**What Is Art For?: Rhetorical Appeals and Audience**

**Objectives for today’s assignment:**

* Cement an understanding of rhetorical appeals and how they tie to audience and purpose in both the context of “selling” and in arguments more broadly
* Understand that social media is (or at least should be) targeted
* Practice audience analysis with a “mini-audience assessment”
* Continue examining the interplay between images and texts in various rhetorical situations
* Begin to see how audience and argument play out in multiple contexts (today, social media; next week, academic writing)

**As a full class:** Watch the School of Life’s “[What is Art for](https://www.youtube.com/watch?v=sn0bDD4gXrE)?” video to get ourselves thinking about art, the consumption of art, and how people may desire and/or fear it. (And, of course, how we might, then, tap into these emotions.)

**Scenario: For today’s assignment, we’ll imagine that your small group is the social media team for the Smithsonian Institution’s National Gallery of Art, and you’ve been tasked with reaching new audiences via social media.**

As a group, you will target one audience in your posts:

* Group 1: Young working professionals in DC
* Group 2: Boy scouts (under age 13) from the Maryland and Virginia suburbs
* Group 3: Senior citizens on bus tours to DC from other parts of the country
* Group 4: DC high school students

**Tasks for the Group**

1. Choose one person to take notes; you will submit as a group.
2. Conduct a brief “audience analysis” in order to begin to understand your audience. This should be in the form of notes or bullets. Some considerations might include:

	1. Age range and/or other demographic information (for instance, income, profession, education level, religion, etc.)
	2. What do they already know about your topic?
	3. What would most interest them in your topic?
	4. What elements might they be resistant to?
	5. Relevant attitudes, values and beliefs
	6. Lifestyle and typical interests

\*Note: In a traditional marketing setting, such analyses require extensive research, for our purposes, we’ll rely on stereotypes and minimal internet research. (Not ideal, but we’ll make do!)

1. Determine which social media platform (or platforms) will work best for your audience and messaging and why.
2. Create three new social media posts to attract your audience to the museum. You may choose to use text, images, video, or some combination. While there will likely be some overlap, each post should primarily utilize one of the three rhetorical appeals we’ve discussed in class:

	1. Ethos
	2. Pathos
	3. Logos

\*If you need a refresher/reference guide, [this one](http://www2.isu.edu/success/writing/handouts/ethos_pathos_logos.pdf) might be useful.

1. Submit your document with your analysis and posts via BB.

Some things to remember:

* Admittance to all Smithsonian museums is free.
* Feel free to search the National Gallery’s website or any other sites that might be useful for you. You are working “for” the Smithsonian, so you can use anything they own that’s useful for you.
* Language is just as important as rhetorical appeals. Be sure to tailor your style and tone as appropriate.