Left Behind] act has placed an emphasis on accountability, which is being determined by student test results. Test scores might rise. But does that really mean the schools are doing a better job or students are getting a better education? The current emphasis on testing can have harmful results. What’s more, the method used to find out the scores teaches students a dangerous definition of *education*.

The emphasis placed on standardized testing teaches students that *education* means getting content from a teacher or getting good at a skill. They come to think *education* means getting a grade on a test, accumulating points, and arriving at an average grade based on those points. But students will benefit more in all aspects of life if they can experience education differently—as having to do more with exploring, discovery, being curious. Standardized testing deprives students from the opportunity to experience an education that values curiosity, and is more valuable than an education consumed with standardized tests.

Appeals to value may be the most intense and abundant appeals in popular arguments. Whenever someone says, “It’s not fair!” he or she is appealing to a value (fairness). In fact, any argument based on equality, justice, duty, responsibility, security, or honesty probably relies on an appeal to value. When arguers can connect a particular point to a broader value, they tap into something beyond their particular argument and call on the belief system of both their audience and the broader public.



Some situations contain a range of competing values.