

ENGLISH 101-97: CITY COLLEGES OF CHICAGO COURSE MATERIALS



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English 101-97 CCC DEI - SJ

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CHAPTER OVERVIEW

1: Introduction to Rhetorical Analysis by Lani Montreal

Dr. Martin Luther King Jr. wrote the essay “Letter from Birmingham Jail” in 1963 while in prison in direct response to the Open Letter that Christian and Jewish religious leaders published in a Birmingham newspaper. The clergymen wrote their letter (1.2) after anti-racist demonstrations led by Dr. King were violently dispersed by the Birmingham police and the protesters jailed, including Dr. King. They called the demonstrations “unwise and untimely,” blaming “outsiders” for agitating Birmingham residents and asked that citizens stay calm and allow the justice system to address the matter in the courts. In his letter, Dr. King eloquently responded to each point raised by the clergymen using logical reasoning and quoted for support religious, political and historical figures, including Socrates, St. Augustine, Thomas Jefferson, and Supreme Court Justice Earl Warren, who facilitated the landmark ruling *Brown v Board of Education* that ended segregation in public schools. To stress the urgency of the matter, he cited specific cases of police brutality against children as an appeal for empathy. Finally, he rebuts the claim that “outsiders” should not meddle in local affairs with a thought-provoking statement “injustice anywhere is a threat to justice everywhere.” This essay by Dr. Martin Luther King Jr. is a great example of rhetoric and addresses the following Student Learning Outcomes for ENG 101:

6. Formulate and support an explicit or implied thesis
7. Direct an argument or explanation to the designated audience
8. Incorporate reasoning and explanations appropriate to the thesis and its supporting claims
9. Establish a clear framework of organization appropriate to the writing task and the thesis
10. Employ rhetorical strategies consistent with the purpose of the writing task
11. Incorporate effective rhetorical tools such as transitions, examples, explanations, concrete and relevant details

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1.1: Letter from the Clergymen

PUBLIC STATEMENT BY EIGHT ALABAMA CLERGYMEN April 12, 1963 [Good Friday]

We the undersigned clergymen are among those who, in January, issued "An Appeal for Law and Order and Common Sense," in dealing with racial problems in Alabama. We expressed understanding that honest convictions in racial matters could properly be pursued in the courts, but urged that decisions of those courts should in the meantime be peacefully obeyed.

Since that time there had been some evidence of increased forbearance and a willingness to face facts. Responsible citizens have undertaken to work on various problems which cause racial friction and unrest. In Birmingham, recent public events have given indication that we all have opportunity for a new constructive and realistic approach to racial problems.

However, we are now confronted by a series of demonstrations by some of our Negro citizens, directed and led in part by outsiders. We recognize the natural impatience of people who feel that their hopes are slow in being realized. But we are convinced that these demonstrations are unwise and untimely.

We agree rather with certain local Negro leadership which has called for honest and open negotiation of racial issues in our area. And we believe this kind of facing of issues can best be accomplished by citizens of our own metropolitan area, white and Negro, meeting with their knowledge and experience of the local situation. All of us need to face that responsibility and find proper channels for its accomplishment.

Just as we formerly pointed out that "hatred and violence have no sanction in our religious and political traditions," we also point out that such actions as incite to hatred and violence, however technically peaceful those actions may be, have not contributed to the resolution of our local problems. We do not believe that these days of new hope are days when extreme measures are justified in Birmingham.

We commend the community as a whole, and the local news media and law enforcement in particular, on the calm manner in which these demonstrations have been handled. We urge the public to continue to show restraint should the demonstrations continue, and the law enforcement official to remain calm and continue to protect our city from violence.

We further strongly urge our own Negro community to withdraw support from these demonstrations, and to unite locally in working peacefully for a better Birmingham. When rights are consistently denied, a cause should be pressed in the courts and in negotiations among local leaders, and not in the streets. We appeal to both our white and Negro citizenry to observe the principles of law and order and common sense.

C. C. J. Carpenter, D.D., LL.D. [Episcopal] Bishop of Alabama

Joseph A. Durick, D.D. [Roman Catholic] Auxiliary Bishop, Diocese of Mobile, Birmingham

Rabbi Hilton L. Grafman [Reformed] Temple Emanu-El, Birmingham, Alabama

Bishop Paul Hardin [Methodist] Bishop of the Alabama-West Florida Conference of the Methodist Church

Bishop Nolan B. Harmon Bishop of the North Alabama Conference of the Methodist Church

George M. Murray, D.D., LL.D. Bishop Coadjutor, Episcopal Diocese of Alabama

Edward V. Ramage Moderator, Synod of the Alabama Presbyterian Church in the United States

Earl Stallings Pastor, First Baptist Church, Birmingham, Alabama

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1.2: Dr. Martin Luther King's "Letter from Birmingham Jail"

My Dear Fellow Clergymen,

While confined here in the Birmingham City Jail, I came across your recent statement calling our present activities “unwise and untimely.” Seldom, if ever, do I pause to answer criticism of my work and ideas ... But since I feel that you are men of genuine good will and your criticisms are sincerely set forth, I would like to answer your statement in what I hope will be patient and reasonable terms.

I think I should give the reason for my being in Birmingham, since you have been influenced by the argument of “outsiders coming in.” I have the honor of serving as president of the Southern Christian Leadership Conference, an organization operating in every Southern state with headquarters in Atlanta, Georgia. We have some 85 affiliate organizations all across the South ... Several months ago our local affiliate here in Birmingham invited us to be on call to engage in a nonviolent direct action program if such were deemed necessary. We readily consented... But more basically, I am in Birmingham because injustice is here. Just as the prophets of the eighth century B.C. left their villages and carried their “thus saith the Lord” far beyond the boundaries of their home towns, and just as the Apostle Paul left his village of Tarsus and carried the gospel of Jesus Christ to the far corners of the Greco-Roman world, so am I. compelled to carry the gospel of freedom beyond my own home town. Like Paul, I must constantly respond to the Macedonian call for aid.

Moreover, I am cognizant of the interrelatedness of all communities and states. I cannot sit idly by in Atlanta and not be concerned about what happens in Birmingham. Injustice anywhere is a threat to justice everywhere. We are caught in an inescapable network of mutuality, tied in a single garment of destiny. Whatever affects one directly, affects all indirectly. Never again can we afford to live with the narrow, provincial “outside agitator” idea. Anyone who lives inside the United States can never be considered an outsider anywhere within its bounds...

In any nonviolent campaign there are four basic steps: 1) collection of the facts to determine whether injustices are alive; 2) negotiation; 3) self-purification; and 4) direct action. We have gone through all of these steps in Birmingham ... Birmingham is probably the most thoroughly segregated city in the United States. Its ugly record of police brutality is known in every section of the country. Its unjust treatment of Negroes in the courts is a notorious reality. There have been more unsolved bombings of Negro homes and churches in Birmingham than in any city in this nation. These are the hard, brutal, and unbelievable facts. On the basis of these conditions Negro leaders sought to negotiate with the city fathers. But the political leaders consistently refused to engage in good faith negotiation.²

Then came the opportunity last September to talk with some of the leaders of the economic community. In these negotiating sessions certain promises were made by the merchants—such as the promise to remove the humiliating racial signs from the stores. On the basis of these promises Reverend Shuttlesworth and the leaders of the Alabama Christian Movement for Human Rights agreed to call a moratorium on any type of demonstrations. As the weeks and months unfolded we realized that we were the victims of a broken promise. The signs remained. As in so many experiences in the past, we were confronted with blasted hopes, and the dark shadow of a deep disappointment settled upon us. So we had no alternative except that of preparing for direct action, whereby we would present our very bodies as a means of laying our case before the conscience of the local and national community. We were not unmindful of the difficulties involved. So we decided to go through the process of self-purification. We started having workshops on nonviolence and repeatedly asked ourselves the questions, “are you able to accept the blows without retaliating?” “Are you able to endure the ordeals of jail?” ...

You may well ask, “Why direct action? Why sit-ins, marches, etc.? Isn’t negotiation a better path?” You are exactly right in your call for negotiation. Indeed, this is the purpose of direct action. Nonviolent direct action seeks to create such a crisis and establish such creative tension that a community that has constantly refused to negotiate is forced to confront the issue. ... Just as Socrate s felt that it was necessary to create a tension in the mind so that individuals could rise from the bondage of myths and half-truths to the unfettered realm of creative analysis and objective appraisal, we must we see the need for nonviolent gadflies to create the kind of tension in society that will help men rise from the dark depths of prejudice and racism to the majestic heights of understanding and brotherhood. ...

My friends, I must say to you that we have not made a single gain in civil rights without legal and nonviolent pressure. History is the long and tragic story of the fact that privileged groups seldom give up their privileges voluntarily. Individuals may see the moral light and give up their unjust posture; but as Reinhold Niebuhr has reminded us, groups are more immoral than individuals. We know through painful experience that freedom is never voluntarily given by the oppressor; it must be demanded by the oppressed. Frankly I have never yet engaged in a direct action movement that was “well timed,” according to the timetable of those who have not suffered unduly from the disease of segregation. For years now I have heard the word “Wait!” It rings in the ear of every Negro with a piercing familiarity. This “wait” has almost always meant “never.” It has been a tranquilizing Thalidomide, relieving the emotional stress for a moment, only to give birth to an ill-formed infant of frustration. We must come to see with the distinguished jurist of yesterday that “justice too long delayed is justice denied.” We have waited for more than 340 years for our constitutional and God-given rights. The nations of Asia and Africa are moving with jetlike speed toward the goal of political independence, and we still creep at horse and buggy pace toward the gaining of a cup of coffee at a lunch counter.

Perhaps it is easy for those who have never felt the stinging darts of segregation to say wait. But when you have seen vicious mobs lynch your mothers and fathers at will and drown your sisters and brothers at whim; when you have seen hate-filled policemen curse, kick, brutalize, and even kill your black brothers and sisters with impunity; when you see the vast majority of your 20 million³ Negro brothers smothering in an airtight cage of poverty in the midst of an affluent society; when you suddenly find your tongue twisted and your speech stammering as you seek to explain to your six-year-old daughter why she can’t go to the public amusement park that has just been advertised on television, and see the tears welling up in her little eyes when she is told that Funtown is closed to colored children, and see the depressing clouds of inferiority begin to form in her little mental sky, and see her begin to distort her little personality by unconsciously developing a bitterness toward white people; when you have to concoct an answer for a five-year-old son who is asking in agonizing pathos: “Daddy, why do white people treat colored people so mean?” when you take a cross country drive and find it necessary to sleep night after night in the uncomfortable corners of your automobile because no motel will accept you; when you are humiliated day in and day out by nagging signs reading “white” men and “colored” when your first name becomes “nigger” and your middle name becomes “boy” (however old you are) and your last name becomes “John,” and when your wife and mother are never given the respected title of “Mrs.” when you are harried by day and haunted by night by the fact that you are a Negro, living constantly at tip-toe stance, never quite knowing what to expect next, and plagued with inner fears and outer resentments; when you are forever fighting a degenerating sense of “nobodiness”—then you will understand why we find it difficult to wait. There comes a time when the cup of endurance runs over, and men are no longer willing to be plunged into an abyss of injustice where they experience the bleakness of corroding despair. I hope, sirs, you can understand our legitimate and unavoidable impatience.

You express a great deal of anxiety over our willingness to break laws. This is certainly a legitimate concern. Since we so diligently urge people to obey the Supreme Court’s decision of 1954 outlawing

segregation in the public schools, at first glance it may seem rather paradoxical for us consciously to break laws. One may well ask: "How can you advocate breaking some laws and obeying others?" The answer lies in the fact that there are two types of laws: just and unjust. I would be the first to advocate obeying just laws. One has not only a legal but a moral responsibility to obey just laws. Conversely, one has a moral responsibility to disobey unjust laws. I would agree with St. Augustine that "an unjust law is no law at all."

Now, what is the difference between the two? How does one determine whether a law is just or unjust? A just law is a man-made code that squares with the moral law or the law of God. An unjust law is a code that is out of harmony with the moral law. To put it in the terms of St. Thomas Aquinas: An unjust law is a human law that is not rooted in eternal law and natural law. Any law that uplifts human personality is just. Any law that degrades human personality is unjust. All segregation statutes are unjust because segregation distorts the soul and damages the personality. It gives the segregator a false sense of superiority and the segregated a false sense of inferiority. Segregation, to use the terminology of the Jewish philosopher Martin Buber, substitutes an "I-it" relationship for an "I-thou" relationship and ends up relegating persons to the status of things. Hence segregation is not only politically, economically and sociologically unsound, it is morally wrong and awful...

I hope you are able to see the distinction I am trying to point out. In no sense do I advocate evading or defying the law, as would the rabid segregationist. That would lead to anarchy. One who breaks an unjust law must do so openly, lovingly, and with a willingness to accept the penalty. I submit that an individual who breaks a law that conscience tells him is unjust and who willingly accepts the penalty of imprisonment in order to arouse the conscience of the community over its injustice, is in reality expressing the highest respect for law.

Of course, there is nothing new about this kind of civil disobedience. It was evidenced sublimely in the refusal of Shadrach, Meshach and Abednego to obey the laws of Nebuchadnezzar, on the ground that a higher moral law was at stake. It was practiced superbly by the early Christians, who were willing to face hungry lions and the excruciating pain of chopping blocks rather than submit to certain unjust laws of the Roman Empire. To a degree, academic freedom is a reality today because Socrates practiced civil disobedience. In our own nation, the Boston Tea Party represented a massive act of civil disobedience.

We should never forget that everything Adolf Hitler did in Germany was "legal" and everything the Hungarian freedom fighters did in Hungary was "illegal." It was "illegal" to aid and comfort a Jew in Hitler's Germany. Even so, I am sure that, had I lived in Germany at the time, I would have aided and comforted my Jewish brothers. If today I lived in a Communist country where certain principles dear to the Christian faith are suppressed, I would openly advocate disobeying that country's antireligious laws.

I must make two honest confessions to you, my Christian and Jewish brothers. First, I must confess that over the last few years I have been gravely disappointed with the white moderate. I have almost reached the regrettable conclusion that the Negro's great stumbling block in the stride toward freedom is not the White Citizens' Council or the Ku Klux Klan, but the white moderate who is more devoted to "order" than to justice; who prefers a negative peace which is the absence of tension to a positive peace which is the presence of justice; who constantly says "I agree with you in the goal you seek, but I can't agree with your methods of direct action" who patronistically feels that he can set the timetable for another man's freedom; who lives by the myth of time and who constantly advises the Negro to wait until a "more convenient season." Shallow understanding from people of good will is more frustrating than absolute misunderstanding from people of ill will. Lukewarm acceptance is much more bewildering than outright rejection. ...

You spoke of our activity in Birmingham as extreme. At first I was rather disappointed that fellow

clergymen would see my nonviolent efforts as those of an extremist. I started thinking about the fact that I stand in the middle of two opposing forces in the Negro community. One is a force of complacency made up of Negroes who, as a result of long years of oppression, have been so completely drained of self-respect and a sense of “somebodiness” that they have adjusted to segregation, and a few Negroes in the middle class who, because of a degree of academic and economic security, and at points they profit from segregation, have unconsciously become insensitive to the problems of the masses. The other force is one of bitterness and hatred and comes perilously close to advocating violence. It is expressed in the various black nationalist groups that are springing up over the nation, the largest and best known being Elijah Muhammad’s Muslim movement. This movement is nourished by the contemporary frustration over the continued existence of racial discrimination. It is made up of people who have lost faith in America, who have absolutely repudiated Christianity, and who have concluded that the white man in an incurable “de5

The Negro has many pent-up resentments and latent frustrations. He has to get them out. So let him march sometime; let him have his prayer pilgrimages to the city hall; understand why he must have sit-ins and freedom rides. If his repressed emotions do not come out in these nonviolent ways, they will come out in ominous expressions of violence. This is not a threat; it is a fact of history. So I have not said to my people, “Get rid of your discontent.” But I have tried to say that this normal and healthy discontent can be channeled through the creative outlet of nonviolent direct action. ... In spite of my shattered dreams of the past, I came to Birmingham with the hope that the white religious leadership in the community would see the justice of our cause and, with deep moral concern, serve as the channel through which our just grievances could get to the power structure. I had hoped that each of you would understand. But again I have been disappointed. I have heard numerous religious leaders of the South call upon their worshippers to comply with a desegregation decision because it is the law, but I have longed to hear white ministers declare: “Follow this decree because integration is morally right and the Negro is your brother.” In the midst of blatant injustices inflicted upon the Negro, I have watched white churchmen stand on the sideline and merely mouth pious irrelevancies and sanctimonious trivialities. In the midst of a mighty struggle to rid our nation of racial and economic injustice, I have heard so many ministers say, “Those are social issues with which the Gospel has no real concern,” and I have watched so many churches commit themselves to a completely other-worldly religion which made a strange distinction between body and soul, the sacred and the secular. ...

I hope this letter finds you strong in the faith. I also hope that circumstances will soon make it possible for me to meet each of you, not as an integrationist or a civil rights leader, but as a fellow clergyman and a Christian brother. Let us all hope that the dark clouds of racial prejudice will soon pass away and the deep fog of misunderstanding will be lifted from our fear-drenched communities and in some not too distant tomorrow the radiant stars of love and brotherhood will shine over our great nation with all of their scintillating beauty.

Yours for the cause of Peace and Brotherhood,

M. L. King, Jr.

Source: TeachingAmericanHistory.org a project of the Ashbrook Center at Ashland University
<http://teachingamericanhistory.org/l...ham-city-jail/>

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1.3: Dr. Martin Luther King's "Letter from Birmingham Jail"--Discussion Activity

Instructions: Please review the linked Quillbot lesson on rhetorical analysis, paying attention to the use of rhetorical appeals.

Quillbot Lesson on Rhetorical Analysis

Next, read the assigned passages from “Letter from Birmingham Jail” and do the following with your group mates:

1. Identify one of the points or arguments that Dr. King is making and discuss his use of Logos, Ethos, and Pathos for support.
2. Identify and discuss the exigence, audience, and constraints in the text.
3. Identify at least two unfamiliar words and use the words in your responses.
4. Come up with a question for discussion.

To download a copy, please click on: [Discussion-letter from birmingham jail-oer-revised.doc](#)

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1.4: Dr. Martin Luther King's "Letter from Birmingham Jail--Classroom Activity

Review the lesson on the Toulmin Method of Argumentation: [The Toulmin Method of Argumentation](#)

Next, please read the assigned article/passage ("Letter from Birmingham Jail") and analyze King's use of the Toulmin method of argumentation with your groupmates:

1. Identify at least one claim that Dr. King makes in his essay.
2. Identify and discuss his grounds for making the claim.
3. Identify and discuss the warrant that allows him to make his claim.
4. Identify the opposing argument against his claim and discuss how he counters it.
5. Discuss King's use of qualifiers, if any.

Download the pdf file: [Discussion-letter- Toulmin Method.docx](#)

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1.5: Dr. Martin Luther King's "Letter from Birmingham Jail-- Summary-Analysis-Response Paper

ESSAY 2: RHETORICAL ANALYSIS

For your second essay, you will summarize, analyze, and respond to a text. You may choose from the following:

- “Sixty-Nine Cents”
- “One or Two Things I know for Sure”
- “Meanings of a Word”
- “My Name”
- “Complaint of the Rio Grande”
- “Asian Americana”

SUMMARY:

The first part of the paper should provide basic information about the text, including the author's name and the title. From there, you need to convey in your own words the main point of the piece. Remember to use a strong and appropriate verb to describe WHAT the author is trying to do with the essay. Are they “arguing,” “responding,” or merely “stating”? You can use phrases such as “Smith notes/argues/states,” “According to Smith” and “for Smith, the solution appears to be.” This will help you designate intellectual property. Please do not rely on direct quotes when summarizing. A summary should be your accurate representation of the main ideas conveyed by the author in the essay. Use your own words. This portion of the assignment should focus on the author’s thoughts and purpose. At the end of the summary, please write your thesis. In a rhetorical analysis, your thesis is whether or not you think that the author did a good job or not of supporting their points or conveying their message and how; not whether you like the text or not. (1-2 paragraphs)

ANALYSIS:

The second part of the paper should be your analysis of the author’s support for the claim. In this part of the paper, you are showing your understanding of HOW the author supports the claim being made. It answers questions like: How does the author use rhetorical strategies to support their points? Remember Ethos, Logos, and Pathos? What specific types of evidence are used; for instance, examples, statistics, or logical reasoning (logos)? Is emotion (pathos) used? If so, how is it used and is it effective? You can also analyze word choice and sentence structure to determine tone. Does the writer use figurative language and to what end? How does the author establish authority and credibility (ethos)? Cite specific examples from the text using direct quotes and paraphrases. This portion of the assignment should focus on your analysis of the author’s effectiveness in achieving his or her purpose for writing. (2-3 paragraphs)

RESPONSE:

The last part of the paper should be your response to the essay, or your reaction to what you have read. Do you agree or disagree with the points raised by the author and why? Here, you can also discuss the relevance or timeliness of the essay (kairos). This part of the essay allows you to relate your thoughts and experiences with the text. You may bring up other texts: articles, films, and popular media you have encountered or researched to relate with the ideas presented in the essay. This portion of the assignment should focus on your thoughts and feelings. (2-3 paragraphs)

Other requirements of the Essay:

- You must have a tutor help you with this essay for an additional 25 points towards ENG 097.
- You must integrate quotes from the essay.
- You must have a Works Cited page.
- You must write your rough draft in class for feedback and peer review.

You may download the paper assignment and sample paper [here](#).

1.5: Dr. Martin Luther King's "Letter from Birmingham Jail-- Summary-Analysis-Response Paper is shared under a [CC BY 4.0](#) license and was authored, remixed, and/or curated by LibreTexts.

1.6: Rhetorical Analysis- An Introduction--Slideshow

□ [This slideshow](#) introduces students to rhetorical analysis and is for use with Dr. Martin Luther King's "Letter from Birmingham Jail."

1.6: Rhetorical Analysis- An Introduction--Slideshow is shared under a [CC BY-SA 4.0](#) license and was authored, remixed, and/or curated by LibreTexts.

2: Creative Project by Lani Montreal

In the film, *Poetry of Liberation*, we learned how three poets, Allen Ginsberg, Amiri Baraka, and Adrienne Rich used poetry as a means to voice their protest against the social injustices of their time. For Ginsberg, his poem “Howl” is a poetic rant against the injustices facing the poor and disenfranchised. For your final project, you must demonstrate your knowledge and understanding of argumentation as a rhetorical tool through a creative project. This project can be your response to recent and enduring issues, including but not limited to gun violence, living wage versus minimum wage, police accountability, immigration reform, and others. It must include some research using the library database (at least three sources). Your project must have the following components:

- Creative Project (that you made yourself!)
- Presentation
- Short Essay about your project (at least 500 words) including a Works Cited page

Guidelines:

- Have a clear thesis or point about the topic/issue you have chosen. This should be stated in your essay’s first paragraph as part of your introduction. Remember that your purpose is to persuade others to accept your ideas as true or to see things from your perspective; hence, you are making an argument.
- Decide what form you would like to use. Here are some ideas:
 - Poetry
 - Letter
 - Song
 - Visual art – painting, drawing, collage, photograph, graffiti
 - Film
 - Performance – theatre
- Remember to use logos, ethos, and pathos when thinking about your content.
- Be original - you may use images you found online, as long as you credit them and modify to suit your needs.
- Be bold but also appropriate – this is your platform to say what’s on your mind about the issue, but this is also an academic environment, and we have to be respectful of the space and each other’s backgrounds.
- You may work with other peers if you so choose but remember that you are being evaluated as one group. The grade of one is the grade of all.

Work Cited:

"Poetry of Liberation." , directed by Anonymous , produced by Ryan L'Epicier, and Oregon Public Broadcasting. , Annenberg Learner, 2003. Alexander Street, <https://video.alexanderstreet.com/p/pZKgJyB6y>

2: Creative Project by Lani Montreal is shared under a [CC BY 4.0](https://creativecommons.org/licenses/by/4.0/) license and was authored, remixed, and/or curated by Lani Montreal, City Colleges of Chicago.

2.1: Remembering Artist and Activist Yolanda M. López

Mexican-American artist Yolanda Lopez (1942-2021) was known for her provocative artworks that protest the injustices experienced by women, immigrants, and people of color. Her passion for creating politically-charged art began in 1969, when she created posters in support of seven Central American youth falsely accused of killing a San Francisco police officer. This article introduces students to an artist who uses art as a rhetorical tool to respond to current and ongoing issues particularly surrounding women's rights. This reading assignment intends to support the following Student Learning Outcomes:

- 6. Formulate and support an explicit or implied thesis
 - 7. Direct an argument or explanation to the designated audience
 - 8. Incorporate reasoning and explanations appropriate to the thesis and its supporting claims
-

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2.2: Remembering Artist and Activist Yolanda M. López--Discussion Activity

Read the article "Hairpiece: A Photo Essay Featuring Yolanda Lopez"

1. In this interview, the writer Katynka Martinez calls Yolanda's face as the artist's canvas. In growing her facial hair, what argument or claim is Yolanda Lopez making about women and growing older? Do you agree or disagree? Why?
 2. The photo essay includes images of her Lady of Guadalupe triptych in which she paints her grandmother, mother, and herself using the iconic elements of the original Lady of Guadalupe image as backdrop. Discuss the arguments or claims you think Lopez is making with these paintings. How would you put them in complete sentences?
 3. Come up with a question for discussion.
-

[2.2: Remembering Artist and Activist Yolanda M. López--Discussion Activity](#) is shared under a [CC BY 4.0](#) license and was authored, remixed, and/or curated by LibreTexts.

2.3: Creative Project Assignment

The Creative Project will be graded on the following criteria:

RELEVANCE:

Project clearly communicates the creator's main claim about an issue. It makes a strong statement about a particular issue that is arguable, relevant, and maybe even controversial. (Communicated through the 1-page explanation)

LOGIC: Author gives a clear explanation of their personal stake – why the project is important to them—and makes sure that the claims made are coherent and logical. There are no logical fallacies.

RESEARCH:

Research comes from a credible source and provides strong support for points made. Sources are correctly cited.

ORIGINALITY:

Work represents the original voice of the creator. It is not boring or contrived; in fact, it is exciting and moving. It inspires action and/or reflection about the issue. Even if some of the content was found online or elsewhere, creator modified the material to communicate their own original ideas. (Please cite your sources)

PRESENTATION:

Presentation demeanor is professional/academic. Fluctuation in volume and inflection help to maintain audience interest and emphasize key points. Quick recovery from minor mistakes.

[creative project rubric.docx](#)

2.3: Creative Project Assignment is shared under a [CC BY 4.0](#) license and was authored, remixed, and/or curated by LibreTexts.

2.4: Minimum Wage--Student Example

My name is Randy I have my High School Diploma. I make \$15 hr. Min. wage



VS



My name is Sandra I went to college for my EMT/ Paramedic License. I make \$28 hr.

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CHAPTER OVERVIEW

3: Introduction to Critical Reading by Angelica Davila

Add a summary for students here. What are they going to learn, do. Think of this as the intro to a textbook chapter.

[3.1: Introduction to Critical Reading--Readings](#)

[3.2: Introduction to Critical Reading--Classroom Activity](#)

[3.3: Introduction to Critical Reading--Assignment](#)

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3.1: Introduction to Critical Reading--Readings

Introduction to Critical Reading

Why do we read? This may sound like a simple question but take a moment to reflect on the ways in which you have engaged with reading in your life. We typically read to:

- **For guidance / to follow instructions:** Think about times that you've had to follow a recipe for a new meal that you're cooking or think about a time you received an email for a new job with information on the next steps you needed to take.
- **For understanding/ to better comprehend:** As a student you have had to read to understand new subject matter throughout the years.
- **For information/ to be informed:** Think about a time you or someone in your family received a notice from the gas or electric company about changes to service or needed maintenance. These types of notices are to help inform people.
- **For enjoyment / to be entertained:** You may have experienced books that you've enjoyed reading in the past, or you may have played videogames that required some reading through character dialogue or background information.

Now think about your role as a new college student. Many of your instructors will expect you to be read texts that may be longer and use academic language, which may be difficult to understand at times. Some of your professors may also expect you to already know how to navigate their reading assignments on your own and to engage in **critical reading**.

What is critical reading?

Critical reading is when you are actively engaged with a text. While skimming a text is a useful skill to get an idea of what will be covered in a reading, you will retain a better understanding of a reading when you take your time with it. This is the first step in **active reading**. Take your time with the text. You will be able to make more connections about the reading.

What are some other critical reading strategies?

- Read with an open mind. We all have preconceived ideas about different topics and may have our guard up when we are confronted with a reading about a topic we already feel strongly about. When you go into a text with an open mind, you will be able to understand what the author's point of view is and how they are supporting their point of view. This will help you have a better understanding of the reading itself.
- Consider who the author's intended audience is. Writers aren't writing for everyone. Good writers will always consider who their target audience is. For example, a student who is writing about their college's new recycling program for their college newspaper is envisioning their audience to have a connection to the college itself, whether the audience is a current student, former student, faculty member, or staff.
- Think about the title. What connections can you make about the title of the text? Titles will often provide insight as to the author's topic, argument, and tone. Consider the following headline from an article found on *Disability Scoop*, a news source for developmental disability news:

"How Taylor Swift's Music is Teaching Social-Emotional Skills to Students in Special Ed."

What sort of connections can you form just from the title that will prepare you to read the full article? What do you think the author's focus will be on? Who do you think the author's intended audience will be?

- Consider subheadings, photos, and pull quotes. Sometimes a reading will have multiple subheadings and select specific quotes to highlight in a bigger size text. Think about what these tools are adding to the reading and the author's perspective.
- Annotate the reading and take notes. Be messy with your text! Highlight, circle, or underline important ideas from the text or areas that interest you. Write out questions in the margins that come up as you read the text. If a detail in the texts makes you think of something or causes a reaction, write that down. Keep a notebook to organize your notes in.
- Look up unfamiliar words. We are not walking dictionaries. It's OK to search for the definition of words we haven't encountered before. Whether you have a dictionary at your side or look it up online, looking up new words will help you with understanding the reading.

- Summarize the reading to yourself. Challenge yourself by writing out a summary of the reading. Writing a summary will help you reflect on the notes you took. If you're having a hard time summarizing the main points of the reading, then it may be a chance to re-read or review your notes again.

- Read the text again. There's nothing wrong with reading the text again. This is part of slowing down the reading process.

Why is annotating a text important?

Annotating a text allows you to:

- Understand a text.
- Track changes and/or the progression of the author's argument and supporting points.
- Identify areas of interest or concern. Understand what we **do** know and what we **do not** know.
- Prepare for a class discussion on the reading.
- Prepare for writing assignment about the reading.

Example annotations of a text:

Immigrant Chicago

By Steve Franklin

The author might favor Chicago with this statement.

The article's focus will have a local focus on immigrants.

Chicago is the world. But don't take my word for it.

Explore the city and you will discover restaurants, social services, museums, and houses of worship that bind Chicago to places across the globe.

You may think you are tuning in on a short-wave radio if you visit some neighborhoods flourishing with newly arrived immigrants. Chicago's public schools count over 100 foreign languages spoken by their students, with Spanish leading the pack by a wide margin.

What makes Chicago different?

Since this is a subheading, the answer to this may be important to the author's point of view. Will this connect back to "Chicago is the world?"

In most major U.S. cities there are one or two immigrant corridors. In Chicago there are three major corridors with branches reaching out from them, along with a number of smaller communities reflecting other nationalities.

Supports "Chicago is the world" statement.

The heart of Latino Chicago is found in the Pilsen and Little Village neighborhoods on the city's Southwest Side. But smaller Latino neighborhoods sprawl across the city and region. Altogether Latinos account for nearly 30 percent of Chicago's residents, with a total of over 1.8 million Latinos in Chicago and its suburbs. Mexicans make up the bulk of the area's Latino population, followed by Central Americans and smaller numbers of South Americans.

On Chicago's Northwest Side and spiraling north and south is the Eastern European corridor. Poles account for the vast majority of this community. It is said with pride that Chicago is second city only to Warsaw in the size of its Polish population. But there are also significant numbers of Serbs, Rumanians, Lithuanians, Russians, Bulgarians, Slovenians, and Croats. Visit the third corridor, Devon Avenue on Chicago's North Side, and you will discover a bustling commercial street that stitches together a rapidly growing Indian, Pakistani and South Asian community. As is true for other immigrant communities, Devon Avenue has become the anchor – a place to shop and dine – while many immigrants are leapfrogging the city to plant their roots in nearby suburbs.

What do you notice about the annotations that the reader has made in the above reading excerpt? Would you have made a note of anything different?

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3.2: Introduction to Critical Reading--Classroom Activity

In-class Journal Assignment:

Reflect on your reading and writing skills. What reading strategies do you currently use? What new reading strategies do you think you want to develop for yourself? What areas in reading do you struggle with? What current writing skills do you think you excel at? What writing skills do you need to improve? What mindset do you have when you both read and write?

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3.3: Introduction to Critical Reading--Assignment

Assignment:

Now, it's your turn to put into action some of the **critical reading strategies** discussed. Read the rest of the article below and continue to 1) annotate the text and 2) take notes.

Immigrant Chicago

By Steve Franklin

Chicago is the world. But don't take my word for it.

Explore the city and you will discover restaurants, social services, museums, and houses of worship that bind Chicago to places across the globe.

You may think you are tuning in on a short-wave radio if you visit some neighborhoods flourishing with newly arrived immigrants. Chicago's public schools count over 100 foreign languages spoken by their students, with Spanish leading the pack by a wide margin.

What makes Chicago different?

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Narrowing your focus you will find a thriving Chinatown just below Chicago's Loop and a second, newer Chinatown on Chicago's North Side that includes a mixture of Vietnamese, Thai and other Asian communities. Similarly, you will find Arab communities on the North and South Sides of the city. Lately African immigrants have begun to stake out their own place on Chicago's North Side, but pockets exist on the South Side as well.

Why did they come here?

They came here because there was work and there were others like them. That was the pattern more than 100 years ago and it has not changed. But U.S. immigration law, which historically favored immigrants from Western Europe, changed in the 1960s, opening the nation's doors to the entire world, and that has had an impact on Chicago. This change explains the mushrooming Muslim population in the Chicago area, with over 200 large and small mosques where over 40 languages are spoken. "When we have meetings, it's like a small UN," said Ahlam Jabari of the Council of Islamic Organizations of Greater Chicago.

The quest for skilled professionals brought another shift. Immigrants reportedly account today for nearly one-third of the physicians in Chicago. Immigrants with high-tech skills found a welcome here, and that helped expand the South Asian population. Indeed, many Chicago-area companies have reaped great rewards from their foreign-born workers and leaders. One of these business leaders is Sanjay Jha, who was born in Bihar, India, and rose to become chairman and chief executive officer of Motorola Mobility.

Warfare and economic crises around the globe have also sent many here. They were welcomed by groups offering them haven or by kinsmen offering solace. A sanctuary movement, led by religious groups, sprang up to help immigrants fleeing upheaval in Central America in the 1970s and '80s. Assyrians, who first settled here in the late 19th century, have welcomed waves of Iraqi Christian immigrants. So, too, Bosnian refugees sought shelter among one of the largest Bosnian communities in the U.S.

Newly arrived immigrants have repeatedly started new lives here with help from fellow countrymen. In a parallel effort, Mexican immigrants have looked homeward and set up mutual aid organizations to help the places they came from. This has inspired the Coalition of African, Arab, Asian, European and Latino Immigrants of Illinois, a group that represents many smaller immigrant communities, to urge other immigrants to do the same.

What has been their impact on Chicago?

Culturally, immigration has been powerful. On warm weekend nights, Chicago comes alive with various ethnic street fairs. But all year round, Chicago has a wide assortment of museums marking residents' global roots. It has the nation's only Mexican fine arts museum and the only Cambodian museum outside of Cambodia, says Rebecca Sanders, head of the Chicago Cultural Alliance. Her group, she adds, is like no other in the world. It represents 25 museums, most of which are immigrant-linked. They range from a vast building that celebrates Irish culture to a virtual museum that takes you on a tour of Chicago's Indian community.

Immigrants add much economic vitality to the city, region, and state. Immigrant workers are replacing the aging native-born workforce, with immigrants filling substantial proportions of both high-skill and low-skill jobs. Immigrant purchasing power has grown tremendously in recent years – consumer spending by Latinos and Asians grew 350 percent, or over \$66 billion, between 1990 and 2005, according to the Illinois Coalition for Immigrant and Refugee Rights – and is responsible for generating tens of thousands of jobs. And immigrants build businesses that fuel growth, from corner stores to new engineering and technology companies.

Immigrants have had a powerful impact politically. When Mexican-Americans and others rose up in 2006 to call for reforms of the nation's immigration policy, a 100,000-person rally in Chicago was the first of many across the nation. Chicago's City Council in 2006 voted to bar police and city workers from asking immigrants about their legal status in the U.S., a step matched by other big cities responding to broadening federal arrests of immigrants illegally in the country.

In 2005 Illinois launched the nation's first statewide effort to integrate immigrants. ICIRR administers the state's New Americans Initiative, putting outreach workers in ethnic groups to help with citizenship applications and voter registration. In 2012, soon after Rahm Emanuel's election as mayor, the city set up the Office of New Americans. "The mayor has set a goal of making Chicago the most immigrant friendly city in the world," boasts Adolfo Hernandez, a Latino community activist who heads the office.

What does this tell us about immigrants in the United States?

There's a theory that America is a melting pot for immigrants. As they find roots here, they shed their distinctions for a new identity. But that's not exactly what's happened here, and sociologist Anthony Orum says it's not a problem.

"The ties to ethnic backgrounds for many immigrants are very important, and they are sustained," he says.

But don't take my word for it. Go see for yourself.

"Immigrant Chicago" by Steve Franklin, [Chicago Stories](#), used under [CC BY-NC](#)

POST-Reading questions:

1. The author, Steve Franklin, begins his article by stating, "Chicago is the world." After reading the full article, what are the reasons that Franklin uses to make this claim?
2. What are some ways that the immigrant population has impacted Chicago?
3. Reflect on the structure of this article. What are some ways that the author has organized information for the reader?
4. What did it feel like to engage with this article as an active reader? What did you find yourself annotating? What drew your attention? What questions came up for you as you read the article?

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CHAPTER OVERVIEW

4: Introduction to Summarizing by Angelica Davila

Add student intro to chapter here.

[4.1: Introduction to Summarizing--Reading](#)

[4.2: Introduction to Summarizing--Classroom Activity](#)

[4.3: Introduction to Summarizing--Assignment](#)

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4.1: Introduction to Summarizing--Reading

Introduction to Summarizing

In the previous section, “Introduction to Critical Reading,” you were introduced to writing a summary as a tool for understanding a reading. Summarizing is not only key to strengthening your reading comprehension skills, but it’s also important to developing arguments in your own writing.

For example, if you’re working on an essay about affordable housing in Chicago, you will also be researching articles about the topic. In order to make your own argument about affordable housing in Chicago, you will have to understand what the articles you’ve researched have to say about this topic. Therefore, it is important to be able to summarize what each article you research is about.

Being able to clearly state what a reading is about will help you develop your own writing because you’ll know how to better organize your sources and what information to pull from your sources to include in your essay. Additionally, some forms of writing genres require summaries within them. For example, a tv show review will often include a brief summary of the episode that the author is reviewing before offering their analysis on the episode. We’ll talk more about different writing genres in the next section.

