Essential Questions:

How do Authors use language to place emphasis on subject matter?

Genres are inherently complex, offering notable characteristics and qualities that writers employ to accomplish their purposes. How does the interplay between context and form define a genre? Patterns and structures help us understand words and texts. What patterns make a text readable? Understandable? Familiar?

Quote of the day: Most of the basic material a writer works with is acquired before the age of fifteen. - Willa Cather

Today’s learning objectives: --to become more proficient at identifying rhetorical skills
To understand an author’s perspective in addressing the audience.

Key Objective: To understand the descriptive essay.

Quickwrite: Describe a place that holds a personal sense of history for you. It may be a place your returned to after a long absence, as the lake is for White, or a place that simply holds many memories. Focus on your responses to and feelings about the place both in the past and from your present perspective.
Quickwrite: Describe a place that holds a personal sense of history for you. It may be a place your returned to after a long absence, as the lake is for White, or a place that simply holds many memories. Focus on your responses to and feelings about the place both in the past and from your present perspective.

(A) his son

(A) a salt-water man

(D) the sense that he is both his father and his son

(E) The lake has grown polluted, and few people are willing to go swimming in it.

(D) peacefulness

(D) Before my father died, he often spoke of taking my boy to the lake, where they might fish for bass and eat doughnuts dipped in chocolate and lie on the wharf listening to the mandolins.

(E) continuing without pause or interruption

(D) a thunderstorm

(B) sluggishly, lacking in energy or vitality

(C) the chill of death
Essential Questions:

How do Authors use language to place emphasis on subject matter?

Essential questions

Genres are inherently complex, offering notable characteristics and qualities that writers employ to accomplish their purposes. How does the interplay between context and form define a genre? Patterns and structures help us understand words and texts. What patterns make a text readable? Understandable? Familiar?

Quote of the day: It’s none of their business that you have to learn to write. Let them think you were born that way.

- Ernest Hemingway

Homework: Read "Living Like Weasels" by Annie Dillard and apply close reading strategies.

Quick write: Describe another student in this class in detail. Do not tell him or her you are doing it. Do not mention his or her name. Capture his or her smile, voice, physical attributes, and anything else you can imagine.
How do Authors use language to place emphasis on subject matter?

Essential questions

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Quote of the day: Exercise the writing muscle every day, even if it is only a letter, notes, a title list, a character sketch, a journal entry. Writers are like dancers, like athletes. Without that exercise, the muscles seize up. --Jane Yolen

Today’s learning objectives --to become more proficient at identifying rhetorical skills
Quick review of close reading outcomes.

Key Objective: To understand the descriptive essay. Brushstrokes PPT. (Time permitting)

Not-so Quickwrite: AP Practice write--40 minutes.
Get with a partner and discuss your findings on "Living Like Weasels" on the following areas:

2. Structure- tone, narrative voice, climaxes, turning points, narrative method.
3. Rhetorical mode: narrative, descriptive examples.
4. Sound: alliteration, assonance, consonance.
5. Rhetorical devices: imagery, metaphors, similes, symbols, allusions.
What was your thesis?
Assonance takes place when two or more words close to one another repeat the same vowel sound but start with different consonant sounds.

- We light fire on the mountain.
- I feel depressed and restless.
- Go and mow the lawn.
- Johnny went here and there and everywhere.

The engineer held the steering to steer the vehicle

Consonance refers to repetitive sounds produced by consonants within a sentence or phrase. This repetition often takes place in quick succession such as in pitter, patter. It is classified as a literary term used in both poetry as well as prose. For instance, the words chuckle, fickle, and kick are consonant with one and other due to the existence of common interior consonant sounds (/ck/).
Essential Questions:

How do Authors use language to place emphasis on subject matter?

Essential questions

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Quote of the day: "If you wish to be a writer, write." Epictetus

Today's learning objectives: --to become more proficient at identifying rhetorical skills
Quick review of close reading outcomes.
Key Objective: To understand the descriptive essay. Brushstrokes PPT. (Time permitting)

Not-so Quickwrite: What is Thoreau's central message in his essay?
Essential Questions:

How do Authors use language to place emphasis on subject matter?

Essential questions

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Quote of the day: Either write something worth reading or do something worth writing.--Benjamin Franklin

Today's learning objectives

--to become more proficient at identifying rhetorical skills
To understand the understand an author's perspective in addressing the audience.

Key Objective: To understand the descriptive essay.

Power point

Quickwrite: Describe a pet you have owned without telling us what it is.
Homework: Read "Dance of the Hobs" page 187. Do Questions on Writing Strategy 1 and 2 and Questions on Language 2. If you don't have the 11th edition, Read in the 9th edition "Silent Dancing" page 162. Do question 2 and 3 under Writing Strategy and under Questions of Language do question 4.
Essential questions
Genres are inherently complex, offering notable characteristics and qualities that writers employ to accomplish their purposes. How does the interplay between context and form define a genre? Patterns and structures help us understand words and texts. What patterns make a text readable? Understandable? Familiar?

Homework: Read "Shooting an Elephant" page 645 in 9th edition and 663 in the 11th edition. As you read the essay "Shooting an Elephant," analyze how the rhetorical devices on the handout play into Orwell's effect on you as a reader.

Quote of the day: Don’t bend; don’t water it down; don’t try to make it logical; don’t edit your own soul according to the fashion. Rather, follow your most intense obsessions mercilessly. Franz Kafka

Today's learning objectives --to become more proficient at identifying rhetorical skills
To understand the author's perspective in addressing the audience.
Key Objective: To understand the dominant impression in the descriptive essay.

Quickwrite: Describe your room (honestly) while trying to establish the dominant impression (messy, neat, historical, or unique).
Vocabulary

bazaar: Marketplace on a street with walk-in shops and outdoor stalls.

coolie: Unskilled laborer.

Coringhee: From or having to do with the town of Coringa, India. It is in the state of Andhra Pradesh in the southeastern part of the country.

Dravidian: Lower-caste Indian who speaks his own language, Dravidian.

imperialism: Policy of controlling weak or underdeveloped countries for economic, political, and military purposes.

in saecula saeculorum: Latin for in this age and for all ages; forever; for eternity; until the end of the world.

mahout: Skilled elephant trainer and handler.

Raj, British: British government rule in India, of which Burma was a part; the period when the British government ruled India.

sahib: Master, sir. Indians and Burmans used the word when addressing an Englishman.
As you read the essay "Shooting an Elephant," analyze how these rhetorical devices play into Orwell's effect on you as a reader.

**Symbols**

- Mad elephant: Symbol of the British Empire. Like the elephant, the empire is powerful. When the elephant raids the bazaar (marketplace), he symbolizes the British Empire raiding the economy of Burma. When he kills the coolie, he represents the British oppressing the natives.
- Dead coolie: Symbol of the downtrodden Burmese. Note that Orwell says his arms are outstretched like those of the crucified Christ.
- Football (soccer): Symbol of British imposition of their culture on their colonies. Modern soccer was developed in England in the 19th Century.
- Mud: Symbol of the squalor in which the Burmese must live under British rule. It is also a symbol of the political mire that the British created for themselves when they colonized India and Burma.

**Figures of Speech**

- Alliteration: Repetition of a Consonant Sound
  - yellow faces of young men that met me everywhere,
  - cowed faces of the long-term convicts
  - I marched down the hill, looking and feeling a fool. . . .
  - I was momentarily worth watching.
  - He looked suddenly stricken,
  - An enormous senility seemed to have settled upon him.

