

## FINAL MEMO

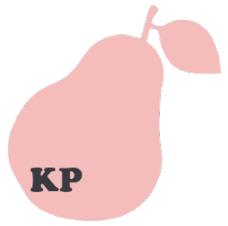
**To:** Dr. Derek Ross, Dr. Deborah Solomon, Dr. Sunny Stalter-Pace

**From:** Kayleigh Pears

**Date:** April 10, 2020

**Re:** Meta-Analysis of Revenge Porn Informational Report

**Keywords:** Social justice; activism; revenge porn; rhetoric



---

The purpose of this memo is to discuss the assignment of an informational report ENGL 7030 Writing Public Policy: Rhetoric, Ethics, and Social Justice, as well as to discuss the inclusion of this document in my ePortfolio.

### **ENGL 7030: Writing Public Policy**

This class was taught by Dr. Derek Ross in the fall semester of 2018. The purpose of this class was to examine rhetoric in terms of public policy, social justice, and activism.

### **Audience and Purpose**

The direct audience of this informational report is legislators who are considering criminalizing revenge pornography, or those looking to revise laws currently in place that criminalize revenge porn. Revenge porn, also known as sextortion, image-based sexual abuse, nonconsensual pornography, and cyberrape, is the sharing of a person's intimate images without the consent of that person.

The purpose of this informational report was to shed light on a problem known commonly as "revenge porn," as well as to convince others that this is actually a problem. With the growing popularity of social media applications, such as Snapchat, Twitter, and Instagram, the problem of revenge porn is expanding rapidly and needs to be addressed by legislation and criminalized nationwide.

### **Theories and Principles**

R. Jones (2010) states that, "Participation in public discourse is an essential quality of good citizenship, activism, and perhaps, of good writing itself" (181). She also notes that as rhetors, writers must "have a connection between [our] beliefs and [our] work." She states that in order to do this, we must convince readers that we possess "some connection as a rhetor, and in a broader sense as a participant, to the work [we do] as a rhetorician" (181). She maintains that a large part of academic writing is "about the actual power of academic discourse to play a role outside of academia" (182). In short, when combining academia with activism, there must be clear connections between our roles as rhetors and the larger conversations at play.

### **Document Development**

Composing this document involved choosing which facts, statistics, and narratives would best present nonconsensual pornography as a problem, while simultaneously presenting these items in an objective manner. The way I present the information also had to be persuasive and accessible. Thus, I highlight harrowing statistics and consequences for survivors in bulleted lists. I also present narratives of both survivors and perpetrators in order to present two sides to the story.

This document has been an ever-evolving work, due to the rapid expansion of the problem of revenge porn. Every few months, a new high-profile case of cyberrape occurs; due to this, I am constantly updating the report with more recent cases. I also perform regular research to see if there are more relevant facts to add to the report. Including both real-life cases and statistics appeals to both pathos and logos.

### **References**

Jones, R. (2010). Activism in the ivory tower: Finding hope for academic prose." In *Activism and Rhetoric* (pp. 179-189). Routledge.

Ross, D.G. (2018). Public Policy and Social Justice. Retrieved from  
[http://www.auburn.edu/~dgr0003/7030\\_Social\\_Justice\\_Policy/7030\\_Public\\_Policy\\_Social\\_Justice.html#work](http://www.auburn.edu/~dgr0003/7030_Social_Justice_Policy/7030_Public_Policy_Social_Justice.html#work)