What makes a good summary?

You most likely interact with summaries in your day-to-day life without realizing it. Think about the last time you hung out with a friend, and they told you a story to catch up on their life. For example, your friend tells you about why they quit their job, or about a date that they went on. Your friend is summarizing events for you. Because they are your friend, chances are you’re already invested in their summary, but think about what else makes listening to them interesting.

Now think about a friend who is harder to follow when they are telling you a story. Because they are your friend, you are still invested in what they have to say, but what makes it difficult to follow their summary?

Chances are the friend whose story is easy to follow is staying on topic, clearly explains who/what/where/why in their story, and easily transitions from one point to the other. They may also share important details without saying every single detail. Meanwhile, the other friend whose story is harder to follow may be all over the place in their retelling. What both friends have to share with you may be interesting, but one is easier to understand than the other. The same can be said about written summaries within an academic setting.

What are some mistakes to avoid when writing a summary?

- Avoid list summaries. A common mistake that students make when writing a summary is to list a bunch of things without connecting them to one another. These sorts of summaries can be boring to read or listen to! Avoid this type of pattern in your own summary: “And then he says...” “He also says...” “Also he argues...” “And his other point is...”
- Avoid giving too little information. Make sure you provide context within your summary, so that your reader understands what you are summarizing.

- Avoid quoting whole sentences. While quotations from sources are a great tool to use in essays, summaries are not a place for them. You should be able to summarize the reading without quoting entire chunks of the reading.
- Avoid bringing in ideas that are not in the source itself. While comparing and contrasting information from different sources is something you may do within an essay, a summary of a reading should stick to the reading itself. This is not the place to bring in ideas from another article or from someone who previously heard speak on the same topic.

How do you write a successful summary?

- Use the author's name and article's title in your summary. Even though your instructor may be the person assigning you a reading, you should still include the author's name and the text's title. This makes for clear writing. This will also be a useful skill to practice for when you include summarizing within an essay. Otherwise your reader may not understand who you're referring to.
- Identify the author's main claim. What is the author's main argument? As stated in the previous section, "Introduction to Critical Reading" the text's title is a good place to start. It can often tell you the perspective that the author most likely will expand on. Additionally, authors will often include their claim within the first two paragraphs.
- Include the author's main points that support their claim. Review how the reading is organized. What subheadings does the author use? What does each paragraph focus on? Do some paragraphs focus on the same thing? This will help you identify an author's support for their main claim.
- Use transition words and phrases. Transition words and phrases help with the flow of your summary. For some examples of transition words and phrases, [click here](#).
- Use active voice. You've probably seen "passive voice" scribbled on an essay before, but what is the difference between active and passive voice?
 - Passive voice: The subject of a sentence receives the action.
 - Example: The door was opened by the teacher.
 - Active voice: The subject of a sentence performs the action.
 - Example: The teacher opened the door.
 - Passive voice is ideal for some writing situations, use active voice when writing a summary.

- Vary your sentence structure. When you vary your sentence structure, you keep your writing fresh and interesting. Use a variety of sentence lengths (short, medium long) and a variety of sentence types. The table below notes 4 types of sentence structures that you could use in your writing:

Simple Sentences:	Has 1 independent clause (subject + verb = expresses a complete thought) Example: Rodolfo went to the grocery store.
Compound Sentences:	Has 2 or more independent clauses joined by a conjunction or semicolon. Example: Rodolfo went to the grocery store, but Adriana went to work instead. Rodolfo went to the grocery store; Adriana went to work instead.
Complex Sentences:	Has 1 independent clause and 1 dependent clause. Example: Rodolfo came home after he went to the grocery store.
Compound Complex Sentences:	Has at least 2 independent clauses and 1 or more dependent clauses. Example: Rodolfo left the grocery store after he got an emergency text from Adriana but later returned because he lost his wallet.

- Be concise. Summaries should be on the shorter side, otherwise, you risk giving too many details. Ideally a summary should be between 1 – 2 paragraphs.

How do you decide what to include in a summary versus what to leave out?

You want your reader to understand the overall picture of what you are summarizing. The texts that you will be reading throughout your academic career will most likely include specific examples and quotes from people in the topic's field.

A summary focuses on the main picture:

author's argument + main points that support their argument

While the author of a text may choose to provide many details that support their argument, these details don't have a place in a summary of the reading. When deciding how to summarize a reading, look back through your notes and annotations to separate what is part of the bigger picture and what is a detail.

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4.2: Introduction to Summarizing--Classroom Activity

In-class Exercise:

Read the following summary. What are some things that work in it? What are some things that don't work?

In the article the author writes about peoples' self-perceptions of their "hot messy-ness." The article talks about how people perceive themselves as a "hot mess" because he says they are unsure of themselves, insecure, neurotic, and says everyone can see them for the disaster they are. Brooks then says that we appear less of a mess than we think we are when feeling this way. He then uses an example to support this claim. Next Brooks says that once you understand this and act accordingly, which I think people can agree with. He also says we will experience less disarray from our mess. On TikTok I saw a video saying that being a "hot mess" is outdated.

Now read the next summary about the same reading. How does this compare to the first summary?

In his article "The Perks of Being a Hot Mess", Arthur C. Brooks argues that people's self-perception is created by their comparison to others. He uses psychological studies, which demonstrate that people are harder on themselves than others. This challenges the people's self-perception of being a "hot mess." He utilizes social media to show how easy it may be to compare oneself to others who are only posting one side of their lives. Brooks' argument speaks to the toxicity of social media and about the larger issue of mental health.

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4.3: Introduction to Summarizing--Assignment

Assignment:

Now, it's your turn to put into action some of the **summarizing strategies** discussed. **Read the**

following article and write a 1 paragraph summary about it.

The Fight for Affordable Housing

By Curtis Black

Chicago's shortage of affordable housing has only grown during the past decade, both during the housing boom, with rentals converted to condos, and since the crash, with tens of thousands of apartment buildings falling into foreclosure.

But steering against strong economic headwinds, a tenacious community development movement has continued to create housing and foster economic development in some of the city's most challenging neighborhoods. There's also increased attention on affordable housing threatened by the loss of federal subsidies.

In the 1970s, responding to the loss of population and jobs, a new breed of neighborhood group – nonprofit community development corporations — went beyond protest to become active players, with a variety of groups focused on housing, commercial development, or industrial retention.

Filling the role played in many countries by unions and governments, affordable housing groups have tackled the problem of a for-profit market that is far out of synch with real housing needs, with market-based development often pushing out existing residents.

National leader

Four decades later, with many thousands of additional units of affordable housing, Chicago is a national leader in the community development movement, the nation's most accomplished builder of neighborhoods from the inside, by and with residents. Chicago's community development sector includes groups with long deep experience and expertise in building, financing, and advocating for affordable housing.

Groups like Bickerdike Redevelopment Corporation, Hispanic Housing Development Corporation, and Claretian Associates have continued to produce housing, even through the depths of the recent recession.

Backing such efforts is a network of nonprofit financial institutions, each with its own niche: Neighborhood Housing Services lends to individual homeowners and provides homeowner education and counseling; the Community Investment Corporation lends to small landlords providing affordable housing, and offers property management training; Illinois Facilities Funds helps finance and build facilities for nonprofits in housing, health care, education and childcare.

NHS and IFF also do direct housing development. CIC is coordinating the Preservation Compact, a public-private effort to staunch to loss of affordable housing units.

Holistic approach

LISC -Chicago provides financing, technical assistance and capacity building to grassroots development groups. Since 2003, local networks in 16 neighborhoods have come together through the group's New Communities Program, centered around an intensive community planning process. Recognizing the need for a comprehensive approach to development, the groups coordinate efforts around housing, retail, employment, health and safety concerns with a holistic approach.

One piece is the Smart Communities program, which bridges the digital divide with training, access to technology, and help for local businesses. Community web portals generate local content about neighborhood news and resources (they're all available at NCP's Neighborhood News site). A new project looks at possibilities for urban gardens and farms in South Side areas with large vacant tracts.

Neighborhoods near McCormick Place demonstrate continuing progress in hard times. In Bronzeville to the south, Quad Communities Development Corporation is strategically marshalling long-term investments to lay the groundwork for a revived retail sector. Construction begins this year on two mixed-used developments on the Cottage Grove corridor.

To the west, The Resurrection Project continues foreclosure prevention efforts but has also just opened a new six-story dormitory to support neighborhood students attending area colleges. That's on top of a new health center, new senior housing and services, and new schools built in recent years.

Another level of expertise is brought to bear by groups like the Woodstock Institute, the Chicago Rehab Network, and Housing Action Illinois, which provide research and advocacy that support community development efforts.

Woodstock is a lead partner in the Regional Home Ownership Preservation Initiative, which joins public, private, and nonprofit agencies to focus on mitigating the impact of foreclosure crisis on the city's affordable housing stock. CRN closely monitors the city's affordable housing plan. The group has criticized city development policies which reinforce gentrification and cause displacement, called for strict regulation of rental conversion, and proposed policies ([PDF link](#)) to "make an affordable city."

Saving housing subsidies

Meanwhile, organizing groups are focused on the potential loss of federally-subsidized housing, both privately-owned and public. The Chicago Housing Initiative joins tenants of 58 subsidized developments organizing through seven community groups to seek better conditions and long-term affordability and to fight budget cuts in Washington.

CHI members including the Metropolitan Tenants Organization and the Kenwood Oakland Community Organization organize tenants in large subsidized buildings, in part to give them the option of tenant management if developers bow out of expiring subsidies. After a ten-year MTO campaign at Parkway Gardens on the South Side, the largest HUD-backed private development in Chicago, a new owner recently committed to extending subsidies for 30 years and investing \$40 million in building improvements.

Southside Together Organizing for Power united tenants at Grove Parc Plaza in Woodlawn and helped bring in a national affordable housing group to preserve 500 units of subsidized housing. STOP has tenant councils in five subsidized buildings.

CHI is also highlighting thousands of habitable public housing units that the Chicago Housing Authority is refusing to lease. While CHA's plan to transform projects into mixed-income developments has stalled, 6,000 of CHA's remaining 22,000 units are empty, including many in recently-rehabbed buildings. On the West Side a 20-story senior building has been vacant since 2007, though major repairs were completed several years ago.

Meanwhile nearly 60,000 very-low-income families are on CHA's waiting lists – and the agency continues to receive federal operating funds for vacant apartments, according to CHI.

Public housing vacancies

The Logan Square Neighborhood Association is working with residents of Lathrop Homes, a model New Deal-era low-rise public housing development along with Chicago River. CHA wants to replace half the units with high-rise condos, though the North Side neighborhood's condo market is saturated. CHA stopped leasing vacant units in 2000, and two-thirds of Lathrop is vacant.

Residents have called for full occupancy and for redeveloping Lathrop as 100 percent-affordable; Preservation Chicago and Landmarks Illinois, concerned with historically-significant architecture, have joined their efforts. (In a recent victory for residents, Lathrop Homes was placed on the National Registry of Historic Places.)

Just south of McCormick Place, residency levels at CHA's Lake Parc Place have steadily declined since it was fully rehabbed as mixed-income housing in 2004; more than half its units are now empty. "The mixed-income model doesn't work," said KOCO's Brian Malone. (Some development groups, especially those working with CHA, would disagree.)

On the North Side, in areas where single-room-occupancy buildings still offer affordable housing, Lakeview Action Coalition and Organization of the North East are working to ensure upkeep and keep rents down. LAC is currently building support for an affordable housing initiative for Lincoln Park, a neighborhood that was gentrified decades ago.

On another front, the Chicago Coalition for the Homeless does outreach at shelters and organizes homeless youth and sex trade survivors. For twenty years the group's Women's Empowerment Project has worked with homeless women to become advocates for their families and for better policies. Spearheading Sweet Home Chicago, a coalition of community groups, CCH won a share of city development subsidies for affordable housing last year.

“Fight for Affordable Housing” by Steve Franklin, [Chicago Stories](#), used under [CC BY-NC](#)

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CHAPTER OVERVIEW

5: Introduction to Genres by Angelica Davila

[5.1: Introduction to Genres--Reading Assignment](#)

[5.2: Introduction to Genres-- Classroom Activity](#)

[5.3: Introduction to Genres--Assignment](#)

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5.3: Introduction to Genres--Assignment

How I Celebrate Life on the Day of the Dead

By: Linda González

Every year as November 1 approaches, I do the math to remember how long ago my father passed away on Día de los Muertos. This year, I dutifully pulled up my calculator and subtracted 1996 from 2017. Twenty-one years. And then the obvious hits me. I can always know how long it has been since he passed on to his next life by subtracting one year from my twins' age. They are 22 and were just a year old when their abuelo died. I remember carrying Gina down the aisle behind the casket, her and Teo's new life blooming while that same year Tot's had faded.

I set up my altar this week, pulling out the pictures of my dearly departed and adding new ones from this year. The first step is always laying out the cross-stitched mantle with years of stains and a dark mark from when a candle burned too hot. I tape papel picado above the altar, remembering this ritual is not a dirge; it is an opening of the veil to celebrate the lives that touched me and my comunidades. It is a time to think about why I miss them and ponder how to keep them alive in the present moment.

I imagine my dad's disappointed spirit hovering over the Dodgers as they lost in the World Series. I invoke my mom's stovetop magic as I figure out what to do with a bag of zucchini that must be cooked tonight. I remember the mothers who grieve their sons' vibrant spirits every day, and I take a moment to send Snapchats to my beloved cuates.

Día de los Muertos is so ingrained in my being that I am startled to see people in costume; my mind wonders for a second, "What's that all about?" This is amazing because I was so involved in Halloween while my children were growing up—making costumes, figuring out the healthiest candy to hand out, trading my children's candy for money so they were not overloaded with sugar (and I could store their loot for the next Halloween).

In years past, I have hosted gatherings to decorate sugar skulls, loving this tradition of blending death with creativity. I treasured giving my children and their friends the chance to be playful and imaginative with something that so many people fear. As a writer, I live in that crevice of light and shadow, writing drafts only to end their existence for another version and then another and then yet another.

I love the transparency of life and death, the calaveras that dance and meditate and watch TV. Each skeleton could be anyone of us, and one day we will know what our antepasados experienced after their last out-breath. One day we will see there is no separation between any of us, alive and dead.

The first and only altar in my parents' home was the one we created on a cake after my dad's funeral, laying out the detallitos of his life that he allowed to be visible. The secrets were still within him, wisps of energy that over the years encircled us with cariño or strangled our voices or tripped us as we ran.

As I set up my altar year after year, I breathe in the musty smell of the newspapers I have carried from home to home. These crinkled papelitos wrap and unwrap memories and give space for those I loved and lost to whisper consejos in the stillness. I unbind my heart wounds and apply the salve gained from another year of living—that little bit more of perspective and wisdom nestled in my corazón that wraps around me like a soft, colorful rebozo.

About the author:

Linda González is the author of the memoir *The Cost of Our Lives*. She has published essays in literary journals and books, is a storyteller, and received her MFA from Goddard College. This essay is an excerpt from *Endangered Species, Enduring Values: An Anthology of San Francisco Area Writers and Artists of Color*, edited by Shizue Seigel, Pease Press, 2018. www.peasepress.com. It was published in *Yes! Magazine*, 31 October 2018.

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CHAPTER OVERVIEW

6: Introduction to Claims by Angelica Davila

A brief intro to the chapter for students goes here.

[6.1: Introduction to Claims--Reading](#)

[6.2: Introduction to Claims--Classroom Activity](#)

[6.3: Introduction to Claims--Assignment](#)

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6.1: Introduction to Claims--Reading

In the previous sections that covered critical reading, summarizing, and writing genres, you saw the word claim a few times. When you are reading a text, you want to identify what the author's claim is, and when you are writing your own paper you want to make sure you are making a specific claim.

What is a claim?

A claim is the foundation of an argument you are making. A claim is not the same thing as a research question, but it is a statement that an author makes on any given subject. A claim should be debatable meaning that others can offer counterclaims to you. A claim is different from a topic.

Claim:

“Superhero movies are ruining cinema.”

^ This claim is taking a stance and is debatable.

Topic:

Superhero movies

The author for the above claim is taking a position on superhero movies. Others can also argue against this author's claim.

What types of claims are there?

There are three types of claims:

- Claims of fact
- Claims of value

- Claims of policy

Claims of Fact

What is it?

A claim that asserts something that can be proved or disproved by factual evidence.

Example:

Increasing the amount of affordable housing in our city may help lower the houseless population.

Claims of Value

What is it?

A claim that asserts that something is good or bad, or that one thing is better than another.

Example:

Chicago pizza is better than New York City pizza.

Claims of Policy

What is it?

A claim that asserts specific conditions need to exist or that a specific type of action needs to be taken in order to resolve a problem.

Example:

States that have legalized recreational marijuana should expunge marijuana convictions.

Let's revisit the claim from earlier:

“Superhero films are ruining cinema.”

What type of claim do you think that is and why?

1. Claim of fact
2. Claim of value
3. Claim of policy

The correct answer is b) claim of value. An author arguing that superhero films are ruining cinema can provided support to back up their claim, but the claim itself is based on what the author believes makes good cinema and how superhero films don't fit into their definition of good cinema.

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6.2: Introduction to Claims--Classroom Activity

In-class Group Work & Class Discussion:

There are two parts to this activity.

Part 1: In small groups identify what type of claim the statements below are. Your choices are:

- Claim of fact
- Claim of value
- Claim of policy

1. The death penalty doesn't lower crime.
2. Capital punishment is inhumane, and we shouldn't get to decide who gets the death penalty.
3. Considering how many inmates on death row become acquitted of their charges, the federal government should ban states from using capital punishment.
4. The gap in college degree completion between Latinos and their White peers is wider than it's been before.
5. The school district should implement a bilingual education program to assist the recent migrant families that have arrived in the town.
6. Public universities provide the same education that private colleges do but with lower tuition costs.
7. Unlike Facebook, TikTok provides a better platform for disability activists.
8. Unless countries control their carbon emissions, global temperatures will continue to rise.
9. With the rise of AI writing tools, schools should revisit their plagiarism protocol to keep up with how to discipline students who use ChatGPT and other similar AI.
10. Diabetes has increased in the town of San Cristóbal de las Casas in Chiapas, México where Coca-Cola controls a majority of the water use in the region and we should demand for more public protection of water.

Part 2: After discussing your answers with the class, return to your small groups. **Pick 1 of the following topics and create a claim of fact, value, and policy.** Remember that a claim should be debatable. This may require you to do some quick research on the topic.

- College tuition
- Social media
- Standardized tests
- Prison labor
- Plastic bag ban
- Book bans
- Animal testing
- Increasing/lowering the voting age
- Vaping

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6.3: Introduction to Claims--Assignment

Putting into practice your critical reading skills and what you learned about genres, summarizing, and claims, read the following article. When you are done reading:

1. In your own words, what is the author's claim? (*hint: you may have to put a few things together to understand the claim*)
2. What type of claim is this? (fact, value, or policy)
3. Explain why it is a claim of fact, value, or policy.

4. Write a 1 paragraph summary that identifies the author's claim and main points of support.

The federal poverty line struggles to capture the economic hardship that half of Americans face

By Celine-Marie Pascale

Michael Chase works two jobs in southeast Ohio: one as a hotel night clerk and one as retail support – sorting through donations, setting new merchandise out, cleaning – at a nonprofit.

His schedule is not fixed in either job, and his hours are not guaranteed. Some weeks he works back-to-back eight-hour shifts. Some weeks he works fewer than 30 hours. Neither job offers sick leave, vacation time or health insurance.

Chase shares an apartment with three other people, something he finds stressful. And he is not always confident that he can make his portion of the rent. Between the two jobs, Chase earns less than US\$16,000 a year. While it may not sound like a lot, that places him well above the federal poverty line for a single person: \$12,760.

As a sociologist concerned with inequality, I spent one year conducting field work and interviews across the country for my recent book, which examines how Americans cope with economic struggles amid stagnant wages and rising costs of living.

Nearly everyone I interviewed worked multiple service industry jobs. Yet I didn't meet anyone who thought of themselves as poor.

More commonly they referred to themselves as the struggling class: They struggle economically and hold an often unfounded hope that things will get better. But you can't work your way out of poverty in low-wage jobs.

Low-wage jobs in the 21st century are not only the lowest rung on a career ladder, they are often the only rung.

Across the country, millions of low-wage workers like Chase struggle to pay their bills each month, despite holding multiple jobs.

Defining poverty

"I'm fine," Chase told me. "I don't consider myself poor ... I guess I would say I am struggling a little bit. For me, people who don't have food are poor. Or someone who can't feed their kids, or you might not have running water or even electricity. You don't have the right things you need to even survive."

Chase was not unusual in his assessment of poverty.

The economic struggles of millions in the United States are erased by the federal definition of the poverty line and by outdated conceptions of low-wage work.

A recent study by the Brookings Institution defined low-wage work as a median hourly wage of \$10.22, or \$17,950 per year. By this measure, 44% of all workers in the U.S. are low-wage earners.

In 2021, according to the National Low Income Housing Coalition, a worker needs to earn \$20.40 per hour to be able to afford a modest one-bedroom apartment anywhere in the country. That's an annual salary of \$40,800 – more than twice what Brookings refers to as the median wage for low-wage work.

Federal data shows that roughly 51% of workers live on less than \$35,000 annually. Low wages, unreliable hours and a lack of benefits have come to dominate the U.S. economic landscape.

To understand the economic hardship that more than half of Americans face, it is critical that researchers shift their thinking away from an outdated federal measure of poverty. Instead, they should focus on measures of self-sufficiency.

Economic self sufficiency

Economic self-sufficiency is the ability to reliably meet basic needs, including food, housing, transportation, child care, medical expenses and other necessities.

The Economic Policy Institute, a nonpartisan think tank, provides a Family Budget Calculator that calculates measures of economic self-sufficiency across the country.

The organization provides a transparent estimate of what it costs to be economically self-sufficient. It is not a calculation of poverty.

The calculations are based on Department of Agriculture data such as food costs and Fair Market Rent, a measure developed by the Department of Housing and Urban Development to determine payments for housing assistance programs.

In southeast Ohio, the self-sufficiency budget for Chase provided by the Economic Policy Institute calculator is \$34,545 – more than twice what he earns and nearly three times the federal poverty line.

If Chase lived in San Francisco, his economic self-sufficiency budget would be \$69,072. Across the bay in Oakland, California, it would be \$57,383. Keep in mind that the federal poverty line for a single person living anywhere in the U.S. is \$12,760.

For families, the gap between the federal poverty line and economic self-sufficiency is even wider. Self-sufficiency for two adults with two children who live in San Francisco requires an annual income of \$148,440, while the federal poverty line for this same family of four in 2020 was \$25,701.

Self-sufficiency calculations vary by region. For example, self-sufficiency for this same family of four in Athens County, Ohio, would require an income of \$72,284; in the Sioux City metro area of South Dakota, this family would need \$78,935 to meet all of their basic needs.

Self-sufficiency measures are not perfect.

The Economic Policy Institute calculations do not consider debt, which can be significant. Further, the calculation relies on Fair Market Rent, which designates regional rents in the 40th percentile as fair market. This means that in any area, 60% of housing is more expensive than Fair Market Rent.

For Chase in Ohio, a livable one-bedroom apartment runs \$800 to \$1,300 a month, but Fair Market Rent allocates only \$605 for rent.

Despite these problems, measures of self-sufficiency are more effective than the federal poverty line. By delineating the costs of basic expenses, they draw a far more accurate line of where poverty begins.

It might seem like a matter of common sense that the nation needs to calculate how much families actually need to spend on basic expenses in order to understand where poverty begins. But policymakers still rely on the federal poverty line for calculating economic safety nets. A measure of self-sufficiency would enable the nation to identify levels of economic need as they exist – and therefore to establish effective safety nets.

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CHAPTER OVERVIEW

7: Introduction to Rhetorical Appeals by Angelica Davila

Please add a student introduction to the chapter here. Tell them what they will be learning, doing, etc. This can be a very broad overview of what to expect in the chapter/module.

[7.1: Introduction to Rhetorical Appeals --Readings](#)

[7.2: Introduction to Rhetorical Appeals --Classroom Activity](#)

[7.3: Introduction to Rhetorical Appeals --Assignment](#)

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7.1: Introduction to Rhetorical Appeals --Readings

Make a list of what persuasive strategies authors, speakers, and advertisers use to convey a message to an audience. Think about texts that you have read, advertisements you have seen in video or on the train, and even what persuasive techniques content creators use in their videos. Chances are that a majority of the things you listed are **rhetorical devices and appeals**. What exactly are these? *They are techniques that an author/speaker/brand utilizes in order to convey to a reader/audience their message with the goal of persuading them.* When you understand how to use rhetorical appeals you will be able to better evaluate texts that you read and strengthen your own writing skills.

What are the four types of rhetorical appeals?

1. Logos
2. Pathos
3. Ethos

4. Kairos

Logos

What is it?

Logos appeals to reason and logic to support a claim and to persuade an audience.

Characteristics:

- Focuses on the text of the argument (the message)
- Often uses data to support its claim
- Uses consistency and clarity within its argument
- Counters emotional biases by presenting objective evidence

Pathos

What is it?

Pathos appeals to emotions, beliefs, and values.

Characteristics:

- Focuses on the emotions, values, and beliefs of the author's intended audience
- Elicits empathy from audience (audience can then relate to those who are affected by the topic)
- Helps audience understand an argument's significance by often explaining how it would help or harm the world around them
- Counters emotional biases by presenting objective evidence

Ethos

What is it?

Ethos appeals to the author's/speaker's credibility, character, and trustworthiness.

Characteristics:

- An author may provide more than one side of an issue in order to create ethos and then explaining why the author's claim is correct
- Can rely on the author's reputation/expertise in a specific field
- Can rely on organizations/companies that the author is associated with
- Can also rely on where the author's work is being published (personal blog versus a newspaper)

Kairos

What is it?

Kairos refers to the timeliness of an argument.

Characteristics:

- Requires an appropriate tone, structure, and to come at the right time
- Argument essentially relies on the concept that "now" is the best time to talk about it

Video: "Rhetorical Appeals: Ethos, Logos & Pathos!"

<https://www.youtube.com/watch?v=ihbIm3YiGc0>

What is rhetorical analysis?

A rhetorical analysis breaks down the whole (article, speech, commercial) into pieces and examines the author's purpose (message) and how the author is attempting to convey that message. A rhetorical analysis explains what, why, and how.

- What is taking place within the article/speech/commercial/etc.

- Why the author/speaker/advertiser might have chosen a specific rhetorical appeal or device
- How the author's choices impact the audience's reception of the message

A rhetorical analysis also requires you to ask whether the author/speaker successfully supported their claim.

A rhetorical analysis **is not a summary** of the article, speech, or video.

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7.2: Introduction to Rhetorical Appeals --Classroom Activity

In-class Group Work & Class Discussion:

Below are a few video advertisements that you will watch as a class. As you watch them take notes on:

1. What message do you think the commercial is trying to sell about the brand or product?
2. What rhetorical appeals are being used? Write down specific examples. (Be sure to also consider the music, tone, and images that you see.)
3. In small groups, discuss your findings. Then answer the following question as a group:
 1. Do you think the advertiser achieved their message? In other words, did they effectively communicate their message with the rhetorical appeals that they used?

1. [Only Basketball | Nike](#)
2. [EasyEgg Advert](#)
3. [Colgate Total 30s – Phillippines, 1999](#)
4. [Fuel Efficient Hybrid Sedan 2014 Toyota Prius](#)
5. [Counselor – Get a Mac \(archived Apple commercial\)](#)

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7.3: Introduction to Rhetorical Appeals --Assignment

Assignment:

1. Read the following article and take notes on the rhetorical devices that the author uses.
2. Complete the rhetorical analysis graphic organizer at the bottom of this page (copy it in your notebook).

Why the Destruction of a Black Neighborhood Matters to Me — and Should Matter to Everyone

By Brandi Kellam, Virginia Center for Investigative Journalism at WHRO

This article was produced for ProPublica's Local Reporting Network in partnership with the Virginia Center for Investigative Journalism. Sign up for Dispatches to get stories like this one as soon as they are published.

As a high school sprinter in Virginia's Tidewater region, I often participated in meets at Christopher Newport University's Freeman Center, which had one of the few indoor tracks in the area. I won 500-meter races against top runners, and my high school was team champion.

Track and field was a huge part of my identity. I looked forward to crossing the Monitor-Merrimac bridge over the James River to Newport News, and I saw the opportunity to display my skill at Christopher Newport as a way to impress colleges and earn an athletic scholarship. It wouldn't be until 20 years later that I understood the underlying irony. The construction of Christopher Newport, where Black athletes like me competed alongside our white counterparts, had displaced Black homeowners whose hopes and aspirations were dashed by racism.

That personal connection helps explain why I have spent more than two years exploring a largely forgotten tragedy: [how Newport News officials and educational leaders eradicated the Black middle-class area of Shoe Lane to establish and expand Christopher Newport's campus](#).

Month after month, first under a Columbia University grant, and then under a ProPublica/Virginia Center for Investigative Journalism fellowship, I pored over archival records in Newport News libraries and city offices, reconstructing Shoe Lane's history. Often going back a century or more, I examined land deeds, voter rolls, newspaper clippings, City Council minutes, marriage licenses and obituaries. I also interviewed remaining residents, descendants of former property owners, eminent domain and civil rights attorneys, local historians, academic experts and Virginia legislators.

My investigation cast my home region in a different light. I thought about how racism had constrained where my parents and grandparents could live. My father managed a grocery store in Newport News, but I hadn't known much about the city's past. Now I recognized that housing patterns, such as the concentration of Black people in the impoverished downtown at the southern tip, didn't simply reflect market conditions such as prices and availability. They also resulted from government actions, like redlining or eminent domain seizures, that have contributed to a widening racial gap in homeownership nationwide. About 73% of white households own their homes, compared with 44% of Black households, according to the National Association of Realtors.

I also realized that colleges and universities have at times exacerbated those inequalities. All too often, educational institutions also control the narrative about their role in society, including their expansion into diverse communities, and it's the journalist's responsibility to find victims and make their voices heard. "The University publicly acknowledges that residents of a valuable and well-established neighborhood were displaced by decisions made about the location of the University," spokesperson Jim Hanchett said in a statement. "University faculty have spearheaded efforts to raise awareness of this history and its impact. At the same time, the University's growth has fueled the economic revival of Newport News' mid-city area."

I first learned about the neighborhood that was destroyed to make way for Christopher Newport from an alumnus. I was looking for a reporting project near my hometown of Chesapeake, Virginia. After a decade of reporting nationally, I wanted to make an impact in my home community. My source told me about the demolition of the Shoe Lane area, adding that a Christopher Newport professor, Phillip Hamilton, had written a paper about it.

Initially, I juggled my Shoe Lane reporting with my day job as a CBS producer in Washington, D.C. I spent nights and weekends researching the history of Black communities in Virginia and throughout the South. I found that a neighborhood of Black property owners was unusual but hardly unprecedented. In the late 19th century, freed slaves and other African Americans who were shut out of white areas formed communities where they could seek refuge from racism. Sometimes Black Civil War veterans pooled money to buy land, or Black people acquired property from white former slave owners with whom they had kinship ties. Joseph Clarke, a former slave, bought 100 acres from a white landowner and divided them among Black families to establish the town of Eatonville in central Florida in 1887.

In Virginia, rates of landownership among freed slaves and their descendants were consistently high. In one Virginia county, 76% of Black heads of household owned land in 1890. In 1915, about 60% of Virginia's landowners were African American, according to Adrienne Petty, a professor of history at William & Mary.

When I spoke with Hamilton, I asked if he felt there was anything missing from his research. He said he wished that he could have talked with the families exiled by eminent domain, but that they were long gone.

I wasn't so sure. The alumnus had mentioned that a few families remained in the area. I decided to look for them. Crossing the bridge again to Newport News, I drove around the campus. I noticed one house surrounded by Christopher Newport buildings and only accessible through a university parking lot. I knocked on the door but no one answered, so I left my business card in the mailbox.

I had better luck at a house on Shoe Lane, where an elderly Black resident, Barbara Johnson, opened her door. I introduced myself and told her that I had learned about the community that used to exist where the college is now and that I wanted to tell its story.

Standing on the front porch while keeping the door ajar, Barbara told me that I should speak with her husband, James, who grew up in the community. I told her that my experience covering national stories had ignited a passion to return to my roots and report on barriers facing the local Black community.

After a brief conversation about her memories of the neighborhood and race relations in Newport News, she gave me their phone number, which I called a few days later. James answered.

"I don't know if I can be beneficial to you or not," he told me. "I don't get involved with politics, because I like a quiet life. But if I can do anything to connect dots you already have, perhaps I can try." He said he had some photos and documents that he might be willing to show me.

I told him I would appreciate anything he could share and asked if I could meet him and Barbara at their home. He agreed, and we scheduled a time.

When I sat down at the Johnsons' dining room table two days later, I discovered James had more to offer than I ever imagined. He and Barbara told me about growing up on a farm there, and about how the seizure of the neighborhood's core by eminent domain had thwarted their family's plan to build a subdivision for Black families. He showed me albums and notebooks filled with his photos of the demolished houses and with newspaper clippings he had collected. He described how preserving these records had been cathartic for him. It became clear that this quiet, seemingly stoic man had organized and collected over 60 years' worth of records out of a deep attachment to the only place he knew as home.

I realized that, despite our differences in age and occupation, he and I weren't that different. We both were dedicated to preserving the history of the community. James inspired me to work harder, and I often told him that he would have been a terrific journalist.

The Johnsons were well aware that the same forces that uprooted their community had devastated other Black neighborhoods across the country. As I continued reporting, I realized just how fiercely the Johnsons and other Black families had fought against redlining and other outgrowths of systemic racism, how doggedly they had pursued their piece of the American dream, and how much they had sacrificed.

As a Black journalist, I'm grateful for the unique access the Johnsons granted me. They and others from the Shoe Lane community gave me the rare opportunity to witness its history and shift the narrative.

["Why the Destruction of a Black Neighborhood Matters to Me — and Should Matter to Everyone"](#) by Brandi Kellam, [ProPublica](#), used under [CC BY-ND 3.0 US DEED](#)

Rhetorical Analysis Graphic Organizer:

1) Author's Purpose: _____

2)

Appeals	My Thoughts	Examples from the text
Logos: How did the author use logic and reason in their argument?		
Pathos: How did the author appeal to a reader's emotions, values, and beliefs?		
Ethos: How did the author demonstrate that they are credible?		
Kairos: Does this argument appear timely? Is not the time to discuss this?		

3) Did the author achieve their purpose? Why or why not? _____

7.3: Introduction to Rhetorical Appeals --Assignment is shared under a [CC BY-ND 4.0](#) license and was authored, remixed, and/or curated by LibreTexts.

CHAPTER OVERVIEW

8: Introduction to Logical Fallacies by Angelica Davila

This chapter continues building on concepts learned in "Introduction to Rhetorical Appeals and Rhetorical Analysis."

This chapter's content focuses and builds on the following English 101/97 Student Learning Outcomes:

- Critical Thinking and Reading Outcome: Analyze texts for main ideas, supporting details, rhetorical strategy, and point of view
- Critical Thinking and Reading Outcome: Use interpretation to recognize the author's meaning and strategies (e.g., induction, deduction) to develop ideas
- Critical Thinking and Reading Outcome: Use inference to draw conclusions from textual evidence and prior knowledge
- Critical Thinking and Reading Outcome: Evaluate texts (e.g., purpose, claims, evidence, objectivity, vocabulary)

This chapter contains a reading, classroom activity, and an assignment that helps students identify logical fallacies.

Topic hierarchy

[8.1: Introduction to Logical Fallacies -- Reading](#)

[8.2: Introduction to Logical Fallacies -- Assignment](#)

[8.3: Introduction to Logical Fallacies -- Classroom Activity](#)

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8.1: Introduction to Logical Fallacies -- Reading

The chapter titled, “Introduction to Rhetorical Appeals and Rhetorical Analysis”, you learned about the four types of rhetorical appeals (logos, pathos, ethos, and Kairos) that authors, speakers, and advertisers use to convey a message to an audience. The in-class activity and assignment asked you to identify the messages conveyed in both commercial advertisements and in the article, “Why the Destruction of a Black Neighborhood Matters to Me – and Should Matter to Everyone” by analyzing the rhetorical appeals utilized in each.

It is important to note that the use of logos, pathos, ethos, and Kairos does not automatically mean that the speaker’s argument is a *good* argument. Academic settings favor arguments that have a strong logical foundation and support. As students in college, you should be aware of how to ensure that your arguments are logically sound. For this, it is important to understand how to avoid flaws in the logic that you may use in an argument.

These flaws are called logical fallacies.

This chapter will focus on helping you identify logical fallacies within readings, speeches, and videos you may come across. Some speakers may use logical fallacies on purpose to sway people into believing their argument, even if it uses false logic. Some speakers may decide to fool their audience on purpose. This is why it is important to identify logical fallacies. This strengthens your critical reading toolbelt. Additionally, some of us may end up using logical fallacies without even realizing. Therefore, identifying logical fallacies in our own writing also helps us become better writers.

This chapter’s content focuses and builds on the following English 101/97 Student Learning Outcomes:

- Critical Thinking and Reading Outcome: Analyze texts for main ideas, supporting details, rhetorical strategy, and point of view
- Critical Thinking and Reading Outcome: Use interpretation to recognize the author’s meaning and strategies (e.g., induction, deduction) to develop ideas
- Critical Thinking and Reading Outcome: Use inference to draw conclusions from textual evidence and prior knowledge
- Critical Thinking and Reading Outcome: Evaluate texts (e.g., purpose, claims, evidence, objectivity, vocabulary)

What is a logical fallacy?

- A logical fallacy is an error within your reasoning that undermines the logic of your argument.
- The use of a logical fallacy makes your argument weak.
- Logical fallacies also open your argument to be attacked as inconsistent or false.

What are some logical fallacies?