- Anaphora: A figure of speech in which a word or phrase is repeated at the beginning of a clause or another group of words. Anaphora imparts emphasis and balance, as in the following examples:
  - Some of the people said that the elephant had gone in one direction, some said that he had gone in another, some professed not even to have heard of any elephant.
  - I looked at the sea of yellow faces above the garish clothes—faces all happy and excited over this bit of fun, all certain that the elephant was going to be shot.

- Metaphor: Comparison of Unlike Things Without Using Like, As, Than, or As If
  - I could feel their two thousand wills pressing me forward, irresistibly. (Comparison of wills to a physical force)
  - I was only an absurd puppet pushed to and fro by the will of those yellow faces behind. (Comparison of the narrator to a puppet)

- Oxymoron: Combination of Contradictory Terms
  - grinning corpse

- Onomatopoeia: 
  - He was breathing very rhythmically with long rattling gasps,

- Paradox: Contradictory statement that may actually be true
  - A story always sounds clear enough at a distance, but the nearer you get to the scene of events the vaguer it becomes.
  - I perceived in this moment that when the white man turns tyrant it is his own freedom that he destroys.

- Simile: Comparison of Unlike Things Using Like, As, Than, or As If
  - The friction of the great beast's foot had stripped the skin from his back as neatly as one skins a rabbit. (Comparison of the elephant's action to that of a man skinning a rabbit)
  - The elephant looked no more dangerous than a cow. (Comparison of the elephant to a cow)
  - He seemed to tower upward like a huge rock toppling, his trunk reaching skyward like a tree. (Comparison of the elephant to a rock)
  - The thick blood welled out of him like red velvet. . . . (Comparison of blood to velvet)
Essential Questions:
How do Authors use language to place emphasis on subject matter?

Essential questions
Genres are inherently complex, offering notable characteristics and qualities that writers employ to accomplish their purposes. How does the interplay between context and form define a genre? Patterns and structures help us understand words and texts. What patterns make a text readable? Understandable? Familiar?

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Today’s learning objectives --to become more proficient at identifying rhetorical skills
To understand the understand an author’s perspective in addressing the audience.
Key Objective: To understand the dominant impression in the descriptive essay.
Quickwrite: Describe your room (honestly) while trying to establish the dominant impression (messy, neat, historical, or unique).
Essential Questions:

How do Authors use language to place emphasis on subject matter?

Essential questions

Genres are inherently complex, offering notable characteristics and qualities that writers employ to accomplish their purposes. How does the interplay between context and form define a genre? Patterns and structures help us understand words and texts. What patterns make a text readable? Understandable? Familiar?

Homework: Read "The Best Pizza in the World. Do Questions of Meaning 1 and 2 and Questions on Strategy 1 and 2. Work on your Rough Draft of your descriptive essay for Wednesday and Thursday.

Quote of the day: Look deep into nature, and then you will understand everything better. --Albert Einstein

Today’s learning objectives --to become more proficient at identifying rhetorical skills . Today’s reading "The Land of Little Rain." Read critically and observe levels of Diction and Syntax Structures.

To understand the understand an author’s perspective in addressing the audience.

Key Objective: To understand the dominant impression in the descriptive essay.

Quickwrite: Describe in detail the most beat up car you have ever ridden in.
A local legend purports that anyone who drinks from the Hassayampa River can never again tell the truth. As an anonymous poet wrote:

Those who drink its waters bright-
Red man, white man, boor or knight,
Girls or women, boys or men-
Never tell the truth again.
Essential Questions:

How do Authors use language to place emphasis on subject matter?

Genres are inherently complex, offering notable characteristics and qualities that writers employ to accomplish their purposes. How does the interplay between context and form define a genre? Patterns and structures help us understand words and texts. What patterns make a text readable? Understandable? Familiar?

Homework: Work on your draft of your descriptive essay. Get it to two pages, print it and bring it in for block day. Read "The Death of a Moth" and the sample rhetorical analysis on my website and be prepared to discuss your findings.

Quote of the day: “Every artist makes himself born. It is very much harder than the other time, and longer.” Willa Cather

Today’s learning objectives —to become more proficient at identifying rhetorical skills. Today’s reading "No Wonder They Call Me a ........." 282 Norton Reader. Read critically and observe levels of Diction and Syntax Structures, i.e. dashes and compound modifiers.

To understand the author’s use of description to convey sensory details.

Key Objective: To go through final peer editing.

Quick write: Describe the most delicious meal you have ever eaten.

Turn in:

Look in the Grade book. If you have assignments you have done and I haven't collected, turn them in. I want to honor that effort. Some students have turned them despite the fact I have not collected them. If you are unclear on assignments, look back on the calendar.
Essential questions

How do Authors use language to place emphasis on subject matter?

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Homework: Work on your draft of your descriptive essay. Get it to two pages, print it and bring it in for block day. Read "The Death of a Moth" and the sample rhetorical analysis on my website and be prepared to discuss your findings.

Quote of the day: “The earth has music for those who listen.” George Santayana

Key Objective: To understand the dominant impression in the descriptive essay.

Quickread: Read your two pages of your essay, on a separate sheet of paper, mark up your topic sentences, transitions, images, and sensory details. Also record your dominant impression

Turn in: "The Best Pizza in the World Questions of Meaning 1 and 2 and Questions on Strategy 1 and 2."
Essential Questions:

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Essential questions

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Homework: Read the Maya Angelou piece "Rituals" and the Twain piece "Two Ways of Seeing a River," and take the quiz on the Twain piece. Bring it in for next class.

Quote of the day: “We tell ourselves stories in order to live.”

Joan Didion The White Album

Today’s learning objectives --to become more proficient at identifying the elements of a narrative essay.

Today’s Task: read intro. to the Narrative essay and design a concept map.

Handout: Narrative Essay

Key Objective: To understand the Narrative Essay

Quickwrite: Write a brief story about a conflict you have had in your life.

Turn in: Descriptive essay.
Essential Questions:

How do Authors use language to place emphasis on subject matter?

Essential questions 10/1/2014

Genres are inherently complex, offering notable characteristics and qualities that writers employ to accomplish their purposes. How does the interplay between context and form define a genre? Patterns and structures help us understand words and texts. What patterns make a text readable? Understandable? Familiar?

Homework: Read "Champion of the World" page 110 Bedford

Do questions on Meaning 1 and 2, Questions on Strategy 1, 2 and 3.

Quote of the day: Most writers regard the truth as their most valuable possession, and therefore are most economical in its use.

- Mark Twain

Today’s learning objectives --to become more proficient at identifying the elements of a narrative essay.

Today’s Task: Horace Practice AP write

Handout: 12 steps to writing a Narrative

Key Objective: To understand the Narrative Essay

Quickwrite: Write an account of a particular incident or encounter in your life that in one way or another illustrates a stage of growing up (at any age) or of personal development. You may focus on one specific experience or on a sequence of specific experiences.

Turn in: Twain Quiz answers
Essential Questions:

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Essential questions:

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Quote of the day:-Read, read, read. Read everything -- trash, classics, good and bad, and see how they do it. Just like a carpenter who works as an apprentice and studies the master. Read! You'll absorb it. Then write. If it's good, you'll find out. If it's not, throw it out of the window.”

William Faulkner

Today's learning objectives -- to become more proficient at identifying the elements of a narrative essay.

Handout: syntax cheat sheet

Key Objective: To understand the Narrative Essay

Quickwrite: Movies and books often refer to the importance of loyalty and friendship. Write about a time in your life when friendship was of great importance to you.

Turn in: "The Champion of the World" questions.
Essential Questions:

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Essential questions

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Homework: Read in Bedford--"Good" page 127. Do questions of strategy 1 and 3. Read "Mary Ellen's Story" 133 Do question of strategy 1.

Quote of the day: "If you don't have time to read, you don't have the time (or the tools) to write. Simple as that." --Stephen King

Today's learning objectives --to become more proficient at identifying the elements of a narrative essay.

