**STUDENT ANALYSYS**

**UĞURATA ER:**

**Part 1**

<u>Scenario 1</u>

In this scenario, the context which consists of the factors like objectives, time, place and assumptions is a little complicated. This is because the group members and the head of the group do not behave openly in this case, which leads further problems. If we talk about the relationships, as Barker suggests, they are "complex and dynamic" (15). The members who are talking about Ron's behaviour are led by the four factors of the relationships; status, power, role and liking. Marsha who wants to remove Ron from the group is probably driven by the status factor of the liking factor. However, Bill is approaching the situation in a more professional way. There are ways to improve this communication. For instance, the head of the group should openly tell Ron what he/she expects from him and how they want to achieve at the end of the project. Since the head of the group did not do anything about it in the first place, things got worse. They could have found the common ground as Barker suggest as the forth way of improving the conversations, Ron, the members and the head of the group could have decided on one thing that suits for all of them (25). The Ladder of Inference model could also have been used to become more aware of the thinking processes and the problem.

<u>Scenario 2</u>

The context in this scenario seems unproblematic at first. However, the assumptions –as one of the key factors of the context- can be the problem in this scenario since David may not have been very clear about what he actually wants. Barker asks, "Do you both understand the assumptions that you are starting from?" (15). We can say that David and his children are not sure about what their objectives and assumptions are. The relationships of the participants are complex here, too. David has a power relationship with his children; he is the authority figure. Alan Barker also says that "Power is the control we can exert over others" (17). However, there is a liking relationship between the children and David, which eventually cause problems because they try to pursue a business and a family at the same time. One of the main problems in this communication is that they do not use the model, The Ladder of Inference and they do not ask each other what they

actually think about doing about their lives. They could have clarified their aims in the first place; the children were led by their father's desires and they did not have a chance to choose, not because David was making pressures, but because nobody really talked about their objectives.

**Part 2**

<u>**Video 1**</u>

In Robert Kennedy's speech in which he announces the assassination of Dr. Martin Luther King, Jr, the most important thing that catches my attention is his voice. His voice is so dedicated and calm. As Barker says, using the voice in a proper way is one of the most important factors of persuasion. Another thing is that Kennedy talks about what the audience might be feeling at that moment here "You can be filled with hatred and a desire for revenge", which is another important thing that Barker suggests, "Tell them what they already know" (61). After that, Kennedy says that this feeling might lead to bad events in the future, they will also move with 'love' as Martin Luther King. Here, we can say that his response to this situation is his message, as Barker suggests in Chapter 5. Barker says, "This message should naturally emerge as a logical and powerful answer" (61). Kennedy does exactly the same, his answer to the situation is his clear and logical response. In terms of expressing the ideas, Kennedy does another effective thing, which is giving examples about his personal life, emotions. This affects the audience because it is in a non-verbal form and concrete. Another concrete example he gives is the poem which attracts the audience in an emotional way, too. His message is quite clear, he openly states that he does not want any violence or division in the country. All in all, all of the three elements of Rhetoric (Ethos, Logos and Pathos) can be found in Kennedy's speech. He is a reputable figure, he makes the reasoning quite well and his commitment can be felt easily. He also makes use of his eyes, voice and body effectively.

**Video 2**

In Jesssica Wise's speech, the first thing that I realized is that she starts with a concrete example of Emily Dickinson. She goes on by using metaphorical language, which is a way of persuading the audience because as Barker suggests, the audience tend to forget the words, but they can remember images, sensory impressions and feelings. As Barkes says, the use of metaphors also helps the audience to see thing from a new perspective. Another thing is that she gives her message directly and supports her message through the examples from the influencial figures in the past such as Darwin. The use of Darwin can help Jessica Wise to structure the Logos part of her speech, as well. Barker also states that the speaker should make use of concrete examples to be able to persuade the audience. There is another interesting thing about this speech, which is the fact that she ends the speech with a question. This might be contradictory with what Barker says. Barker advises the speakers to come up with a situation, problem or question and answer them clearly. However, Wise asks a question at the end of the video. This might be another technique to make the listener think about the speech a little bit more and remember it later. One thing that I can criticize about this speech is that we cannot see the speaker. The images in the video are quite helpful in terms of understanding her points, but because we cannot have access to the speaker's eyes and body, it might distract some of the listeners.

**Part 3**

This is an employment interview which is made for recruiting a person. At the beginning, the interviewer follows the welcoming stage by saying 'Good morning' to the interviewee and he smiles. He follows the acquiring part, as well by proposing to talk about Lisa's resume; he invites her to express herself. Then, he follows the supplying part by talking about the job description, what the company is doing and how Lisa can be helpful for them. He does not give a deadline for the feedback, which is the last stage of the interview.

There are some wrong things that the interviewer does. For instance, he does not seem to be prepared for Lisa's resume or which questions he will ask. However, the interviewers should also prepare for the interviews, they should identify the strengths and weaknesses of the applicants, they need to prepare a checklist, and so on. The interviewer seems encouraging at the beginning, but probably because of Lisa's nervousness, he tries to cut the interview short. He does not ask quality questions and he seems as if he was not sure about how much information he needs to

gather. He might have done one of the selection errors; either a *strictness error* or a *central tendency error.* Lastly, he might have given a deadline to Lisa, but he didn't.

When it comes to Lisa, she is not self-confident just from the beginning. She cannot look directly into the interviewer's eyes. She is not prepared; that's why she has no idea about which questions she will be asked. She does not speak confidently and she seems as if she had no idea about the company, she just says she finds the job 'interesting'. She tries to manage the self-promotion part, but she could only say that she has done many jobs while studying. She does not follow the entitlements or enhancements part properly. She does not try to praise the interviewer, either. In fact, she has little knowledge about the company and the job. She could have seemed more confident and knowledgeable about that area, or she could have applied for another job that interested her.