There are many logical fallacies. Below is a short list put together by the Cleveland State University:

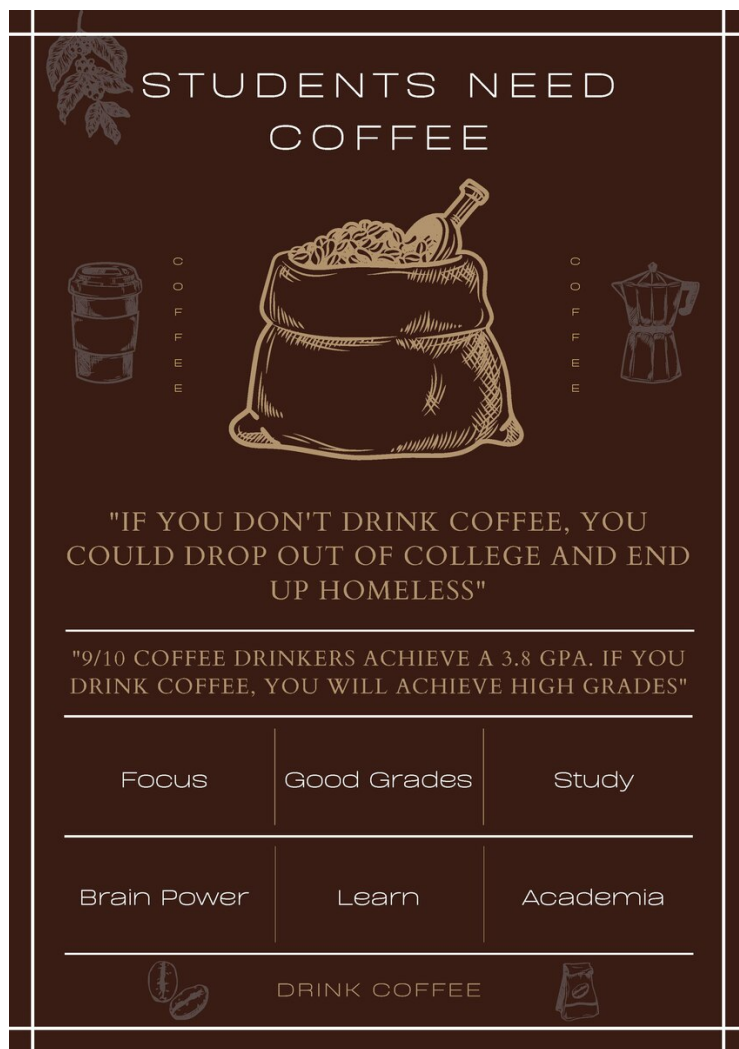
Logical Fallacies – A Short List

1. **Generalization** – *A conclusion or judgment made from insufficient evidence.* When one piece of evidence or information is used to make a broad conclusion or statement.
2. **Cherry picking** – *Picking and choosing only some of the available evidence in order to present only points most favorable to your point of view.* If someone knowingly chooses certain (favorable) pieces of information and conveniently ignores less favorable information, then the argument is not supported by all of the available research.
3. **Straw Man** – *An oversimplification of an opposing perspective so that it becomes easy to attack.* This is unfair and illogical because when one oversimplifies or inaccurately represents an argument and refutes that oversimplified version, one is not actually addressing the argument.
4. **Red Herring** – *Changing topics to avoid the point being discussed.* This is an argument tactic in which one attempts to change the conversation, often by bringing up information that is not relevant to the claim or point being debated, in order to try to control the conversation. This can be a way to avoid having to address or answer the question at hand, and it harms the quality of an argument.
5. **Ad Hominem** – *It is a personal attack rather than a way of engaging with someone's ideas.* For example: "You are an idiot! That's why you're wrong!" This type of logical fallacy occurs when an arguer attacks or insults *the person* making opposing arguments instead of attacking the ideas, the logic, or the evidence within the opposing argument itself. It is a personal attack rather than a way of engaging with someone's ideas.
6. **Ad Populum** – *A misused reference to popularly accepted values.* For instance: "This is about freedom and righteousness, and if you believe in those things, then you should believe my argument." This is an example of **misused ethos** – when the author is referencing the values that the audience cares about so that they think only about the values and not about the content of the argument (or, likely, the fact that there is little intellectual substance in what is being said).
7. **Either/or** – *This is an argument that attempts to create a situation of absolutes with no options in between.* For example: "Either we intervene, or we are basically no better than the Nazis." This thinking is fallacious because it assumes that there are only two options, with nothing in between.
8. **Slippery Slope** – *This is a fallacy that assumes that one thing is going to have a series of consequences or effects—often leading to a worst-case scenario.* For example: "If we let this happen, then that will happen and then the worst possible thing will happen." It is false reasoning because 1) it's impossible to predict the future, 2) it is illogical to suggest that one action will always necessarily lead to the worst possible outcome, and 3) it assumes a very specific chain of future events. This "if we let this happen there will be some horrible end" is **misuse of cause/effect reasoning**, often with some pathos (fear) sprinkled in.

"1st Edition: A Guide to Rhetoric, Genre, and Success in First-Year Writing (No Longer Updated)" by Melanie Gagich & Emilie Zickel, [Cleveland State University](#), used under [CC BY-NC-SA 4.0](#)

Identifying Logical Fallacies:

Look at the advertisement below that promotes coffee consumption at school. Students are the intended audience for this ad and the message is clear: students should drink coffee. **Ask yourself: how does this advertisement push its message to its intended audience?**



“Fallacy Coffee Ad” by Student487, Wikipedia Commons, used under [CC BY-SA 4.0](#).

The coffee advertisement above uses logical fallacies to make its argument that students *need* coffee. Below are some of the logical fallacies that it uses:

Slippery Slope:	“If you don’t drink coffee, you could drop out of college and end up homeless.” Remember that a slippery slope is a fallacy that suggests that one thing leads to another, and that thing leads to yet another thing.
Post Hoc:	“9/10 coffee drinks achieve a 3.8 GPA. If you drink coffee, you will achieve high grades.” While the post hoc fallacy was not in the short list provided above, you were probably able to tell that this claim sounded false when you saw the ad. A post hoc fallacy is a Latin phrase that means “after this, therefore because of this.” In other words, this logical fallacy suggests that one event causes another instead of a simple correlation existing between the two.

The more practice that you have in identifying logical fallacies, the easier it will be for you to identify them in the real world.

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8.2: Introduction to Logical Fallacies -- Assignment

This assignment will give you time to practice identifying logical fallacies contained in a single paragraph. Participating in this activity will sharpen your critical reading and analytics skills. You will need to be able to identify logical fallacies as part of your Rhetorical Analysis Paper in this course. This assignment will also allow you to check your answers at the end.

Assignment:

This assignment has 4 parts.

- 1) Read only the “Sample argument” section from the handout below.
- 2) Take note of what sounds like a logical fallacy. If you think you know the name of the logical fallacy, write it down. If you don’t know the name, write out why you think that sentence is a logical fallacy.
- 3) Read the “A less fallacious argument for roughly the same claim” section to have a better understanding of how you could make a stronger argument that avoids logical fallacies.

4) Check your answers to part 2 of this assignment by clicking the links within the handout reading.

Sample Arguments with Fallacies

What this handout is about

This is an adjunct to our fallacies handout. It presents a sample argument with many fallacies and another, less fallacious, argument.

Sample argument

Try to spot the fallacies in the following passage. To see a breakdown of this argument with comments on the various fallacies, [click here](#).

· The feminist argument that pornography is harmful has no merit and should not be discussed in college courses. I read “Playboy” magazine, and I don’t see how it could be harmful. Feminists might criticize me for looking at porn, but they shouldn’t talk; they obviously look at it, too, or they couldn’t criticize it. Many important people, including the Presidents, writers, and entertainers who have been interviewed by the magazine and the women who pose in it, apparently agree. Scientific studies so far have not proved that pornography is harmful, so it must not be harmful. Besides, to be harmful, pornography would either have to harm the men who read it or the women who pose in it, and since they both choose these activities, they must not be harmful. Feminists should take a lesson from my parents—they don’t like loud music and won’t have it in their house, but they don’t go around saying it’s harmful to everyone or trying to prevent others from listening to it. Ever since feminists began attacking our popular culture, the moral foundation of our society has been weakened; the divorce rate, for example, continues to rise. If feminists would just cease their hysterical opposition to sex, perhaps relationships in our society would improve. If feminists insist, instead, on banning porn, men will have no freedom and no pleasure left, and large numbers of women will be jobless and will have to work as prostitutes to support themselves. In light of these consequences, feminists shouldn’t be surprised if their protests are met with violence. Truly, the feminist argument is baseless.

A less fallacious argument for roughly the same claim

How might we make a stronger argument for the claim that “the feminist argument that pornography is harmful has no merit”? Let’s try to construct an argument that avoids the fallacies above. Please note that much of the “evidence” here will be made up to serve as a model—don’t use this page as a source for any actual research on pornography! We’ll see what a good argument could look like, even if the evidence needed to make that argument doesn’t currently exist.

· The feminist argument that pornography is harmful lacks adequate support. First, the feminist argument typically alleges that pornography increases men’s willingness to rape women, or at least to think of them only as sex objects. But this argument ignores the fact that the print pornography industry alone earns more money each year than the entire “legitimate” bookselling industry. For that to be true, there must be many, many men and women who read pornography regularly. And yet crime statistics suggest that not many men rape women. Furthermore, most men today believe in women’s equality, as a study by Dr. Knowitall and her research group at the Institute on the Status of Women demonstrates. Feminists acknowledge that scientific studies have failed to show that porn harms women. If there had been only a few such studies, or if we had reason to believe they were unreliable, we should conclude that nothing has yet been shown about whether porn harms women. But I think that when reliable studies have repeatedly failed to show a relationship, that fact constitutes some evidence that the relationship doesn’t exist. So it seems unlikely that porn is harming women in the way the feminist argument alleges.

· In the absence of positive evidence from studies, we have to rely on common sense. Can people distinguish between the sometimes-degrading scenarios they see in porn and real life? I believe they can. I think pornography is a lot like television and movies—it presents images that, while they certainly do have some impact on us, we all realize are nothing more than fiction. Young children may have difficulty distinguishing between fantasy and reality, but they are not often exposed to pornography. Men and women who look at porn should know better than to think that it gives a realistic picture of sexual relationships between men and women. If porn cannot be shown to harm women as a class by making them more vulnerable to sexual violence or causing men to think of them as inferior, how else might it be harmful? Feminists have often argued that the porn industry is harmful to the women who work within it—that many of them are abused and exploited. I agree with them that if an industry is mistreating people, it needs to be reformed, and they are doing a public service by pointing out such abuses. But what sort of reform are feminists proposing?

· One suggestion I know about has been made by Catharine MacKinnon and Andrea Dworkin, who argue that there should be a civil rights statute that allows anyone who has been harmed by porn to seek civil damages from pornographers. My concern about this proposal is that although it will not legally be censorship, since the law would not empower the government to stop anyone from producing material based on the ideas it contains, the civil rights statute will have the same effect as censorship. Pornographers may be so afraid of facing lawsuits that many of them will stop producing porn—and a situation where people are afraid to put forward certain kinds of writing or pictures because they will face legal consequences seems to violate the spirit, if not the letter, of the first amendment. Porn, like books, may express certain ideas about men, women, and sex, and those ideas may have political ramifications—but just as controversial books are protected, porn should be. It may even do more good than harm by provoking thoughtful discussion and debate about men, women, and sexuality.

To see an explanation of this argument, [click here](#) and then scroll down.

“Sample Arguments with Fallacies” by The Writing Center, University of North Carolina at Chapel Hill, used under [CC BY-NC-ND 4.0](#)

8.2: Introduction to Logical Fallacies -- Assignment is shared under a [not declared](#) license and was authored, remixed, and/or curated by LibreTexts.

8.3: Introduction to Logical Fallacies -- Classroom Activity

This in-class activity will help you learn more about other logical fallacies that exist. It will also give you a chance to try your hand at writing a few logical fallacies of your own. Writing your own logical fallacies is a way to better understand the structure of a logical fallacy.

In-class Group Work:

This activity has 4 parts and requires working with a partner.

Part 1) Visit yourlogicalfallacyis.com . Click on at least three logical fallacies to learn more about them and see a sample of each.

Part 2) Now write a sample sentence for each of those 3 logical fallacies.

Part 3) Swap your sample sentences with a partner without telling them what logical fallacy you selected for each.

Part 4) Use yourlogicalfallacyis.com as a resource to try to identify the logical fallacy of your partner's sample sentences.

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CHAPTER OVERVIEW

9: Analyzing a Text for a Rhetorical Analysis Paper by Angelica Davila

This chapter builds on the following previous chapters:

- “Introduction to Claims”
- “Introduction to Rhetorical Appeals and Rhetorical Analysis”
- “Introduction to Logical Fallacies”

Now that you have a better understanding of what makes a claim, types of rhetorical appeals, and how to identify logical fallacies, it is your turn to analyze a full text the way that you will be expected to for a Rhetorical Analysis essay in class.

This chapter’s content focuses and builds on the following English 101/97 Student Learning Outcomes:

- Writing Outcome: Analyze how audience and purpose dictate an essay’s content, structure, and style
- Critical Thinking and Reading Outcome: Analyze texts for main ideas, supporting details, rhetorical strategy, and point of view
- Critical Thinking and Reading Outcome: Use interpretation to recognize the author’s meaning and strategies (e.g., induction, deduction) to develop ideas
- Critical Thinking and Reading Outcome: Use inference to draw conclusions from textual evidence and prior knowledge
- Critical Thinking and Reading Outcome: Evaluate texts (e.g., purpose, claims, evidence, objectivity, vocabulary)

Topic hierarchy

- [9.1: Analyzing a Text for a Rhetorical Analysis Paper -- Reading](#)
- [9.2: Analyzing a Text for a Rhetorical Analysis Paper -- Classroom Activity](#)
- [9.3: Analyzing a Text for a Rhetorical Analysis Paper -- Assignment](#)

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9.1: Analyzing a Text for a Rhetorical Analysis Paper -- Reading

What is a Rhetorical Analysis Paper?

This type of essay asks you to explain the rhetorical strategies used by the author of a text or speaker of a media piece (speech, video, podcast). Your argument in a rhetorical analysis paper should be why you have concluded that the author's rhetorical strategies were effective or not. Your focus is not on WHAT (content of the author's text) but rather HOW the author presents their content. See the following example to illustrate the difference between WHAT and HOW.

In her article, "[Cleaning: The Final Feminist Frontier](#)," Jessice Grose argues that men do not do their fair share of household chores compared to women. This is the WHAT. While the WHAT is key to identifying the HOW, your paper would not focus on summarizing the content of Grose's article.

Instead, your Rhetorical Analysis Paper would focus on HOW she gets her point across. Does she use logos, pathos, ethos, or Kairos to make her argument? However, remember that using the four rhetorical appeals does not automatically mean that an argument is *good* or sound. You would also analyze whether she used these strategies effectively. You would also consider if her argument weighed down by any logical fallacies.

What should you keep in mind when writing a Rhetorical Analysis Paper?

A rhetorical analysis typically examines the following:

- Speaker: Who is writing the article? What have they typically written before? You may have to do background research on those involved.
- Audience: Who is the audience for this article? Consider where the article is published. What sort of other articles does the platform publish? This may give you a better idea as to who the audience is.
- Purpose: What effect is the speaker attempting to have on an audience? (Examples: change beliefs, evoke an emotion, influence decisions, offer a new perspective, etc.)
- Message: What is the main idea that the speaker is communicating with the audience?
- Genre: Does the message work for the genre?
- Context: What circumstances surround the article and its message?
- Appeals: What ways is the speaker swaying the audience to accomplish the article's purpose?
 - o Ethos: ethical appeal that emphasizes the credibility/how trustworthy the speaker is
 - o Logos: logical appeal that certifies that the message is well-supported, well-researched
 - o Pathos: pathetic appeal that evokes specific emotions in an audience
 - o Kairos: timeliness of an argument

Reading Context and Summary:

You will need to read through "[Cleaning: The Final Feminist Frontier](#)" by Jessice Grose in order to complete the in-class activity and the assignment section. Access the article by following the above link. As stated before, Grose argues that men do not do their fair share of household chores compared to women. The author's essay and exploration of her topic stems from an incident with her husband where his dad was going to visit them, but their home was a mess. Grose notes that she and her husband had different perspectives on this. Grose believed that their home should be clean and presentable for someone to visit, while her husband did not believe that his father would care whether the place was a mess. Grose used this incident as a launchpad to explore unequal labor at home between women and men through various strategies.

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9.2: Analyzing a Text for a Rhetorical Analysis Paper -- Classroom Activity

This in-class activity is an opportunity to practice identifying some of the components that make up a Rhetorical Analysis Paper. As a reminder, to complete this activity, you will need to read “[Cleaning: The Final Feminist Frontier](#)” by Jessica Grose. This in-class activity also builds towards your homework assignment, so use your time wisely!

Reading Context and Summary:

Grose argues that men do not do their fair share of household chores compared to women. The author’s essay and exploration of her topic stems from an incident with her husband where his dad was going to visit them, but their home was a mess. Grose notes that she and her husband had different perspectives on this. Grose believed that their home should be clean and presentable for someone to visit, while her husband did not believe that his father would care whether the place was a mess. Grose used this incident as a launchpad to explore unequal labor at home between women and men through various strategies.

In-class Activity:

Read and take notes on “[Cleaning: The Final Feminist Frontier](#)” by Jessica Grose. Look out for the following below. Make sure you write down your observations on the categories below.

- Speaker: Who is writing the article? What have they typically written before? You may have to do background research on those involved.
- Audience: Who is the audience for this article? Consider where the article is published. What sort of other articles does the platform publish? This may give you a better idea as to who the audience is.
- Purpose: What effect is the speaker attempting to have on an audience? (Examples: change beliefs, evoke an emotion, influence decisions, offer a new perspective, etc.)
- Message: What is the main idea that the speaker is communicating with the audience?
- Genre: Does the message work for the genre?
- Context: What circumstances surround the article and its message?
- Appeals: What ways is the speaker swaying the audience to accomplish the article’s purpose?
 - o Ethos: ethical appeal that emphasizes the credibility/how trustworthy the speaker is
 - o Logos: logical appeal that certifies that the message is well-supported, well-researched
 - o Pathos: pathetic appeal that evokes specific emotions in an audience
 - o Kairos: timeliness of an argument

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9.3: Analyzing a Text for a Rhetorical Analysis Paper -- Assignment

This assignment requires you to have read “[Cleaning: The Final Feminist Frontier](#)” by Jessice Grose and to have completed the in-class activity.

Assignment:

Answer the following questions:

- 1) Do you think that Jessica Grose’s argument was effective? Why or why not? Use your notes on the rhetorical appeals (in-class activity) that she used and whether they met the author’s purpose. Your response should be at least 1 full paragraph. This paragraph should have 5-7 sentences.
 - 2) Was there any part of her argument that contained logical fallacies?
-

9.3: Analyzing a Text for a Rhetorical Analysis Paper -- Assignment is shared under a [not declared](#) license and was authored, remixed, and/or curated by LibreTexts.

CHAPTER OVERVIEW

10: Structure of a Rhetorical Analysis Paper by Angelica Davila

This chapter builds on the following previous chapters:

- “Introduction to Claims”
- “Introduction to Rhetorical Appeals and Rhetorical Analysis”
- “Introduction to Logical Fallacies”
- “Analyzing a Text for a Rhetorical Analysis Paper”

Now that you have had time to practice identifying rhetorical appeals and analyzing a text with the intention of writing a Rhetorical Analysis Paper, you’ll have a chance to read a sample student paper.

This chapter’s content focuses and builds on the following English 101/97 Student Learning Outcomes:

- Writing Outcome: Analyze how audience and purpose dictate an essay’s content, structure, and style
- Critical Thinking and Reading Outcome: Analyze texts for main ideas, supporting details, rhetorical strategy, and point of view
- Critical Thinking and Reading Outcome: Use interpretation to recognize the author’s meaning and strategies (e.g., induction, deduction) to develop ideas
- Critical Thinking and Reading Outcome: Use inference to draw conclusions from textual evidence and prior knowledge
- Critical Thinking and Reading Outcome: Evaluate texts (e.g., purpose, claims, evidence, objectivity, vocabulary)

This chapter will go over an outline for a Rhetorical Analysis, provide a sample student paper of a Rhetorical Analysis, and ask you to evaluate the student paper.

Topic hierarchy

- [10.1: Structure of a Rhetorical Analysis Paper -- Reading](#)
- [10.2: Structure of a Rhetorical Analysis Paper -- Classroom Activity](#)
- [10.3: Structure of a Rhetorical Analysis Paper -- Assignment](#)

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10.1: Structure of a Rhetorical Analysis Paper -- Reading

What is the structure of a Rhetorical Analysis Paper?

I. Introduction

- A. Introduce the author/speaker, their credentials, and subject
- B. Identify the author's purpose
- C. Identify the audience of the piece
- D. Thesis statement:
 - a. This is where YOU make a claim about how well (or not) the author fulfilled the purpose within their text
 - b. You should also identify techniques used to accomplish purpose/persuade audience

II. Body Paragraph #1: Analysis of Rhetorical Appeal or Strategy *You should ideally analyze 3 rhetorical appeals (logos, ethos, pathos, and/or Kairos).*

- A. Topic sentence: This first sentence identifies which section of the article you are discussing and the main idea you will be discussing.
- B. Evidence: What does the author say in their article?
- C. Significance of the Evidence: How does the use of the rhetorical strategy you brought up above help the author achieve or not achieve their purpose?
- D. Connect back to your thesis statement and transition to your next body paragraph

III. Body Paragraph #2: Analysis of Rhetorical Appeal or Strategy *You should ideally analyze 3 rhetorical appeals (logos, ethos, pathos, and/or Kairos).*

- A. Topic sentence: This first sentence identifies which section of the article you are discussing and the main idea you will be discussing.
- B. Evidence: What does the author say in their article?
- C. Significance of the Evidence: How does the use of the rhetorical strategy you brought up above help the author achieve or not achieve their purpose?
- D. Connect back to your thesis statement and transition to your next body paragraph

IV. Body Paragraph #3: Analysis of Rhetorical Appeal or Strategy *You should ideally analyze 3 rhetorical appeals (logos, ethos, pathos, and/or Kairos).*

- A. Topic sentence: This first sentence identifies which section of the article you are discussing and the main idea you will be discussing.
- B. Evidence: What does the author say in their article?
- C. Significance of the Evidence: How does the use of the rhetorical strategy you brought up above help the author achieve or not achieve their purpose?
- D. Connect back to your thesis statement and transition to your next body paragraph

V. Conclusion

- A. Connect back to your thesis statement without repeating it word for word
- B. Reflection on the main ideas and examples in your body paragraphs (how are they significant and how they connect back to your thesis statement)
- C. State whether these were effective strategies
- D. Final closing thought

Reading Context and Summary:

You will need to read the student sample paper “[Not Quite a Clean Sweep: Rhetorical Strategies in Grose’s ‘Cleaning: The Final Feminist Frontier’](#)” by Rebecca Winter in order to complete the in-class activity and the assignment section. This student sample paper is a rhetorical analysis on the article that you previously read: “Cleaning: The Final Feminist Frontier” by Jessice Grose.

[10.1: Structure of a Rhetorical Analysis Paper -- Reading](#) is shared under a [not declared](#) license and was authored, remixed, and/or curated by LibreTexts.

10.2: Structure of a Rhetorical Analysis Paper -- Classroom Activity

This in-class activity is an opportunity to become more familiar with how a Rhetorical Analysis Paper is written. You will need to have read the student sample paper “[Not Quite a Clean Sweep: Rhetorical Strategies in Grose’s ‘Cleaning: The Final Feminist Frontier’](#)” by Rebecca Winter in order to complete the in-class activity.

This activity involves using a tool known as Reverse Outlining. A Reverse Outline is a tool that allows you to break down a paper to its main points and ideas. This tool helps you understand how a paper is written in order to better understand its structure. This tool can be used to learn a new type of academic writing, and you can also use a Reverse Outline on your own papers to make sure that you are meeting your essay’s goal.

Reading Context and Summary:

This student sample paper is a rhetorical analysis on the article that you previously read: “Cleaning: The Final Feminist Frontier” by Jessica Grose.

In-class Activity:

Complete the following Reverse Outline using the student sample paper “[Not Quite a Clean Sweep: Rhetorical Strategies in Grose’s ‘Cleaning: The Final Feminist Frontier’](#)” by Rebecca Winter. If you don’t think that Winter addresses a part of the Reverse Outline, make a note of it.

I. Introduction Paragraph

a. Hook (this is the first sentence of the student sample paper that is meant to grab the reader’s attention):

b. Sentence that identifies the original author, text, and author’s purpose:

c. Student’s thesis statement:

II. Body Paragraph #1:

a. Topic sentence: _____

b. Evidence: _____

c. Significance of evidence: _____

d. Connects back to thesis statement: _____

III. Body Paragraph #3:

a. Topic sentence: _____

b. Evidence: _____

c. Significance of evidence: _____

d. Connects back to thesis statement: _____

IV. Body Paragraph #4:

a. Topic sentence: _____

b. Evidence: _____

c. Significance of evidence: _____

d. Connects back to thesis statement: _____

V. Body Paragraph #5:

a. Topic sentence: _____

b. Evidence: _____

c. Significance of evidence: _____

d. Connects back to thesis statement: _____

VI. Body Paragraph #6:

a. Topic sentence: _____

b. Evidence: _____

c. Significance of evidence: _____

d. Connects back to thesis statement: _____

VII. Conclusion

a. Opening sentence that connects back to thesis statement:

b. Reflection on main points: _____

c. Final thought: _____

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10.3: Structure of a Rhetorical Analysis Paper -- Assignment

This assignment requires you to have read the student sample paper “[Not Quite a Clean Sweep: Rhetorical Strategies in Grose’s ‘Cleaning: The Final Feminist Frontier’](#)” by Rebecca Winter in order to complete the following.

Assignment:

Answer the following questions:

- 1) You previously read the original article (“[Cleaning: The Final Feminist Frontier](#)” by Jessice Grose) that Rebecca Winter wrote her Rhetorical Analysis Paper on. Do you disagree with Winter’s claim that Grose overall message and strategy wasn’t effective throughout Grose’s argument? Review your notes from when you read Grose’s article. Write a 2-paragraph response stating whether you agree or disagree with the student sample paper’s rhetorical analysis. Be sure to include examples that support your agreement or disagreement.
 - 2) What are the strengths of Winter’s Rhetorical Analysis?
 - 3) What areas of Winter’s Rhetorical Analysis could be improved or better supported?
-

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CHAPTER OVERVIEW

11: Thesis Statements and the Rhetorical Analysis Paper by Angelica Davila

This chapter builds on the following previous chapters:

- “Introduction to Genres”
- “Introduction to Claims”
- “Introduction to Rhetorical Appeals and Rhetorical Analysis”
- “Analyzing a Text for a Rhetorical Analysis Paper”
- “Structure of a Rhetorical analysis Paper”

This chapter’s content focuses and builds on the following English 101/97 Student Learning Outcomes:

- Writing Outcome: Analyze how audience and purpose dictate an essay’s content, structure, and style
- Writing Outcome: Generate a manageable topic that addresses the writer’s purpose
- Writing Outcome: Write a thesis statement that clearly communicates the focus of an essay
- Critical Thinking and Reading Outcome: Analyze texts for main ideas, supporting details, rhetorical strategy, and point of view
- Critical Thinking and Reading Outcome: Evaluate texts (e.g., purpose, claims, evidence, objectivity, vocabulary)

This chapter will demonstrate the structure of a general thesis statement and demonstrate how a thesis statement may work in multiple writing genres. You will get a chance to also identify a thesis statement in an introduction paragraph, as well as evaluate it during the classroom activity. You will also get to write your own thesis statement for a Rhetorical Analysis Paper.

Topic hierarchy

- [11.1: Thesis Statements and the Rhetorical Analysis Paper -- Reading](#)
- [11.2: Thesis Statements and the Rhetorical Analysis Paper -- Classroom Activity](#)
- [11.3: Thesis Statements and the Rhetorical Analysis Paper -- Assignment](#)

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11.1: Thesis Statements and the Rhetorical Analysis Paper -- Reading

You've spent time enhancing your critical reading skills in these past chapters and learning how to identify an author's claim (argument), as well as reading a student sample Rhetorical Analysis Paper. Now it is time to learn how to construct your own thesis statement. This section will demonstrate the structure of a general thesis statement and demonstrate how a thesis statement may work in multiple writing genres.

Remember from "Introduction to Genres":

- Writing genres will have specific patterns, language, techniques and conventions that are recognizable for that type of writing.
- A **Rhetorical Analysis** is a type of writing genre.
- For example, a **Rhetorical Analysis** has different patterns, language, techniques and conventions than a **Persuasive Essay**, even if they may have some conventions in common.
- A **Rhetorical Analysis** is a paper that asks you to consider the rhetorical tools (logos, ethos, pathos, Kairos) that an author or speaker uses in their article/speech/video/etc. and whether the author used them effectively for the point they were trying to make.

What is a thesis statement?

In short, a thesis statement is a one to two sentence statement that briefly states your claim (argument) and the analysis of your paper.

Why is a thesis statement important?

A thesis statement helps guide your reader, so that they understand your essay's content and structure. A thesis statement is also a great way to make sure you understand what you are writing about. If you can sum up your essay's argument in one sentence and make sure that your body paragraphs connect back to that one sentence argument, then you are more likely to have a well-organized and cohesive paper.

What makes a strong thesis statement?

A strong thesis statement:

- Is specific
- Is arguable
- Expresses one idea
- Invites discussion rather than simply make an observation on a topic
- Has support

To learn more about the basics of thesis statements, watch this following 3-part video series:

The following videos from the UCLA Library will guide you over the basics of tailoring a thesis statement for most essays. Keep in mind that sometimes you may have to tailor your thesis statement to different writing genres.

[Part 1: How to Write a Thesis Statement](#)

[Part 2: Looking for Sources](#)

[Part 3: Relate Prompts to Interests](#)

"[How to Write a Thesis Statement: Introduction 1/3](#)" by UCLA Library, YouTube, used under [CC BY. 3.0 Unported](#).

"[How to Write a Thesis Statement: Looking for Sources 2/3](#)" by UCLA Library, YouTube, used under [CC BY. 3.0 Unported](#).

"[How to Write a Thesis Statement: Relate Prompts to Interests 3/3](#)" by UCLA Library, YouTube, used under [CC BY. 3.0 Unported](#).

Thesis Statements and the Rhetorical Analysis Paper

Compared to a **Research Paper** where you have a lot more freedom about what you may want to argue in your thesis statement, a **Rhetorical Analysis** requires your thesis statement to have a much narrower focus.

A **Rhetorical Analysis** requires you to argue whether an author or speaker effectively met their article's purpose based on the rhetorical tools that they used. You are not taking your own stance on the topic that the author wrote about, but rather evaluating the rhetorical strategies that they used.

In other words, the thesis statement of a **Rhetorical Analysis** should argue:

- Yes, the author effectively carried conveyed their message

OR

- No, the author did not effectively convey their message

A thesis statement of a **Rhetorical Analysis** should also offer support for the claim you make:

- Yes, the author effectively conveyed their message through their appeal to reason and emotion.

OR

- No, the author did not effectively convey their message, as they lacked enough scientific evidence and relied too much on tugging at reader's heartstrings.

Example Thesis Statement in a Rhetorical Analysis:

The following thesis statement is taken from the student sample paper "[Not Quite a Clean Sweep: Rhetorical Strategies in Grose's 'Cleaning: The Final Feminist Frontier'](#)" by Rebecca Winter that you read and used to complete a Reverse Outline.

"Grose begins building her credibility with personal facts and reputable sources, citing convincing facts and statistics, and successfully employing emotional appeals; however, toward the end of the article, her attempts to appeal to readers' emotions weaken her credibility and ultimately, her argument."

Consider the following:

- What is the student arguing in this thesis statement?
 - o Winter argues that while Grose effectively used ethos to establish her argument, she ultimately missed the mark by relying too much on pathos. This in turn made Grose's initial argument weak.
- How does the student support their argument within the thesis statement?
 - o Winter gives specific examples, such as "personal facts and reputable sources."

What is a Working Thesis Statement?

During the drafting stages of your Rhetorical Analysis, you shouldn't feel like you are stuck to the first thesis statement that you wrote. A working thesis statement is a version of your thesis that may change a bit as you continue to shape the rest of your essay. Just like your essay can go through multiple stages of drafting, so can your thesis statement.

Connect Back to Your Thesis Statement Throughout Your Paper:

One important thing to keep in mind is that as you outline and draft the rest of your Rhetorical Analysis, the main points in your body paragraphs should connect back to your thesis statement. This helps keep your argument organized and clear.

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11.2: Thesis Statements and the Rhetorical Analysis Paper -- Classroom Activity

This in-class activity focuses on identifying a thesis statement in the introduction to a Rhetorical Analysis and evaluating it.

Reading Context and Summary:

The following introduction is from a student sample paper. The student, Liana Monnat, is conducting a rhetorical analysis on a single chapter from Michael Shermer's book, *The Science of Good and Evil*. The chapter that the student is analyzing is titled, "Can We Be Good Without God?"

In-class Activity:

- 1) Read the following introduction from a student sample Rhetorical Analysis.
- 2) Identify the thesis statement in the introduction.
- 3) What is the student arguing in her thesis statement?
- 4) How does the student use support within her thesis statement?
- 5) Do you think that this is a strong thesis statement? Why or why not? If not, how would you strengthen it?

Michael Shermer Successfully Proves That Humans Can Be Good Without God

In his chapter entitled "Can We Be Good Without God?" Michael Shermer's objective is to prove that one does not need to be religious to be capable of moral behavior. Shermer has, in his previous four chapters, taken care to establish ethos by demonstrating that he is an open-minded and intelligent fellow. Judging by his use of vocabulary, he assumes his readers are also intelligent people, with whom he attempts to develop a connection through his intermittent use of humor. Shermer has already proved that his arguments are well-supported by large quantities of evidence, which lets his audience know that what he is saying is inherently trustworthy. Taking all of this into consideration and having carefully analyzed this chapter, the reader is compelled by logic to agree with Shermer that one can have religion without morality, and morality without religion.

"[Michael Shermer Successfully Proves That Humans Can be Good Without God](#)" by Liana Monnat, Lumen Learning, used under [CC BY-SA: Attribution-ShareAlike](#).

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11.3: Thesis Statements and the Rhetorical Analysis Paper -- Assignment

This assignment is the first step of your own **Rhetorical Analysis Paper** that you will complete for this course.

Assignment:

Visit <https://www.ted.com/talks> and select a video.

- 1) Watch the video.
 - 2) Take notes on what the speaker's argument in the video is and how they are getting their message across. What rhetorical appeals (logos, pathos, ethos, Kairos) are they using?
 - 3) Reflect on how the speaker is using rhetorical appeals.
 - 4) Evaluate if you think that the speaker effectively conveyed their message and how (rhetorical appeals).
 - 5) Write a working thesis statement for a Rhetorical Analysis of the video that you picked.
-

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CHAPTER OVERVIEW

12: Body Paragraphs and the Rhetorical Analysis by Angelica Davila

This chapter builds on the following previous chapters:

- “Introduction to Genres”
- “Introduction to Claims”
- “Introduction to Rhetorical Appeals and Rhetorical Analysis”
- “Analyzing a Text for a Rhetorical Analysis Paper”
- “Structure of a Rhetorical analysis Paper”
- “Thesis Statements in a Rhetorical Analysis”

This chapter’s content focuses and builds on the following English 101/97 Student Learning Outcomes:

- Writing Outcome: Demonstrate that writing is a recursive process that includes multiple drafts and revisions
- Writing Outcome: Utilize various methods of invention: brainstorming, freewriting, journaling, mapping, and/or systematic questioning
- Writing Outcome: Analyze how audience and purpose dictate an essay’s content, structure, and style
- Critical Thinking and Reading Outcome: Analyze texts for main ideas, supporting details, rhetorical strategy, and point of view
- Critical Thinking and Reading Outcome: Evaluate texts (e.g., purpose, claims, evidence, objectivity, vocabulary)

This chapter will go over the function of a body paragraph. You will read a sample rhetorical analysis and evaluate what each body paragraph is doing within it. You will also begin outlining your own Rhetorical Analysis Paper for the classroom activity and begin your first draft for the assignment.

Topic hierarchy

- [12.1: Body Paragraphs and the Rhetorical Analysis -- Reading](#)
- [12.2: Body Paragraphs and the Rhetorical Analysis -- Classroom Activity](#)
- [12.3: Body Paragraphs and the Rhetorical Analysis -- Assignment](#)

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12.1: Body Paragraphs and the Rhetorical Analysis -- Reading

Now that you have learned more about the structure of a thesis statement and its role in an essay, it's time to become more acquainted with the role of body paragraphs in an essay. This chapter will provide a general overview of body paragraphs that could be applied to any writing genre, while focusing on body paragraphs in a **Rhetorical Analysis**.

Remember from “Thesis Statements in a Rhetorical Analysis”:

Connect Back to Your Thesis Statement Throughout Your Paper:

One important thing to keep in mind is that as you outline and draft the rest of your Rhetorical Analysis, the main points in your body paragraphs should connect back to your thesis statement. This helps keep your argument organized and clear.

You will need your Working Thesis Statement from your Assignment for the class-activity and assignment of this chapter and to make connections about body paragraphs.

What is a body paragraph?

Body paragraphs serve the support to your argument. They should connect back to your thesis statement, which is your argument. Body paragraphs should avoid introducing a new argument that is not already included in your thesis statement.

What are the parts to a body paragraph?

The basic structure to a body paragraph is the following:

- Topic sentence / Transition sentence from previous main point
- Support for your thesis statement (argument) / Analysis on main point
- Example that backs up your support
- Concluding statement/ Transition sentence to your next body paragraph or concluding paragraph

Each body paragraph should focus on one main point. This helps you organize your argument.

For example, if your thesis statement for your Rhetorical Analysis on the TED Talk video you chose is:

- Dr. Smith's extensive career in medicine may give him the credibility for his audience to listen to him, but his argument lacks an emotional appeal to get his audience to care, since his focus is only on statistics.

Then you would want to make sure you focus on one main point in each body paragraph that connects back to your thesis statement. The focus of each body paragraph may look like this:

- Body Paragraph #1: Dr. Smith's professional expertise hooks his audience, which means his audience is initially willing to listen to what he has to say.
- Body Paragraph #2: Dr. Smith uses ample research studies to support his point, but he relies too heavily on this tactic, which causes his audience to feel inundated with statistics.
- Body Paragraph #3: Dr. Smith missed an opportunity to appeal to his audience's emotions, which means his audience is less likely to act on this issue

Each paragraph above will focus on one main issue.

Reading Context and Summary:

The following reading is a student sample paper of a Rhetorical Analysis. The student, Bethany Jensen, is conducting a rhetorical analysis on an article titled, “[Why I Won’t Buy an iPad \(and think you shouldn’t either\)](#) by [Cory Doctorow](#) that was initially

published on the tech and gadget website, *Boing Boing*. Body paragraphs are numbered in this reading.

Rhetorical Analysis of Cory Doctorow's "Why I won't Buy an iPad (and Think You Shouldn't, Either)"

By: Bethany Jensen

Cory Doctorow's article on Boing Boing is an older review of the iPad, one of Apple's most famous products. At the time of this article, however, the iPad was simply the latest Apple product to hit the market and was not yet so popular. Doctorow's entire career has been entrenched in and around technology. He got his start as a CD-ROM programmer and is now a successful blogger and author. He is currently the co-editor of the Boing Boing blog on which this article was posted. One of his main points in this article comes from Doctorow's passionate advocacy of free digital media sharing. He argues that the iPad is just another way for established technology companies to control our technological freedom and creativity. In "Why I Won't Buy an iPad (and Think You Shouldn't, Either)" published on Boing Boing in April of 2010, Cory Doctorow successfully uses his experience with technology, facts about the company Apple, and appeals to consumer needs to convince potential iPad buyers that Apple and its products, specifically the iPad, limit the digital rights of those who use them by controlling and mainstreaming the content that can be used and created on the device.

1 The purpose of the article is to convince consumers that the iPad is not a worthwhile thing to buy because it has very limited uses outside of the set content, as well as technological problems and the potential to quickly become obsolete. Cory Doctorow wrote this article stating his negative opinion of the iPad in the wake of enormous media hype over the iPad's release. Apple has proclaimed the iPad as a technological revolution, but Doctorow disagrees. He made this statement in response to Apple's policies, exemplified by the iPad; "of course I believe in a market where competition can take place without bending my knee to a company that has erected a drawbridge between me and my customers!" (Doctorow, 2010). He is out to convince his audience they deserve the right to be responsible for their own media sharing and content.