Handout: syntax cheat sheet

Key Objective: To understand the Narrative Essay

Today's Reading: "The Bird and the Machine" page 601 in The Language of Composition

Quickwrite: Childhood Event. Choose a vivid time from your childhood--You might think of the first time that you rode a school bus, of a time when you went to the principal's office, the first A you earned on a test or paper, earning money to buy something that you really wanted, and so on. Narrate the events related to the childhood memory that you've chosen so that your readers will understand why the event was important and memorable.

"The Bird and the Machine"
Consider questions on Rhetoric 1, 2, 3, 7 and 8 on page 608. Pair and share with your neighbor. Note your findings on one sheet of paper.

After you complete the questions, read "Superman and Me" on page 110 of The Language of Composition. Answer question five if time permits.

1. Little bones...lost." Pathos--appeals to the image of little bones
2. purr of cogs
   Clock in the protoplasm
   century-long pulse of trees invisible ladder of quickening hours.
7. Grandeur of imagery vs. the meanness of the mission.
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Homework: Read in Bedford "The Lottery" (page 139). Do Strategy question 1 and Questions on language question 2.

Write five ideas for a personal narrative and bring them into class for discussion.

Quote of the day: There is nothing to writing. All you do is sit down at a typewriter and bleed. --Ernest Hemingway

Today's learning objectives: to become more proficient at identifying the elements of a narrative essay.

Key Objective: To understand the Narrative Essay

Today's Reading: "The Bird and the Machine" page 601 in The Language of Composition and "Superman and Me"

Quickwrite: Write a narrative about a person or character who overcomes an obstacle or a difficult situation. The character must be a person from your family, history or from literature, movies, or television.

Turn in: "Good" page 127. Do questions of strategy 1 and 3. Read "Mary Ellen's Story" 133 Do question of strategy 1.
Essential Questions:

How do Authors use language to place emphasis on subject matter?

Essential questions

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Homework: Write a fifteen-sentence opening paragraph to your narrative. Include one thematically appropriate quote in this paragraph. Try Brainy Quotes as a source. For instance: “The reason stories have dramatic tension is because LIFE has dramatic tension.” Donald Miller, A Million Miles in a Thousand Years: What I Learned While Editing My Life

Quote of the day: “I hate writing, I love having written.” Dorothy Parker

Today's learning objectives --to become more proficient at identifying the elements of a narrative essay.

Key Objective: To understand the Narrative Essay

Today's Reading: From Silent Spring page 798 in The Language of Composition and "Superman and Me"

Quickwrite: Write a narrative paragraph about a time you faced a challenge like learning something new.

Turn in: "The Lottery" questions
Use quotes from the text to help answer the following.

1. Why does Carson begin "A Fable for Tomorrow" with imagery rather than exposition? What is the effect?

2. How does Carson's tone, style, and purpose change in paragraphs 9 and 10? Why do they change? How does Carson's voice change from "A Fable for Tomorrow" to "The Obligation to Endure"? How does the difference serve the writer's rhetorical purpose?

3. Why does Carson call the problem a "train of disaster" (para. 23)? What is the effect of this metaphor?

8. What do you think Carson's purpose was in ending the final paragraph (and the chapter) with someone else's words?
Essential Questions:

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Homework: Choose a story from your life and begin your narrative.

Quote of the day: “As a writer, you should not judge, you should understand.” Ernest Hemingway

Today's learning objectives --to become more proficient at identifying the elements of a narrative essay.

Key Objective: To understand the Narrative Essay
Today’s Reading: "Me Talk Pretty One Day" page 447 of small 100 Great Essays

Quickwrite: The Good and the Bad. Think about an event in your life that seemed bad but turned out to be good. Maybe you got injured and while you were waiting for your broken leg to heal, you learned how to use a computer. What makes the event change from bad to good may be something that you learned as a result, something that you did differently as a result, or something that happened that wouldn't have occurred otherwise. Tell the story of the event that you experienced and help your readers understand how an event that seemed negative turned out to have valuable consequences.

Turn in: Frederick Douglass Dialectic Journal
Essential Questions:

How do Authors use language to place emphasis on subject matter?

Essential questions

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Homework: Type your first page of your narrative and bring it in for block day. Remember, narrative essays incorporate strong descriptive elements.

Today's reading: John McPhee "Silk Parachute" page 358 in small 100 Great essays

Quote of the day: Writing is its own reward. - Henry Miller

Today's learning objectives --to become more proficient at identifying the elements of a narrative essay.

Key Objective: To understand the Narrative Essay
Today's Reading: John McPhee's "Silk Parachute"

Homework: Read the Narrative tips and the story: "In the Catbird Seat" (also under Narrative tips) On my website under Narrative. Continue developing your narrative essay.

Quickwrite: Sometimes people have to deal with the consequences of failing to act. Write an essay in which you recount what would have happened in an life event if a) someone had taken action in the midst of the dilemma or b) if someone had not taken action in the midst of a dilemma.

If you haven't done so, turn in the Frederick Douglass dialectic journal.
Essential Questions:
How do Authors use language to place emphasis on subject matter?

Essential questions:
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Homework: Type your first page of your narrative and bring it in for block day. Remember, narrative essays incorporate strong descriptive elements.

Quote of the day: “You cannot hope to sweep someone else away by the force of your writing until it has been done to you.”

"Stephen King On Writing: A Memoir of the Craft"

Today’s learning objectives: —to become more proficient at identifying the elements of a narrative essay.

Key Objective: To understand the Narrative Essay
Today’s Reading: "The Masked Marvel's Last Toehold" of small 100 Great Essays

Quickwrite: Describe a vivid childhood memory of attending some sort of performance--a sporting event, a concert, a theatrical presentation, or the like--for the first time. If you can frame the story in some pertinent later narration, feel free to do so.

For instance, I recall my first time on skates and the shock of falling, being totally taken gravity to the ice. I could frame this with the time I taken down from behind while playing adult league hockey and landing violently on the back of my head.

If you haven't done so, turn in the Frederick Douglass dialectic journal.
Essential Questions:
How do Authors use language to place emphasis on subject matter?

Genres are inherently complex, offering notable characteristics and qualities that writers employ to accomplish their purposes. How does the interplay between context and form define a genre? Patterns and structures help us understand words and texts. What patterns make a text readable? Understandable? Familiar?

Homework: Type your second/third page of your narrative and bring it in for Monday. Remember, narrative essays incorporate strong descriptive elements.

Today's reading: Maxine Hong Kingston's "Silence" on page 423 in big blue 100 Great Essays. Read the essay silently and pair and share to answer questions 1 and 3.

Quote of the day: "Either write something worth reading or do something worth writing." --Benjamin Franklin

Quickwrite: Detail the conflict between Ulguin Barrows and Mr. Martin.

If you haven't done so, turn in the Frederick Douglass dialectic journal.
Definition of Litotes

Litotes, derived from a Greek word meaning “simple”, is a figure of speech which employs an understatement by using double negatives or, in other words, positive statement is expressed by negating its opposite expressions.

For example, using the expression “not too bad” for “very good” is an understatement as well as a double negative statement that confirms a positive idea by negating the opposite. Similarly, saying “She is not a beauty queen,” means “She is ugly” or saying “I am not as young as I used to be” in order to avoid saying “I am old”. Litotes, therefore, is an intentional use of understatement that renders an ironical effect.

Litotes

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Common Examples of Litotes

In everyday life, it is common to experience litotes in conversations although not many people are aware of this term and its usage. Below are a few examples of litotes from daily conversations:

- They do not seem the happiest couple around.
- The ice cream was not too bad.
- New York is not an ordinary city.
- Your comments on politics are not useless.
- You are not as young as you used to be.
- William Shakespeare was not a bad playwright at all.
- He is not the cleverest person I have ever met.

“Indeed, it is not uncommon for slaves even to fall out and quarrel among themselves about the relative goodness of their masters, each contending for the superior goodness of his own over that of the others.” *Narrative of the Life of Frederick Douglass*

“I am not unaware how the productions of the Grub Street brotherhood have of late years fallen under many prejudices.” (Jonathan Swift, *A Tale of a Tub*)
How do Authors use language to place emphasis on subject matter?

Essential questions

Genres are inherently complex, offering notable characteristics and qualities that writers employ to accomplish their purposes. How does the interplay between context and form define a genre? Patterns and structures help us understand words and texts. What patterns make a text readable? Understandable? Familiar?

Homework: Type your third page of your narrative and bring it in for Block day. Remember, narrative essays incorporate strong descriptive elements (sensory detail), characterization, metaphor, dialogue, imagery, a plot line, some concluding reflection.

Today's Objective: To clarify narrative essay elements. Power points.

Quote of the day “Only a mediocre person is always at his best.”
—Somerset_Maugham "W. Somerset Maugham"

Quickwrite: write about a frightening experience you have had. Include details of setting and description.
Essential Questions:
How do Authors use language to place emphasis on subject matter?

Essential questions

Genres are inherently complex, offering notable characteristics and qualities that writers employ to accomplish their purposes. How does the interplay between context and form define a genre? Patterns and structures help us understand words and texts. What patterns make a text readable? Understandable? Familiar?

Homework: Type your third page of your narrative and bring it in for Block day. This is your story; you need to love it in such a way that it honestly reflects to the best of your knowledge the event in your life which is worthy of sharing.

Today's Objective: To clarify narrative essay elements. One more essay to read CRITICALLY.

Quote of the day: “What cannot be said above all must not be silenced but written.” — Jacques Derrida

Quickwrite: Write about the earliest memory you have as vividly as possible.

Today's reading: "The True Story of Why I Do What I Do" page 54 of The Norton Sampler. Question 1 Strategies and Structures
Essential Questions:
How do Authors use language to place emphasis on subject matter?

Essential questions
Genres are inherently complex, offering notable characteristics and qualities that writers employ to accomplish their purposes. How does the interplay between context and form define a genre? Patterns and structures help us understand words and texts. What patterns make a text readable? Understandable? Familiar?

Homework: Type your second/third page of your narrative and bring it in for Monday. Remember, narrative essays incorporate strong descriptive elements.

Today's reading: Maxine Hong Kingston's "Silence" on page 423 in big blue 100 Great Essays. Read the essay silently and pair and share to answer questions 1 and 3.

Quote of the day: “Either write something worth reading or do something worth writing.” --Benjamin Franklin

Quickwrite: Detail the conflict between Ulguin Barrows and Mr. Martin.

If you haven't done so, turn in the Frederick Douglass dialectic journal.
Anadiplosis: the repetition of the last word of one clause at the beginning of the next clause:

I lift up mine eyes unto the hills, from whence cometh my help. My help cometh from the Lord which made heaven and earth. Psalms 121:1

Death, as the Psalmist saith, is certain to all: all shall die.—Shakespeare, Henry IV part 2

My conscience hath a thousand several tongues; And every tongue brings in a several tale; And every tale condemns me for a villain.—Shakespeare, Richard III.

The following shows anadiplosis of a phrase:

...a man could stand and see the whole wide reach

Of blue Atlantic. But he stayed ashore.

He stayed ashore and plowed, and drilled his rows...

—Charles Bruce, “Biography”

“Sense is beaten into people by unhappiness, and that takes time, and time disfigures you.”

(Saul Bellow, More Die of Heartbreak. William Morrow, 1987)

Definition of Anadiplosis

The term anadiplosis is a Greek word which means “to reduplicate.” It refers to the repetition of a word or words in successive clauses in such a way that the second clause starts with the same word which marks the end of the previous clause.

Anadiplosis exhibits a typical pattern of repeating a word. For example, the repetition of the word “give” in the sentence “When I give, I give myself.” is termed anadiplosis as it occurs at the end of the first clause and marks the beginning of the following clause.

Similarly, notice how the use of anadiplosis repeats in its typical fashion the word “reliability” to highlight the main point of the sentence “This public school has a record of extraordinary reliability, a reliability that every other school is jealous of in the city.”

Anadiplosis and Chiasmus

It is important to note that anadiplosis is part of another figure of speech chiasmus. However, every anadiplosis does not necessarily reverse its structure like it is done in chiasmus. For instance, “Forget what you want to remember, and remember what you want to forget,” is an example of chiasmus (as it involves a reversal of structure in the second clause) and anadiplosis as word “remember” marks the end of one clause and the start of the subsequent clause.

Anadiplosis does not always employ a reversal of structure as in the sentence “The land of my fathers and my fathers can have it.” It is an example of anadiplosis involving a typical repetition of the word “my father” but, unlike chiasmus, the structure of the final clause is not reversed.

Examples of Anadiplosis in Literature

Writers employ anadiplosis in their literary texts to produce special stylistic effects such as decorating texts by means of its typical repetitive pattern and laying emphasis on an important point. Let us have a look at a few examples of this stylistic device from literature:

From Vladimir Nabokov’s Lolita,

“What I present here is what I remember of the letter, and what I remember of the letter I remember verbatim (including that awful French).”

Just observe the beautiful use of a phrase “what I remember of the letter” as an anadiplosis. The writer clearly wants his readers to focus on what he is saying and repeating in these words. The message is further enhanced by the use of the word “verbatim”.

Francis Bacon wrote,

“He retained his virtues amidst all his — misfortunes — misfortunes which no prudence could foresee or prevent.”

He has used “misfortune” twice to bring home to his readers the main idea he is discussing which is that misfortune is always unpredictable.

From The Isles of Greece by Lord Byron,

“The mountains look on Marathon – And Marathon looks on the sea...”

This is a good use of anadiplosis by Lord Byron in his poem The Isles of Greece. Here, he has stressed Marathon and repeated it to make it significant in the poem.

From the movie Gladiator,

“The general who became a slave. The slave who became a gladiator. The gladiator who defied an emperor. Striking story!”

This is the dialogue from the famous movie Gladiator (2000) in which a general is sold as a slave who then had to work as a gladiator to make himself known in the arena and then defy the emperor. Look at the effects produced by the anadiplosis.

Function of Anadiplosis

It repeats a word in quick succession in successive clauses in order to add emphasis to the main idea, as readers tend to focus more on the repetition of words and thereby on the idea emphasized upon. Anadiplosis also serves to decorate a piece of writing or a speech. Often, CEOs and modern executives are fond of using it to make their suggestions and commands effective.
Essential questions

Genres are inherently complex, offering notable characteristics and qualities that writers employ to accomplish their purposes. How does the interplay between context and form define a genre? Patterns and structures help us understand words and texts. What patterns make a text readable? Understandable? Familiar?

Homework: Take your essay home and revise it thoughtfully. Try these methods of revision: inserting a meaningful quote from an outside source, shifting text around to create a flashback, inserting additional metaphors, details, and imagery, clean up sentences that don't add meaning.

Today's Objective: To improve writing through peer editing process. Minor objective to look at writing styles and devices to add to our own writing.

Quote of the day: “What cannot be said above all must not be silenced but written.” — Jacques Derrida

Quickwrite: Write about the earliest memory you have as vividly as possible.

Today's reading: "The True Story of Why I Do What I Do" page 54 of The Norton Sampler. Question 1 Strategies and Structures
Essential Questions:
How do Authors use language to place emphasis on subject matter?