2 One example of Doctorow's position is his comparison of Apple's App Store to WalMart. This is an appeal to the consumer's logic—or an appeal to logos. Doctorow wants the reader to take his comparison and consider how an all-powerful corporation like Apple will affect them. An iPad will only allow for apps and programs purchased through the App Store to be run on it; therefore, a customer must not only purchase an iPad but also any programs he or she wishes to use. Customers cannot create their own programs or modify the hardware in any way.

Doctorow (2010) has a very clear opinion of this:

As an adult, I want to be able to choose whose stuff I buy and whom I trust to evaluate that stuff. I don't want my universe of apps constrained to the stuff that the Cupertino Politburo decides to allow for its platform.

3 By referencing the constricting forces of communist Russia, the author appeals to his readers' emotions and a basic human fear of being controlled. This is an appeal to pathos, and it stirs up a natural rebellion against being told what to do. Big corporations want consumers to believe that if they give up their creativity, their lives will be better. In that way, it is like WalMart. "Save money, live better," just do not think outside of the box.

4 Doctorow appeals to logos again by quoting technology guru William Gibson's comparison of iPad consumers to a mutant creature. The author also builds his character, an appeal to ethos, here by quoting a renowned expert, one who actually coined the term "virtual reality" (Doctorow, 2010). By referring to the specialist's opinion, Doctorow is acknowledging his need for additional counsel. Doctorow reinforces his ethos by building on the solid foundation of an established technological leader.

5 Doctorow makes another appeal to logos in the form of showing potential iPad buyers what they could have instead of the dictated usage and expensive content that come with the iPad. He argues that consumers do not have to settle for limited digital rights, we have other options. Doctorow declares, "the reason people have stopped paying for a lot of 'content' isn't just that they can get it for free, though: it's that they can get lots of competing stuff for free, too" (2010). This is an example of how Doctorow uses reason and logic to make his point. He essentially says, "you could have this one thing...or you could have all of these things." Why pay for an expensive iPad and monitored apps, when you can get equal or better products and programs for free?

6 The article "Why I Won't Buy an iPad (and Think You Shouldn't, Either)" does have a few flaws. One example of a weakness is Doctorow's obvious bias against big corporations and digital rights management. He is a software creator, and so he has something personal to gain from free digital media sharing. He displays this bias by giving a rather one-sided argument. Doctorow says, "[Apple] uses DRM to control what can run on your devices, which means that Apple's customers can't take their 'iContent' with them to competing devices, and Apple developers can't sell on their own terms" (2010). The problem is that not everyone can develop software, and, therefore, not everyone cares. The iPad could be a great piece of equipment with excellent applications for people who are not looking to develop and sell their own software. Just because the iPad does not work for Doctorow, does not mean it will not work for anyone else.

7 In addition to having an agenda, Doctorow does not mention any of the iPad's positive qualities and abilities. Doctorow's only positive mention of the iPad states "clearly there's a lot of thoughtfulness and smarts that went into the design" (2010). In reality, the iPad has a lot of useful and innovative features, and it can do some incredible things; for example, nearly every big company has an app

that represents it, and the internet browsing on the iPad is top notch. Doctorow could have built up his ethos argument by being a bit more fair-minded about the benefits of owning the iPad.

Overall, Doctorow makes a good argument about why there are potentially many better things to drop a great deal of money on other than the iPad. He gives some valuable information and facts that consumers should take into consideration before going out to purchase the new device. He clearly uses rhetorical tools to help make his case, and, overall, he is effective as a writer, even if, ultimately, he was ineffective in convincing the world not to buy an iPad.

“Rhetorical Analysis of Cory Doctorow’s “Why I won’t Buy an iPad (and Think You Shouldn’t, Either)” by Bethany Jensen, Excelsior Online Writing Lab (OWL), used under [Creative Commons Attribution-4.0 International License](#).

Consider the above student sample:

Jensen’s **thesis statement** in the above paper is:

· In “Why I Won’t Buy an iPad (and Think You Shouldn’t, Either)” published on Boing Boing in April of 2010, Cory Doctorow successfully uses his experience with technology, facts about the company Apple, and appeals to consumer needs to convince potential iPad buyers that Apple and its products, specifically the iPad, limit the digital rights of those who use them by controlling and mainstreaming the content that can be used and created on the device.

Here are the main points in each of Jensen’s body paragraphs:

1	The author’s initial purpose: iPads are not worth it due to limited use and how quickly they become obsolete
2	Author’s appeal to logos by comparison example
3	Author’s appeal to pathos by bringing up a fear that readers may have
4	Author’s appeal to ethos by quoting an expert
5	Author’s appeal to logos by reason and logics
6	Flaws in author’s argument by showing author’s bias
7	Flaws in author’s argument by not showing a counterargument

While this student sample paper can still be improved during another round of revision, each body paragraph sticks to one main point. The student then uses examples to support that main point.

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12.2: Body Paragraphs and the Rhetorical Analysis -- Classroom Activity

This in-class activity should be used with the **Working Thesis Statement** that you drafted for your **Rhetorical Analysis Paper**. You will put together what you have learned about the structure of a Rhetorical Analysis and the work you have done with Reverse Outlines.

In-class Activity:

1) Create an outline for your own Rhetorical Analysis Paper using the outline format and guide below. This is the same outline format that you used for your Reverse Outline. You will need to have this outline completed in order to do your homework assignment.

I. Introduction

- A. Introduce the author/speaker, their credentials, and subject
- B. Identify the author's purpose
- C. Identify the audience of the piece
- D. Thesis statement:
 - a. This is where YOU make a claim about how well (or not) the author fulfilled the purpose within their text
 - b. You should also identify techniques used to accomplish purpose/persuade audience

II. Body Paragraph #1: Analysis of Rhetorical Appeal or Strategy *You should ideally analyze 3 rhetorical appeals (logos, ethos, pathos, and/or Kairos).*

- A. Topic sentence: This first sentence identifies which section of the article you are discussing and the main idea you will be discussing.
- B. Evidence: What does the author say in their article?
- C. Significance of the Evidence: How does the use of the rhetorical strategy you brought up above help the author achieve or not achieve their purpose?
- D. Connect back to your thesis statement and transition to your next body paragraph

III. Body Paragraph #2: Analysis of Rhetorical Appeal or Strategy *You should ideally analyze 3 rhetorical appeals (logos, ethos, pathos, and/or Kairos).*

- A. Topic sentence: This first sentence identifies which section of the article you are discussing and the main idea you will be discussing.
- B. Evidence: What does the author say in their article?
- C. Significance of the Evidence: How does the use of the rhetorical strategy you brought up above help the author achieve or not achieve their purpose?
- D. Connect back to your thesis statement and transition to your next body paragraph

IV. Body Paragraph #3: Analysis of Rhetorical Appeal or Strategy *You should ideally analyze 3 rhetorical appeals (logos, ethos, pathos, and/or Kairos).*

- A. Topic sentence: This first sentence identifies which section of the article you are discussing and the main idea you will be discussing.
- B. Evidence: What does the author say in their article?
- C. Significance of the Evidence: How does the use of the rhetorical strategy you brought up above help the author achieve or not achieve their purpose?
- D. Connect back to your thesis statement and transition to your next body paragraph

V. Conclusion

- A. Connect back to your thesis statement without repeating it word for word
- B. Reflection on the main ideas and examples in your body paragraphs (how are they significant and how they connect back to your thesis statement)
- C. State whether these were effective strategies
- D. Final closing thought

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12.3: Body Paragraphs and the Rhetorical Analysis -- Assignment

This assignment is part of the drafting process for your **Rhetorical Analysis Paper**. You will need to have your **Working Thesis Statement** and the **Outline** that you created during the in-class activity.

Assignment:

Begin the first draft of your paper using your Outline.

- 1) Draft your introduction paragraph.
- 2) Draft at least 2 body paragraphs for your paper.

Tips:

- Connect each main point in your body paragraphs back to your thesis statement
- Focus on one main point in each body paragraph
- Read your paragraphs aloud to yourself. This can help make sure that what you write is clear and organized.
- As a friend to read your current draft and have them note areas that are unclear.

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CHAPTER OVERVIEW

13: Small Farms vs Corporate Farms by Beth Harris

Writing and Rewriting - Argument and Counterargument

Class Exercise

Goals:

- to explore opposing viewpoints
- to demonstrate a drafting process
- to model the development of one argumentative paragraph that makes an argument *and* includes address to counterargument

Review all four drafts below. These are sample paragraphs responding to the question of whether or not school uniforms should be required for middle school students. See the notes after the paragraph versions.

Draft I: Rough Work – Freewrite Response

This first draft is freewriting. Note that the ideas are added at random. Some ideas are expressed in full sentences and some in fragments. Some ideas would need to be developed if they make it into a final draft, and some might need to be cut or moved to a different paragraph.

Middle school students should wear school uniforms because wearing the same clothing will encourage the students to focus on the community of the school instead of focusing on themselves as individuals. During middle school years, students are often questioning their identity, which can create stress. Going through puberty. Students are trying to fit in and often focus on popularity. Many students encounter bullying from other students who like to pick on people who are different. Also uniforms save money. And teach respect. Also feeling left out. Uniforms can help this. By having everyone look the same. Because if everyone looks the same, then no one is different.

Draft II

This draft completely supports the argument that students in middle schools should be required to wear uniforms.

Middle school students should wear school uniforms because wearing the same clothing will encourage the students to focus on the community of the school instead of focusing on themselves as individuals. During middle school years, students are going through puberty and are often questioning their identities, which can create stress for them. Students are trying to fit in and often focus on popularity. Many students feel left out and some encounter bullying from other students who like to pick on people who are different. Uniforms can help. If the school requires uniforms then the students do not have to worry about looking out of place, and if they do not look out of place, they might be less likely to feel out of place. Even socioeconomic differences will not be evident in students' clothing. Also, in general, school uniforms are not attractive, so students who are in a school that requires uniforms are being encouraged not to focus on how their peers look or how they look in relation to their peers. The focus of the uniform is on the school, not the individual. Uniforms can help students who are at a difficult time in their lives, a time when they are dealing with puberty and the challenges of developing sense of self, to feel part of the same group.

Draft III

This draft completely supports the argument that students in middle schools should not be required to wear uniforms.

Middle school students should not wear school uniforms because they are at a time of their lives when they are figuring out who they are, and being able to choose what they wear is a safe way for them to explore their individuality. During middle school years, students are often questioning their identities, and many like to rebel against authority. For middle school students, having to wear a uniform every day is a constant reminder that they are not being allowed to make their own decisions. If they cannot express themselves through their clothing, they might rebel in other ways. Also, on different days, in different weather, in reaction to different moods, students might make different choices. Each student is unique, and students will not all experience the same feelings on the same days, so they should not be required to wear the same outfits all the time. Having them wear uniforms might

stifle their creativity, too. Schools need to respect and value the individuality of each student, and therefore should not require uniforms.

Draft IV – Developed Rewrite

This rewrite takes a stand but acknowledges some opposing arguments. The paragraph also develops and cuts some ideas and sentences from the earlier drafts.

Middle school students should not be required to wear uniforms because clothing is a reflection of individuality. Each student is a unique individual and should have the opportunity – and the responsibility – to make his or her or their own choice. During middle school years, students are going through puberty and developing their senses of their identities. Choosing their own clothing each day allows and encourages them to experiment with self-expression in safe ways. Students who are not given this freedom might rebel in ways that are more dangerous than short skirts, loud colors, and slogans. Not having uniforms does not mean that a school cannot have guidelines of what is and is not appropriate, but it does mean that students will have to make individual choices within the school community's guidelines. Some people might argue that uniforms can help to reduce the stress of struggling with identity and can create a sense of shared community instead of a competition among individuals. There is merit in this argument, but a school can find other ways to develop community. Allowing students to choose their own clothing each day celebrates individuality, which is especially important at this challenging time of life.

Points for discussion:

- Counterargument can appear within essays in multiple ways.
- One or more complete paragraphs can be devoted to addressing counterarguments.
- Sometimes writers like to start an essay by expressing an opposing point of view in one paragraph and then using the following paragraph or paragraphs to argue against that viewpoint and in favor of the thesis point of view.

ADDRESS COUNTERARGUMENT TO THE THESIS

DEVELOP AN ARGUMENT POINT

DEVELOP ANOTHER ARGUMENT POINT

DEVELOP ANOTHER ARGUMENT POINT

DEVELOP ANOTHER ARGUMENT POINT

- Sometimes writers like to develop an argument over multiple paragraphs and then, in one or more paragraphs before the conclusion, to acknowledge opposing viewpoints but to argue that the counterarguments do not outweigh the thesis point of view.

DEVELOP AN ARGUMENT POINT

DEVELOP ANOTHER ARGUMENT POINT

DEVELOP ANOTHER ARGUMENT POINT

DEVELOP ANOTHER ARGUMENT POINT

ADDRESS COUNTERARGUMENT TO THE ABOVE POINTS

- Sometimes writers counter as they encounter – addressing counterargument points within paragraphs as in paragraph IV above. Any argumentative paragraph can also address counterargument.

ARGUMENT WITH ADDRESS TO COUNTERARGUMENT

ARGUMENT WITH ADDRESS TO COUNTERARGUMENT

ARGUMENT WITH ADDRESS TO COUNTERARGUMENT

ARGUMENT WITH ADDRESS TO COUNTERARGUMENT

- In longer papers, writers may vary how and when they address counterargument.

- The samples above do not include published sources and explore multiple aspects of the issue within one paragraph. Ultimately, students will develop full essays in which each body paragraph has specific focus and includes support from published sources.

[13.1: Small Farms vs. Corporate Farms--Readings](#)

[13.2: Writing and Rewriting--Argument and Counterargument--Classroom Activity](#)

[13.3: Writing and Rewriting - Argument and Counterargument --Paragraph Writing Assignment](#)

[13: Small Farms vs Corporate Farms](#) by [Beth Harris](#) is shared under a [CC BY-SA 4.0](#) license and was authored, remixed, and/or curated by LibreTexts.

13.1: Small Farms vs. Corporate Farms--Readings

This unit explores the complicated question of whether small independent farms, large corporate farms, or some combination can provide a sustainable food supply. The reading is the Congressional Quarterly 2021 report entitled “Food Security,” which provides a variety of information and articles on small farms, corporate farms, and food security. Caldwell explores multiple points of view and asks, “Is greater reliance on small farms realistic?” (The subsection of the packet with this question as the heading is the specific reading for this unit, although students may want to explore and use the full issue.)

The activity models freewriting on an issue, writing from opposing perspectives on an issue, and, finally, developing a strong paragraph that makes an argument while addressing counterargument. After the activity, students will do the same writing and rewriting work exploring the opposing points of view that either small scale farms are the answer to a sustainable food system or corporate farms are the answer to a sustainable food system. This activity is early work for an essay. Students should understand that ultimately they might not choose one side.

Reading: “Food Security,” by Zarrin Caldwell

Caldwell, Zarrín. "Food Security". CQ Researcher, 03 Sep 2021. Thousand Oaks, California: CQ Press, 2021. 17 May 2024, doi: <https://doi.org/10.4135/cqresrre20210903>

Permalink: <https://cqpress.sagepub.com/cqresearcher/report/food-security-cqresrre20210903>

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13.2: Writing and Rewriting--Argument and Counterargument--Classroom Activity

Goals:

- to explore opposing viewpoints
- to demonstrate a drafting process
- to model the development of one argumentative paragraph that makes an argument *and* includes address to counterargument

Review all four drafts below. These are sample paragraphs responding to the question of whether or not school uniforms should be required for middle school students. See the notes after the paragraph versions. This topic is not the topic that the class is exploring. This topic is just being used as a sample/model.

Draft I: Rough Work – Freewrite Response

This first draft is freewriting. Note that the ideas are added at random. Some ideas are expressed in full sentences and some in fragments. Some ideas would need to be developed if they make it into a final draft, and some might need to be cut or moved to a different paragraph.

Middle school students should wear school uniforms because wearing the same clothing will encourage the students to focus on the community of the school instead of focusing on themselves as individuals. During middle school years, students are often questioning their identity, which can create stress. Going through puberty. Students are trying to fit in and often focus on popularity. Many students encounter bullying from other students who like to pick on people who are different. Also uniforms save money. And teach respect. Also feeling left out. Uniforms can help this. By having everyone look the same. Because if everyone looks the same, then no one is different.

Draft II

This draft completely supports the argument that students in middle schools should be required to wear uniforms.

Middle school students should wear school uniforms because wearing the same clothing will encourage the students to focus on the community of the school instead of focusing on themselves as individuals. During middle school years, students are going through puberty and are often questioning their identities, which can create stress for them. Students are trying to fit in and often focus on popularity. Many students feel left out and some encounter bullying from other students who like to

pick on people who are different. Uniforms can help. If the school requires uniforms then the students do not have to worry about looking out of place, and if they do not look out of place, they might be less likely to feel out of place. Even socioeconomic differences will not be evident in students' clothing. Also, in general, school uniforms are not attractive, so students who are in a school that requires uniforms are being encouraged not to focus on how their peers look or how they look in relation to their peers. The focus of the uniform is on the school, not the individual. Uniforms can help students who are at a difficult time in their lives, a time when they are dealing with puberty and the challenges of developing sense of self, to feel part of the same group.

Draft III

This draft completely supports the argument that students in middle schools should not be required to wear uniforms.

Middle school students should not wear school uniforms because they are at a time of their lives when they are figuring out who they are, and being able to choose what they wear is a safe way for them to explore their individuality. During middle school years, students are often questioning their identities, and many like to rebel against authority. For middle school students, having to wear a uniform every day is a constant reminder that they are not being allowed to make their own decisions. If they cannot express themselves through their clothing, they might rebel in other ways. Also, on different days, in different weather, in reaction to different moods, students might make different choices. Each student is unique, and students will not all experience the same feelings on the same days, so they should not be required to wear the same outfits all the time. Having them wear uniforms might stifle their creativity, too. Schools need to respect and value the individuality of each student, and therefore should not require uniforms.

Draft IV – Developed Rewrite

This rewrite takes a stand but acknowledges some opposing arguments. The paragraph also develops and cuts some ideas and sentences from the earlier drafts.

Middle school students should not be required to wear uniforms because clothing is a reflection of individuality. Each student is a unique individual and should have the opportunity – and the responsibility – to make his or her or their own choice. During middle school years, students are going through puberty and developing their senses of their identities. Choosing their own clothing each day allows and

encourages them to experiment with self-expression in safe ways. Students who are not given this freedom might rebel in ways that are more dangerous than short skirts, loud colors, and slogans. Not having uniforms does not mean that a school cannot have guidelines of what is and is not appropriate, but it does mean that students will have to make individual choices within the school community's guidelines. Some people might argue that uniforms can help to reduce the stress of struggling with identity and can create a sense of shared community instead of a competition among individuals. There is merit in this argument, but a school can find other ways to develop community. Allowing students to choose their own clothing each day celebrates individuality, which is especially important at this challenging time of life.

Points for further discussion:

- Counterargument can appear within essays in multiple ways.
- One or more complete paragraphs can be devoted to addressing counterarguments.
- Sometimes writers like to start an essay by expressing an opposing point of view in one paragraph and then using the following paragraph or paragraphs to argue against that viewpoint and in favor of the thesis point of view.

ADDRESS COUNTERARGUMENT TO THE THESIS

DEVELOP AN ARGUMENT POINT

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- Sometimes writers like to develop an argument over multiple paragraphs and then, in one or more paragraphs before the conclusion, to acknowledge opposing viewpoints but to argue that the counterarguments do not outweigh the thesis point of view.

DEVELOP AN ARGUMENT POINT

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ADDRESS COUNTERARGUMENT TO THE ABOVE POINTS

- Sometimes writers counter as they encounter – addressing counterargument points within paragraphs as in paragraph IV above. Any argumentative paragraph can include address to counterargument.

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- In longer papers, writers may vary how and when they address counterargument.
- The samples above do not include published sources and explore multiple aspects of the issue within one paragraph. Ultimately, students will develop full essays in which each body paragraph has specific focus and includes support from published sources.

13.2: Writing and Rewriting--Argument and Counterargument--Classroom Activity is shared under a [CC BY-SA 4.0](#) license and was authored, remixed, and/or curated by LibreTexts.

13.3: Writing and Rewriting - Argument and Counterargument --Paragraph Writing Assignment

Directions:

- Work through the class exercise.
- Go through a similar drafting process with the class topic - are small farms or corporate farms more effective in providing a sustainable food supply?
 - Write a freewrite.
 - Write a paragraph that argues entirely in favor of independent farms.
 - Write a paragraph that argues entirely in favor of corporate farms.
 - Write a paragraph that supports either independent farms or corporate farms but that acknowledges and/or refutes an opposing argument.
- Include discussion of at least one quote from the class reading within each paragraph. (Each paragraph can include the same or different quotes.)

The goal is to have multiple drafts that build to one strong paragraph, a paragraph that makes a specific argument about the issue, includes a class source within the student's discussion, and addresses a point of counterargument.

For further discussion:

Ultimately, in writing a full essay, you might decide not to support either point of view. You might argue that the issue is complicated and challenging but needs attention. You might argue that a combination of small and corporate farms is the solution. One of the key goals of exploring both sides of an issue is, ideally, to recognize that issues are generally not two-sided, even though people often think in terms of opposing views. Generally, the issues that we face in society are nuanced and complex.

Additional Optional Assignment:

Instead of (or in addition to) writing from multiple points of view, write the same argument for different audiences. How might the tone vary with the audience? For example, for the argument about middle school students and school uniforms, develop an argument and write one paragraph directed at parents and guardians, one directed at faculty and staff, and one directed at students. For the class topic, develop an argument and write one paragraph directed at farmers, one at government representatives, and one at consumers. How would you convince each

audience of your point of view? What would be your goals? Exploring different tones within draftwork can help you to strengthen the developing paper.

13.3: Writing and Rewriting - Argument and Counterargument --Paragraph Writing Assignment is shared under a [CC BY-SA 4.0](#) license and was authored, remixed, and/or curated by LibreTexts.

CHAPTER OVERVIEW

14: Universal Basic Income By Beth Harris

14.1: Universal Basic Income --Readings

14.2: UBI--Background Reading

14.3: Basic Guidelines for Quoting

14.4: Debate--For the Instructor

14.5: Class Atmosphere Exercise--In-Class Activity

14.6: UBI Essay --Assignment

14: Universal Basic Income By Beth Harris is shared under a [not declared](#) license and was authored, remixed, and/or curated by LibreTexts.

14.1: Universal Basic Income --Readings

This unit introduces and explores the concept of universal basic income. The supplemental basic info sheet gives some background information for students. The reading is the Congressional Quarterly 2020 report “Universal Basic Income,” by Lorna Collier. The activity is a debate in which students must argue both for and against implementation of UBI, regardless of their personal opinions. The supplemental classroom atmosphere exercise helps to establish a supportive classroom environment for exploring multiple viewpoints. The reading and debate, ideally supplemented by additional articles, lead to an essay assignment.

Collier, Lorna. "Universal Basic Income". CQ Researcher, 06 Mar 2020. Thousand Oaks, California: CQ Press, 2020. 17 May 2024, doi: <https://doi.org/10.4135/cqresrre20200306>

Permalink: <https://cqpress.sagepub.com/cqresearcher/report/universal-basic-income-cqresrre20200306>

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14.2: UBI--Background Reading

Universal Basic Income

(Relatively) Simple Background Information

Note: Beth Harris is not an economist. This is her explanation as she understands it based the articles she has read.

The words universal, basic, and income can be misleading.

Universal basic income is not necessarily universal. Most plans have been suggested for or implemented in individual countries or regions. There is currently no planet-wide universal basic income plan in effect.

Universal basic income is not basic. The concept can be quite complex, and there are many factors to consider. Who gets the money? Where does the money come from? Who distributes the money? How would people receive the money? How much money would people receive? Are there certain conditions (sometimes called strings) attached to getting the money? Who makes the decisions?

Universal basic income is not income as Americans often define the word. UBI would be money that comes in on a regular basis regardless of work status.

Be clear that UBI does not currently exist. So be careful not to say what UBI is or isn't or what UBI does or doesn't do. UBI is a concept. A variety of forms of UBI have been tried in a variety of places. Our articles discuss some experimental trials of forms of UBI, some of the different plans, some of the history, some of the perceived pros and cons, and some of the questions and goals. As you explore your arguments, remember that there are many options and many kinds of UBI that could be proposed and implemented. Be clear about what you are discussing in your paper.

There is a long history of financial inequity in the United States and in the world. Some think that UBI would reduce financial inequity. Some think that UBI would increase financial inequity. Some think that UBI would not have a significant impact on financial inequity.

Some see UBI as a replacement for all government supplements. Some see UBI as a replacement for some government supplements. Some see UBI as entirely separate from existing government supplements. Some see UBI as coming from corporations instead of from governments.

Do not do any outside research. Use only your class sources and your own thinking to explore your questions and ideas. I encourage you to meet with me to discuss individually or in small groups, and I encourage you to use the Writing and Reading Center.

Be careful to avoid assumptions and generalizations.

14.2: UBI--Background Reading is shared under a [not declared](#) license and was authored, remixed, and/or curated by LibreTexts.

14.3: Basic Guidelines for Quoting

Whenever you use another author's words within your writing, you must put quotation marks around the author's words, whether you are using a full sentence or a selected chunk of words. Doing so is academic. Not doing so is plagiarism.

Each quote that you use should be part of a sentence that you write. Introduce each quote with a tag (attribution phrase) or make the quote part of your sentence.

The tag (attribution phrase) that you use to introduce a quote can come before, after, or in the middle of the quote.

Use present tense verbs in your attribution phrases.

You may use all or part(s) of quotes, but be sure that the way you are using or cutting a quote does not alter the author's intended meaning. Do not take the original author's words out of context.

Analyze or discuss each quote. Don't just plunk the quotes in there. Choose quotes that you want to use and *use* them as part of *your* argument.

When the quote is introduced as dialogue (as in *They say*, “. . .”), begin the quote with a capital letter and use a comma after the tag.

When the quote is introduced with *that* (as in *She says that* “. . .”) or flows as part of your sentence, begin the quote with a lower case letter and do not use a comma before the quotation marks. This way you are continuing the flow of your sentence.

If what you are quoting was not said/written by the author but by someone else whom the author is quoting, be sure to attribute the quote appropriately.

Use single quotes inside of double quotes if there is a quote within what you are quoting. What was originally in double quotes will now be in single quotes.

The quote should be part of a complete sentence that you write.

The grammar in your complete sentence must be correct.

The quote, including capitalization and punctuation, must be exactly as the author wrote it.

If it is not possible for you to have correct grammar in your sentence and to keep the quote exactly as written, use square brackets to indicate any changes – including changes in capitalization – that you have to make.

Use ellipses to indicate a section that you cut.

Use three dots with spaces in between. No dot should be directly next to a letter unless that dot is a period at the end of a sentence.

Use four dots only if one of the dots is a period at the end of a sentence.

In the U.S., punctuation goes inside quotation marks unless there is a reason to put the punctuation outside.

“Do you like chocolate ice cream?” he asked.

Did she say, “Yes, I adore chocolate ice cream”?

Use appropriate in-text citations and include a Works Cited page.

Have fun experimenting!

Quote Selections

Beyond wage concerns, the United States’ fast fashion industry transfers its environmental waste problems to other countries and thus creates additional humanitarian issues (548).

Social media use has been shown to positively correlate with time and money spent shopping online, and as media use continues to increase so do the sales of fast fashion brands (543).

Even in 2017, 41 percent of women between the ages of eighteen to twenty-five “felt pressure to wear a different outfit every time they went out.” Social media preys on these pressures and insecurities by targeting consumers virtually anywhere at virtually any time (543).

- Alexandra Bernard, “The Hidden Costs Behind Cheap Clothing”

Samples of Quote Use

Bernard writes, “Social media use has been shown to positively correlate with time and money spent shopping online” (543).

“Social media use has been shown to positively correlate with time and money spent shopping online,” writes Bernard (543).

“Social media use,” writes Bernard, “has been shown to positively correlate with time and money spent shopping online” (543).

“[T]he United States’ fast fashion industry transfers its environmental waste problems to other countries,” which, argues Bernard, “creates additional

humanitarian issues” (548).

“Beyond wage concerns, the United States’ fast fashion industry . . . creates additional humanitarian issues” when companies send textile wastes abroad (Bernard, 548).

When companies send textile wastes abroad, explains Bernard, “the United States’ fast fashion industry . . . creates additional humanitarian issues” (548).

Bernard writes, “Even in 2017, 41 percent of women between the ages of eighteen to twenty-five ‘felt pressure to wear a different outfit every time they went out’” and says that “[s]ocial media preys on these pressures and insecurities” (543).

Bernard writes that “[e]ven in 2017, 41 percent of women between the ages of eighteen to twenty-five ‘felt pressure to wear a different outfit every time they went out’” and says, “[S]ocial media preys on these pressures and insecurities” (543).

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14.4: Debate--For the Instructor

Following is a guide to conducting an in-class debate (in-person or virtual, in-person preferred) on a controversial issue or any issue for which students can develop opposing arguments.

The debate is intended to serve as a precursor to an essay draft.

I generally use this activity once in a semester before the first argumentative essay.

The debate can work in a classroom in which there is already an atmosphere of respect, trust, and support – a brave but safe place to take risks. I recommend using the classroom atmosphere exercise and a beginning of course questionnaire or some other early semester classroom atmosphere establishing exercises well in advance of the debate. Ideally students are already comfortable working together by the time of the debate.

Keep in mind the multiple goals of the debate and share these goals repeatedly with the participants:

- Students voice opinions that are not necessarily their own.
- Each student has the experience of expressing opposing or contradictory points of view about the same issue.
- Students gain appreciation of multiple perspectives.
- Students recognize through the experience that most issues we explore are more complex and nuanced than two-sided arguments – that while media often position issues as two sided, issues are multi-dimensional. Therefore, productive discussion of these issues is best served *not* by assuming opposing sides and attempting to determine which side is right and which is wrong (or better/worse, stronger/weaker) but by sitting in a circle and being in conversation with multiple perspectives and possibilities.
- Students begin to consider how they might explore the issue within an argumentative essay.

In order to physicalize the experience, I generally move the desks or tables into lines opposite to and facing each other. I explain that this is how we often approach discussion of or fights about issues – as if the issues only have two sides. I tell students that this is a common but unrealistic – and unproductive – approach. I explain that for the purposes of this exercise we are going to try this approach but that ultimately we are going to move into a more complex, multi-faceted discussion.

Later discussions can be held in a circle with everyone able to see everyone else, each perspective valued, and no one on opposing sides.

Today we will have a debate about universal basic income. The purpose of the debate is to practice exploring opposing viewpoints and addressing counterargument. Here is the catch: I will be assigning sides and ultimately switching sides.

Have students help you move the chairs/desks if possible.

Have students sit on opposing sides facing each other.

Give students 5 minutes to start brainstorming ideas about the issue independently or within their groups.

Assign which side of the room will argue for which opinion. For UBI, one side will argue that the U.S. definitely should have UBI. One side will argue that the U.S. definitely should not have UBI.

Invariably, someone will want to switch sides. This is your chance to explain that students will need to express arguments on both sides. *Ideally, we will not be able to tell which (if either) viewpoint is actually yours. Remember that as strongly as you feel about something, as right as you think you are, someone else feels equally strongly about an opposing viewpoint, equally sure that their opinion is the correct one.*

Go! Allow the debate to continue until most or all students have spoken. Then (ideally somewhat unexpectedly and before the discussion begins to lag) call a halt and switch sides. Go!

Throughout, take a guiding role:

- Keep the energy productive and respectful. Contain the heat.
- Continually tie the discussion back to writing about the issue. This connection can help to keep the emotional level reasonable.
- Ask: *Can you oppose this point?*
- Throw in opposing points if necessary.
- Aim to keep the discussion balanced.
- Redirect to specific points that would benefit from further exploration.
- Remind students that we do not know their true opinion.
- Will students know your opinion? If so, acknowledge this. Regardless, as debate facilitator, you must be able to make fair arguments from opposing perspectives.

(Choose the debate issue carefully. Can students fairly explore both sides? Can you?)

- Acknowledge how challenging this activity can be.
- Remind students of the early semester classroom atmosphere exercise.
- If you have studied ethos, logos, and pathos, refer to and use these concepts within the debate. Can someone make an emotional argument about a point? A factual argument? Point out that for a logical person, logic is emotional, and that for an emotional person, emotions are logical.
- Likely you will have some students who really struggle with this activity and some students who are very good at expressing both sides. Point out how impressive it is when someone can express from both sides. We really do not know that person's opinion. Tell those who refuse to speak on one side that they will not be allowed to speak on the other side. Urge those vehement in their opinions to be equally vehement when they switch sides. If a student has an especially hard time voicing an opposing opinion, give the student the option to repeat someone else's point just to have the experience of expressing the opinion in their voice and mouth.
- Acknowledge the challenge of the experience.
- Reassure students that they will think through and express ideas and arguments in different ways. Wait for it. Aim to have every student speak on both sides of the debate.

Save time to wrap up so that students are not leaving the room in the midst of a heated discussion.

Point out that focusing on extremes of opposing viewpoints can leave out realistic nuances.

Ideally bring the discussion into a circle where students can express any views and explore the complexity of the issue.

Again, as appropriate or helpful, keep reminding students of how what they are doing relates to writing. For example, what points might go together in one body paragraph? What points might need a separate body paragraph?

Remind students that ultimately they do not need to choose sides. They need to develop arguments. A student might develop and support an argument that the issue is complicated and requires further exploration.

Consider saving some time for independent journaling after the debate.

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14.5: Class Atmosphere Exercise--In-Class Activity

This exercise can be a great tool for establishing a respectful, participatory classroom or workshop atmosphere. The exercise is best done early in a group's association – at the beginning of a semester of classes or early in a workshop. (I usually do this exercise after going over the syllabus/completing any required diagnostic.) The activity is suitable for middle school through adult and for any workshop that will include sharing of creative work or discussion of opinions and perspectives.

Note: I experienced this exercise in a workshop I attended while teaching middle school in the 1990s. I do not remember the name of the facilitator who shared this exercise, but I thank her for it. I have used it repeatedly in classrooms and workshops.

The Script – Adjust as Appropriate

- 1. This is an exercise that can work in theater classes, writing workshops, middle school, college. You might think it's silly at first, but by the time we finish, I think you will understand how it fits what we are working on.*
- 2. First know that you will not be sharing anything personal. We will be thinking and talking about the experience of sharing something personal, but we will not actually be sharing personal information. This is just an exercise.*
- 3. OK. Here we go. Think of a secret – something personal that you absolutely would not want to share with this group, with any group that you do not know. I am not going to ask you – I don't want to know. Pick something real about you (not someone else). When you have the secret in your mind, just make eye contact with me.*
- 4. Wait until you have eye contact from everyone. Prompt or repeat directions as needed. I've got almost everyone. Can you check in with me again? If someone is really avoiding, you can move on, but encourage them to think of something as you are going – without calling them out. If you are still thinking But give it time.*
- 5. Ok, now imagine that, for some reason – and I won't make you do this – imagine that you have to get up in front of this group or in an auditorium or at the front of the cafeteria or on a crowded bus and tell your secret. All I want to know is – how do you feel?*

Make a brainstorm list in the middle column or middle section of three writing spaces, ideally large spaces on a wall, chalkboard, or whiteboard. Acknowledge that this exercise is also good practice for brainstorming and hearing all voices.

You will probably get things like embarrassed, angry, nervous, uncomfortable . . .

Keep pushing the list. *How do you feel physically? How do you feel about me for asking you to share this when I told you I wouldn't?* (This is hypothetical. You will NOT ask participants to share their secrets at any point.)

6. *Ok, so you are feeling “ “*

Read the full list out loud. This may feel awkward but recognizes all contributions and actually adds some humor by the end of the exercise as you will read the list three times.

7. *What could the rest of the group do that would make you feel EVEN WORSE?*

Make another brainstorm on one side of the center list.

Add “Share it on FaceBook/social media” if this has not already come up.

8. *Ok, so you are feeling “ “*

Read the full center list again.

9. *If for some reason you have to share this thing that you don't want to share, what could the rest of the group do that would make you feel BETTER?*

Make another brainstorm on the other side of the center list.

Possibly add “Share something too” if this has not already come up.

10. *So – we are going to be [sharing each other's writing, doing improv, whatever] and this can make people feel vulnerable. I am not saying that you will never feel uncomfortable or nervous, but, in general, we do not want people to feel [center column words], so these are the things we won't do [refer to column of what would make it worse] and these are the things we will do [refer to column of what would make it better]. This is our sacred/brave/safe workshop space . . . So don't go out after class and say, “Guess what so and so said in class . . . “ We want and need to hear each person's voice. We are going to have a better workshop if everyone contributes. If you are the one person who has a different opinion, we need to hear that opinion in order to have a productive discussion . . . These are possible points to add as you conclude the activity. In the conclusion, aim to tie the activity back to the specific workshop that you are running – writing, theater, whatever –*

and connect how the principles of the exercise will be important to the atmosphere you are trying to foster for the specific workshop.

11. OPTIONAL

I often follow this workshop up with a questionnaire, names optional, that aims to elicit feedback from participants about what they bring to the workshop and what they want to get out of the class or workshop.

12. HINTS

- With each of the brainstorms you may well get something that ultimately won't work with the goals of the exercise. This is fine. Write it all down. You can talk later (or in the moment if appropriate) about how brainstorms should be for all ideas without judgement, and you can look at the end at which items may or may not work if doing so is helpful.
- Give students the time they need to contribute. Wait for this.
- Try to have all voices heard at some point. Ask for this. Wait for this.
- **ADAPT THE SCRIPT AS NEEDED TO SUIT YOUR STYLE!**

14.5: Class Atmosphere Exercise--In-Class Activity is shared under a [not declared](#) license and was authored, remixed, and/or curated by LibreTexts.

14.6: UBI Essay --Assignment

Note: This assignment is designed as a multi-source essay. Students will need at least one more class article in addition to the CQ Researcher “Universal Basic Income” report.

Develop and support a thesis about Universal Basic Income. Your essay must have at least three quotes from a total of at least two class articles. I recommend reading the articles more than once, referring to your annotations, and making additional notes as you reread.

Your essay should take the following format:

An introductory paragraph. Begin your essay in a way that will engage your reader. You might want to begin with a question, an anecdote, or a quote from one of the articles. Continue with some background information about your subject. Be concise, but give your reader an understanding of the issue that you will discuss in the body of your paper. Build to your thesis.

For this essay, your introductory paragraph does not need to include a summary of each article. This is not a summary response essay or a rhetorical analysis. This is not a single source essay. Instead, it is an essay in which you are using more than one source as you develop your original argument. You will choose where and how you introduce each source. You might want to summarize each article briefly in the introduction. This can work if you are only using two or three sources. You might want to summarize one primary article in the introduction and introduce the others throughout the essay. You might not summarize any of the articles in the introduction and instead introduce each source the first time you use it.

What is the issue? What are the points of view and complications? Give your readers the relevant background they need in order to begin the body of your essay.