Genres are inherently complex, offering notable characteristics and qualities that writers employ to accomplish their purposes. How does the interplay between context and form define a genre? Patterns and structures help us understand words and texts. What patterns make a text readable? Understandable? Familiar?

Homework: Read "On Compassion" on page 211 and do Questions on Meaning 2 and Questions on strategy 1 and 2. Read"Homeless" on page 216 and do Question of strategy 4.

Today's Objective: To introduce the essay of Example. Read pages 203 to 210 on Essay of Example Chapter Six in the Bedford and make a Concept map.

Quote of the day: “I would like to evoke the sense of wonder and magic in the reader but without invoking the mystical, the supernatural or the transcendent.” — Edward Abbey Postcards from Ed: Dispatches and Salvos from an American Iconoclast
Essential Questions:

How do Authors use language to place emphasis on subject matter?

Genres are inherently complex, offering notable characteristics and qualities that writers employ to accomplish their purposes. How does the interplay between context and form define a genre? Patterns and structures help us understand words and texts. What patterns make a text readable? Understandable? Familiar?

Homework: Read "The Blank Slate" on my website.

Quick write: Write at least three differences (not the obvious ones) in the way men and women behave. Do not approach this prompt in a sexist manner. Try to be analytical in recognizing differences.

Today's Objective: To introduce the essay of Example and the use of examples to build an argument.

Stephen Jay Gould "Women's Brains" page 332 in Blue 100 Great Essays.

Quote of the day: “Writing is a way of talking without being interrupted.”
— Jules Renard
WOMEN'S BRAINS

ANSWERS TO DISCUSSION QUESTIONS:

1. Women have smaller brains than men, and therefore are less intelligent.
2. Measurements of brain weights and volumes, of both men and women.
3. Male
4. a) very small sample sizes; b) measurements uncensored for body height, build, age, cause of death; c) influenced by a priori assumptions that women were not as intelligent as men
5. a) Maria Montessori; b) Women had slightly larger brains than men; c) Women were intellectually superior...
6. The whole enterprise of setting a biological value upon groups is...irrelevant and highly injurious.
7. This essay describes an example in which bias and assumptions have clearly influenced even the "objective" collecting, processing, and interpretation of data in a scientific study. This was an example of sexual bias, by both men and women.
8. Race, nationality, age, sexual orientation, religion, philosophy, political leanings, societal stereoypes (income, reputation, all positions, previously published positions, etc.), values, beliefs, experiences...
9. [Student impressions]
10. [Student impressions]

Notes for the teacher:

1. What kinds of reactions do you think this article would produce in your class? Do you think your students could read and understand the essential ideas in this essay? If not, is there any way you could make it easier? To what extent did the literary references and unfamiliar terms detract from the general understanding? [This might be an interesting question to ask in your discussion of the essay].
2. You might want to provide a glossary of some of the more obscure terms and references if you think they get in the way of the desired understanding. For example —— George Eliot, pen name of well-known woman English fiction writer of the Victorian Age (1819-1880) —— invidious (discriminatory) Alternatively, you could scan or retype the article, and leave out the more obscure literary references and terms, or replace the terms with more familiar synonyms and explain briefly in context the references. In either case, be sure to indicate this in your reference to the author and source as "Modified from...".
3. Are you aware of any other articles, perhaps a little easier for students to read, in which bias clearly plays a role in influencing the work of scientists? [If so, please share them with the webmaster].
Essential Questions:
How do Authors use language to place emphasis on subject matter?

Genres are inherently complex, offering notable characteristics and qualities that writers employ to accomplish their purposes. How does the interplay between context and form define a genre? Patterns and structures help us understand words and texts. What patterns make a text readable? Understandable? Familiar?

Homework: Read "The Blank Slate" on my website.

Quick write: Why do you agree? disagree with Pinker's stance on the blank slate when he disputes the conventional thinking of the following statement: "Intellectual life today is beset with a great divide. On one side is a militant denial of human nature, a conviction that the mind of a child is a blank slate that is subsequently inscribed by parents and society tried to explain all thought, feeling, and behavior with a few simple mechanisms of learning. For much of the past century, psychology has by association. Social scientists have tried to explain all customs and social arrangements as a product of the surrounding culture. A long list of concepts that would seem natural to the human way of thinking – emotions, kinship, the sexes – are said to have been “invented” or “socially constructed.” What is your view, and why?

Today's Objective: To introduce the essay of Example and the use of examples to build an argument.

Stephen Jay Gould "Women's Brains" page 332 in Blue 100 Great Essays.

Quote of the day: “Writing is a way of talking without being interrupted.”
— Jules Renard
Essential Questions:

How do Authors use language to place emphasis on subject matter?

Genres are inherently complex, offering notable characteristics and qualities that writers employ to accomplish their purposes. How does the interplay between context and form define a genre? Patterns and structures help us understand words and texts. What patterns make a text readable? Understandable? Familiar?

Today's Objective: To introduce relevant examples application to writing. Homework: Read "The Adored, Buzzing around Us" Strategy questions 1 and 2, and "Black Men and Public Space" Strategy questions 1, and 3.

Quick write: Why do you agree?disagree with Pinker's stance on the blank slate when he disputes the conventional thinking of the following statement:

"Intellectual life today is beset with a great divide. On one side is a militant denial of human nature, a conviction that the mind of a child is a blank slate that is subsequently inscribed by parents and society tried to explain all thought, feeling, and behavior with a few simple mechanisms of learning. For much of the past century, psychology has by association. Social scientists have tried to explain all customs and social arrangements as a product of the surrounding culture. A long list of concepts that would seem natural to the human way of thinking – emotions, kinship, the sexes – are said to have been “invented” or “socially constructed.” What is your view, and why?

Quote of the day: “The purpose of a writer is to keep civilization from destroying itself.” — "Albert Camus"
1. What inference can you make about Pinker seeming concerned about the reaction to his book?

2. How does Pinker cite relevant evidence, experiences, and/or information essential to the issue?

3. How does Pinker clarify key concepts when necessary?

4. Does Pinker show sensitivity to what he is assuming or taking for granted? (Insofar as those assumptions might reasonably questioned)?

5. Could you formulate an idea where the idea of blank slate aligns with Pinker’s theory?

6. How is/isn’t Pinker's reasoning well-supported?

7. Can you assess the value or importance of Pinker’s theory to societal understanding of people who don’t fit within norms?
Essential Questions:

How do Authors use language to place emphasis on subject matter?

Genres are inherently complex, offering notable characteristics and qualities that writers employ to accomplish their purposes. How does the interplay between context and form define a genre? Patterns and structures help us understand words and texts. What patterns make a text readable? Understandable? Familiar?

Homework: Read "The Method of Scientific Investigation" on page 609 in The Language of Composition text. If you don't finish the Huxley work, go to my website and complete it from there.

This essay effects two separate purposes at once: first, it might disabuse many students of the notion that science is a body of difficult knowledge to be learned rather than a process to be practiced, and second, it offers a fine example of science writing and rationalism from the nineteenth century. T.H. Huxley may be seen as the quintessential rationalist. He explains, he reasons, he applies analogies, and he offers illustrative examples to support his arguments throughout the essay.

Huxley’s tone is didactic (intended to instruct) and this feature of the piece will evoke responses and reactions from readers.

Quick write: What is science? After you have described science write on: What is the scientific process?

Today's Objective: To consider the application of an essay of example and its use make a scientific argument.

Quote of the day: “Authors, he thought. Even the sane ones are nuts.”
— Dan_Brown"The Da Vinci Code"
Essential Questions:

How do Authors use language to place emphasis on subject matter?

Genres are inherently complex, offering notable characteristics and qualities that writers employ to accomplish their purposes. How does the interplay between context and form define a genre? Patterns and structures help us understand words and texts. What patterns make a text readable? Understandable? Familiar?

Homework: Read "This is Water" (page 233 in Bedford) do Questions on Meaning 3, and Questions on Strategy 2, 3, and 4.

Quick write: Write an anecdote someone (perhaps a grandparent or parent) has shared with you.

Today's Objective: To consider the application of anecdotes, imagery (light and darkness), and use of quotes in an essay of example.

Quote of the day: “Writing is not just a process of creation. It is also a process of self-discovery” — Cristina Istrati
Essential Questions:

How do Authors use language to place emphasis on subject matter?

Genres are inherently complex, offering notable characteristics and qualities that writers employ to accomplish their purposes. How does the interplay between context and form define a genre? Patterns and structures help us understand words and texts. What patterns make a text readable? Understandable? Familiar?

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How do Authors use language to place emphasis on subject matter?

Genres are inherently complex, offering notable characteristics and qualities that writers employ to accomplish their purposes. How does the interplay between context and form define a genre? Patterns and structures help us understand words and texts. What patterns make a text readable? Understandable? Familiar?

**Homework:** Read "The Rainbow Bridge" on my web site and be prepared to discuss and examine it.

**Quick write:** What are three ways we can help the poor.

**Today's Objective:** To consider the application of an essay of example and its use to make an ethical argument.

**Today's Reading** "The Singer Solution to World Poverty" page 319 (White and Orange edition). Answer questions 1 and 2 and then pair and share to compare. **Plus:** How does Singer use Examples to make his case?

**Quote of the day:** “Perhaps I write for no one. Perhaps for the same person children are writing for when they scrawl their names in the snow.”

— Margaret Atwood
Genres are inherently complex, offering notable characteristics and qualities that writers employ to accomplish their purposes. How does the interplay between context and form define a genre? Patterns and structures help us understand words and texts. What patterns make a text readable? Understandable? Familiar?

**Homework:** Type an(218,385),(812,430) paragraph of an essay of example you would like to write and bring it in on Friday.

**Quick write:** How do you practice the two following principles of enlightenment in your life "Nothing in excess" and "Know thyself."

**Today's Objective:** To consider the application of an essay of example and its use to make an ethical argument.

**Today's Reading:** "Lifeboat Ethics" Page 324 of *The Language of Composition* Questions 1, 3, 4, 5.

Take three minutes to interpret Livingstone’s reference to “attitude of mind” and its application to your learning.

**Quote of the day:** “Your page stands against you and says to you that you are a thief.” — Marcus Valerius Martialis *Epigrams*
Sophrosyne is a term for the spirit of moderation, self-control, temperance, restraint, and discretion. Latin equivalents are continentia (continence and moderation), and sobrietas, (temperance and sobriety).

Many Ancient Greeks upheld the ideal of sophrosyne, which is often translated by such terms as prudence, self-control, moderation, and temperance; but ultimately its complex meaning, so important to the ancients, is very difficult to convey in English. It is perhaps to some extent expressed by the two most famous sayings of the Oracle of Delphi: "Nothing in excess" and "Know thyself."
Essential Questions:
How do Authors use language to place emphasis on subject matter?

Genres are inherently complex, offering notable characteristics and qualities that writers employ to accomplish their purposes. How does the interplay between context and form define a genre? Patterns and structures help us understand words and texts. What patterns make a text readable? Understandable? Familiar?

Homework: Find three source documents to support your initial paragraph and write them into your first paragraph.

Quick write: Brainstorm five possible ways of finding examples for your essay of example. Three minutes.

Today's Objective: To consider and reflect on viable topics for a essay of example.

Today's Reading: "Corn-Pone Opinions" Page 717 of The Language of Composition Questions on Rhetoric and Style 1, 2, 3, 4, 5, 8, 11.

Quote of the day: "Don't use any extra words. A sentence is like a machine; it has a job to do. An extra word in a sentence is like a sock in a machine." (Annie Dillard, "Notes for Young Writers" In Fact: The Best of Creative Nonfiction, ed. by Lee Gutkind. W.W. Norton, 2005)
Forty Topic Suggestions: Examples

A. Drawing on your own experiences and observations, use examples to show that you agree or disagree with any one of the following principles:
1. In a hierarchy every employee tends to rise to his level of incompetence. (The Peter Principle)
2. Work expands to fill the time available. (Parkinson's Law)
3. Whatever can go wrong, will go wrong. (Murphy's Law)
4. You'll never go broke underestimating the intelligence of the American public. (Barnum's Law)

B. Drawing on your own experiences and observations, use examples to show that you agree or disagree with any one of the following proverbs and maxims:
5. "Adults are merely obsolete children." (Dr. Seuss)
6. Anticipation is often greater than realization.
7. "You don't know what you've got till it's gone." (Joni Mitchell)
8. A friend walks in when everyone else walks out.
9. "Punctuality is the virtue of the bored." (Evelyn Waugh)
10. When life throws you lemons, make lemonade.
11. "When everything is coming your way, you're in the wrong lane." (Steven Wright)

C. Use specific examples to demonstrate your attitude toward any one of the following subjects:
12. superstitions
13. the best or worst movie of all time
14. contemporary slang
15. Facebook friendships
16. your favorite (or least favorite) television program
17. your favorite (or least favorite) commercial
18. tattoos
19. Twitter
20. violence in video games
21. body piercings
22. changing gender roles
23. PowerPoint presentations
24. the most useful (or useless) invention
25. online high school or college courses
26. best or worst job (real or imagined)
27. your favorite (or least favorite) actor, singer, or musician
28. your favorite (or least favorite) fictional character

D. Use specific examples to examine any one of the following subjects:
29. a parent's greatest responsibilities
30. fad diets
31. male or female stereotypes in popular culture
32. superstitions
33. the best (or worst) song lyrics
34. true leaders
35. good manners
36. the value of pets
37. best (or worse) fashions
38. true heroism
39. churchgoers
40. the different roles of a student
What Is a Maxim?

Answer:

Maxim, proverb, gnome, aphorism, apothegm, sententia—all mean essentially the same thing: a short, easily remembered expression of a basic principle, general truth, or rule of conduct. Think of a maxim as a nugget of wisdom—or at least of apparent wisdom.

It is often difficult to tell whether a maxim means something, or something means maxim.

(Robert Benchley, "Maxims from the Chinese")

Maxims, you see, are tricky devices. As Benchley suggests in his comic chiasmus, they generally sound pretty convincing—at least until a contrary maxim comes along. "Look before you leap," we say with conviction, until remembering that "He who hesitates is lost."

English is full of such contrary proverbs—or, as we prefer to call them, dueling maxims:

> "The bigger the better"
> "Good things come in small packages."
> "What's good for the goose is good for the gander."
> "One man's meat is another man's poison."
> "Birds of a feather flock together."
> "Opposites attract."
> "Actions speak louder than words."
> "The pen is mightier than the sword."
> "You're never too old to learn."
> "You can't teach an old dog new tricks."
> "All good things come to those who wait."
> "Time and tide wait for no man."
> "Many hands make light work."
> "Too many cooks spoil the broth."
> "Absence makes the heart grow fonder."
> "Out of sight, out of mind."
> "It's better to be safe than sorry."
> "Nothing ventured, nothing gained."

As William Mathews said, "All maxims have their antagonist maxims; proverbs should be sold in pairs, a single one being but a half truth."