Your thesis for this essay should be the last sentence of your introductory paragraph. Remember that you do not need to argue in favor of or against UBI. Instead, you need to develop a thesis that expresses your specific response to the issue/articles and that you can support in the body of your essay. You might argue that the issue is complicated and needs further exploration. Make an argument that you can support. Be sure that your thesis is narrow enough to be addressed in the body of a short essay and that your thesis is broad enough to work for the entire essay. As you develop your essay, you may need to rewrite your thesis or to add to or cut from the body of the paper so that you are writing a unified, coherent argument. You might want to start with the body paragraphs and explore your ideas and *then* develop your thesis and introduction paragraph.

Three to five body paragraphs. The body paragraphs of your essay should develop your thesis, exploring and building your argument. Each body paragraph should have a topic sentence that links to the thesis and specific examples or reasons that support the topic sentence. You might want to rewrite your topic sentences as you develop the content of each body paragraph.

The body of your essay needs to explore the complexity of the issue. Be sure that you are considering multiple points of view and addressing counterargument as appropriate. Incorporate paraphrases and quotations from the articles to support and explain your points. Again, you need at least three quotes total from at least two articles. Introduce each quote appropriately and quote accurately. Use the quote notes. You might also use specific examples from personal experience, observation, knowledge, or class discussion to support the argument of each body paragraph. (Be careful with personal examples. Make sure that they work within your essay and benefit your argument. In some cases, you might want to make personal examples hypothetical. For example, instead of *When I get my paycheck . . .*, try *When some people get their paychecks . . .*) Be sure that you analyze your examples and your quote choices for a full, clear argument/discussion. Develop your support so that it supports!

Note – If you do not summarize an article in the introduction, explain the relevance of that article the first time you mention the article. Do not focus on summary. Focus on how the source authors’ points support or contradict or relate to your argument. Include an author’s full name and the title of the article the first time you refer to an article. After that, the author’s last name will suffice.

A concluding paragraph. The conclusion should emphasize and connect your main arguments and leave the reader thinking about the issue.

Rewriting and Revision. Your essay should demonstrate active rewriting and revision. Drafts can be handwritten or typed, sloppy, colorful, coffee-stained . . . They should reflect your work. Experiment with adding, cutting, and rearranging for possibilities and strength. Proofread and edit for surface errors, especially errors that you are working on addressing such as sentence fragments and run-on sentences.

Internal Citations and Words Cited. Remember that an English 101 goal is the ability to use sources within an original argument. Work to acknowledge sources appropriately. Sometimes you will use a quote tag to introduce a quote. Sometimes you will use quote bits within your sentences. Use quotation marks whenever you choose to use another author's words, and quote exactly. If you paraphrase, put the text aside and write with your own words and sentence structure. Paraphrases of authors' words and ideas still need to reference the author. Add internal citations where necessary. You will also need a Works Cited page. We will work on Words Cited pages together.

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CHAPTER OVERVIEW

15: Ethical Consumerism by Beth Harris

This unit asks students to think about the ways that they shop for food and clothing and to question the possibilities and problems of ethical consumerism. The readings are “The Hidden Costs Behind Cheap Clothing,” by Alexandra L. Bernard, and “Food Security,” by Zarrin Caldwell (also featured in the OER “Small Farms and Corporate Farms: Argument and Counterargument, Writing and Rewriting.”) The activity, ideally used before the readings, asks students to share their food and clothing shopping experiences. The supplemental handout reviews basics of quoting and provides samples, and the writing assignment asks students to begin with the body paragraphs of an essay, working to use quotes within their own writing on the issue.

[15.1: The readings and videos for the learning object go here](#)

[15.2: The classroom activities for the learning object go here](#)

[15.3: The homework for your learning object goes here](#)

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16.1: Rhetorical Analysis--Readings

15.1.1 What's rhetorical analysis?

The act of conducting a rhetorical analysis on a text is fairly different from the work you've done with other texts as you compose other academic essays. Rhetorical analysis is analyzing the rhetorical moves made in a text and deciding if they are effective in persuading their intended audience. When we rhetorically analyze a text, we are not primarily concerned with what is stated, but rather *how* it is stated. This differs from what we do most of the time in college writing. In college writing, we typically write about the topics, themes, arguments, and evidence in a text—we don't concern ourselves with how the information is presented. We provide quotes or paraphrases from the text because we believe they do a “good” or “bad” job of arguing the point, and therefore they directly or indirectly support our argument. In rhetorical analysis, we seek to determine if and how a text is rhetorically effective. Something that is rhetorically effective simply achieves its purpose—rhetorical analysis does not make a claim about whether or not the argument of the text is right or wrong.



Consider the following examples that illustrate how a rhetorical analysis of a text differs from our “regular” academic use of a text:

Source Text

“The Goose Diet Trend: To Honk or Not To Honk” *The Fake Magazine*, July 2023, by Dr. Michael Gosling

The Goose Diet, commonly known as “honking” on social media, is a growing trend in which teens and adults eat nothing but grass clippings in an effort to lose weight and, reportedly get “goose juiced”—meaning they take on the fearless aggression of a nesting Canadian goose. However, from my 10 1-month studies on the impact of grass clippings on adult human diets, and as a biologist, dietician, and medical doctor, I can definitively say that grass clippings are not a viable alternative to the standard adult diet and in fact present serious health hazards if consumed exclusively. In the study, American adults aged 24-50 ate up to 10lbs of grass clippings per day, until satiated. They ate nothing else but were free to drink as much water as desired. Overall, 90% of participants lost 20% of their body weight or more and were severely malnourished. 71% of that 80% had B vitamin and amino acid deficiencies that caused severe symptoms (psychosis, agitation, malaise, explosions) and acute disease. Further, all participants (100%) complained of extreme anxiety and depression resulting from the horror of eating grass clippings for every single meal and snack. 90% of participants reported spells of uncontrollable crying at each mealtime. I implore the public to not eat grass clippings exclusively or primarily—your health is at risk if you do. At most, grass clippings should be an occasional snack accompanied by your preferred proteins and fruits.

How you would typically interact with the source in an academic writing assignment:

- Ex 1: Despite the claims made by the TikTok influencers noted above, eating only grass clippings is actually quite dangerous to your health: “Overall, 90% of participants lost 20% of their body weight or more and were severely malnourished. 71% of that 80% had B vitamin and amino acid deficiencies that caused severe symptoms and acute disease” (Gosling). Clearly, this trend is not only not worth it, it’s creating a health problem.
- Ex 2: While perhaps only being safe and tolerable for a small minority of people, the Goose Diet really does work: In a set of studies conducted by famed Dr. Micheal Gosling, “90% of participants lost 20% of their body weight” in a single month. This is substantially more weight loss than conventional means, or even other restrictive diets.

What we do in a rhetorical analysis:

Dr. Gosling effectively argues his point mostly by using logos. He uses the results of his studies to convince the reader that the Goose Diet is in fact dangerous. He states, “Overall, 90% of participants lost 20% of their body weight or more and were severely malnourished. 71% of that 80% had B vitamin and amino acid deficiencies that caused severe symptoms (psychosis, agitation, malaise, explosions) and acute disease.” From these metrics, the reasonable reader would likely conclude that the benefits of the diet do not outweigh the detrimental aspects of it. The author’s scant use of ethos does also help—since the reader understands him to be an expert in diet and human health, they are inclined to believe him, and they don’t need much more than that. Gosling also peppers in pathos, using words like “extreme” and “horror” to subtly emphasize his reading of the results and further convince the reader of his argument.

Notice that rhetorical analysis isn’t about whether or not the author’s argument is true or even valid—it’s about ***how the author made the argument to their intended audience***.

In rhetorical analysis, we are very concerned with how the argument is presented by the author/creator to their audience. To properly rhetorically analyze a text, we first need to understand the Rhetorical Situation, as discussed in the previous chapter. Let’s review a few items.

Review: What is rhetoric?

Rhetoric is persuasive communication, or the art of persuasive speaking, writing, or otherwise communicating through a text. The persuasion that rhetoric refers to is usually understood as intentional, e.g. the creator of a text must have the intention to persuade in order for it to be rhetorically analyzed. However, many rhetoricians (people who study rhetoric and/or carefully craft their own text based on the rules of rhetoric) argue that every communication is rhetoric because we are always trying to persuade someone of something.

The term “rhetoric” is often pejoratively used to refer to language or texts that are clever or cunning, but lacking substance, or in reference to a text that is artfully done but with scarce, poor-quality, or false content. For instance, someone might say “all his rhetoric is a waste of time” regarding a politician’s floral descriptions and promises he couldn’t possibly fulfill in his role. In this way, rhetoric is sometimes used to indicate trickery or deception. These are colloquial understandings of rhetoric: the studying and employing of rhetorical principles from the Aristotelian method that we’re using, is actually a pursuit of truth. By considering the audience’s characteristics, experiences, needs, and desires and then tailoring the messaging of the content to that, rhetoric seeks to convey the content—the truthful content—in ways that the audience is able and/or willing to consume. Rhetoric is misused when, in considering the audience, it seeks to manipulate the truth or the will of the audience.

In short, rhetoric refers to *how* something is said, written, or otherwise conveyed, rather than *what* is said.

What’s a text?

Anything that can be “read,” i.e., consumed and interpreted. A book, an article, a YouTube video, a TikTok, a presidential campaign poster, and a syllabus are all examples of texts.

The Rhetorical Situation Worksheet

Name of Text	
Author(s)/creator(s)	
Year of publication and publisher/publication	
Topic(s)	
Main argument/ thesis statement	
Describe relevant elements of the author's identity, experience/education, and reputation.	
Context of the text (what relevant events were happening in the locality and world when the text was created?)	
Who's the intended audience? What do you know about them?	
Who's the audience? How do they differ from the intended audience?	
What is the author's purpose? What do they hope to accomplish in creating the text?	

15.1.2 Logos, Pathos, and Ethos

Once we understand the rhetorical situation, we can then move on to understanding the rhetorical appeals/modes of persuasion: logos, pathos, and ethos.

Mode of persuasion	What it is	How it works	Benefits of using it	Drawbacks of using it	Ways to use it
Ethos	Ethical appeal based on reputation	Persuading your audience by convincing them that you are credible, reliable, and authoritative on the matter at hand. The other appeals are somewhat or entirely dependent on this one.	Prove that you are credible enough to discuss and argue on your topic	Ethos may have an adverse effect, i.e. the reputation of the author/speaker may make the audience less likely to believe them.	-cite other credible author's work in your own -discuss your degrees, positions, and experiences
Pathos	Emotional appeal	Persuading your audience by appealing to their emotions, i.e. making them feel something (fear, empathy, pity, etc.)	People, in general, are persuaded by their feelings	If used too much for your audience, it can undermine your credibility.	-pepper in emotionally charged words -effective when used lightly and at the beginning and end of a text
Logos	Logical appeal	Persuading your audience by using logic and reason. This is often accomplished by using facts and statistics.	People are also fairly logically and see statistics as reliable	Excessive logos without some pathos/ethos can decrease the importance or urgency of your argument.	-Should be the most prominent appeal in writing. -Use primarily in the body of your essays/writings -Rely on stats and facts from reliable sources

Ethos refers to the author's ethical appeal based on the reliability and character of the author. Authors use ethos by stating their degrees, education/training, experience, honors, and career positions, and by correctly and accurately citing other well-respected sources.

Pathos refers to the author's emotional appeal. When authors use pathos, they attempt to evoke emotion in their audience, with the intent to persuade them. Pathos appeals are very common in general conversation, advertising, and virtually any time a request is made.

Logos refers to the author's use of logic in the text. This is an employment of their own logic and rationality, and it is their encouragement of the readers' logic. Citing and presenting statistics and other numerical data, and data in general, are all examples of logos use.

Note that simply attempting to use any of these modes does not equal success. It's possible and likely to use these modes and fail at persuading the audience. The success of any mode is dictated by whether or not the audience is persuaded.

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16.2: Rhetorical Analysis--Classroom Activity

15.2 Activity

At this point, you should have already thoroughly read “Letter from a Birmingham Jail.” In groups, complete the following worksheet, Rhetorical Analysis Worksheet. Then, for homework, continue locating and logging specific uses of logos, ethos, and pathos using the

Rhetorical Analysis Worksheet

Complete the worksheet based on “Letter from a Birmingham Jail” by Rev. Dr. Martin Luther King, Jr.

1. Author’s purpose	
2. Author’s intended audience	
3. Do you think the author achieves their purpose? (are they rhetorically effective?)	
3a. To what extent?	
4. Are all 3 modes of persuasion employed?	
5. If so, is there a dominant rhetorical mode? (what?)	
6a-c. Copy/paste 2-3 quotations (in the case of ethos, perhaps some paraphrases as well) from the article that demonstrate each mode of persuasion	
6a. Logos	
6b. Pathos	
6c. Ethos	

Rhetorical Appeals Log

Author:

Text title:

Direct quote from text (copy and paste from the original text)	Type of Rhetorical Appeal: logos, pathos, and/or ethos? (can be a combination)	Do you think the rhetorical appeal used in this quote is effective in persuading the author’s intended audience of the author’s argument? Explain.

Rhetorical Appeals Log [Example]

Author: Rev. Dr. Martin Luther King, Jr

Text title: "Letter from a Birmingham Jail"

Direct quote from text (copy and paste from the original text)	Type of Rhetorical Appeal: logos, pathos, and/or ethos? (can be a combination)	Do you think the rhetorical appeal used in this quote is effective in persuading the author's intended audience of the author's argument? Explain.
"I have the honor of serving as president of the Southern Christian Leadership Conference, an organization operating in every southern state, with headquarters in Atlanta, Georgia...Several months ago the affiliate here in Birmingham asked us to be on call to engage in a nonviolent direct action program if such were deemed necessary. We readily consented, and when the hour came we lived up to our promise. So I, along with several members of my staff, am here because I was invited here. I am here because I have organizational ties here."	Ethos, logos	Yes. It shows MLK is an esteemed leader, and that he belonged in Birmingham and was simply doing what was asked of it. It makes it clear he's not a "troublemaker;" he's a respected Christian leader. Here he makes the logical connection between his role and how he ended up in this place.
"Let us all hope that the dark clouds of racial prejudice will soon pass away and the deep fog of misunderstanding will be lifted from our fear drenched communities"	pathos	By comparing racism and misunderstanding to, respectively, "dark clouds" and "deep fog," and implicating the reader in that, he gently shames the reader by making it clear that racism is wrong, and they need to change their ways.
"I say this as a minister of the gospel, who loves the church, who was nurtured in its bosom"	Ethos, pathos	Yes, probably? He makes a disagreeable point before this, but then helps the reader agree by again noting his position and using the emotional image of being nurtured in the "bosom" of the church.
"On sweltering summer days and crisp autumn mornings I have looked at the South's beautiful churches with their lofty spires pointing heavenward. I have beheld the impressive outlines of her massive religious education buildings. Over and over I have found myself asking: "What kind of people worship here? Who is their God? Where were their voices when the lips of Governor Barnett dripped with words of interposition and nullification? Where were they when Governor Wallace gave a clarion call for defiance and hatred?"	Pathos, logos	Yes, maybe? He uses vivid imagery and flattery to argue his point that

Analyzing MLK's "Letter from a Birmingham Jail"

"Letter from a Birmingham Jail"

by Rev. Dr. Martin Luther King, Jr.

Context

Composed in early April 1963 during the civil rights movement, King began writing it on the margins of a newspaper while incarcerated.

While we mostly think of King as a civil rights activist, he was also a clergyman, like the members of his stated, intended audience. This means he was a Christian religious leader and that he went to seminary—a specialized postsecondary institution that focuses

on instructing students in theology (the study of God) and religious traditions and texts while training them to become religious leaders. King also received a PhD in theology. In short, MLK was also a trained, very well-educated Christian pastor.

MLK was already president of the Southern Christian Leadership Conference (SCLC), which was, and still is, an important Black civil rights organization.

SCLC's campaign in Birmingham, Alabama, resulted in King's arrest and imprisonment. King was arrested for violating a recent ruling stating that no one was allowed to demonstrate or picket. King was aware of this rule and he chose to disobey it for the reasons he outlines in his letter.

While in jail, King read "A Call for Unity" in a newspaper—the article was written by eight local white clergymen who disagreed with King's tactics. While the article did not specifically mention King, it was clear to King that it was about him and his methods of seeking justice. King did not have any paper in his jail cell, so he wrote his response on the margins of the newspaper, until his lawyer was able to get him a notepad.

Without the consent of Dr. King, the excerpts from the letter were published on May 19, 1963, in the *New York Post Sunday Magazine*. The letter was first consensually and completely published as "Letter from Birmingham City Jail" a month later by the *American Friends Service Committee* in May 1963. It was then published multiple times over the next three months: in the June 1963 issue of *Liberation*, the June 12, 1963, edition of *The Christian Century*, the June 24, 1963, edition of *The New Leader*, the July 1963 edition of *The Progressive* under the headline "Tears of Love," and in the August 1963 edition of *The Atlantic Monthly* under the headline "The Negro Is Your Brother."

Audio

Audio recording of MLK reading the text (55 minutes) : <https://okra.stanford.edu/media/audio/630416001.mp3>

Text

16 April 1963

My Dear Fellow Clergymen:

While confined here in the Birmingham city jail, I came across your recent statement calling my present activities "unwise and untimely." Seldom do I pause to answer criticism of my work and ideas. If I sought to answer all the criticisms that cross my desk, my secretaries would have little time for anything other than such correspondence in the course of the day, and I would have no time for constructive work. But since I feel that you are men of genuine good will and that your criticisms are sincerely set forth, I want to try to answer your statement in what I hope will be patient and reasonable terms.

I think I should indicate why I am here in Birmingham, since you have been influenced by the view which argues against "outsiders coming in." I have the honor of serving as president of the Southern Christian Leadership Conference, an organization operating in every southern state, with headquarters in Atlanta, Georgia. We have some eighty five affiliated organizations across the South, and one of them is the Alabama Christian Movement for Human Rights. Frequently we share staff, educational and financial resources with our affiliates. Several months ago the affiliate here in Birmingham asked us to be on call to engage in a nonviolent direct action program if such were deemed necessary. We readily consented, and when the hour came we lived up to our promise. So I, along with several members of my staff, am here because I was invited here. I am here because I have organizational ties here.

But more basically, I am in Birmingham because injustice is here. Just as the prophets of the eighth century B.C. left their villages and carried their "thus saith the Lord" far beyond the boundaries of their home towns, and just as the Apostle Paul left his village of Tarsus and carried the gospel of Jesus Christ to the far corners of the Greco Roman world, so am I compelled to carry the gospel of freedom beyond my own home town. Like Paul, I must constantly respond to the Macedonian call for aid.

Moreover, I am cognizant of the interrelatedness of all communities and states. I cannot sit idly by in Atlanta and not be concerned about what happens in Birmingham. Injustice anywhere is a threat to justice everywhere. We are caught in an inescapable network of mutuality, tied in a single garment of destiny. Whatever affects one directly, affects all indirectly. Never again can we afford to live with the narrow, provincial "outside agitator" idea. Anyone who lives inside the United States can never be considered an outsider anywhere within its bounds.

You deplore the demonstrations taking place in Birmingham. But your statement, I am sorry to say, fails to express a similar concern for the conditions that brought about the demonstrations. I am sure that none of you would want to rest content with the

superficial kind of social analysis that deals merely with effects and does not grapple with underlying causes. It is unfortunate that demonstrations are taking place in Birmingham, but it is even more unfortunate that the city's white power structure left the Negro community with no alternative.

In any nonviolent campaign there are four basic steps: collection of the facts to determine whether injustices exist; negotiation; self purification; and direct action. We have gone through all these steps in Birmingham. There can be no gainsaying the fact that racial injustice engulfs this community. Birmingham is probably the most thoroughly segregated city in the United States. Its ugly record of brutality is widely known. Negroes have experienced grossly unjust treatment in the courts. There have been more unsolved bombings of Negro homes and churches in Birmingham than in any other city in the nation. These are the hard, brutal facts of the case. On the basis of these conditions, Negro leaders sought to negotiate with the city fathers. But the latter consistently refused to engage in good faith negotiation.

Then, last September, came the opportunity to talk with leaders of Birmingham's economic community. In the course of the negotiations, certain promises were made by the merchants--for example, to remove the stores' humiliating racial signs. On the basis of these promises, the Reverend Fred Shuttlesworth and the leaders of the Alabama Christian Movement for Human Rights agreed to a moratorium on all demonstrations. As the weeks and months went by, we realized that we were the victims of a broken promise. A few signs, briefly removed, returned; the others remained. As in so many past experiences, our hopes had been blasted, and the shadow of deep disappointment settled upon us. We had no alternative except to prepare for direct action, whereby we would present our very bodies as a means of laying our case before the conscience of the local and the national community. Mindful of the difficulties involved, we decided to undertake a process of self purification. We began a series of workshops on nonviolence, and we repeatedly asked ourselves: "Are you able to accept blows without retaliating?" "Are you able to endure the ordeal of jail?" We decided to schedule our direct action program for the Easter season, realizing that except for Christmas, this is the main shopping period of the year. Knowing that a strong economic-withdrawal program would be the by product of direct action, we felt that this would be the best time to bring pressure to bear on the merchants for the needed change.

Then it occurred to us that Birmingham's mayoral election was coming up in March, and we speedily decided to postpone action until after election day. When we discovered that the Commissioner of Public Safety, Eugene "Bull" Connor, had piled up enough votes to be in the run off, we decided again to postpone action until the day after the run off so that the demonstrations could not be used to cloud the issues. Like many others, we waited to see Mr. Connor defeated, and to this end we endured postponement after postponement. Having aided in this community need, we felt that our direct action program could be delayed no longer.

You may well ask: "Why direct action? Why sit ins, marches and so forth? Isn't negotiation a better path?" You are quite right in calling for negotiation. Indeed, this is the very purpose of direct action. Nonviolent direct action seeks to create such a crisis and foster such a tension that a community which has constantly refused to negotiate is forced to confront the issue. It seeks so to dramatize the issue that it can no longer be ignored. My citing the creation of tension as part of the work of the nonviolent resister may sound rather shocking. But I must confess that I am not afraid of the word "tension." I have earnestly opposed violent tension, but there is a type of constructive, nonviolent tension which is necessary for growth. Just as Socrates felt that it was necessary to create a tension in the mind so that individuals could rise from the bondage of myths and half truths to the unfettered realm of creative analysis and objective appraisal, so must we see the need for nonviolent gadflies to create the kind of tension in society that will help men rise from the dark depths of prejudice and racism to the majestic heights of understanding and brotherhood. The purpose of our direct action program is to create a situation so crisis packed that it will inevitably open the door to negotiation. I therefore concur with you in your call for negotiation. Too long has our beloved Southland been bogged down in a tragic effort to live in monologue rather than dialogue.

One of the basic points in your statement is that the action that I and my associates have taken in Birmingham is untimely. Some have asked: "Why didn't you give the new city administration time to act?" The only answer that I can give to this query is that the new Birmingham administration must be prodded about as much as the outgoing one, before it will act. We are sadly mistaken if we feel that the election of Albert Boutwell as mayor will bring the millennium to Birmingham. While Mr. Boutwell is a much more gentle person than Mr. Connor, they are both segregationists, dedicated to maintenance of the status quo. I have hope that Mr. Boutwell will be reasonable enough to see the futility of massive resistance to desegregation. But he will not see this without pressure from devotees of civil rights. My friends, I must say to you that we have not made a single gain in civil rights without determined legal and nonviolent pressure. Lamentably, it is an historical fact that privileged groups seldom give up their privileges

voluntarily. Individuals may see the moral light and voluntarily give up their unjust posture; but, as Reinhold Niebuhr has reminded us, groups tend to be more immoral than individuals.

We know through painful experience that freedom is never voluntarily given by the oppressor; it must be demanded by the oppressed. Frankly, I have yet to engage in a direct action campaign that was "well timed" in the view of those who have not suffered unduly from the disease of segregation. For years now I have heard the word "Wait!" It rings in the ear of every Negro with piercing familiarity. This "Wait" has almost always meant "Never." We must come to see, with one of our distinguished jurists, that "justice too long delayed is justice denied."

We have waited for more than 340 years for our constitutional and God given rights. The nations of Asia and Africa are moving with jetlike speed toward gaining political independence, but we still creep at horse and buggy pace toward gaining a cup of coffee at a lunch counter. Perhaps it is easy for those who have never felt the stinging darts of segregation to say, "Wait." But when you have seen vicious mobs lynch your mothers and fathers at will and drown your sisters and brothers at whim; when you have seen hate filled policemen curse, kick and even kill your black brothers and sisters; when you see the vast majority of your twenty million Negro brothers smothering in an airtight cage of poverty in the midst of an affluent society; when you suddenly find your tongue twisted and your speech stammering as you seek to explain to your six year old daughter why she can't go to the public amusement park that has just been advertised on television, and see tears welling up in her eyes when she is told that Funtown is closed to colored children, and see ominous clouds of inferiority beginning to form in her little mental sky, and see her beginning to distort her personality by developing an unconscious bitterness toward white people; when you have to concoct an answer for a five year old son who is asking: "Daddy, why do white people treat colored people so mean?"; when you take a cross county drive and find it necessary to sleep night after night in the uncomfortable corners of your automobile because no motel will accept you; when you are humiliated day in and day out by nagging signs reading "white" and "colored"; when your first name becomes "nigger," your middle name becomes "boy" (however old you are) and your last name becomes "John," and your wife and mother are never given the respected title "Mrs."; when you are harried by day and haunted by night by the fact that you are a Negro, living constantly at tiptoe stance, never quite knowing what to expect next, and are plagued with inner fears and outer resentments; when you are forever fighting a degenerating sense of "nobodiness"--then you will understand why we find it difficult to wait. There comes a time when the cup of endurance runs over, and men are no longer willing to be plunged into the abyss of despair. I hope, sirs, you can understand our legitimate and unavoidable impatience. You express a great deal of anxiety over our willingness to break laws. This is certainly a legitimate concern. Since we so diligently urge people to obey the Supreme Court's decision of 1954 outlawing segregation in the public schools, at first glance it may seem rather paradoxical for us consciously to break laws. One may well ask: "How can you advocate breaking some laws and obeying others?" The answer lies in the fact that there are two types of laws: just and unjust. I would be the first to advocate obeying just laws. One has not only a legal but a moral responsibility to obey just laws. Conversely, one has a moral responsibility to disobey unjust laws. I would agree with St. Augustine that "an unjust law is no law at all."

Now, what is the difference between the two? How does one determine whether a law is just or unjust? A just law is a man made code that squares with the moral law or the law of God. An unjust law is a code that is out of harmony with the moral law. To put it in the terms of St. Thomas Aquinas: An unjust law is a human law that is not rooted in eternal law and natural law. Any law that uplifts human personality is just. Any law that degrades human personality is unjust. All segregation statutes are unjust because segregation distorts the soul and damages the personality. It gives the segregator a false sense of superiority and the segregated a false sense of inferiority. Segregation, to use the terminology of the Jewish philosopher Martin Buber, substitutes an "I it" relationship for an "I thou" relationship and ends up relegating persons to the status of things. Hence segregation is not only politically, economically and sociologically unsound, it is morally wrong and sinful. Paul Tillich has said that sin is separation. Is not segregation an existential expression of man's tragic separation, his awful estrangement, his terrible sinfulness? Thus it is that I can urge men to obey the 1954 decision of the Supreme Court, for it is morally right; and I can urge them to disobey segregation ordinances, for they are morally wrong.

Let us consider a more concrete example of just and unjust laws. An unjust law is a code that a numerical or power majority group compels a minority group to obey but does not make binding on itself. This is difference made legal. By the same token, a just law is a code that a majority compels a minority to follow and that it is willing to follow itself. This is sameness made legal. Let me give another explanation. A law is unjust if it is inflicted on a minority that, as a result of being denied the right to vote, had no part in enacting or devising the law. Who can say that the legislature of Alabama which set up that state's segregation laws was

democratically elected? Throughout Alabama all sorts of devious methods are used to prevent Negroes from becoming registered voters, and there are some counties in which, even though Negroes constitute a majority of the population, not a single Negro is registered. Can any law enacted under such circumstances be considered democratically structured?

Sometimes a law is just on its face and unjust in its application. For instance, I have been arrested on a charge of parading without a permit. Now, there is nothing wrong in having an ordinance which requires a permit for a parade. But such an ordinance becomes unjust when it is used to maintain segregation and to deny citizens the First-Amendment privilege of peaceful assembly and protest.

I hope you are able to see the distinction I am trying to point out. In no sense do I advocate evading or defying the law, as would the rabid segregationist. That would lead to anarchy. One who breaks an unjust law must do so openly, lovingly, and with a willingness to accept the penalty. I submit that an individual who breaks a law that conscience tells him is unjust, and who willingly accepts the penalty of imprisonment in order to arouse the conscience of the community over its injustice, is in reality expressing the highest respect for law.

Of course, there is nothing new about this kind of civil disobedience. It was evidenced sublimely in the refusal of Shadrach, Meshach and Abednego to obey the laws of Nebuchadnezzar, on the ground that a higher moral law was at stake. It was practiced superbly by the early Christians, who were willing to face hungry lions and the excruciating pain of chopping blocks rather than submit to certain unjust laws of the Roman Empire. To a degree, academic freedom is a reality today because Socrates practiced civil disobedience. In our own nation, the Boston Tea Party represented a massive act of civil disobedience.

We should never forget that everything Adolf Hitler did in Germany was "legal" and everything the Hungarian freedom fighters did in Hungary was "illegal." It was "illegal" to aid and comfort a Jew in Hitler's Germany. Even so, I am sure that, had I lived in Germany at the time, I would have aided and comforted my Jewish brothers. If today I lived in a Communist country where certain principles dear to the Christian faith are suppressed, I would openly advocate disobeying that country's antireligious laws.

I must make two honest confessions to you, my Christian and Jewish brothers. First, I must confess that over the past few years I have been gravely disappointed with the white moderate. I have almost reached the regrettable conclusion that the Negro's great stumbling block in his stride toward freedom is not the White Citizen's Council or the Ku Klux Klanner, but the white moderate, who is more devoted to "order" than to justice; who prefers a negative peace which is the absence of tension to a positive peace which is the presence of justice; who constantly says: "I agree with you in the goal you seek, but I cannot agree with your methods of direct action"; who paternalistically believes he can set the timetable for another man's freedom; who lives by a mythical concept of time and who constantly advises the Negro to wait for a "more convenient season." Shallow understanding from people of good will is more frustrating than absolute misunderstanding from people of ill will. Lukewarm acceptance is much more bewildering than outright rejection.

I had hoped that the white moderate would understand that law and order exist for the purpose of establishing justice and that when they fail in this purpose they become the dangerously structured dams that block the flow of social progress. I had hoped that the white moderate would understand that the present tension in the South is a necessary phase of the transition from an obnoxious negative peace, in which the Negro passively accepted his unjust plight, to a substantive and positive peace, in which all men will respect the dignity and worth of human personality. Actually, we who engage in nonviolent direct action are not the creators of tension. We merely bring to the surface the hidden tension that is already alive. We bring it out in the open, where it can be seen and dealt with. Like a boil that can never be cured so long as it is covered up but must be opened with all its ugliness to the natural medicines of air and light, injustice must be exposed, with all the tension its exposure creates, to the light of human conscience and the air of national opinion before it can be cured.

In your statement you assert that our actions, even though peaceful, must be condemned because they precipitate violence. But is this a logical assertion? Isn't this like condemning a robbed man because his possession of money precipitated the evil act of robbery? Isn't this like condemning Socrates because his unswerving commitment to truth and his philosophical inquiries precipitated the act by the misguided populace in which they made him drink hemlock? Isn't this like condemning Jesus because his unique God consciousness and never ceasing devotion to God's will precipitated the evil act of crucifixion? We must come to see that, as the federal courts have consistently affirmed, it is wrong to urge an individual to cease his efforts to gain his basic constitutional rights because the quest may precipitate violence. Society must protect the robbed and punish the robber. I had also hoped that the white moderate would reject the myth concerning time in relation to the struggle for freedom. I have just received a letter from a white brother in Texas. He writes: "All Christians know that the colored people will receive equal rights eventually,

but it is possible that you are in too great a religious hurry. It has taken Christianity almost two thousand years to accomplish what it has. The teachings of Christ take time to come to earth." Such an attitude stems from a tragic misconception of time, from the strangely irrational notion that there is something in the very flow of time that will inevitably cure all ills. Actually, time itself is neutral; it can be used either destructively or constructively. More and more I feel that the people of ill will have used time much more effectively than have the people of good will. We will have to repent in this generation not merely for the hateful words and actions of the bad people but for the appalling silence of the good people. Human progress never rolls in on wheels of inevitability; it comes through the tireless efforts of men willing to be co workers with God, and without this hard work, time itself becomes an ally of the forces of social stagnation. We must use time creatively, in the knowledge that the time is always ripe to do right. Now is the time to make real the promise of democracy and transform our pending national elegy into a creative psalm of brotherhood. Now is the time to lift our national policy from the quicksand of racial injustice to the solid rock of human dignity.

You speak of our activity in Birmingham as extreme. At first I was rather disappointed that fellow clergymen would see my nonviolent efforts as those of an extremist. I began thinking about the fact that I stand in the middle of two opposing forces in the Negro community. One is a force of complacency, made up in part of Negroes who, as a result of long years of oppression, are so drained of self respect and a sense of "somebodiness" that they have adjusted to segregation; and in part of a few middle-class Negroes who, because of a degree of academic and economic security and because in some ways they profit by segregation, have become insensitive to the problems of the masses. The other force is one of bitterness and hatred, and it comes perilously close to advocating violence. It is expressed in the various black nationalist groups that are springing up across the nation, the largest and best known being Elijah Muhammad's Muslim movement. Nourished by the Negro's frustration over the continued existence of racial discrimination, this movement is made up of people who have lost faith in America, who have absolutely repudiated Christianity, and who have concluded that the white man is an incorrigible "devil."

I have tried to stand between these two forces, saying that we need emulate neither the "do nothingism" of the complacent nor the hatred and despair of the black nationalist. For there is the more excellent way of love and nonviolent protest. I am grateful to God that, through the influence of the Negro church, the way of nonviolence became an integral part of our struggle. If this philosophy had not emerged, by now many streets of the South would, I am convinced, be flowing with blood. And I am further convinced that if our white brothers dismiss as "rabble rousers" and "outside agitators" those of us who employ nonviolent direct action, and if they refuse to support our nonviolent efforts, millions of Negroes will, out of frustration and despair, seek solace and security in black nationalist ideologies--a development that would inevitably lead to a frightening racial nightmare.

Oppressed people cannot remain oppressed forever. The yearning for freedom eventually manifests itself, and that is what has happened to the American Negro. Something within has reminded him of his birthright of freedom, and something without has reminded him that it can be gained. Consciously or unconsciously, he has been caught up by the Zeitgeist, and with his black brothers of Africa and his brown and yellow brothers of Asia, South America and the Caribbean, the United States Negro is moving with a sense of great urgency toward the promised land of racial justice. If one recognizes this vital urge that has engulfed the Negro community, one should readily understand why public demonstrations are taking place. The Negro has many pent up resentments and latent frustrations, and he must release them. So let him march; let him make prayer pilgrimages to the city hall; let him go on freedom rides -and try to understand why he must do so. If his repressed emotions are not released in nonviolent ways, they will seek expression through violence; this is not a threat but a fact of history. So I have not said to my people: "Get rid of your discontent." Rather, I have tried to say that this normal and healthy discontent can be channeled into the creative outlet of nonviolent direct action. And now this approach is being termed extremist. But though I was initially disappointed at being categorized as an extremist, as I continued to think about the matter I gradually gained a measure of satisfaction from the label. Was not Jesus an extremist for love: "Love your enemies, bless them that curse you, do good to them that hate you, and pray for them which spitefully use you, and persecute you." Was not Amos an extremist for justice: "Let justice roll down like waters and righteousness like an ever flowing stream." Was not Paul an extremist for the Christian gospel: "I bear in my body the marks of the Lord Jesus." Was not Martin Luther an extremist: "Here I stand; I cannot do otherwise, so help me God." And John Bunyan: "I will stay in jail to the end of my days before I make a butchery of my conscience." And Abraham Lincoln: "This nation cannot survive half slave and half free." And Thomas Jefferson: "We hold these truths to be self evident, that all men are created equal . . ." So the question is not whether we will be extremists, but what kind of extremists we will be. Will we be extremists for hate or for love? Will we be extremists for the preservation of injustice or for the extension of justice? In that dramatic scene on Calvary's hill three men were crucified. We must never forget that all three were crucified for the same crime--the crime of extremism. Two were extremists for immorality, and thus fell below their environment. The other, Jesus Christ, was an extremist for love, truth and

goodness, and thereby rose above his environment. Perhaps the South, the nation and the world are in dire need of creative extremists.

I had hoped that the white moderate would see this need. Perhaps I was too optimistic; perhaps I expected too much. I suppose I should have realized that few members of the oppressor race can understand the deep groans and passionate yearnings of the oppressed race, and still fewer have the vision to see that injustice must be rooted out by strong, persistent and determined action. I am thankful, however, that some of our white brothers in the South have grasped the meaning of this social revolution and committed themselves to it. They are still all too few in quantity, but they are big in quality. Some -such as Ralph McGill, Lillian Smith, Harry Golden, James McBride Dabbs, Ann Braden and Sarah Patton Boyle--have written about our struggle in eloquent and prophetic terms. Others have marched with us down nameless streets of the South. They have languished in filthy, roach infested jails, suffering the abuse and brutality of policemen who view them as "dirty nigger-lovers." Unlike so many of their moderate brothers and sisters, they have recognized the urgency of the moment and sensed the need for powerful "action" antidotes to combat the disease of segregation. Let me take note of my other major disappointment. I have been so greatly disappointed with the white church and its leadership. Of course, there are some notable exceptions. I am not unmindful of the fact that each of you has taken some significant stands on this issue. I commend you, Reverend Stallings, for your Christian stand on this past Sunday, in welcoming Negroes to your worship service on a nonsegregated basis. I commend the Catholic leaders of this state for integrating Spring Hill College several years ago.

But despite these notable exceptions, I must honestly reiterate that I have been disappointed with the church. I do not say this as one of those negative critics who can always find something wrong with the church. I say this as a minister of the gospel, who loves the church; who was nurtured in its bosom; who has been sustained by its spiritual blessings and who will remain true to it as long as the cord of life shall lengthen.

When I was suddenly catapulted into the leadership of the bus protest in Montgomery, Alabama, a few years ago, I felt we would be supported by the white church. I felt that the white ministers, priests and rabbis of the South would be among our strongest allies. Instead, some have been outright opponents, refusing to understand the freedom movement and misrepresenting its leaders; all too many others have been more cautious than courageous and have remained silent behind the anesthetizing security of stained glass windows.

In spite of my shattered dreams, I came to Birmingham with the hope that the white religious leadership of this community would see the justice of our cause and, with deep moral concern, would serve as the channel through which our just grievances could reach the power structure. I had hoped that each of you would understand. But again I have been disappointed.

I have heard numerous southern religious leaders admonish their worshipers to comply with a desegregation decision because it is the law, but I have longed to hear white ministers declare: "Follow this decree because integration is morally right and because the Negro is your brother." In the midst of blatant injustices inflicted upon the Negro, I have watched white churchmen stand on the sideline and mouth pious irrelevancies and sanctimonious trivialities. In the midst of a mighty struggle to rid our nation of racial and economic injustice, I have heard many ministers say: "Those are social issues, with which the gospel has no real concern." And I have watched many churches commit themselves to a completely other worldly religion which makes a strange, un-Biblical distinction between body and soul, between the sacred and the secular.

I have traveled the length and breadth of Alabama, Mississippi and all the other southern states. On sweltering summer days and crisp autumn mornings I have looked at the South's beautiful churches with their lofty spires pointing heavenward. I have beheld the impressive outlines of her massive religious education buildings. Over and over I have found myself asking: "What kind of people worship here? Who is their God? Where were their voices when the lips of Governor Barnett dripped with words of interposition and nullification? Where were they when Governor Wallace gave a clarion call for defiance and hatred? Where were their voices of support when bruised and weary Negro men and women decided to rise from the dark dungeons of complacency to the bright hills of creative protest?"

Yes, these questions are still in my mind. In deep disappointment I have wept over the laxity of the church. But be assured that my tears have been tears of love. There can be no deep disappointment where there is not deep love. Yes, I love the church. How could I do otherwise? I am in the rather unique position of being the son, the grandson and the great grandson of preachers. Yes, I see the church as the body of Christ. But, oh! How we have blemished and scarred that body through social neglect and through fear of being nonconformists.

There was a time when the church was very powerful--in the time when the early Christians rejoiced at being deemed worthy to suffer for what they believed. In those days the church was not merely a thermometer that recorded the ideas and principles of popular opinion; it was a thermostat that transformed the mores of society. Whenever the early Christians entered a town, the people in power became disturbed and immediately sought to convict the Christians for being "disturbers of the peace" and "outside agitators." But the Christians pressed on, in the conviction that they were "a colony of heaven," called to obey God rather than man. Small in number, they were big in commitment. They were too God-intoxicated to be "astronomically intimidated." By their effort and example they brought an end to such ancient evils as infanticide and gladiatorial contests. Things are different now. So often the contemporary church is a weak, ineffectual voice with an uncertain sound. So often it is an archdefender of the status quo. Far from being disturbed by the presence of the church, the power structure of the average community is consoled by the church's silent--and often even vocal--sanction of things as they are.

But the judgment of God is upon the church as never before. If today's church does not recapture the sacrificial spirit of the early church, it will lose its authenticity, forfeit the loyalty of millions, and be dismissed as an irrelevant social club with no meaning for the twentieth century. Every day I meet young people whose disappointment with the church has turned into outright disgust.

Perhaps I have once again been too optimistic. Is organized religion too inextricably bound to the status quo to save our nation and the world? Perhaps I must turn my faith to the inner spiritual church, the church within the church, as the true ekklesia and the hope of the world. But again I am thankful to God that some noble souls from the ranks of organized religion have broken loose from the paralyzing chains of conformity and joined us as active partners in the struggle for freedom. They have left their secure congregations and walked the streets of Albany, Georgia, with us. They have gone down the highways of the South on tortuous rides for freedom. Yes, they have gone to jail with us. Some have been dismissed from their churches, have lost the support of their bishops and fellow ministers. But they have acted in the faith that right defeated is stronger than evil triumphant. Their witness has been the spiritual salt that has preserved the true meaning of the gospel in these troubled times. They have carved a tunnel of hope through the dark mountain of disappointment. I hope the church as a whole will meet the challenge of this decisive hour. But even if the church does not come to the aid of justice, I have no despair about the future. I have no fear about the outcome of our struggle in Birmingham, even if our motives are at present misunderstood. We will reach the goal of freedom in Birmingham and all over the nation, because the goal of America is freedom. Abused and scorned though we may be, our destiny is tied up with America's destiny. Before the pilgrims landed at Plymouth, we were here. Before the pen of Jefferson etched the majestic words of the Declaration of Independence across the pages of history, we were here. For more than two centuries our forebears labored in this country without wages; they made cotton king; they built the homes of their masters while suffering gross injustice and shameful humiliation -and yet out of a bottomless vitality they continued to thrive and develop. If the inexpressible cruelties of slavery could not stop us, the opposition we now face will surely fail. We will win our freedom because the sacred heritage of our nation and the eternal will of God are embodied in our echoing demands. Before closing I feel impelled to mention one other point in your statement that has troubled me profoundly. You warmly commended the Birmingham police force for keeping "order" and "preventing violence." I doubt that you would have so warmly commended the police force if you had seen its dogs sinking their teeth into unarmed, nonviolent Negroes. I doubt that you would so quickly commend the policemen if you were to observe their ugly and inhumane treatment of Negroes here in the city jail; if you were to watch them push and curse old Negro women and young Negro girls; if you were to see them slap and kick old Negro men and young boys; if you were to observe them, as they did on two occasions, refuse to give us food because we wanted to sing our grace together. I cannot join you in your praise of the Birmingham police department.

It is true that the police have exercised a degree of discipline in handling the demonstrators. In this sense they have conducted themselves rather "nonviolently" in public. But for what purpose? To preserve the evil system of segregation. Over the past few years I have consistently preached that nonviolence demands that the means we use must be as pure as the ends we seek. I have tried to make clear that it is wrong to use immoral means to attain moral ends. But now I must affirm that it is just as wrong, or perhaps even more so, to use moral means to preserve immoral ends. Perhaps Mr. Connor and his policemen have been rather nonviolent in public, as was Chief Pritchett in Albany, Georgia, but they have used the moral means of nonviolence to maintain the immoral end of racial injustice. As T. S. Eliot has said: "The last temptation is the greatest treason: To do the right deed for the wrong reason."

I wish you had commended the Negro sit inners and demonstrators of Birmingham for their sublime courage, their willingness to suffer and their amazing discipline in the midst of great provocation. One day the South will recognize its real heroes. They will be

the James Merediths, with the noble sense of purpose that enables them to face jeering and hostile mobs, and with the agonizing loneliness that characterizes the life of the pioneer. They will be old, oppressed, battered Negro women, symbolized in a seventy two year old woman in Montgomery, Alabama, who rose up with a sense of dignity and with her people decided not to ride segregated buses, and who responded with ungrammatical profundity to one who inquired about her weariness: "My feet is tired, but my soul is at rest." They will be the young high school and college students, the young ministers of the gospel and a host of their elders, courageously and nonviolently sitting in at lunch counters and willingly going to jail for conscience' sake. One day the South will know that when these disinherited children of God sat down at lunch counters, they were in reality standing up for what is best in the American dream and for the most sacred values in our Judaeo Christian heritage, thereby bringing our nation back to those great wells of democracy which were dug deep by the founding fathers in their formulation of the Constitution and the Declaration of Independence.

Never before have I written so long a letter. I'm afraid it is much too long to take your precious time. I can assure you that it would have been much shorter if I had been writing from a comfortable desk, but what else can one do when he is alone in a narrow jail cell, other than write long letters, think long thoughts and pray long prayers?

If I have said anything in this letter that overstates the truth and indicates an unreasonable impatience, I beg you to forgive me. If I have said anything that understates the truth and indicates my having a patience that allows me to settle for anything less than brotherhood, I beg God to forgive me.

I hope this letter finds you strong in the faith. I also hope that circumstances will soon make it possible for me to meet each of you, not as an integrationist or a civil-rights leader but as a fellow clergyman and a Christian brother. Let us all hope that the dark clouds of racial prejudice will soon pass away and the deep fog of misunderstanding will be lifted from our fear drenched communities, and in some not too distant tomorrow the radiant stars of love and brotherhood will shine over our great nation with all their scintillating beauty.

Yours for the cause of Peace and Brotherhood,

Martin Luther King, Jr.

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16.3: Rhetorical Analysis--Assignment

15.3 Assignment: Rhetorical Analysis Essay

15.3.1 Assignment Description

- **1,000 words minimum** (around 3-4 pages), 1,250 word maximum. Word count DOES NOT include your heading and title
- Must be in MLA format
- Must have a Works Cited page

Purpose: Examine the rhetorical modes of persuasion (logos, pathos, and ethos) employed by Rev. Dr. Martin Luther King, Jr. in “Letter from a Birmingham Jail” to **argue** whether, and to what extent, he is effective in arguing his own points.

Audience: Your fellow Engl-101-097 classmates

Source text: “Letter from a Birmingham Jail” by Rev. Dr. Martin Luther King, Jr.

No outside sources are required for this paper. Depending on your thesis, you may find it helpful to reference details about the author(s)—if you do so, and those details are not common knowledge, those sources must be cited.

This is NOT a research essay. Your goal is to identify and assess the modes of persuasion used by the author, not the actual validity of their arguments. This essay should not argue points on MLK, The Civil Rights movement, or protesting. Remember that rhetorical effectiveness does not necessarily equal truth or validity. **Something that is rhetorically effective simply achieves its purpose.**

To do this assignment, you will need to carefully read—do the 3 reads, and annotate— “Letter from a Birmingham Jail.” If you had difficulty understanding the article, I recommend you see a Reading tutor at Truman’ WRC before you begin writing. I also recommend everyone schedule an appointment with a writing tutor at least once for each major writing assignment.

Structure requirements

Your introduction must include an attention-getting hook, some context on the letter, a short summary of the letter including MLK’s thesis, a bridge to your thesis, and your thesis statement.

The body of your essay must argue your thesis. Everything in the body of your essay should support your thesis. If it doesn’t, it shouldn’t be there. You’ll prove your argument viable by providing explanation of the rhetorical modes of persuasion used, showing (by quotes and paraphrases) where the authors attempt to employ these devices, and then explaining how and why these attempts are successful or not.

Your conclusion is a single paragraph that restates your main points and your thesis. It must not present any new information. It should end with a provocative or summative thought.

15.3.2 Thesis example

In “A Letter from Birmingham Jail,” Martin Luther King Jr. does not effectively argue his major points because he relies too heavily on pathos, his employment of logos is incorrect, and his use of ethos would not have connected to his audience.

Now, let’s break it down:

In “A Letter from Birmingham Jail,”

[1. Martin Luther King Jr. does not effectively argue his major points] CONCLUSION

because

[2. he relies too heavily on pathos,] PREMISE

while

[3. his employment of logos is incorrect], PREMISE

and

[4. his use of ethos would not have connected to his audience]. PREMISE

· Part 1 states if you think MLK was effective in his use of rhetoric, or the conclusion of your argument.

o Options:

§ he was effective

§ he was not effective

§ he was somewhat effective/ he was somewhat ineffective

· Part 2 provides a premise for your conclusion: it describes your perspective on how he used pathos, and how that relates to the effectiveness/ineffectiveness of his argument for his audience.

· Part 3 provides a premise for your conclusion: it describes your perspective on how he used logos, and how that relates to the effectiveness/ineffectiveness of his argument for his audience.

· Part 4 provides a premise for your conclusion: it describes your perspective on how he used ethos, and how that relates to the effectiveness/ineffectiveness of his argument for his audience.

Try it for yourself:

In “A Letter from Birmingham Jail,” Martin Luther King Jr. _____

_____, because _____,

_____, and _____

_____.

Keep in mind, this is a suggested template. You can organize your thesis in any way you see

fit, as long as it states whether or not MLK’s argument was effective, and addresses his use of logos, pathos, and ethos.

15.3.3 Suggestions on How to Organize Your Rhetorical Analysis

There are many ways to organize your rhetorical analysis, but here are two possible ways:

By Argument

MLK refutes many points that his opponents, real or intelligently imagined, make. Before refuting them, however, he states their specific argument. Consider the following quotes:

“One of the basic points in your statement is that the action that I and my associates have taken in Birmingham is untimely.” (real opposition)

“You may well ask: ‘Why direct action? Why sit ins, marches and so forth? Isn’t negotiation a better path?’” (an imagined opponent/opposition—this is called planting a naysayer—more on this later!)

In either case, MLK reports what “they say,” and he then refutes his opponent’s claims using logos, pathos, and ethos (his “I say”). He does this many times throughout the essay.

So, you can organize your essay based on these arguments. Begin by locating those “they say/I say” arguments, then select the most important arguments, and finally identify the modes of persuasion (the logos, pathos, and ethos) he uses to effectively/ineffectively argue.

Each paragraph would look something like this, but **each paragraph** will cover a different argument:

I. Topic sentence: *King states that X says Y, and he then then expertly refutes X’s claims primarily using pathos, though he also relies on logos.*

A. Transition

B. Example of “expert” use of pathos from text

C. Explanation as to why this strengthens his argument

D. More explanation

- E. Another example of pathos
- F. Explanation as to why this strengthens his argument
- G. More explanation
- H. Transition
- I. Example of use of logos from text
- J. Explanation as to why this strengthens his argument
- K. More explanation
- L. Another example of logos
- M. Explanation as to why this strengthens his argument
- N. Conclusion

By Logos/Pathos/Ethos.

You can also organize your paper by separately covering logos, pathos, and ethos.

In this model, you would have **one paragraph about logos, one on pathos, and another on ethos.**

This seems easy, right? Well, this model does not allow for the complexity of the text. MLK

is often uses pathos and logos in the same phrase, or ethos, logos, and pathos in a single sentence.

Remember, in rhetoric, there are few “pure” pathos or ethos statements, and even logos will usually work in tandem with pathos or ethos. If you choose to use this model, then you will still have to talk about more than one element of rhetoric in any given paragraph.

In order to properly deal with the complexity of the text, you can choose to have paragraphs that primarily deal with a single mode of persuasion, but that also deal with other modes.

For example:

I. Topic sentence: *King’s use of ethos is the foundation of his argument.*

- A. Transition
- B. Example of foundational use of ethos from text
- C. Explanation as to why this strengthens his argument
- D. More explanation
- E. Another example of ethos
- F. Explanation as to why this strengthens his argument
- G. More explanation
- H. Transition
- I. Another example of ethos
- J. Explanation as to why this strengthens his argument
- K. Acknowledgement that his quote also contains pathos.
- L. Explanation of how this combination of ethos and pathos work well together
- M. Example of use of ethos from text
- N. Explanation as to why this strengthens his argument
- O. Conclusion

From this outline we can see that this paragraph would be mostly about ethos, but it would also acknowledge when other modes of persuasion are present in the given examples.

Other outline examples

You do not have to use either outline for your essay—these are just possibilities to spark your own outline creation. You may, however, use them in part or exactly.

Example brief outline 1

1. Introduction (1-2 paragraphs)
 - a. Hook
 - b. Topic introduction
 - c. Article Summary
 - d. Bridge to thesis
 - e. Argumentative thesis statement
2. Author's use of ethos (1 paragraphs)
3. use of logos (1-paragraph)
4. use of pathos (1 paragraph)
5. Conclusion (1 paragraph)
 - a. Restate thesis
 - b. Summarize main points
 - c. Summary sentence

Example brief outline 2

1. Introduction (1-2 paragraphs)
 - a. Hook
 - b. Topic introduction
 - c. Article Summary
 - d. Bridge to thesis
 - e. Argumentative thesis statement
2. Discuss MLK's use of logos, pathos, ethos and its effectiveness for his intended audience (2 paragraphs)
3. Discuss MLK's use of logos, pathos, ethos and its effectiveness for his audience (2 paragraphs)
4. Conclusion (1 paragraph)
 - a. Restate thesis
 - b. Summarize main points
 - c. Summary sentence

However you decide to organize your analysis, keep in mind that your argument should flow, and most importantly, it should answer the prompt completely and in detail.

15.3.4 Rubric

Rhetorical Analysis Essay Rubric Engl-101/097 Prof. Nowacki

150 points possible Your score: / 150 Letter Grade:

Essay Element/Criteria	Excellent	Good	Meets Expectations	Does not Meet Expectations
INTRODUCTION/CONCLUSION (25-0) --introductory paragraph(s) contain(s) ALL of the following: attention-getting hook, a brief overview of the issue the article discusses and why it's relevant, a short summary of the article including it is arguing (their thesis), a bridge to your thesis, and your thesis statement --conclusion is a single paragraph that restates your main points and your thesis. It must not present any new information. It should end with a provocative or summative thought.	25-22.5	22-20	20-17.5	17-0
THESIS (15-0) The thesis statement examines the rhetorical modes of persuasion (logos, pathos, and ethos) employed by both authors to argue whether, and to what extent, they are effective in arguing their own points.	15-14	13-12	12-11	10-0
UNDERSTANDING THE RHETORICAL SITUATION AND MODES OF PERSUASION (40-0) --demonstrates understanding of logos, pathos, and ethos and correctly identifies each in the authors' texts --the rhetorical situation of the texts are addressed and incorporated into the analysis	40-36	35.5-32	31.5-28	27.5-0
STRENGTH OF THE ARGUMENT (30-0) --includes a focused, clear thesis statement that states a position, gives reasoning, and has an appropriate scope and relevant information for readers --develops a persuasive argument --uses topic sentences to support the thesis with clear assertions, explanations, and well-reasoned arguments --uses thorough and accurate evidence from the two source texts to support the thesis and develop the argument --uses critical thinking to interpret and explain evidence logically	30-28	27-24	23-20	19-0
QUALITY OF THE WRITING (15-0) --follows MLA formatting guidelines and is at least 1,000 words --is organized and coherent with well-structured paragraphs --all content in the essay supports the thesis --shows originality of voice --displays tone, sentence style, and word choice appropriate to an academic audience (casual, conversational, or expletives are NOT used) --controls grammar errors, which do not interfere with comprehension	15-14	13-12	12-11	10-0
USE OF SOURCES (25-0) --MLK's text is analyzed and cited --integrates source material effectively through the use of quotations, paraphrase, or summary (as appropriate) --gives credit to sources from which facts, ideas, and quotations are taken using correct MLA in-text citations and a "Works Cited" page --in-text citations are correctly presented in MLA format --Works Cited page is its own page and is correctly presented in MLA format --if you used outside resources (not required), those sources are correctly cited in MLA format	25-22.5	22-20	20-17.5	17-0

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CHAPTER OVERVIEW

17: Critical Reading and Annotation for Academic Writing by H. Morrison

[17.1: Critical Reading--Reading Assignment](#)

[17.2: Critical Reading--Classroom Activity](#)

[17.3: Critical Reading--Assignment](#)

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17.1: Critical Reading--Reading Assignment

Critical Reading & Annotation

Critical Reading is active and engaged reading. This means fully understanding the text and asking questions of the text. As such, annotation is a key component of critical reading.

Critical Reading is also one of the most important skills you can have in any college class. Regardless of discipline or level of the course you are taking, your critical reading skills will help you understand new information, question and critique assumptions and premises, and enable you to innovate and imagine.

Setting and set-up

- Choose the quietest space you have access to.
- Turn off any media in which there is talking. Your brain cannot completely process both spoken words and written words.
- If you need some background noise, use a white noise machine, or ambient sound, or lyrical-less music.
- Get rid of any distractions. Turn off notifications, close out of browsers etc.
- Get comfortable, but not too comfortable: choose a comfortable upright position in which to sit. Laying down is not recommended (that's a recipe for an undesired nap).
- **Pre-read:** Quickly skim over the entire text paying attention to titles, headings and subheadings, highlighted sections, and images
- Assess how much you need to read and how difficult/ time consuming a careful reading will be.
- Make a reading plan based on this assessment. Know that ultimately you will fully and completely read the text three times. See **Three Real Reads**.
- Be sure to plan breaks. Breaks should be often and include getting up, stretching, moving your body, and drinking or eating.

Three Real Reads

Three Real Reads method is done in addition to the pre-reading noted above.

Note: You may want to cut corners here—don't do it! Reading a text once or even twice is not enough to understand to write a critical, accurate essay!

1. Read the text straight through without stopping to look words up or take notes. Read with the awareness that you will read it twice more, once to annotate, and another time after you receive the essay prompt. While you should not skim for this read, you can read faster than normal as long as you are comprehending the text.
2. Read the text again, and **Annotate**, according the directions in this text. Ensure you look up any unknown words and write their definitions. This reading will take the longest time—it's a slow read in which you will stop many times to look up words and take notes.
3. Read the text a third time, and as you read, consider the precise directions in the essay prompt for which are expected to use the text.

Annotation

Annotation is the practice of adding notes—comments and questions alike—to a text in addition to highlining, underlining or otherwise marking the text.

Annotation is a powerful tool that not only helps you return to a text to write about it later, but actually helps you comprehend and engage with the text as you read, making you understand the text better.

Critical Reading Annotations should be a mixture of in-text markings and marginal comments and should include the following:

- Indications of
 - major plot points/main ideas
 - supporting points
 - important names, places, events, or things

via highlighting or underlining directly in the text

- Definitions of words or phrases you are unfamiliar with (write in the margins)
- Questions of clarity, e.g. “What does it mean to ‘amplify minority voices in the college classroom’ ”? (write in the margins)
- Questions of rhetoric, e.g. “Why does the author use so much emotional language in the introduction?” (write in the margins)

Note:

- If you have a printed text, or you print it out, have multiple colors of pen and a highlighter.
- If you are working with text on screen, copy and paste the text into a word document where you can add notes and highlight digitally.
- If you are reading a pdf and don’t have the needed software to annotate such documents, print out the document. If your instructor doesn’t provide a text that can be annotated virtually, and that’s what you need, speak to them about it.

Here’s an example of an annotated text.

There are many ways to annotate, but unless—or until—you have a routine that works best for you, try the method described here.

After completing the setting and set-up tips above, do the following:

Critical Reading Annotation Tips

- Annotate by reading with a pen in hand or your hands on the keyboard/mouse!

Annotation is a key part of critical reading: you aren’t reading critically if you aren’t annotating. The two most basic moves of annotation are underlining and writing in the margins

- Underline key points, especially those found in topic sentences
- Highlight key words and terms by drawing a box around them
- Although many students like to use highlighters, highlighting a text is not sufficient; if you do use a highlighter, you should also write in the margins
- **Whatever you do, create a colored-coded key to indicate what various colors/highlights mean.**
- Write key ideas/main points in the margins
- Read with a dictionary ready to go. Have Google open or the dictionary website of your choice.
- As you read, ask questions
 - Don’t just read to understand what the writer is saying (although that’s important); read to figure out how, why, and the reason things happen since these are the deeper analytic questions
 - Stop often and ask questions: What is the writer’s main point? Why did they choose that example? Why are they highlighting those statistics? What is the author leaving out, or missing? What does the title mean? Why does the writer begin the text this way?
 - Also ask *how*, *why*, and *so what*
 - Write key questions in the margins
- Consider who the writer’s intended audience, purpose, the publisher, and the genre
- Evaluate the text’s arguments
 - First, identify all of the text’s arguments. Then, evaluate them: what assumptions or inferences are behind their argument? How credible do you find their evidence? How persuasive do you find their evidence? If applicable, break down complicated arguments into parts, examine those parts, and then evaluate how significant each part.
- Identify connections
 - What similarities do you see between the text and other texts that make similar arguments? Or texts that deal with similar topics? What’s different? What are your thoughts about the similarities or differences?

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17.2: Critical Reading--Classroom Activity

2.2 Activity

Self-reflection and knowing your strengths and weaknesses are crucial parts of excelling in college. Your self-awareness can not only help you create study schedules that actually meet your needs, but it can also tell you when it's time to try a new technique or reach out for help.

The critical reading strategies described in this chapter are ultimately just suggestions. While you will have to show evidence of annotation, and your critical understanding of the texts presented in this course is a key to your success, the ways you go about these tasks are up to you.

Write a paragraph considering the reading skills and strategies you've used in the past and your plan for the future. What has worked well for you? What hasn't worked well for you? How do you feel about reading in general, and how do you feel about reading for this class in particular? What are your thoughts about the techniques presented in this chapter? What techniques do you see yourself actually using for the required reading in this course? Be honest—it's safe to express your disdain and/or your perceived shortcomings here. Finally, include some tips on critical reading that you would recommend to a classmate. You will not have to share any other part of this writing assignment but be ready to share your suggestion(s) during class discussion.

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17.3: Critical Reading--Assignment

2.3 Assignment

Critically read and annotate the text below. Be sure to create a color-coded key, as seen in the example annotation. You will later write a summary of this short story and ultimately, you will compose an argumentative summary and response essay on the same text.

"Désirée's Baby"

by [Kate Chopin](#)

Kate Chopin, a white American woman author, wrote "Désirée's Baby" in late 1892. It was first published in *Vogue* —the same *Vogue* magazine that is published today— on January 14, 1893, the first of nineteen Kate Chopin stories that *Vogue* published. It was reprinted in Chopin's collection of stories, *Bayou Folk*, in 1894. You can find additional information about "Désirée's Baby," and Chopin's other works and biography at the Kate Chopin International Society website, from which the following text was acquired: <https://www.katechopin.org>.

Content Warning: Suicide, death, anti-black racism.

Your notes/vocab	Short story text
	As the day was pleasant, Madame Valmondé drove over to L'Abri to see Désirée and the baby. It made her laugh to think of Désirée with a baby. Why, it seemed but yesterday that Désirée was little more than a baby herself; when Monsieur in riding through the garden found her lying asleep in the shadow of the big stone pillar. The little one awoke in his arms and began to cry for "Dada." That was as much as she could do or say. Some people thought she might have strayed there of her own accord at a toddling age. The prevailing belief was that she had been purposely left by a party of Texans, whose canvas-covered wagon, late in the day, had crossed the ferry that crossed the plantation. In time Madame Valmondé abandoned every speculation but the one that Désirée had been sent to her by a beneficent Providence to be the child of her race, and was without child of the flesh. For the girl grew to be beautiful and gentle, affectionate and sincere,—the idol of Valmondé. It was no wonder, when she stood one day against the stone pillar in whose shadow she had lain asleep, eighteen years before, that Armand Aubigny riding by and seeing her love with her. That was the way all the Aubignys fell in love, as if struck by a pistol shot. The wonder was that he had not loved her before; for he had known her since he came home from Paris, a boy of eight, after his mother died there. The passion that awoke in him that day, when he saw her at the gate, swept along like an avalanche, or anything that drives headlong over all obstacles. Monsieur Valmondé grew practical and wanted things well considered: that is, the girl's obscure origin. Armand looked into her eyes and did not care. He was reminded of his mother. What did it matter about a name when he could give her one of the oldest and proudest in Louisiana? He ordered the corbeille from Paris, and contained himself with what he could; then they were married. Madame Valmondé had not seen Désirée and the baby for four weeks. When she reached L'Abri she shuddered at the first sight of it, as she always did. It was a sad sight. Many years had not known the gentle presence of a mistress, old Monsieur Aubigny having married and buried his wife in France, and she having loved her own land. The roof came down steep and black like a cowl, reaching out beyond the wide galleries that encircled the yellow stuccoed house. Big, solemn oaks grew close to it, and their reaching branches shadowed it like a pall. Young Aubigny's rule was a strict one, too, and under it his negroes had forgotten how to be gay, as they had been during the late and indulgent lifetime. The young mother was recovering slowly, and lay full length, in her soft white muslins and laces, upon a couch. The baby was beside her, upon her arm, where he had fallen. The yellow nurse woman sat beside a window fanning herself. Madame Valmondé bent her portly figure over Désirée and kissed her, holding her an instant tenderly in her arms. Then she turned to the child. "This is not the baby!" she exclaimed, in startled tones. French was the language spoken at Valmondé in those days. "I knew you would be astonished," laughed Désirée, "at the way he has grown. The little cochon de lait! Look at his legs, mamma, and his hands and finger-nails,—real fingers!" To cut them this morning isn't it true, Zandrine?" The woman bowed her turbaned head majestically, "Mais si, Madame." "And the way he cries," went on Désirée, "is deafening. Armand heard him the other day as far away as La Blanche's cabin." Madame Valmondé had never removed her eyes from the child. She lifted it and walked with it over to the window that was lightest. She scanned the baby narrowly, then Zandrine, whose face was turned to gaze across the fields. "Yes, the child has grown, has changed;" said Madame Valmondé, slowly, as she replaced it beside its mother. "What does Armand say?" Désirée's face became suffused with a glow that was happiness itself. "Oh, Armand is the proudest father in the parish, I believe, chiefly because it is a boy, to bear his name; though he says not,—that he would have loved a girl as well. I know he says that to please me. And mamma," she added, drawing Madame Valmondé's head down to her, and speaking in a whisper, "he has n't punished one of them since the baby is born. Even Négrillon, who pretended to have burnt his leg that he might rest from work—he only laughed, and said Négrillon was a great scamp. Oh, mamma, I love him." What Désirée said was true. Marriage, and later the birth of his son had softened Armand Aubigny's imperious and exacting nature greatly. This was what made the girl so loved him desperately. When he frowned she trembled, but loved him. When he smiled, she asked no greater blessing of God. But Armand's dark, handsome face, disfigured by frowns since the day he fell in love with her. When the baby was about three months old, Désirée awoke one day to the conviction that there was something in the air menacing her peace. It was at first too subtle to disquieting suggestion; an air of mystery among the blacks; unexpected visits from far-off neighbors who could hardly account for their coming. Then a strange, an awful manner, which she dared not ask him to explain. When he spoke to her, it was with averted eyes, from which the old love-light seemed to have gone out. He absented himself when there, avoided her presence and that of her child, without excuse. And the very spirit of Satan seemed suddenly to take hold of him in his dealings with the slaves, enough to die. She sat in her room, one hot afternoon, in her peignoir, listlessly drawing through her fingers the strands of her long, silky brown hair that hung about her shoulders. She lay asleep upon her own great mahogany bed, that was like a sumptuous throne, with its satin-lined half-canopy. One of La Blanche's little quadroon boys—half naked too—sat slowly with a fan of peacock feathers. Désirée's eyes had been fixed absently and sadly upon the baby, while she was striving to penetrate the threatening mist that she felt looked from her child to the boy who stood beside him, and back again; over and over. "Ah!" It was a cry that she could not help, which she was not conscious of having turned like ice in her veins, and a clammy moisture gathered upon her face. She tried to speak to the little quadroon boy; but no sound would come, at first. When he heard his name uttered, he looked up, and his mistress was pointing to the door. He took a soft fan, and obediently stole away, over the polished floor, on his bare tiptoes. She stayed motionless, with gaze riveted upon her child, and her face the picture of fright. Presently her husband entered the room, and without noticing her, went to a table among some papers which covered it. "Armand," she called to him, in a voice which must have stabbed him, if he was human. But he did not notice. "Armand," she said again. Then she rose and tottered toward him, panting once more, clutching his arm, "look at our child. What does it mean? tell me." He coldly but gently loosened her fingers from about his arm and thrust the hand away from him. "Tell me what it means!" she cried despairingly. "It means," he answered lightly, "that the child is not white; it means that you are not white." A quick conception of all that this accusation meant for her nerved her with unwonted courage to deny it. "It is a lie; it is not true, I am white! Look at my hair, it is brown. Armand, you know they are gray. And my skin is fair," seizing his wrist. "Look at my hand; whiter than yours, Armand," she laughed hysterically. "As white as La Blanche's," he returned cruelly; and went away leaving her alone with her child. When she could hold a pen in her hand, she sent a despairing letter to Madame Valmondé. "My mother, they tell me I am not white. Armand has told me I am not white. For God's sake tell them it is not true. You must know it is not true. I shall die. I must die and live." The answer that came was as brief: "My own Désirée: Come home to Valmondé; back to your mother who loves you. Come with your child." When the letter reached Désirée she went with it to her husband's study, and laid it open upon the desk before which he sat. She was like a stone image: silent, white, motionless. In silence he ran his cold eyes over the written words. He said nothing. "Shall I go, Armand?" she asked in tones sharp with agonized suspense. "Yes, go." "Do you want me to go?" "Yes, I want you to go." He thought Almighty God had dealt cruelly and unjustly with him; and felt, somehow, that he was paying Him back in kind when he stabbed thus into his wife's soul the words she loved her, because of the unconscious injury she had brought upon his home and his name. She turned away like one stunned by a blow, and walked slowly towards the door, hoping he would call her back. "Good-by, Armand," she moaned. He did not answer her. That was his last blow at fate.

Désirée went in search of her child. Zandrine was pacing the sombre gallery with it. She took the little one from the nurse's arms with no word of explanation, and descending the steps, walked away, under the live-oak branches. It was an October afternoon; the sun was just sinking. Out in the still fields the negroes were picking cotton. Désirée had not changed the thin white garment nor the slippers which she wore. Her hair was uncovered and the sun's rays brought a golden gleam from its brown mass. She walked across a deserted field, where the stubble bruised her tender feet, so delicately shod, in shreds. She disappeared among the reeds and willows that grew thick along the banks of the deep, sluggish bayou; and she did not come back again.

.....

Some weeks later there was a curious scene enacted at L'Abri. In the centre of the smoothly swept back yard was a great bonfire. Armand Aubigny sat in the wide highway, looking on at the view of the spectacle; and it was he who dealt out to a half dozen negroes the material which kept this fire ablaze. A graceful cradle of willow, with all its dainty furbishings, was laid upon the pyre, which had already been fed with the richness of a priceless layette. Then there were satin ones added to these; laces, too, and embroideries; bonnets and gloves; for the corbeille had been of rare quality. The last thing to go was a tiny bundle of letters; innocent little scribbles that Désirée had sent to him during the days of their espousal. There was the remnant of one which he took them. But it was not Désirée's; it was part of an old letter from his mother to his father. He read it. She was thanking God for the blessing of her husband's "But, above all," she wrote, "night and day, I thank the good God for having so arranged our lives that our dear Armand will never know that his mother, who adores him, is cursed with the brand of slavery."

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CHAPTER OVERVIEW

18: The Rhetorical Situation by H. Morrison

[18.1: The Rhetorical Situation--Reading Selection](#)

[18.2: Activity by H. Morrison](#)

[18.3: Activity by H. Morrison](#)

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18.1: The Rhetorical Situation--Reading Selection

14.1 Understanding the situation

What's a text?

A text is anything that can be “read,” i.e., consumed and interpreted. A book, an article, a YouTube video, a TikTok, a presidential campaign poster, and a syllabus are all examples of texts.

What is rhetoric?

Rhetoric is persuasive communication, or the art of persuasive speaking, writing, or otherwise communicating through a text. The persuasion that rhetoric refers to is usually understood as intentional, e.g. the creator of a text must have the intention to persuade in order for it to be rhetorically analyzed. However, many rhetoricians (people who study rhetoric and/or carefully craft their own text based on the rules of rhetoric) argue that every communication is rhetoric because we are always trying to persuade someone of something.

The term “rhetoric” is often pejoratively used to refer to language or texts that are clever or cunning, but lacking substance, or in reference to a text that is artfully done but with scarce, poor-quality, or false content. For instance, someone might say “all his rhetoric is a waste of time” regarding a politician’s floral descriptions and promises he couldn’t possibly fulfill in his role. In this way, rhetoric is sometimes used to indicate trickery or deception. These are colloquial understandings of rhetoric: the studying and employing of rhetorical principles from the Aristotelian method that we’re using, is actually a pursuit of truth. By considering the audience’s characteristics, experiences, needs, and desires and then tailoring the messaging of the content to that, rhetoric seeks to convey the content—the truthful content—in ways that the audience is able and/or willing to consume. Rhetoric is misused when, in considering the audience, it seeks to manipulate the truth or the will of the audience.

In short, rhetoric refers to *how* something is said, written, or otherwise conveyed.

The Rhetorical Situation¹

The *Rhetorical Situation* refers to the circumstances that bring texts into existence. The concept emphasizes that writing is a social activity, produced by people in particular situations for particular goals. It helps individuals understand that, because writing is highly situated and responds to specific human needs in a particular time and place, texts should be produced and interpreted with these needs and contexts in mind.

Thinking carefully about the situations in which you write, or produce texts, can lead you to produce more meaningful texts that are appropriate for the situation and responsive to others’ needs, values, and expectations. This is true whether writing a workplace e-mail or completing a college writing assignment.

As a reader and consumer of texts, considering the rhetorical situation can help you develop a more detailed understanding of others and their texts.

Basically, the rhetorical situation can help writers and readers think through and determine *why texts exist, what they aim to do, and how they do it* in particular situations.

The **author/creator**, the **topic**, the **context**, the **purpose**, and **audience** constitute the Rhetorical Situation in which the rhetoric occurs. While these five elements are treated as five separate things, they’re interconnected. For instance, who the author is greatly influences the topic, and the context and the author themselves shape the purpose.

¹ Partial Section Source Attribution:

Jory, Justin. “The Rhetorical Situation.” Pressbooks, 2016. <https://pressbooks.pub/openenglishat...cal-situation/>.

What do we need to know about the author/creator?

We don’t need their life story, but we need to know what enables them to speak/write credibly on the subject. This credibility can come from identity within a group resulting in relevant experience, verified experiences, academic degrees, or other certified training and education. You’ll notice the common thread through all of those is that an outside source asserts competency or

experience in a particular area. There have been numerous nonfiction or memoir writers who were discredited because it was ultimately found out that the experience they claimed was fake. So, even though their narratives remained compelling stories, they lost their ability to speak credibly on the subject. To this point, the author/creator's character and reputation are also very important. Think of any group or individual regarded as a "trusted news source"-why is that so? All the reporters, fact-checkers, and journalists cannot possibly have all the degrees and experiences to allow them to credibly speak on topics as diverse as Israeli politics to deforestation in Western Canada. While their educations and experiences provide them with a framework of ethical journalism, we, the audience, trust such news organizations largely because of reputation.

What's an author's purpose?

The purpose is why the author creates the text. For this course, and arguably in general, their purpose will always be to persuade the audience of something, implicitly or explicitly. **The questions for us to discern are, what exactly is the author/creator trying to persuade their audience of? How are they going about this persuasion, and how effective or persuasive is that argument?**

What's an intended audience and how is that different from the audience?

Despite the origin of the word "audience" suggesting those who hear a message, for our purposes, is anyone who the author expects will "read" the text. As the terms then suggest, the intended audience is the audience the author intended to create the text for, whereas the audience is anyone who happens upon the text and consumes it... Note that the intended audience may be quite different from the audience, especially since the advent of social media. For example, the German live satirical/comedic news show *Die Anstalt* is produced in Germany and uses the German language exclusively: the shows intended audience, generally, is the German public, in the time frame in which the show airs. However, since many of *Die Anstalt*'s episodes have been uploaded to Youtube with subtitles in a variety of languages, their audience has become international and not tied to a given time. The intended audience's context or situation and knowledge must be considered when rhetorically analyzing a text.

What's the topic?

The topic refers to the issue at hand, the major subjects the writer, text, and audience address.

What's the context?

The context refers to other direct and indirect social, cultural, geographic, political, and institutional **factors that likely influence the writer, text, and audience in a particular situation. This includes, but isn't limited to the following:**

- the time/date of the text
- the publisher, if applicable
- location of creation and publication and/or medium
- the circumstance(s) in which the text was produced (e.g. what was happening in the world and the locality of the creator as they created the text)
- the type and medium of the text (literal text, image, sound, physical, virtual)

18.1: The Rhetorical Situation--Reading Selection is shared under a [CC BY-NC-ND 4.0](https://creativecommons.org/licenses/by-nc-nd/4.0/) license and was authored, remixed, and/or curated by LibreTexts.

18.2: Activity by H. Morrison

14.2 Activity

As discussed, texts are usually thought of as written word-based, but they can also be audio and/or visual. For this class activity, consider the image below the text to be analyzed. Study it, and then read the context below it. Then complete “The Rhetorical Situation Worksheet” below.



Credit: Photo by Tara Winstead, 2021

The text is a stock free image intended to be used to promote autism awareness. It features only three words—accept, understand, and love—and it has a white background with blue puzzle pieces bordering the image.