But then, we might ask, what is the nature of proverbial truth? In his essay "Literature as Equipment for Living," rhetorician Kenneth Burke argued that proverbs are "strategies" designed for "dealing with situations"—for "consolation or vengeance, for admonition or exhortation, for foretelling." And different situations call for different proverbs:

The apparent contradictions depend upon differences in attitude, involving a correspondingly different choice of strategy. Consider, for instance, the apparently opposite pair: "Repentance comes too late" and "Never too late to mend." The first is admonitory. It says in effect: "You'd better look out, or you'll get yourself too far into this business." The second is consolatory, saying in effect: "Buck up, old man, you can still pull out of this."

( The Philosophy of Literary Form, 3rd edition, Louisiana State University Press, 1967)

In any event, the maxim is a handy device, especially for people in predominately oral cultures—those that rely on speech rather than writing to pass along knowledge. Some of the common stylistic features of maxims (features that help us remember them) include parallelism, antithesis, chiasmus, alliteration, paradox, hyperbole, and ellipsis.

According to Aristotle in his Rhetoric, the maxim is also a persuasive device, convincing listeners by conveying an impression of wisdom and experience. Because maxims are so common, he says, "They seem true, as if everyone agreed."

But that doesn't mean that all of us have earned the right to use maxims.

There's a minimum age requirement, Aristotle tells us:

Speaking in maxims is appropriate to those older in years and on subjects of which one is experienced, since to speak maxims is unseemly for one too young, as is storytelling; and on matters in which one is inexperienced it is silly and shows lack of education. There is an adequate sign of this: country folks are most inclined to strike maxims and readily show themselves off.


Finally, we might keep in mind this bit of proverbial wisdom from Mark Twain: "It is more trouble to make a maxim than it is to do right."
Definition:
Chiasmus in rhetoric, a verbal pattern (a type of antithesis) in which the second half of an expression is balanced against the first with the parts reversed. Essentially the same as antimetabole. Adjective: chiastic. Plural: chiasmus or chiasmi.

Note that a chiasmus includes anadiplosis, but not every anadiplosis reverses itself in the manner of a chiasmus.

Etymology:
From the Greek, "mark with the letter X."

Examples and Observations:
> "You forget what you want to remember, and you remember what you want to forget."
> (Cormac McCarthy, The Road, 2006)
> "In the end, the true test is not the speeches a president delivers; it's whether the president delivers on the speeches."
> (Hillary Clinton, March 2008)
> "I had a teacher I liked who used to say good fiction's job was to comfort the disturbed and disturb the comfortable."
> (David Foster Wallace)
> "I flee who chases me, and chase who flees me."
> (Ovid)
> "Fair is foul, and foul is fair."
> (William Shakespeare, Macbeth I.i)
> "Your manuscript is both good and original; but the part that is good is not original, and the part that is original is not good."
> (Samuel Johnson)
> "If black men have no rights in the eyes of the white men, of course the whites can have none in the eyes of the blacks."
> (Frederick Douglass, "An Appeal to Congress for Impartial Suffrage")
> "The art of progress is to preserve order amid change and to preserve change amid order."
> (Alfred North Whitehead)
> "Do I love you because you're beautiful?
> Or are you beautiful because I love you?"
> (Oscar Hammerstein II, "Do I Love You Because You're Beautiful?")
> "The value of marriage is not that adults produce children, but that children produce adults."
> (Peter De Vries)
> "Don't sweat the petty things--and don't pet the sweaty things."
> (anonymous)
> "People the world over have always been more impressed by the power of our example than by the example of our power."
> (President Bill Clinton, August 2008)
> "You can take it out of the country, but you can't take the country out of it."
> (slogan for Salem cigarettes)
> "Friendly Americans win American friends."
> (United States Travel Service, 1963)
> "Never let a fool kiss you--or a kiss fool you."
> (Joey Adams, quoted by Mardy Grothe in Never Let a Fool Kiss You or a Kiss Fool You. Viking, 1999)
> "My job is not to represent Washington to you, but to represent you to Washington."
> (Barack Obama)
Definition:
A short, pithy statement of a general truth, one that condenses common experience into memorable form. Or, as defined by Miguel de Cervantes, "a short sentence based on long experience." Adjective: proverbial.

Many proverbs rely on antithesis: "Out of sight, out of mind," "Penny wise, pound foolish," "A bird in the hand is worth two in the bush."

In classical rhetoric, the amplification of a proverb was one of the exercises known as the progymnasmata. (See Examples and Observations, below.)
At each step, the Tortoise argues that even though he accepts all the premises that have been written down, there is some further premise (that if all of (1)–(n) are true, then (Z) must be true) that it still needs to accept before it is compelled to accept that (Z) is true.

Summary of the dialogue

The discussion begins by considering the following logical argument:

> A: "Things that are equal to the same are equal to each other" (Euclidean relation, a weakened form of the transitive property)
> B: "The two sides of this triangle are things that are equal to the same"
> Therefore Z: "The two sides of this triangle are equal to each other"

The Tortoise asks Achilles whether the conclusion logically follows from the premises, and Achilles grants that it obviously does. The Tortoise then asks Achilles whether there might be a reader of Euclid who grants that the argument is logically valid, as a sequence, while denying that A and B are true. Achilles accepts that such a reader might exist, and that he would hold that if A and B are true, then Z must be true, while not yet accepting that A and B are true. (A reader who denies the premises.)

The Tortoise then asks Achilles whether a second kind of reader might exist, who accepts that A and B are true, but who does not yet accept the principle that if A and B are both true, then Z must be true. Achilles grants the Tortoise that this second kind of reader might also exist. The Tortoise, then, asks Achilles to treat the Tortoise as a reader of this second kind. Achilles must now logically compel the Tortoise to accept that Z must be true. (The tortoise is a reader who denies the argument itself; the syllogism's conclusion, structure, or validity.)

After writing down A, B, and Z in his notebook, Achilles asks the Tortoise to accept the hypothetical:

> C: "If A and B are true, Z must be true"

The Tortoise agrees to accept C, if Achilles will write down what it has to accept in his notebook, making the new argument:

> A: "Things that are equal to the same are equal to each other"
> B: "The two sides of this triangle are things that are equal to the same"
> C: "If A and B are true, Z must be true"
> Therefore Z: "The two sides of this triangle are equal to each other"

But now that the Tortoise accepts premise C, it still refuses to accept the expanded argument. When Achilles demands that "If you accept A and B and C, you must accept Z," the Tortoise remarks that that's another hypothetical proposition, and suggests even if it accepts C, it could still fail to conclude Z if it did not see the truth of:

> D: "If A and B and C are true, Z must be true"

The Tortoise continues to accept each hypothetical premise once Achilles writes it down, but denies that the conclusion necessarily follows, since each time it denies the hypothetical that if all the premises written down so far are true, Z must be true:

"And at last we've got to the end of this ideal racecourse! Now that you accept A and B and C and D, of course you accept Z."
"Do I?" said the Tortoise innocently. "Let's make that quite clear. I accept A and B and C and D. Suppose I still refused to accept Z?"
"Then Logic would take you by the throat, and force you to do it!" Achilles triumphantly replied. "Logic would tell you, 'You can't help yourself. Now that you've accepted A and B and C and D, you must accept Z.' So you've no choice, you see."
"Whatever Logic is good enough to tell me is worth writing down," said the Tortoise. "So enter it in your notebook, please. We will call it (E) If A and B and C and D are true, Z must be true. Until I've granted that, of course I needn't grant Z. So it's quite a necessary step; you see?"
"I see," said Achilles; and there was a touch of sadness in his tone.