Here’s some more context on the general connection between (blue) puzzle pieces and autism awareness from Cassandra Crosman’s 2019 *In the Loop about Neurodiversity* article “The Ableist History of The Puzzle Piece Symbol for Autism:”

Today, the most recognized use of the puzzle piece is through the organization, Autism Speaks, who popularized the symbol. Since the organization was founded in 2005, they have used the puzzle piece logo to spread autism awareness. Even today, the puzzle piece logo of Autism Speaks can be seen on it’s [sic] website, in advertisements and public service announcements, on T-shirts, on pins NBA coaches wear in April, and in their Autism Walks. Autism Speaks said in a statement that, “The blue Autism Speaks puzzle piece has had a huge influence on raising awareness of autism around the world, which is why we believe it is still a worthy and effective logo. It represents the search for answers that will lead to greater understanding and acceptance of people on the autism spectrum, their diverse challenges, abilities and strengths.” The “search for answers” that Autism Speaks refers to is the search for cures and treatments. Autism Speaks has previously called autism a disease, and has said statements such as, “This disease has taken our children away. It’s time to get them back,” and have called autistic people “burdens” and “tragedies,” and has called autism itself an “epidemic.” In their “I am Autism” advertisement, Autism Speaks made statements such as that autism “robs children of their dreams,” and that autistic children “live behind a wall.” The puzzle piece is also blue, which implies that autism only appears in males or that males are “more autistic” than females or other gender minorities such as transgender and nonbinary people.

The Rhetorical Situation Worksheet

Name of Text	
Author(s)/creator(s)	
Year of publication and publisher/publication	N/A
Topic(s)	
Main argument/ thesis statement	
Describe relevant elements of the author's identity, experience/education, and reputation.	N/A
Context of the text (what relevant events were happening in the locality and world when the text was created?)	
Who's the intended audience? What do you know about them?	
Who's the audience? How do they differ from the intended audience?	
What is the author's purpose? What do they hope to accomplish in creating the text?	

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18.3: Activity by H. Morrison

14.3 Assignment

Read the entire text below, “Analyzing MLK’s ‘Letter from a Birmingham Jail’” including the “Context” section. Then, complete “The Rhetorical Situation Worksheet.”

The Rhetorical Situation Worksheet

Name of Text	
Author(s)/creator(s)	
Year of publication and publisher/publication	
Topic(s)	
Main argument/ thesis statement	
Describe relevant elements of the author’s identity, experience/education, and reputation.	
Context of the text (what relevant events were happening in the locality and world when the text was created?)	
Who’s the intended audience? What do you know about them?	
Who’s the audience? How do they differ from the intended audience?	
What is the author’s purpose? What do they hope to accomplish in creating the text?	

Analyzing MLK’s “Letter from a Birmingham Jail”

“Letter from a Birmingham Jail”

by Rev. Dr. Martin Luther King, Jr.

Context

Composed in early April 1963 during the civil rights movement, King began writing it on the margins of a newspaper while incarcerated.

While we mostly think of King as a civil rights activist, he was also a clergyman, like the members of his stated, intended audience. This means he was a Christian religious leader and that he went to seminary—a specialized postsecondary institution that focuses on instructing students in theology (the study of God) and religious traditions and texts while training them to become religious leaders. King also received a PhD in theology. In short, MLK was also a trained, very well-educated Christian pastor.

MLK was already president of the Southern Christian Leadership Conference (SCLC), which was, and still is, an important Black civil rights organization.

SCLC’s campaign in Birmingham, Alabama, resulted in King’s arrest and imprisonment. King was arrested for violating a recent ruling stating that no one was allowed to demonstrate or picket. King was aware of this rule and he chose to disobey it for the reasons he outlines in his letter.

While in jail, King read “A Call for Unity” in a newspaper—the article was written by eight local white clergymen who disagreed with King’s tactics. While the article did not specifically mention King, it was clear to King that it was about him and his methods of seeking justice. King did not have any paper in his jail cell, so he wrote his response on the margins of the newspaper, until his lawyer was able to get him a notepad.

Without the consent of Dr. King, the excerpts from the letter were published on May 19, 1963, in the *New York Post Sunday Magazine*. The letter was first consensually and completely published as “Letter from Birmingham City Jail” a month later by the *American Friends Service Committee* in May 1963. It was then published multiple times over the next three months: in the June 1963 issue of *Liberation*, the June 12, 1963, edition of *The Christian Century*, the June 24, 1963, edition of *The New Leader*, the July 1963 edition of *The Progressive* under the headline “Tears of Love,” and in the August 1963 edition of *The Atlantic Monthly* under the headline “The Negro Is Your Brother.”

Audio

Audio recording of MLK reading the text (55 minutes) : <https://okra.stanford.edu/media/audio/630416001.mp3>

Text

16 April 1963

My Dear Fellow Clergymen:

While confined here in the Birmingham city jail, I came across your recent statement calling my present activities “unwise and untimely.” Seldom do I pause to answer criticism of my work and ideas. If I sought to answer all the criticisms that cross my desk, my secretaries would have little time for anything other than such correspondence in the course of the day, and I would have no time for constructive work. But since I feel that you are men of genuine good will and that your criticisms are sincerely set forth, I want to try to answer your statement in what I hope will be patient and reasonable terms.

I think I should indicate why I am here in Birmingham, since you have been influenced by the view which argues against “outsiders coming in.” I have the honor of serving as president of the Southern Christian Leadership Conference, an organization operating in every southern state, with headquarters in Atlanta, Georgia. We have some eighty five affiliated organizations across the South, and one of them is the Alabama Christian Movement for Human Rights. Frequently we share staff, educational and financial resources with our affiliates. Several months ago the affiliate here in Birmingham asked us to be on call to engage in a nonviolent direct action program if such were deemed necessary. We readily consented, and when the hour came we lived up to our promise. So I, along with several members of my staff, am here because I was invited here. I am here because I have organizational ties here.

But more basically, I am in Birmingham because injustice is here. Just as the prophets of the eighth century B.C. left their villages and carried their “thus saith the Lord” far beyond the boundaries of their home towns, and just as the Apostle Paul left his village of Tarsus and carried the gospel of Jesus Christ to the far corners of the Greco Roman world, so am I compelled to carry the gospel of freedom beyond my own home town. Like Paul, I must constantly respond to the Macedonian call for aid.

Moreover, I am cognizant of the interrelatedness of all communities and states. I cannot sit idly by in Atlanta and not be concerned about what happens in Birmingham. Injustice anywhere is a threat to justice everywhere. We are caught in an inescapable network of mutuality, tied in a single garment of destiny. Whatever affects one directly, affects all indirectly. Never again can we afford to live with the narrow, provincial “outside agitator” idea. Anyone who lives inside the United States can never be considered an outsider anywhere within its bounds.

You deplore the demonstrations taking place in Birmingham. But your statement, I am sorry to say, fails to express a similar concern for the conditions that brought about the demonstrations. I am sure that none of you would want to rest content with the superficial kind of social analysis that deals merely with effects and does not grapple with underlying causes. It is unfortunate that demonstrations are taking place in Birmingham, but it is even more unfortunate that the city’s white power structure left the Negro community with no alternative.

In any nonviolent campaign there are four basic steps: collection of the facts to determine whether injustices exist; negotiation; self purification; and direct action. We have gone through all these steps in Birmingham. There can be no gainsaying the fact that racial injustice engulfs this community. Birmingham is probably the most thoroughly segregated city in the United States. Its ugly record of brutality is widely known. Negroes have experienced grossly unjust treatment in the courts. There have been more unsolved

bombings of Negro homes and churches in Birmingham than in any other city in the nation. These are the hard, brutal facts of the case. On the basis of these conditions, Negro leaders sought to negotiate with the city fathers. But the latter consistently refused to engage in good faith negotiation.

Then, last September, came the opportunity to talk with leaders of Birmingham's economic community. In the course of the negotiations, certain promises were made by the merchants--for example, to remove the stores' humiliating racial signs. On the basis of these promises, the Reverend Fred Shuttlesworth and the leaders of the Alabama Christian Movement for Human Rights agreed to a moratorium on all demonstrations. As the weeks and months went by, we realized that we were the victims of a broken promise. A few signs, briefly removed, returned; the others remained. As in so many past experiences, our hopes had been blasted, and the shadow of deep disappointment settled upon us. We had no alternative except to prepare for direct action, whereby we would present our very bodies as a means of laying our case before the conscience of the local and the national community. Mindful of the difficulties involved, we decided to undertake a process of self purification. We began a series of workshops on nonviolence, and we repeatedly asked ourselves: "Are you able to accept blows without retaliating?" "Are you able to endure the ordeal of jail?" We decided to schedule our direct action program for the Easter season, realizing that except for Christmas, this is the main shopping period of the year. Knowing that a strong economic-withdrawal program would be the by product of direct action, we felt that this would be the best time to bring pressure to bear on the merchants for the needed change.

Then it occurred to us that Birmingham's mayoral election was coming up in March, and we speedily decided to postpone action until after election day. When we discovered that the Commissioner of Public Safety, Eugene "Bull" Connor, had piled up enough votes to be in the run off, we decided again to postpone action until the day after the run off so that the demonstrations could not be used to cloud the issues. Like many others, we waited to see Mr. Connor defeated, and to this end we endured postponement after postponement. Having aided in this community need, we felt that our direct action program could be delayed no longer.

You may well ask: "Why direct action? Why sit ins, marches and so forth? Isn't negotiation a better path?" You are quite right in calling for negotiation. Indeed, this is the very purpose of direct action. Nonviolent direct action seeks to create such a crisis and foster such a tension that a community which has constantly refused to negotiate is forced to confront the issue. It seeks so to dramatize the issue that it can no longer be ignored. My citing the creation of tension as part of the work of the nonviolent resister may sound rather shocking. But I must confess that I am not afraid of the word "tension." I have earnestly opposed violent tension, but there is a type of constructive, nonviolent tension which is necessary for growth. Just as Socrates felt that it was necessary to create a tension in the mind so that individuals could rise from the bondage of myths and half truths to the unfettered realm of creative analysis and objective appraisal, so must we see the need for nonviolent gadflies to create the kind of tension in society that will help men rise from the dark depths of prejudice and racism to the majestic heights of understanding and brotherhood. The purpose of our direct action program is to create a situation so crisis packed that it will inevitably open the door to negotiation. I therefore concur with you in your call for negotiation. Too long has our beloved Southland been bogged down in a tragic effort to live in monologue rather than dialogue.

One of the basic points in your statement is that the action that I and my associates have taken in Birmingham is untimely. Some have asked: "Why didn't you give the new city administration time to act?" The only answer that I can give to this query is that the new Birmingham administration must be prodded about as much as the outgoing one, before it will act. We are sadly mistaken if we feel that the election of Albert Boutwell as mayor will bring the millennium to Birmingham. While Mr. Boutwell is a much more gentle person than Mr. Connor, they are both segregationists, dedicated to maintenance of the status quo. I have hope that Mr. Boutwell will be reasonable enough to see the futility of massive resistance to desegregation. But he will not see this without pressure from devotees of civil rights. My friends, I must say to you that we have not made a single gain in civil rights without determined legal and nonviolent pressure. Lamentably, it is an historical fact that privileged groups seldom give up their privileges voluntarily. Individuals may see the moral light and voluntarily give up their unjust posture; but, as Reinhold Niebuhr has reminded us, groups tend to be more immoral than individuals.

We know through painful experience that freedom is never voluntarily given by the oppressor; it must be demanded by the oppressed. Frankly, I have yet to engage in a direct action campaign that was "well timed" in the view of those who have not suffered unduly from the disease of segregation. For years now I have heard the word "Wait!" It rings in the ear of every Negro with piercing familiarity. This "Wait" has almost always meant "Never." We must come to see, with one of our distinguished jurists, that "justice too long delayed is justice denied."

We have waited for more than 340 years for our constitutional and God given rights. The nations of Asia and Africa are moving with jetlike speed toward gaining political independence, but we still creep at horse and buggy pace toward gaining a cup of coffee at a lunch counter. Perhaps it is easy for those who have never felt the stinging darts of segregation to say, "Wait." But when you have seen vicious mobs lynch your mothers and fathers at will and drown your sisters and brothers at whim; when you have seen hate filled policemen curse, kick and even kill your black brothers and sisters; when you see the vast majority of your twenty million Negro brothers smothering in an airtight cage of poverty in the midst of an affluent society; when you suddenly find your tongue twisted and your speech stammering as you seek to explain to your six year old daughter why she can't go to the public amusement park that has just been advertised on television, and see tears welling up in her eyes when she is told that Funtown is closed to colored children, and see ominous clouds of inferiority beginning to form in her little mental sky, and see her beginning to distort her personality by developing an unconscious bitterness toward white people; when you have to concoct an answer for a five year old son who is asking: "Daddy, why do white people treat colored people so mean?"; when you take a cross county drive and find it necessary to sleep night after night in the uncomfortable corners of your automobile because no motel will accept you; when you are humiliated day in and day out by nagging signs reading "white" and "colored"; when your first name becomes "nigger," your middle name becomes "boy" (however old you are) and your last name becomes "John," and your wife and mother are never given the respected title "Mrs."; when you are harried by day and haunted by night by the fact that you are a Negro, living constantly at tiptoe stance, never quite knowing what to expect next, and are plagued with inner fears and outer resentments; when you are forever fighting a degenerating sense of "nobodiness"--then you will understand why we find it difficult to wait. There comes a time when the cup of endurance runs over, and men are no longer willing to be plunged into the abyss of despair. I hope, sirs, you can understand our legitimate and unavoidable impatience. You express a great deal of anxiety over our willingness to break laws. This is certainly a legitimate concern. Since we so diligently urge people to obey the Supreme Court's decision of 1954 outlawing segregation in the public schools, at first glance it may seem rather paradoxical for us consciously to break laws. One may well ask: "How can you advocate breaking some laws and obeying others?" The answer lies in the fact that there are two types of laws: just and unjust. I would be the first to advocate obeying just laws. One has not only a legal but a moral responsibility to obey just laws. Conversely, one has a moral responsibility to disobey unjust laws. I would agree with St. Augustine that "an unjust law is no law at all."

Now, what is the difference between the two? How does one determine whether a law is just or unjust? A just law is a man made code that squares with the moral law or the law of God. An unjust law is a code that is out of harmony with the moral law. To put it in the terms of St. Thomas Aquinas: An unjust law is a human law that is not rooted in eternal law and natural law. Any law that uplifts human personality is just. Any law that degrades human personality is unjust. All segregation statutes are unjust because segregation distorts the soul and damages the personality. It gives the segregator a false sense of superiority and the segregated a false sense of inferiority. Segregation, to use the terminology of the Jewish philosopher Martin Buber, substitutes an "I it" relationship for an "I thou" relationship and ends up relegating persons to the status of things. Hence segregation is not only politically, economically and sociologically unsound, it is morally wrong and sinful. Paul Tillich has said that sin is separation. Is not segregation an existential expression of man's tragic separation, his awful estrangement, his terrible sinfulness? Thus it is that I can urge men to obey the 1954 decision of the Supreme Court, for it is morally right; and I can urge them to disobey segregation ordinances, for they are morally wrong.

Let us consider a more concrete example of just and unjust laws. An unjust law is a code that a numerical or power majority group compels a minority group to obey but does not make binding on itself. This is difference made legal. By the same token, a just law is a code that a majority compels a minority to follow and that it is willing to follow itself. This is sameness made legal. Let me give another explanation. A law is unjust if it is inflicted on a minority that, as a result of being denied the right to vote, had no part in enacting or devising the law. Who can say that the legislature of Alabama which set up that state's segregation laws was democratically elected? Throughout Alabama all sorts of devious methods are used to prevent Negroes from becoming registered voters, and there are some counties in which, even though Negroes constitute a majority of the population, not a single Negro is registered. Can any law enacted under such circumstances be considered democratically structured?

Sometimes a law is just on its face and unjust in its application. For instance, I have been arrested on a charge of parading without a permit. Now, there is nothing wrong in having an ordinance which requires a permit for a parade. But such an ordinance becomes unjust when it is used to maintain segregation and to deny citizens the First-Amendment privilege of peaceful assembly and protest.

I hope you are able to see the distinction I am trying to point out. In no sense do I advocate evading or defying the law, as would the rabid segregationist. That would lead to anarchy. One who breaks an unjust law must do so openly, lovingly, and with a willingness to accept the penalty. I submit that an individual who breaks a law that conscience tells him is unjust, and who willingly accepts the penalty of imprisonment in order to arouse the conscience of the community over its injustice, is in reality expressing the highest respect for law.

Of course, there is nothing new about this kind of civil disobedience. It was evidenced sublimely in the refusal of Shadrach, Meshach and Abednego to obey the laws of Nebuchadnezzar, on the ground that a higher moral law was at stake. It was practiced superbly by the early Christians, who were willing to face hungry lions and the excruciating pain of chopping blocks rather than submit to certain unjust laws of the Roman Empire. To a degree, academic freedom is a reality today because Socrates practiced civil disobedience. In our own nation, the Boston Tea Party represented a massive act of civil disobedience.

We should never forget that everything Adolf Hitler did in Germany was "legal" and everything the Hungarian freedom fighters did in Hungary was "illegal." It was "illegal" to aid and comfort a Jew in Hitler's Germany. Even so, I am sure that, had I lived in Germany at the time, I would have aided and comforted my Jewish brothers. If today I lived in a Communist country where certain principles dear to the Christian faith are suppressed, I would openly advocate disobeying that country's antireligious laws.

I must make two honest confessions to you, my Christian and Jewish brothers. First, I must confess that over the past few years I have been gravely disappointed with the white moderate. I have almost reached the regrettable conclusion that the Negro's great stumbling block in his stride toward freedom is not the White Citizen's Council or the Ku Klux Klanner, but the white moderate, who is more devoted to "order" than to justice; who prefers a negative peace which is the absence of tension to a positive peace which is the presence of justice; who constantly says: "I agree with you in the goal you seek, but I cannot agree with your methods of direct action"; who paternalistically believes he can set the timetable for another man's freedom; who lives by a mythical concept of time and who constantly advises the Negro to wait for a "more convenient season." Shallow understanding from people of good will is more frustrating than absolute misunderstanding from people of ill will. Lukewarm acceptance is much more bewildering than outright rejection.

I had hoped that the white moderate would understand that law and order exist for the purpose of establishing justice and that when they fail in this purpose they become the dangerously structured dams that block the flow of social progress. I had hoped that the white moderate would understand that the present tension in the South is a necessary phase of the transition from an obnoxious negative peace, in which the Negro passively accepted his unjust plight, to a substantive and positive peace, in which all men will respect the dignity and worth of human personality. Actually, we who engage in nonviolent direct action are not the creators of tension. We merely bring to the surface the hidden tension that is already alive. We bring it out in the open, where it can be seen and dealt with. Like a boil that can never be cured so long as it is covered up but must be opened with all its ugliness to the natural medicines of air and light, injustice must be exposed, with all the tension its exposure creates, to the light of human conscience and the air of national opinion before it can be cured.

In your statement you assert that our actions, even though peaceful, must be condemned because they precipitate violence. But is this a logical assertion? Isn't this like condemning a robbed man because his possession of money precipitated the evil act of robbery? Isn't this like condemning Socrates because his unswerving commitment to truth and his philosophical inquiries precipitated the act by the misguided populace in which they made him drink hemlock? Isn't this like condemning Jesus because his unique God consciousness and never ceasing devotion to God's will precipitated the evil act of crucifixion? We must come to see that, as the federal courts have consistently affirmed, it is wrong to urge an individual to cease his efforts to gain his basic constitutional rights because the quest may precipitate violence. Society must protect the robbed and punish the robber. I had also hoped that the white moderate would reject the myth concerning time in relation to the struggle for freedom. I have just received a letter from a white brother in Texas. He writes: "All Christians know that the colored people will receive equal rights eventually, but it is possible that you are in too great a religious hurry. It has taken Christianity almost two thousand years to accomplish what it has. The teachings of Christ take time to come to earth." Such an attitude stems from a tragic misconception of time, from the strangely irrational notion that there is something in the very flow of time that will inevitably cure all ills. Actually, time itself is neutral; it can be used either destructively or constructively. More and more I feel that the people of ill will have used time much more effectively than have the people of good will. We will have to repent in this generation not merely for the hateful words and actions of the bad people but for the appalling silence of the good people. Human progress never rolls in on wheels of inevitability; it comes through the tireless efforts of men willing to be co workers with God, and without this hard work, time itself becomes an

ally of the forces of social stagnation. We must use time creatively, in the knowledge that the time is always ripe to do right. Now is the time to make real the promise of democracy and transform our pending national elegy into a creative psalm of brotherhood. Now is the time to lift our national policy from the quicksand of racial injustice to the solid rock of human dignity.

You speak of our activity in Birmingham as extreme. At first I was rather disappointed that fellow clergymen would see my nonviolent efforts as those of an extremist. I began thinking about the fact that I stand in the middle of two opposing forces in the Negro community. One is a force of complacency, made up in part of Negroes who, as a result of long years of oppression, are so drained of self respect and a sense of "somebodiness" that they have adjusted to segregation; and in part of a few middle-class Negroes who, because of a degree of academic and economic security and because in some ways they profit by segregation, have become insensitive to the problems of the masses. The other force is one of bitterness and hatred, and it comes perilously close to advocating violence. It is expressed in the various black nationalist groups that are springing up across the nation, the largest and best known being Elijah Muhammad's Muslim movement. Nourished by the Negro's frustration over the continued existence of racial discrimination, this movement is made up of people who have lost faith in America, who have absolutely repudiated Christianity, and who have concluded that the white man is an incorrigible "devil."

I have tried to stand between these two forces, saying that we need emulate neither the "do nothingism" of the complacent nor the hatred and despair of the black nationalist. For there is the more excellent way of love and nonviolent protest. I am grateful to God that, through the influence of the Negro church, the way of nonviolence became an integral part of our struggle. If this philosophy had not emerged, by now many streets of the South would, I am convinced, be flowing with blood. And I am further convinced that if our white brothers dismiss as "rabble rousers" and "outside agitators" those of us who employ nonviolent direct action, and if they refuse to support our nonviolent efforts, millions of Negroes will, out of frustration and despair, seek solace and security in black nationalist ideologies--a development that would inevitably lead to a frightening racial nightmare.

Oppressed people cannot remain oppressed forever. The yearning for freedom eventually manifests itself, and that is what has happened to the American Negro. Something within has reminded him of his birthright of freedom, and something without has reminded him that it can be gained. Consciously or unconsciously, he has been caught up by the Zeitgeist, and with his black brothers of Africa and his brown and yellow brothers of Asia, South America and the Caribbean, the United States Negro is moving with a sense of great urgency toward the promised land of racial justice. If one recognizes this vital urge that has engulfed the Negro community, one should readily understand why public demonstrations are taking place. The Negro has many pent up resentments and latent frustrations, and he must release them. So let him march; let him make prayer pilgrimages to the city hall; let him go on freedom rides -and try to understand why he must do so. If his repressed emotions are not released in nonviolent ways, they will seek expression through violence; this is not a threat but a fact of history. So I have not said to my people: "Get rid of your discontent." Rather, I have tried to say that this normal and healthy discontent can be channeled into the creative outlet of nonviolent direct action. And now this approach is being termed extremist. But though I was initially disappointed at being categorized as an extremist, as I continued to think about the matter I gradually gained a measure of satisfaction from the label. Was not Jesus an extremist for love: "Love your enemies, bless them that curse you, do good to them that hate you, and pray for them which spitefully use you, and persecute you." Was not Amos an extremist for justice: "Let justice roll down like waters and righteousness like an ever flowing stream." Was not Paul an extremist for the Christian gospel: "I bear in my body the marks of the Lord Jesus." Was not Martin Luther an extremist: "Here I stand; I cannot do otherwise, so help me God." And John Bunyan: "I will stay in jail to the end of my days before I make a butchery of my conscience." And Abraham Lincoln: "This nation cannot survive half slave and half free." And Thomas Jefferson: "We hold these truths to be self evident, that all men are created equal . . ." So the question is not whether we will be extremists, but what kind of extremists we will be. Will we be extremists for hate or for love? Will we be extremists for the preservation of injustice or for the extension of justice? In that dramatic scene on Calvary's hill three men were crucified. We must never forget that all three were crucified for the same crime--the crime of extremism. Two were extremists for immorality, and thus fell below their environment. The other, Jesus Christ, was an extremist for love, truth and goodness, and thereby rose above his environment. Perhaps the South, the nation and the world are in dire need of creative extremists.

I had hoped that the white moderate would see this need. Perhaps I was too optimistic; perhaps I expected too much. I suppose I should have realized that few members of the oppressor race can understand the deep groans and passionate yearnings of the oppressed race, and still fewer have the vision to see that injustice must be rooted out by strong, persistent and determined action. I am thankful, however, that some of our white brothers in the South have grasped the meaning of this social revolution and

committed themselves to it. They are still all too few in quantity, but they are big in quality. Some—such as Ralph McGill, Lillian Smith, Harry Golden, James McBride Dabbs, Ann Braden and Sarah Patton Boyle—have written about our struggle in eloquent and prophetic terms. Others have marched with us down nameless streets of the South. They have languished in filthy, roach infested jails, suffering the abuse and brutality of policemen who view them as "dirty nigger-lovers." Unlike so many of their moderate brothers and sisters, they have recognized the urgency of the moment and sensed the need for powerful "action" antidotes to combat the disease of segregation. Let me take note of my other major disappointment. I have been so greatly disappointed with the white church and its leadership. Of course, there are some notable exceptions. I am not unmindful of the fact that each of you has taken some significant stands on this issue. I commend you, Reverend Stallings, for your Christian stand on this past Sunday, in welcoming Negroes to your worship service on a nonsegregated basis. I commend the Catholic leaders of this state for integrating Spring Hill College several years ago.

But despite these notable exceptions, I must honestly reiterate that I have been disappointed with the church. I do not say this as one of those negative critics who can always find something wrong with the church. I say this as a minister of the gospel, who loves the church; who was nurtured in its bosom; who has been sustained by its spiritual blessings and who will remain true to it as long as the cord of life shall lengthen.

When I was suddenly catapulted into the leadership of the bus protest in Montgomery, Alabama, a few years ago, I felt we would be supported by the white church. I felt that the white ministers, priests and rabbis of the South would be among our strongest allies. Instead, some have been outright opponents, refusing to understand the freedom movement and misrepresenting its leaders; all too many others have been more cautious than courageous and have remained silent behind the anesthetizing security of stained glass windows.

In spite of my shattered dreams, I came to Birmingham with the hope that the white religious leadership of this community would see the justice of our cause and, with deep moral concern, would serve as the channel through which our just grievances could reach the power structure. I had hoped that each of you would understand. But again I have been disappointed.

I have heard numerous southern religious leaders admonish their worshipers to comply with a desegregation decision because it is the law, but I have longed to hear white ministers declare: "Follow this decree because integration is morally right and because the Negro is your brother." In the midst of blatant injustices inflicted upon the Negro, I have watched white churchmen stand on the sideline and mouth pious irrelevancies and sanctimonious trivialities. In the midst of a mighty struggle to rid our nation of racial and economic injustice, I have heard many ministers say: "Those are social issues, with which the gospel has no real concern." And I have watched many churches commit themselves to a completely other worldly religion which makes a strange, un-Biblical distinction between body and soul, between the sacred and the secular.

I have traveled the length and breadth of Alabama, Mississippi and all the other southern states. On sweltering summer days and crisp autumn mornings I have looked at the South's beautiful churches with their lofty spires pointing heavenward. I have beheld the impressive outlines of her massive religious education buildings. Over and over I have found myself asking: "What kind of people worship here? Who is their God? Where were their voices when the lips of Governor Barnett dripped with words of interposition and nullification? Where were they when Governor Wallace gave a clarion call for defiance and hatred? Where were their voices of support when bruised and weary Negro men and women decided to rise from the dark dungeons of complacency to the bright hills of creative protest?"

Yes, these questions are still in my mind. In deep disappointment I have wept over the laxity of the church. But be assured that my tears have been tears of love. There can be no deep disappointment where there is not deep love. Yes, I love the church. How could I do otherwise? I am in the rather unique position of being the son, the grandson and the great grandson of preachers. Yes, I see the church as the body of Christ. But, oh! How we have blemished and scarred that body through social neglect and through fear of being nonconformists.

There was a time when the church was very powerful—in the time when the early Christians rejoiced at being deemed worthy to suffer for what they believed. In those days the church was not merely a thermometer that recorded the ideas and principles of popular opinion; it was a thermostat that transformed the mores of society. Whenever the early Christians entered a town, the people in power became disturbed and immediately sought to convict the Christians for being "disturbers of the peace" and "outside agitators." But the Christians pressed on, in the conviction that they were "a colony of heaven," called to obey God rather than man. Small in number, they were big in commitment. They were too God-intoxicated to be "astronomically intimidated." By

their effort and example they brought an end to such ancient evils as infanticide and gladiatorial contests. Things are different now. So often the contemporary church is a weak, ineffectual voice with an uncertain sound. So often it is an archdefender of the status quo. Far from being disturbed by the presence of the church, the power structure of the average community is consoled by the church's silent--and often even vocal--sanction of things as they are.

But the judgment of God is upon the church as never before. If today's church does not recapture the sacrificial spirit of the early church, it will lose its authenticity, forfeit the loyalty of millions, and be dismissed as an irrelevant social club with no meaning for the twentieth century. Every day I meet young people whose disappointment with the church has turned into outright disgust.

Perhaps I have once again been too optimistic. Is organized religion too inextricably bound to the status quo to save our nation and the world? Perhaps I must turn my faith to the inner spiritual church, the church within the church, as the true ekklesia and the hope of the world. But again I am thankful to God that some noble souls from the ranks of organized religion have broken loose from the paralyzing chains of conformity and joined us as active partners in the struggle for freedom. They have left their secure congregations and walked the streets of Albany, Georgia, with us. They have gone down the highways of the South on tortuous rides for freedom. Yes, they have gone to jail with us. Some have been dismissed from their churches, have lost the support of their bishops and fellow ministers. But they have acted in the faith that right defeated is stronger than evil triumphant. Their witness has been the spiritual salt that has preserved the true meaning of the gospel in these troubled times. They have carved a tunnel of hope through the dark mountain of disappointment. I hope the church as a whole will meet the challenge of this decisive hour. But even if the church does not come to the aid of justice, I have no despair about the future. I have no fear about the outcome of our struggle in Birmingham, even if our motives are at present misunderstood. We will reach the goal of freedom in Birmingham and all over the nation, because the goal of America is freedom. Abused and scorned though we may be, our destiny is tied up with America's destiny. Before the pilgrims landed at Plymouth, we were here. Before the pen of Jefferson etched the majestic words of the Declaration of Independence across the pages of history, we were here. For more than two centuries our forebears labored in this country without wages; they made cotton king; they built the homes of their masters while suffering gross injustice and shameful humiliation -and yet out of a bottomless vitality they continued to thrive and develop. If the inexpressible cruelties of slavery could not stop us, the opposition we now face will surely fail. We will win our freedom because the sacred heritage of our nation and the eternal will of God are embodied in our echoing demands. Before closing I feel impelled to mention one other point in your statement that has troubled me profoundly. You warmly commended the Birmingham police force for keeping "order" and "preventing violence." I doubt that you would have so warmly commended the police force if you had seen its dogs sinking their teeth into unarmed, nonviolent Negroes. I doubt that you would so quickly commend the policemen if you were to observe their ugly and inhumane treatment of Negroes here in the city jail; if you were to watch them push and curse old Negro women and young Negro girls; if you were to see them slap and kick old Negro men and young boys; if you were to observe them, as they did on two occasions, refuse to give us food because we wanted to sing our grace together. I cannot join you in your praise of the Birmingham police department.

It is true that the police have exercised a degree of discipline in handling the demonstrators. In this sense they have conducted themselves rather "nonviolently" in public. But for what purpose? To preserve the evil system of segregation. Over the past few years I have consistently preached that nonviolence demands that the means we use must be as pure as the ends we seek. I have tried to make clear that it is wrong to use immoral means to attain moral ends. But now I must affirm that it is just as wrong, or perhaps even more so, to use moral means to preserve immoral ends. Perhaps Mr. Connor and his policemen have been rather nonviolent in public, as was Chief Pritchett in Albany, Georgia, but they have used the moral means of nonviolence to maintain the immoral end of racial injustice. As T. S. Eliot has said: "The last temptation is the greatest treason: To do the right deed for the wrong reason."

I wish you had commended the Negro sit inners and demonstrators of Birmingham for their sublime courage, their willingness to suffer and their amazing discipline in the midst of great provocation. One day the South will recognize its real heroes. They will be the James Merediths, with the noble sense of purpose that enables them to face jeering and hostile mobs, and with the agonizing loneliness that characterizes the life of the pioneer. They will be old, oppressed, battered Negro women, symbolized in a seventy two year old woman in Montgomery, Alabama, who rose up with a sense of dignity and with her people decided not to ride segregated buses, and who responded with ungrammatical profundity to one who inquired about her weariness: "My feets is tired, but my soul is at rest." They will be the young high school and college students, the young ministers of the gospel and a host of their elders, courageously and nonviolently sitting in at lunch counters and willingly going to jail for conscience' sake. One day the

South will know that when these disinherited children of God sat down at lunch counters, they were in reality standing up for what is best in the American dream and for the most sacred values in our Judaeo Christian heritage, thereby bringing our nation back to those great wells of democracy which were dug deep by the founding fathers in their formulation of the Constitution and the Declaration of Independence.

Never before have I written so long a letter. I'm afraid it is much too long to take your precious time. I can assure you that it would have been much shorter if I had been writing from a comfortable desk, but what else can one do when he is alone in a narrow jail cell, other than write long letters, think long thoughts and pray long prayers?

If I have said anything in this letter that overstates the truth and indicates an unreasonable impatience, I beg you to forgive me. If I have said anything that understates the truth and indicates my having a patience that allows me to settle for anything less than brotherhood, I beg God to forgive me.

I hope this letter finds you strong in the faith. I also hope that circumstances will soon make it possible for me to meet each of you, not as an integrationist or a civil-rights leader but as a fellow clergyman and a Christian brother. Let us all hope that the dark clouds of racial prejudice will soon pass away and the deep fog of misunderstanding will be lifted from our fear drenched communities, and in some not too distant tomorrow the radiant stars of love and brotherhood will shine over our great nation with all their scintillating beauty.

Yours for the cause of Peace and Brotherhood,

Martin Luther King, Jr.

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CHAPTER OVERVIEW

19: Academic Essay Structure by H. Morrison

[19.1: Readings for Academic Essay Structure by H. Morrison](#)

[19.2: Activity for Academic Essay Structure by H. Morrison](#)

[19.3: Assignment for Academic Essay Structure by H. Morrison](#)

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19.1: Readings for Academic Essay Structure by H. Morrison

6.1 The Essay and the Formula

We tend to think of writing as a primarily creative endeavor. Writing of any sort does indeed have creative elements as we are literally creating a text; further, the act of stringing together words to create meaning is always creative as well. To those of us inclined to create, who love words, and making meaning, academic writing can sometimes be stifling. This perceived stifling quality is also a benefit to those of us not creatively inclined, or those who prefer rules and regulations.

Academic writing is a mixture of creativity and the application of a moderately complex formula. In this chapter, we will discuss and practice the general formula of an academic essay by learning its proper structure.

While the act of writing itself has a lot of creative elements, the majority of academic writing relies on the successful applications of formulas.

In this chapter, we'll learn the organization formula. To begin, read the following student multi-source essay that would receive an A in this course. As you read, take notes on what you notice about the structure of essay, i.e. the order of ideas within paragraphs, and the order and constitution of each paragraph.

Example Student Essay

Accessibility and Acceptance: Disability in the US Today

Most everyone at some point in their lives will become disabled. This is a truth we often do not want to consider because it makes us feel scared and vulnerable. However, that fear and vulnerability is something that millions of Americans, of all ages, face every day with little or no emotional, social, or financial support. “Disability” is an umbrella term that can refer to physical, mental, or intellectual impairments, or combinations of them, that make engaging in certain activities or the world in general more difficult or even impossible. Disability occurs because of genetics, environmental factors, disease, injuries, and traumas. While they can technically be short term—for example, a broken arm—disabilities are most commonly understood as long term and even lifelong. Examples of disabilities range from being blind, to autism, to having an amputation, to ADHD. US society has improved in its treatment of disabled people, particularly since the inception for the disability rights movement of the 1960s and 1970s, and the resulting Americans with Disabilities Act (ADA). Our understanding of what disability is has broadened and become more widespread: we regularly see disabled people in films and in daily life. However, there is still much work to be done to fully include and support disabled people. [In the United States today, there is inadequate media portrayals, social acceptance, and financial support and opportunities of disabled individuals which maintains their marginalization.](#)

[The media depicts disabled people in harmful ways by portraying them as childish or as jokes, if they choose to depict disabled people at all. While media portrayal of disabled folks has improved, today we still see negative stereotypes and underrepresentation.](#) The popular documentary-style show *Love on the Spectrum* (LotS) depicts young adults with autism engaged in the pursuit of romantic relationships. Like other dating shows, it follows participants' lives as they get ready for and go on dates. In the article [“Exploitation for Acceptance,”](#) author Maree Wolf states “while *Love on the Spectrum* outwardly purports to be inclusive and increase representation of autistic adults, it actually does the opposite. It makes a spectacle—a bumbling circus sideshow—of earnest autistic's pursuit of community and connection. The participant's lives aren't treated as real or serious—they are treated as jokes or ‘aww, cute!’ moments.” LotS's cast is made up of autistic people, but as Wolf argues, the representation the show offers through editing and dubious interviewing techniques is harmful and dehumanizing, and just a matter of entertainment for the audience at the expense of real people. No person's humanity should be reduced to a joke or gimmick. Often, when an autistic participant is going about their normal activities in the best way they can in LotS, background music meant to indicate silliness or youthfulness will play (Wolf). This signals to the audience that the autistic individuals they see on their screens are similarly silly or infantile, even when they are being serious. The show conveys the message that autistic people are funny and indeed of protection, but also very different than “normal people.” The presumably non-autistic viewer can feel good that they are viewing autistic people positively and in need of protection, rather than as stupid or unimportant. Most troubling is that LotS is a very popular, well rated show (Wolf) and many disabled folks do defend it because of the representation it offers. However, it stands out as just one example of how the current popular media harmfully depicts disabled people.

Social acceptance of disabled people has also improved in the past several decades, but it is also insufficient and problematic for disabled people's overall well-being. Acceptance entails more than tolerating or providing bare-minimum support: social acceptance looks like full inclusion and advocacy; it looks like reframing what is “normal” and meeting people where they’re at. However, social acceptance is in short supply for too many disabled people. In “Uninspired: The Reality of Living with Disability,” by Tavia Sousanis, the lives of “high achieving” disabled people are explored. When Adriana, a 28-year-old civil engineer who is unable to use her legs, got engaged to her long-time boyfriend, she was met with hostility rather than joy. Author Tavia Sousanis reports Adriana’s experience: “I could tell his friends, who I know liked me, were like, *are you really going to marry the paraplegic girl?*” Adriana laughed, but her eyes filled with tears. She continued ‘And his mom—I love her, we’re good now—but she cried when he said he proposed to me because she thought my disability meant she wouldn’t have grandchildren...that’s not even true.’” Adriana’s story shows that despite being accomplished and well-liked, she was reduced to her disability status and deemed undesirable. The results for her were heart-breaking. Several others in Sousanis’s article describe similar situations wherein they are regarded as “courageous,” “awesome,” and “truly inspiring” by those around them because of their disabilities, but when it came to being hired for a good job or being accepted into a new friend or family group, they are often painfully excluded. Maree Wolf also maintains that disabled people are understood as useful when they provoke sympathy or even gratitude in the able-bodied but are disregarded when they need accommodations or true acceptance (“Exploitation for Acceptance”). All humans need some measure of social acceptance to not only fulfill the innate emotional need for connection and kinship, but also to help ensure their physical and medical needs are met. The lack of social acceptance that many disabled people face poses a serious and unacceptable threat to their well-being.