Thus, the list of premises continues to grow without end, leaving the argument always in the form:

1. (1): "Things that are equal to the same are equal to each other"
2. (2): "The two sides of this triangle are things that are equal to the same"
3. (3): (1) and (2) ⇒ (Z)
4. (4): (1) and (2) and (3) ⇒ (Z)
... (n): (1) and (2) and (3) and (4) and ... and (n − 1) ⇒ (Z)
Therefore (Z): "The two sides of this triangle are equal to each other"

At each step, the Tortoise argues that even though he accepts all the premises that have been written down, there is some further premise (that if all of (1)–(n) are true, then (Z) must be true) that it still needs to accept before it is compelled to accept that (Z) is true.
Essential Questions:

How do Authors use language to place emphasis on subject matter?

Genres are inherently complex, offering notable characteristics and qualities that writers employ to accomplish their purposes. How does the interplay between context and form define a genre? Patterns and structures help us understand words and texts. What patterns make a text readable? Understandable? Familiar?

Homework: Begin writing your essay of example. Construct a solid thesis from which you can build multiple examples from anecdotes, quotes, hypothetical examples that are logical, history, current events, politics, entertainment,

Today's Objective: To clarify narrative essay elements. One more essay to read CRITICALLY.

Quote of the day: “A good writer possesses not only his own spirit but also the spirit of his friends.” — Friedrich Nietzsche

Quickwrite: Write an example of a time when you conformed to something that you really didn't think deeply about.

Today's Reading: "Corn-Pone Opinions" Page 717 of The Language of Composition Questions on Rhetoric and style 1, 3, 4, 5, and 11.
Ascetic— characterized by or suggesting the practice of severe self-discipline and abstention from all forms of indulgence, typically for religious reasons.

Presumptuous— (of a person or their behavior) failing to observe the limits of what is permitted or appropriate.

Estuaries— the tidal mouth of a large river, where the tide meets the stream.

Ennoble— give (someone) a noble rank or title.

Gyrus— a convoluted ridge between anatomical grooves;

Abaton— The name **Abaton** (from α - not + - to tread) was used in antiquity for inaccessible places, including:

Colonnade— a series of columns set at regular intervals and usually supporting the base of a roof structure.

Dubiety— a usually hesitant uncertainty or doubt that tends to cause vacillation.
Essential Questions:

How do Authors use language to place emphasis on subject matter?

Genres are inherently complex, offering notable characteristics and qualities that writers employ to accomplish their purposes. How does the interplay between context and form define a genre? Patterns and structures help us understand words and texts. What patterns make a text readable? Understandable? Familiar?

Homework: Finish up essay of example/exemplification. Due Wednesday/Thursday.

Today's Objective: To provide further feedback through full peer edit.

Quote of the day: “The best life for a writer is the life which helps him write the best books he can.” —Julian Barnes, Flaubert's Parrot

Quickwrite: Compare yourself to your best friend.

Today's Reading: Read intro to Comparison and Contrast.
Essential Questions:

How do Authors use language to place emphasis on subject matter?

Genres are inherently complex, offering notable characteristics and qualities that writers employ to accomplish their purposes. How does the interplay between context and form define a genre? Patterns and structures help us understand words and texts. What patterns make a text readable? Understandable? Familiar?

Homework: Polish your essay of example/exemplification. Due Wednesday/Thursday.

Today's Objective: To provide further feedback through full peer edit.

Quote of the day: “If you're silent for a long time, people just arrive in your mind.” —Alice Walker

Quickwrite: Compare and contrast infatuation versus love.

Today's Reading: Read intro to Comparison and Contrast.
John James Audubon

John James Audubon (1785-1851) was not the first person to attempt to paint and describe all the birds of America (Alexander Wilson has that distinction), but for half a century he was the young country's dominant wildlife artist. His seminal Bird of America, a collection of 435 life-size prints, quickly eclipsed Wilson's work and is still a standard against which 20th and 21st century bird artists, such as Roger Tory Peterson and David Sibley, are measured.

Although Audubon had no role in the organization that bears his name, there is a connection: George Bird Grinnell, one of the founders of the early Audubon Society in the late 1800s, was tutored by Lucy Audubon, John James's widow. Knowing Audubon's reputation, Grinnell chose his name as the inspiration for the organization's earliest work to protect birds and their habitats. Today, the name Audubon remains synonymous with birds and bird conservation the world over.

Audubon was born in Saint Domingue (now Haiti), the illegitimate son of a French sea captain and plantation owner and his French mistress. Early on, he was raised by his stepmother, Mrs. Audubon, in Nantes, France, and took a lively interest in birds, nature, drawing, and music. In 1803, at the age of 18, he was sent to America, in part to escape conscription into the Emperor Napoleon's army. He lived on the family-owned estate at Mill Grove, near Philadelphia, where he hunted, studied and drew birds, and met his wife, Lucy Bakewell. While there, he conducted the first known bird-banding experiment in North America, tying strings around the legs of Eastern Phoebes; he learned that the birds returned to the very same nesting sites each year.

Audubon spent more than a decade in business, eventually traveling down the Ohio River to western Kentucky - then the frontier - and setting up a dry-goods store in Henderson. He continued to draw birds as a hobby, amassing an impressive portfolio. While in Kentucky, Lucy gave birth to two sons, Victor Gifford and John Woodhouse, as well as a daughter who died in infancy. Audubon was quite successful in business for a while, but hard times hit, and in 1819 he was briefly jailed for bankruptcy.

With no other prospects, Audubon set off on his epic quest to depict America's avifauna, with nothing but his gun, artist's materials, and a young assistant. Floating down the Mississippi, he lived a rugged hand-to-mouth existence in the South while Lucy earned money as a tutor to wealthy plantation families. In 1826 he sailed with his partly finished collection to England. "The American Woodsman" was literally an overnight success. His life-size, highly dramatic bird portraits, along with his embellished descriptions of wilderness life, hit just the right note at the height of the Continent's Romantic era. Audubon found a printer for the Birds of America, first in Edinburgh, then London, and later collaborated with the Scottish ornithologist William MacGillivray on the Ornithological Biographies - life histories of each of the species in the work.

The last print was issued in 1838, by which time Audubon had achieved fame and a modest degree of comfort, traveled this country several more times in search of birds, and settled in New York City. He made one more trip out West in 1843, the basis for his final work of mammals, the Viviparous Quadrupeds of North America, which was largely completed by his sons and the text of which was written by his long-time friend, the Lutheran pastor John Bachman (whose daughters married Audubon's sons). Audubon spent his last years in senility and died at age 65. He is buried in the Trinity Cemetery at 155th Street and Broadway in New York City.

Audubon's story is one of triumph over adversity; his accomplishment is destined for the ages. He encapsulates the spirit of young America, when the wilderness was limitless and beguiling. He was a person of legendary strength and endurance as well as a keen observer of birds and nature. Like his peers, he was an avid hunter, and he also had a deep appreciation and concern for conservation; in his later writings he sounded the alarm about destruction of birds and habitats. It is fitting that today we carry his name and legacy into the future.
Essential Questions:
How do Authors use language to place emphasis on subject matter?

Genres are inherently complex, offering notable characteristics and qualities that writers employ to accomplish their purposes. How does the interplay between context and form define a genre? Patterns and structures help us understand words and texts. What patterns make a text readable? Understandable? Familiar?

Homework: Consider a topic for compare and contrast and make a Venn diagram.

Today's Objective: Focus on Compare Contrast essay elements and style.

Quote of the day: It was in enough to get along with people. I was never socially inarticulate. Not a loner. And that saved my life, saved my sanity. That and the writing. But to this day I distrust anybody who thought school was a good time. Anybody.--Stephen King

Quick write: Compare and contrast excellence to mediocrity using examples from what you have seen in life, society, history, media, etc.

Today's Reading: "The Retreat From Excellence"

What is Fuess' thesis?
How does this argument apply to today's American culture?
What does he do to portray excellence?