For disabled individuals who are at all able to work, employment is a significant struggle, wages and benefits are low, and thus their needs are often unmet. In “Disabled Workers Saw Record Employment Gains in 2023, But Gaps Remain,” by Kennedy Andara et al., it’s reported that only 38.2 % of disabled, working age adult men were employed in 2023. This is actually a significant improvement, a record low, but it’s clear that this is a problem when compared to the 80% of employed able-bodied men in the same year (Andara et al). It should also be noted that these statistics describe any type of employment—full or part time. Andara et al. notes that “people with disabilities are almost twice as likely to work part time.” This means that actual earnings, access to employer-provided healthcare, and other necessary benefits like paid time off and, ironically, disability insurance may be far less available to disabled workers. Part-time jobs offer less money annually, even if the hourly rate is the same as full-time, and part-time jobs rarely offer paid time off or any other benefits. Further, according to Andara et al., “Black and Hispanic disabled people experienced higher unemployment rates in 2023—at 10.2 percent and 9.2 percent, respectively. The unemployment rates of these groups are consistently above the average for disabled workers, due to the additional hardships of intersecting and compounding racism and ableism.” Not only do disabled people of color experience ableism, and the systemic disadvantages of it, but they experience a compounded disadvantage due to racism. The painful irony is that many disabled people need healthcare and daily assistance that costs much more than the needs of the average, able-bodied people. The result for all disabled people in general is economic difficulty and poverty, and unmet needs.

In conclusion, despite some increases in visibility and legal protections for disabled people, their marginalization remains a serious issue in the US. When portrayed in media, disabled people are too often depicted as juvenile or as inspiration for non-disabled people, furthering harmful stereotypes and exclusion. While social acceptance has improved, it’s still lacking and causes emotional harm and even physical neglect in disabled populations. Finally, disabled people’s access to acquire and maintain employment that offers a living wage and much needed benefits is very limited and results in increased economic hardships. Increasing and furthering the cause of disability rights is crucial not just because it’s the right thing to do, but because disability will—sooner or later—touch all of our lives.

This successful essay employs the following outline formula:

I. Introduction

a. Introductory paragraph

i. Hook

ii. Introductory information: this depends on the assignment. It could be a Summary of the topic, a summary of the article, or just pertinent information that the reader needs to know about the topic

iii. Bridge to thesis

iv. Thesis statement

II. Body Paragraphs

a. Body Paragraph 1

i. Topic Sentence that is one of the argumentative reasons your thesis is true. The topic sentence must directly relate to, and help prove, your thesis.

ii. Explanation of the ideas/concepts for the topic sentence

iii. Sub point 1

1. Evidence (from a source—can be a quote, summary, or paraphrase; must be cited properly)

2. Explanation of evidence and connection to topic sentence

3. Transition

[repeat the sub point pattern as much as needed]

iv. Sub point 2

1. Evidence (from a source—can be a quote, summary, or paraphrase; must be cited properly)

2. Explanation of evidence and connection to topic sentence

v. Concluding sentence for the paragraph that address the topic sentence, and, ideally, helps transition to next body paragraph.

b. Body Paragraph 2

i. Topic Sentence that is one of the argumentative reasons your thesis is true. The topic sentence must directly relate to, and help prove, your thesis.

ii. Explanation of the ideas/concepts for the topic sentence

iii. Sub point 1

1. Evidence (from a source—can be a quote, summary, or paraphrase; must be cited properly)

2. Explanation of evidence and connection to topic sentence

3. Transition

[repeat the sub point pattern as much as needed]

iv. Sub point 2

1. Evidence (from a source—can be a quote, summary, or paraphrase; must be cited properly)

2. Explanation of evidence and connection to topic sentence

v. Concluding sentence for the paragraph that address the topic sentence, and, ideally, helps transition to next body paragraph.

c. Body Paragraph 3

i. Topic Sentence that is one of the argumentative reasons your thesis is true. The topic sentence must directly relate to, and help prove, your thesis.

ii. Explanation of the ideas/concepts for the topic sentence

iii. Sub point 1

1. Evidence (from a source—can be a quote, summary, or paraphrase; must be cited properly)

2. Explanation of evidence and connection to topic sentence

3. Transition

[repeat the sub point pattern as much as needed]

iv. Sub point 2

1. Evidence (from a source—can be a quote, summary, or paraphrase; must be cited properly)
 2. Explanation of evidence and connection to topic sentence
 - v. Concluding sentence for the paragraph that address the topic sentence, and, ideally, helps transition to next body paragraph.
- [Repeat the body paragraphs as much as needed]

III. Conclusion

a. Concluding Paragraph

- i. In one sentence, restate your core thesis argument, or entire thesis statement (use different words).
- ii. Summarize each main support. If you've properly done your topic sentences, you should be able to restate each paragraph's topic sentence for this part (1 sentence per main support /paragraph).
- iii. Provide a final concluding thought. This can mirror your hook.

Note: no new info, no quotes in the concluding paragraph.

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19.2: Activity for Academic Essay Structure by H. Morrison

Using the outline formula presented above and the example student essay **Accessibility and Acceptance: Disability in the US Today**

as the content, complete the visual essay outline.

	Introductory paragraph
Hook	
Introductory information	
Bridge to thesis	
Thesis statement	
	Body Paragraph 1
Topic Sentence	
Explanation of the ideas	
Evidence	
Explanation of evidence	
Transition	
Evidence	
Explanation of evidence	
Paragraph Conclusion	
	Body Paragraph 2
Topic Sentence	
Explanation of the ideas	
Evidence	
Explanation of evidence	
Transition	
Evidence	
Explanation of evidence	
Paragraph Conclusion	
	Body Paragraph 3
Topic Sentence	
Explanation of the ideas	
Evidence	
Explanation of evidence	
Transition	
Evidence	
Explanation of evidence	
Paragraph Conclusion	
	Conclusion

Restatement of thesis	
Summary of main point 1	
Summary of main point 2	
Summary of main point 3	
Final, concluding thought	

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19.3: Assignment for Academic Essay Structure by H. Morrison

As a way to organize your thoughts and give yourself a broader view, use the essay assignment you are currently working on to complete the form below. Depending on where you are in the process, you may not be able to completely fill out the entire form. That's ok! Fill it in as you progress.

It's a good idea to have several copies of this blank worksheet: each iteration of your essay will need to be re-outlined.

Outline	Essay title:
	Introductory paragraph
Hook	
Introductory information	
Bridge to thesis	
Thesis statement	
	Body Paragraph 1
Topic Sentence	
Explanation of the ideas	
Evidence	
Explanation of evidence	
Transition	
Evidence	
Explanation of evidence	
Paragraph Conclusion	
	Body Paragraph 2
Topic Sentence	
Explanation of the ideas	
Evidence	
Explanation of evidence	
Transition	
Evidence	
Explanation of evidence	
Paragraph Conclusion	
	Body Paragraph 3
Topic Sentence	
Explanation of the ideas	
Evidence	
Explanation of evidence	
Transition	
Evidence	
Explanation of evidence	
Paragraph Conclusion	

	Conclusion
Restatement of thesis	
Summary of main point 1	
Summary of main point 2	
Summary of main point 3	
Final, concluding thought	

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CHAPTER OVERVIEW

20: Argumentation by H. Morrison

[20.1: Argumentation Readings by H. Morrison](#)

[20.2: Argumentation Activity by H. Morrison](#)

[20.3: Argumentation Assignment by H. Morrison](#)

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20.1: Argumentation Readings by H. Morrison

4.1 Introduction: Arguments are everywhere

You may be surprised to hear that the word “argument” does not have to be written anywhere in your assignment for it to be an important part of your task. In fact, making an argument—expressing a point of view on a subject and supporting it with evidence—is often the aim of academic writing. Your instructors may assume that you know this and thus may not explain the importance of arguments in class.

Most material you learn in college is or has been debated by someone, somewhere, at some time. Even when the material you read or hear is presented as a simple fact, it may actually be one person’s interpretation of a set of information. Instructors may call on you to examine that interpretation and defend it, refute it, or offer some new view of your own. In writing assignments, you will almost always need to do more than just summarize information that you have gathered or regurgitate facts that have been discussed in class. You will need to develop a point of view on or interpretation of that material and provide evidence for your position.

Consider an example. For nearly 2000 years, educated people in many Western cultures believed that bloodletting—deliberately causing a sick person to lose blood—was the most effective treatment for a variety of illnesses. The claim that bloodletting is beneficial to human health was not widely questioned until the 1800s, and some physicians continued to recommend bloodletting as late as the 1920s. Medical practices have now changed because some people began to doubt the effectiveness of bloodletting; these people argued against it and provided convincing evidence. Human knowledge grows out of such differences of opinion, and scholars like your instructors spend their lives engaged in debate over what claims may be counted as accurate in their fields. In their courses, they want you to engage in similar kinds of critical thinking and debate.

Argumentation is not just what your instructors do. We all use argumentation on a daily basis, and you probably already have some skill at crafting an argument. The more you improve your skills in this area, the better you will be at thinking critically, reasoning, making choices, and weighing evidence.

Making a claim

What is an argument? In academic writing, an argument is usually a main idea, often called a “claim” or “thesis statement,” backed up with evidence that supports the idea. In the majority of college papers, you will need to make some sort of claim and use evidence to support it, and your ability to do this well will separate your papers from those of students who see assignments as mere accumulations of fact and detail. In other words, gone are the happy days of being given a “topic” about which you can write anything. It is time to stake out a position and prove why it is a good position for a thinking person to hold. See our [handout on thesis statements](#).

Claims can be as simple as “Protons are positively charged and electrons are negatively charged,” with evidence such as, “In this experiment, protons and electrons acted in such and such a way.” Claims can also be as complex as “Genre is the most important element to the contract of expectations between filmmaker and audience,” using reasoning and evidence such as, “defying genre expectations can create a complete apocalypse of story form and content, leaving us stranded in a sort of genre-less abyss.” In either case, the rest of your paper will detail the reasoning and evidence that have led you to believe that your position is best.

When beginning to write a paper, ask yourself, “What is my point?” For example, the point of this handout is to help you become a better writer, and we are arguing that an important step in the process of writing effective arguments is understanding the concept of argumentation. If your papers do not have a main point, they cannot be arguing for anything. Asking yourself what your point is can help you avoid a mere “information dump.” Consider this: your instructors probably know a lot more than you do about your subject matter. Why, then, would you want to provide them with material they already know? **Instructors are usually looking for two things:**

1. Proof that you understand the material
2. A demonstration of your ability to use or apply the material in ways that go beyond what you have read or heard.

This second part can be done in many ways: you can critique the material, apply it to something else, or even just explain it in a different way. In order to succeed at this second step, though, you must have a particular point to argue.

Arguments in academic writing are usually complex and take time to develop. Your argument will need to be more than a simple or obvious statement such as “Frank Lloyd Wright was a great architect.” Such a statement might capture your initial impressions of Wright as you have studied him in class; however, you need to look deeper and express specifically what caused that “greatness.” Your instructor will probably expect something more complicated, such as “Frank Lloyd Wright’s architecture combines elements of European modernism, Asian aesthetic form, and locally found materials to create a unique new style,” or “There are many strong similarities between Wright’s building designs and those of his mother, which suggests that he may have borrowed some of her ideas.” To develop your argument, you would then define your terms and prove your claim with evidence from Wright’s drawings and buildings and those of the other architects you mentioned.

Evidence

Do not stop with having a point. You have to back up your point with evidence. The strength of your evidence, and your use of it, can make or break your argument. See our [handout on evidence](#). You already have the natural inclination for this type of thinking, if not in an academic setting. Think about how you talked your parents into letting you borrow the family car. Did you present them with lots of instances of your past trustworthiness? Did you make them feel guilty because your friends’ parents all let them drive? Did you whine until they just wanted you to shut up? Did you look up statistics on teen driving and use them to show how you didn’t fit the dangerous-driver profile? These are all types of argumentation, and they exist in academia in similar forms.

Every field has slightly different requirements for acceptable evidence, so familiarize yourself with some arguments from within that field instead of just applying whatever evidence you like best. Pay attention to your textbooks and your instructor’s lectures. What types of argument and evidence are they using? The type of evidence that sways an English instructor may not work to convince a sociology instructor. Find out what counts as proof that something is true in that field. Is it statistics, a logical development of points, something from the object being discussed (art work, text, culture, or atom), the way something works, or some combination of more than one of these things?

Be consistent with your evidence. Unlike negotiating for the use of your parents’ car, a college paper is not the place for an all-out blitz of every type of argument. You can often use more than one type of evidence within a paper, but make sure that within each section you are providing the reader with evidence appropriate to each claim. So, if you start a paragraph or section with a statement like “Putting the student seating area closer to the basketball court will raise player performance,” do not follow with your evidence on how much more money the university could raise by letting more students go to games for free. Information about how fan support raises player morale, which then results in better play, would be a better follow-up. Your next section could offer clear reasons why undergraduates have as much or more right to attend an undergraduate event as wealthy alumni—but this information would not go in the same section as the fan support stuff. You cannot convince a confused person, so keep things tidy and ordered.

Counterargument

One way to strengthen your argument and show that you have a deep understanding of the issue you are discussing is to anticipate and address counterarguments or objections. By considering what someone who disagrees with your position might have to say about your argument, you show that you have thought things through, and you dispose of some of the reasons your audience might have for not accepting your argument. Recall our discussion of student seating in the Dean Dome. To make the most effective argument possible, you should consider not only what students would say about seating but also what alumni who have paid a lot to get good seats might say.

You can generate counterarguments by asking yourself how someone who disagrees with you might respond to each of the points you’ve made or your position as a whole. **If you can’t immediately imagine another position, here are some strategies to try:**

- Do some research. It may seem to you that no one could possibly disagree with the position you are arguing, but someone probably has. For example, some people argue that a hotdog is a sandwich. If you are making an argument concerning, for example, the characteristics of an exceptional sandwich, you might want to see what some of these people have to say.
- Talk with a friend or with your teacher. Another person may be able to imagine counterarguments that haven’t occurred to you.
- Consider your conclusion or claim and the premises of your argument and imagine someone who denies each of them. For example, if you argued, “Cats make the best pets. This is because they are clean and independent,” you might imagine someone saying, “Cats do not make the best pets. They are dirty and needy.”

Once you have thought up some counterarguments, consider how you will respond to them—will you concede that your opponent has a point but explain why your audience should nonetheless accept your argument? Will you reject the counterargument and explain why it is mistaken? Either way, you will want to leave your reader with a sense that your argument is stronger than opposing arguments.

When you are summarizing opposing arguments, be charitable. Present each argument fairly and objectively, rather than trying to make it look foolish. You want to show that you have considered the many sides of the issue. If you simply attack or caricature your opponent (also referred to as presenting a “straw man”), you suggest that your argument is only capable of defeating an extremely weak adversary, which may undermine your argument rather than enhance it.

It is usually better to consider one or two serious counterarguments in some depth, rather than to give a long but superficial list of many different counterarguments and replies.

Be sure that your reply is consistent with your original argument. If considering a counterargument changes your position, you will need to go back and revise your original argument accordingly.

Audience

Audience is a very important consideration in argument. Take a look at our [handout on audience](#). A lifetime of dealing with your family members has helped you figure out which arguments work best to persuade each of them. Maybe whining works with one parent, but the other will only accept cold, hard statistics. Your kid brother may listen only to the sound of money in his palm. It’s usually wise to think of your audience in an academic setting as someone who is perfectly smart but who doesn’t necessarily agree with you. You are not just expressing your opinion in an argument (“It’s true because I said so”), and in most cases your audience will know something about the subject at hand—so you will need sturdy proof. At the same time, do not think of your audience as capable of reading your mind. You have to come out and state both your claim and your evidence clearly. Do not assume that because the instructor knows the material, he or she understands what part of it you are using, what you think about it, and why you have taken the position you’ve chosen.

Critical reading

Critical reading is a big part of understanding argument. Although some of the material you read will be very persuasive, do not fall under the spell of the printed word as authority. Very few of your instructors think of the texts they assign as the last word on the subject. Remember that the author of every text has an agenda, something that he or she wants you to believe. This is OK—everything is written from someone’s perspective—but it’s a good thing to be aware of. For more information on objectivity and bias and on reading sources carefully, read our handouts on [evaluating print sources](#) and [reading to write](#).

Take notes either in the margins of your source (if you are using a photocopy or your own book) or on a separate sheet as you read. Put away that highlighter! Simply highlighting a text is good for memorizing the main ideas in that text—it does not encourage critical reading. Part of your goal as a reader should be to put the author’s ideas in your own words. Then you can stop thinking of these ideas as facts and start thinking of them as arguments.

When you read, ask yourself questions like “What is the author trying to prove?” and “What is the author assuming I will agree with?” Do you agree with the author? Does the author adequately defend her argument? What kind of proof does she use? Is there something she leaves out that you would put in? Does putting it in hurt her argument? As you get used to reading critically, you will start to see the sometimes hidden agendas of other writers, and you can use this skill to improve your own ability to craft effective arguments.

Works consulted

We consulted these works while writing this handout. This is not a comprehensive list of resources on the handout’s topic, and we encourage you to do your own research to find additional publications. Please do not use this list as a model for the format of your own reference list, as it may not match the citation style you are using. For guidance on formatting citations, please see the [UNC Libraries citation tutorial](#). We revise these tips periodically and welcome feedback.

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Thesis Statements and argumentation

First, let's review a few definitions.

What is a premise?

A premise is the foundation for an argument: it's the reason and the cause; it also serves as evidence.

What is a conclusion (in argumentation)?

It's the effect of the premises. It's the statement that the premises work to support.

Note that premises and conclusions are NOT particular to arguments: they are particular to logical statements of any sort. For example, take the statement "Joe Biden won the November 2020 presidential election and whoever wins the presidential election in November of one year becomes the president of the United States in January of next year. Therefore, Joe Biden became the president of the United States in January 2021."

Premise: Joe Biden won the November 2020 presidential election.

Premise: Whoever wins the presidential election in November of one year becomes the president of the United States in January of next year,

Conclusion: Joe Biden became the president of the United States in January 2021.

Each part—both premises and the conclusion—are facts, not arguments. Nevertheless, this statement is logical and contains premises and a conclusion.

What is a thesis statement?

The thesis statement is the entire point—the main point—of your essay and in argumentative essays, it presents a clear position that is reasonably debatable.

The thesis statement should be a sentence, maybe two, and should always be the last sentence of your introductory paragraph. It should also suggest the structure of your essay.

Everything in your essay must be in service of the thesis statement: your intro provides context so the reader can accept the thesis, the body proves the thesis (and should do nothing else), and the conclusion reiterates your thesis and summarizes the evidence you have already provided.

Testing arguments

Arguments are not explorations of topics, though you must explore a topic to understand it enough to formulate and prove a sufficient argument. Arguments are also not purely informative, though they do present information. An accessible way to test whether or not a statement is an argument is to check if the statement can be reasonably argued against.

A. In the US, college costs an average of \$37,000 a year as of 2023.

B. The cost of college in the US has become exorbitant and most cannot afford it.

First, let's consider statement A: can it be logically and reasonably argued against? This statement is a statement of fact. Assuming it is true, no, statement A cannot be argued against reasonably. It would not be reasonable to say, "In the US, college does not cost an average of \$37,000 a year in 2023". If statement A is not true, then the statement is false and should not be considered at all. Therefore, statement A is not an argument.

Statement B, however, can be reasonably argued against. A counterargument could say “Considering the need for adequate wages for faculty and staff of a college, along with building maintenance and technology and media costs, the cost of college is not exorbitant—it’s fair and reasonable.” Another counterargument could say “With the help of scholarships, financial aid, and workplace tuition reimbursement, college is fairly affordable for many.” While we may disagree with any of these statements, they are all logical. Because statement B can be argued against, it is an argument.

As you can see an argument consists of a set of statements called premises that form the foundation for affirming another statement called the conclusion.

Let’s revise statement B from the above example to create a thesis statement for an essay.

Since the cost of college in the US has become exorbitant and most cannot afford it, the government should fully subsidize it.

Premise

Premise 1	the cost of college in the US has become exorbitant
Premise 2	most cannot afford it [the cost of college]
Conclusion	the government should fully subsidize it [the cost of college]

There are several *unstated or underlying premises* that also support this argument. These unstated premises will not be debated or argued in the essay because they are taken as givens. These unstated premises, all of which are arguments, are generally agreed upon by the public.

- College is worthwhile and valuable to those who attend
- People deserve to be able to go to college
- College should not be cost-prohibitive

It’s important to consider the unstated premises of your argument because of your intended audience. In the example above,

If, for example you know your audience to be skeptical of the use or value of college—perhaps some even think a college education is harmful—you can no longer use “College is worthwhile and valuable to those who attend” as an unstated premise—you’d would have to make it a premise that you do address and argue.

It’s also important to know the underlying premises of your argument so that you craft rhetorically useful counterarguments. Counterarguments are discussed more fully in a different chapter, but for now it should be noted that counterarguments should only debate premises or conclusions of your argument, not an underlying premise of your argument.

Given the increase in anti-trans bills in many state and local level governments and social bias that has followed, the physical health care, mental health care, and the overall well-being of transgender people in the US is at risk.

Premise 1	anti-trans bills in many state and local level governments have increased
Premise 2	social bias against trans people has increased
Conclusion	the physical health care, mental health care, and the overall well-being of transgender people in the US is at risk

Notice that this argument has 3 parts to its conclusion:

- the physical health care of transgender people in the US is at risk
- mental health care of transgender people in the US is at risk
- the overall well-being of transgender people in the US is at risk

This thesis statement also suggests the structure of the essay. From this thesis statement, we can assume the following structure:

1. Introductory paragraph

2. Body Paragraph 1: anti-trans bills in many state and local level governments have increased
3. Body Paragraph 2: social bias against trans people has increased
4. Body Paragraph 3: the physical health care of transgender people in the US is at risk
5. Body Paragraph 4: mental health care of transgender people in the US is at risk
6. Body Paragraph 5: the overall well-being of transgender people in the US is at risk
7. Concluding paragraph

For this argument to be effective, the audience would have to generally agree with the *underlying premises*:

- Trans people exist and are valid
- Trans people deserve physical and mental health care
- Trans people deserve overall well-being

None of the arguments listed above will be argued in the essay, as the thesis statement suggests.

Thesis statement checklist

Ensure your thesis statement

ü states my topic.

ü is debatable.

ü states a fact-based opinion or provides an angle/perspective on my topic.

ü responds to/answers the prompt

ü lets the reader know the main idea of the essay.

ü is specific but not so specific that I cannot develop it well for the length requirements of my assignment.

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20.2: Argumentation Activity by H. Morrison

4.2 Class Activity

Read the thesis statements below and then

- identify the conclusion in each
- identify any premises in each
- decide if each statement is argumentative.
- Write a sentence or two explaining your answer to (c)
- Discuss your answers with your classmates—if there's disagreement, ask for further explanations, and offer your explanation. Be open to being incorrect!

Thesis Statements

- The United States has been a major world power since World War I; therefore, the US's War Crime and Genocide policies and deployment of those policies wield significant, global influence.
- Long COVID presents a significant threat to public health and the relative current lack of scientific research and treatments is due to sexism, racism, and ableism.
- Books bans have increased throughout the US since 2020, causing some school libraries and classroom teachers extra work as they inventory their books and remove the texts that are banned.

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20.3: Argumentation Assignment by H. Morrison

4.3 Assignment

Reread the Example Essay and assess the argument made in the essay. Answer the following questions,

1. How do you know the thesis is argumentative?
2. What are the stated premise(s) of the argument?
3. What unstated premises are present in this argument?
4. What is the conclusion of the argument?
5. Consider the evidence the writer uses to support their argument. Is the evidence sufficient and well used? Why or why not?
6. Does the writer provide enough context to support their argument?
7. In your summative assessment, is the essay effective at arguing its thesis statement?

Accessibility and Acceptance: Disability in the US Today

Most everyone at some point in their lives will become disabled. This is a truth we often do not want to consider because it makes us feel scared and vulnerable. However, that fear and vulnerability is something that millions of Americans, of all ages, face every day with little or no emotional, social, or financial support. “Disability” is an umbrella term that can refer to physical, mental, or intellectual impairments, or combinations of them, that make engaging in certain activities or the world in general more difficult or even impossible. Disability occurs because of genetics, environmental factors, disease, injuries, and traumas. While they can technically be short term—for example, a broken arm—disabilities are most commonly understood as long term and even lifelong. Examples of disabilities range from being blind, to autism, to having an amputation, to ADHD. US society has improved in its treatment of disabled people, particularly since the inception for the disability rights movement of the 1960s and 1970s, and the resulting Americans with Disabilities Act (ADA). Our understanding of what disability is has broadened and become more widespread: we regularly see disabled people in films and in daily life. However, there is still much work to be done to fully include and support disabled people. [In the United States today, there is inadequate media portrayals, social acceptance, and financial support and opportunities of disabled individuals which maintains their marginalization.](#)

[The media depicts disabled people in harmful ways by portraying them as childish or as jokes, if they choose to depict disabled people at all. While media portrayal of disabled folks has improved, today we still see negative stereotypes and underrepresentation.](#) The popular documentary-style show *Love on the Spectrum* (LotS) depicts young adults with autism engaged in the pursuit of romantic relationships. Like other dating shows, it follows participants’ lives as they get ready for and go on dates. In the article “[Exploitation for Acceptance](#),” author Maree Wolf states “while *Love on the Spectrum* outwardly purports to be inclusive and increase representation of autistic adults, it actually does the opposite. It makes a spectacle—a bumbling circus sideshow—of earnest autistic’s pursuit of community and connection. The participant’s lives aren’t treated as real or serious—they are treated as jokes or ‘aww, cute!’ moments.” LotS’s cast is made up of autistic people, but as Wolf argues, the representation the show offers through editing and dubious interviewing techniques is harmful and dehumanizing, and just a matter of entertainment for the audience at the expense of real people. No person’s humanity should be reduced to a joke or gimmick. Often, when an autistic participant is going about their normal activities in the best way they can in LotS, background music meant to indicate silliness or youthfulness will play (Wolf). This signals to the audience that the autistic individuals they see on their screens are similarly silly or infantile, even when they are being serious. The show conveys the message that autistic people are funny and indeed of protection, but also very different than “normal people.” The presumably non-autistic viewer can feel good that they are viewing autistic people positively and in need of protection, rather than as stupid or unimportant. Most troubling is that LotS is a very popular, well rated show (Wolf) and many disabled folks do defend it because of the representation it offers. However, it stands out as just one example of how the current popular media harmfully depicts disabled people.

[Social acceptance of disabled people has also improved in the past several decades, but it is also insufficient and problematic for disabled people’s overall well-being.](#) Acceptance entails more than tolerating or providing bare-minimum support: social acceptance looks like full inclusion and advocacy; it looks like reframing what is “normal” and meeting people where they’re at. However, social acceptance is in short supply for too many disabled people. In “Uninspired: The Reality of Living with Disability,”

by Tavia Sousanis, the lives of “high achieving” disabled people are explored. When Adriana, a 28-year-old civil engineer who is unable to use her legs, got engaged to her long-time boyfriend, she was met with hostility rather than joy. [Author Tavia Sousanis](#) reports Adriana’s experience: “I could tell his friends, who I know liked me, were like, *are you really going to marry the paraplegic girl?*” Adriana laughed, but her eyes filled with tears. She continued ‘And his mom—I love her, we’re good now—but she cried when he said he proposed to me because she thought my disability meant she wouldn’t have grandchildren...that’s not even true.’” Adriana’s story shows that despite being accomplished and well-liked, she was reduced to her disability status and deemed undesirable. The results for her were heart-breaking. Several others in Sousanis’s article describe similar situations wherein they are regarded as “courageous,” “awesome,” and “truly inspiring” by those around them because of their disabilities, but when it came to being hired for a good job or being accepted into a new friend or family group, they are often painfully excluded. Maree Wolf also maintains that disabled people are understood as useful when they provoke sympathy or even gratitude in the able-bodied but are disregarded when they need accommodations or true acceptance (“Exploitation for Acceptance”). All humans need some measure of social acceptance to not only fulfill the innate emotional need for connection and kinship, but also to help ensure their physical and medical needs are met. The lack of social acceptance that many disabled people face poses a serious and unacceptable threat to their well-being.

[For disabled individuals who are at all able to work, employment is a significant struggle, wages and benefits are low, and thus their needs are often unmet.](#) In “Disabled Workers Saw Record Employment Gains in 2023, But Gaps Remain,” by Kennedy [Andara et al.](#), it’s reported that only 38.2 % of disabled, working age adult men were employed in 2023. This is actually a significant improvement, a record low, but it’s clear that this is a problem when compared to the 80% of employed able-bodied men in the same year (Andara et al). It should also be noted that these statistics describe any type of employment—full or part time. Andara et al. notes that “people with disabilities are almost twice as likely to work part time.” This means that actual earnings, access to employer-provided healthcare, and other necessary benefits like paid time off and, ironically, disability insurance may be far less available to disabled workers. Part-time jobs offer less money annually, even if the hourly rate is the same as full-time, and part-time jobs rarely offer paid time off or any other benefits. Further, according to [Andara et al.](#), “Black and Hispanic disabled people experienced higher unemployment rates in 2023—at 10.2 percent and 9.2 percent, respectively. The unemployment rates of these groups are consistently above the average for disabled workers, due to the additional hardships of intersecting and compounding racism and ableism.” Not only do disabled people of color experience ableism, and the systemic disadvantages of it, but they experience a compounded disadvantage due to racism. The painful irony is that many disabled people need healthcare and daily assistance that costs much more than the needs of the average, able-bodied people. The result for all disabled people in general is economic difficulty and poverty, and unmet needs.

In conclusion, despite some increases in visibility and legal protections for disabled people, their marginalization remains a serious issue in the US. When portrayed in media, disabled people are too often depicted as juvenile or as inspiration for non-disabled people, furthering harmful stereotypes and exclusion. While social acceptance has improved, it’s still lacking and causes emotional harm and even physical neglect in disabled populations. Finally, disabled people’s access to acquire and maintain employment that offers a living wage and much needed benefits is very limited and results in increased economic hardships. Increasing and furthering the cause of disability rights is crucial not just because it’s the right thing to do, but because disability will—sooner or later—touch all of our lives.

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CHAPTER OVERVIEW

21: The Body of the Academic Essay by H. Morrison

21.1: Readings by H. Morrison

21.2: Activity by H. Morrison

21.3: Assignment by H. Morrison

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21.1: Readings by H. Morrison

8.1 Body Paragraphs

Body paragraphs constitute most of the essay. They are also where you'll do the most work. Within an essay, body paragraphs allow a writer to expand on ideas and provide audiences with support for a chosen topic or argument—essentially, to prove their argument. In each body paragraph, you must include a topic sentence, evidence, explanation of the evidence and/or a discussion of the significance of the evidence, and a transition/conclusion.

Outline of Body Paragraph

I. Body Paragraph

- a. Topic sentence
- b. Additional information on the topic
- c. Introduction and presentation of evidence 1:
 - i. Explanation and interpretation of evidence 1 and/or a discussion of the significance of the evidence 1
 - d. Transition
 - e. Introduction and presentation of evidence 2:
 - i. Explanation and interpretation of evidence 2 and/or a discussion of the significance of the evidence 2
 - Continue with transitions and evidence presentation and explanations until complete.
 - f. Transition/conclusion

Body Paragraph Components

Topic sentences

Topic sentences should encapsulate the idea of your body paragraph, while being general and clearly relating to your thesis statement. In many cases, the topic sentences for a given paragraph will mirror a part of the thesis. This means for our purposes, topic sentences will be argumentative, as your thesis statements for all your essays in the class will be argumentative.

Think of topic sentences as the thesis statements of their respective paragraphs. If its helpful to think of such things in terms of familiar employment hierarchies, thesis statements are the big bosses of essays—what they say goes, and nothing should occur that they don't prescribe. Topic sentences are then the middle managers—they do the bidding of the thesis statement. They don't invent new topics, and the rest of the paragraph—think of them as the common worker—carry out the real work dictated by the thesis statement and their topic sentence.

Topic sentences should be the first sentence in the paragraph because it introduces to your audience what the paragraph will be about.

Evidence and Supporting Details

After the topic sentence, you should provide sentences that introduce your supporting evidence. Evidence should most often be from a reliable source—usually the sources your instructor has provided or have been approved by your instructor. This can be a quote, a paraphrase, or even a short summary of the source, but it must always be cited. Be sure to properly integrate your sources into your essay. Evidence may include an example drawn from first-hand observation or personal experience but be very careful with this: be sure your personal example is appropriate, logical, and actually strengthens your argument.

Explanation of Evidence and Explanation of significance

In the sentences after your quote/paraphrase/example, clarify the information you provided in a concise manner. You should also provide the necessary details to develop your example as evidence. Sometimes, this means reiterating the quote in different, more

accessible language so that it's easier to understand. However, you should only do this if you believe your audience needs the evidence explained differently. If your quote's or paraphrase's meaning is clear, you do not need reiterate it.

Consider the following example:

Arnold Jones states, "75% of college students report not getting enough sleep; this in turn leads to brain fog and low energy that impacts their academic performance and quality of life." This shows that students say they don't get enough sleep and their grades and lives suffer because of it.

While the second sentence is an accurate summary of the quote, it's unnecessary because the quote itself was clear. The second sentence has the same meaning as the quote itself, so it contributes nothing.

It would, however, be beneficial to write a sentence after the quote that shows the significance of the quote and interprets—rather than restates—the evidence. In demonstrating the significance of the quote, you will have to showcase your logical skills and your understanding of the topic. For example,

Arnold Jones states, "75% of college students report not getting enough sleep; this in turn leads to brain fog and low energy that impacts their academic performance and quality of life." This means the vast majority of college students are seriously struggling with poor sleep and the detrimental effects of sleep deprivation, which has become an epidemic in colleges and universities.

This second sentence explanation offers interpretation of the quote and adds some information while furthering the discussion.

Transition and/or conclusion

To draw the discussion and interpretation of evidence to a close, use the evidence and explanations to reach a conclusion: a new understanding of the thesis that mirrors your topic sentence. If possible, craft the conclusion so that it sets the reader up to transition to the next paragraph.

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21.2: Activity by H. Morrison

8.2 Activity

Read the thesis statement and body paragraph below. Then answer the following questions briefly in your notes. Then discuss with a small group or the class.

1. Write or copy/paste the topic sentence.
2. Does the topic sentence relate to the thesis in the prescribed ways?
3. What is your assessment of the quality of the topic sentence, give the guidelines above?
4. Does the writer include all necessary components of a body paragraph?
5. Given the guidance above, what does the writer do well in the body paragraph?
6. What do they need to improve? What would you omit or change? What advice would you give them if you were their peer reviewer?

Text

Student thesis statement

(relevant section highlighted): Ensuring transgender youth have unfettered access to gender affirming care is a fundamental human rights issue underscored by extensive research demonstrating the benefits of gender-affirming care on their well-being, the danger of legal obstructions impeding their access to life saving care, and the ethical obligation of medical professionals to ensure young trans patients have access to such care.

Student body paragraph

The recent and historical legal discrimination has profoundly detrimental effects on the well-being of transgender youth, perpetuating stigma, limiting access to affirming healthcare, and fostering an environment of social exclusion. Transgender youth face numerous legal obstacles affecting their access to gender-affirming care. In 2023, thirty-three states proposed legislation that targeted transgender healthcare access, primarily targeting transgender children (Scheim et al.). By March 2023 several states including Georgia, Tennessee, and Iowa signed bills that banned gender-affirming treatments and increased penalties for practitioners that aid youth in receiving transgender health care (Redfield et al.). As of November 2023, 19 states are considering bills that would restrict or ban gender-affirming care for transgender youth and in 13 states, proposed bills would additionally criminalize medical providers for providing care to transgender youth (Redfield et al.). This means that several states are considering or proposing devastatingly harmful bills. As a result of introducing legislation that is increasingly punitive to doctors administering gender-affirming care, there is less access to providers who are willing or able to treat gender dysphoria in children and adolescents. Six of these states are also proposing bills in 2023 that would classify providing transgender-related healthcare to minors as child abuse. Though we live in Illinois, my little brother is transgender, and he faced numerous challenges as a minor seeking gender affirming care. These challenges have caused him depression and anxiety. Escalating laws targeting trans youth also increase social bias, discouraging many families from accepting transgender youth in their homes and preventing parents from helping their children access treatment.

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21.3: Assignment by H. Morrison

8.3 Assignment: Backwards Outlining

Using either a complete body paragraph from a draft you are working on for this course, the body paragraph below from the Student Example Essay we've been using, copy and paste the parts of the body paragraph to their corresponding component listed below to create an outline the body paragraph. Then, critique it:

1. What's missing?
2. What doesn't fit?
3. Does this paragraph meet all the noted requirements?

Student Essay Body Paragraph Example

Thesis statement

In the United States today, there is inadequate media portrayals, social acceptance, and financial support and opportunities of disabled individuals which maintains their marginalization.

Body Paragraph

The media depicts disabled people in harmful ways by portraying them as childish or as jokes, if they choose to depict disabled people at all. While media portrayal of disabled folks has improved, today we still see negative stereotypes and underrepresentation. The popular documentary-style show *Love on the Spectrum* (LotS) depicts young adults with autism engaged in the pursuit of romantic relationships. Like other dating shows, it follows participants' lives as they get ready for and go on dates. In the article "[Exploitation for Acceptance](#)," author Maree Wolf states "while *Love on the Spectrum* outwardly purports to be inclusive and increase representation of autistic adults, it actually does the opposite. It makes a spectacle—a bumbling circus sideshow—of earnest autistic's pursuit of community and connection. The participant's lives aren't treated is real or serious—they are treated as jokes or 'aww, cute!' moments." LotS's cast is made up of autistic people, but as Wolf argues, the representation the show offers through editing and dubious interviewing techniques is harmful and dehumanizing, and just a matter of entertainment for the audience at the expense of real people. No person's humanity should be reduced to a joke or gimmick. Often, when an autistic participant is going about their normal activities in the best way they can in LotS, background music meant to indicate silliness or youthfulness will play (Wolf). This signals to the audience that the autistic individuals they see on their screens are similarly silly or infantile, even when they are being serious. The show conveys the message that autistic people are funny and indeed of protection, but also very different than "normal people." The presumably non-autistic viewer can feel good that they are viewing autistic people positively and in need of protection, rather than as stupid or unimportant. Most troubling is that LotS is a

very popular, well rated show (Wolf) and many disabled folks do defend it because of the representation it offers. However, it stands out as just one example of how the current popular media harmfully depicts disabled people.

Topic sentence	
Additional information on the topic	
Introduction and presentation of evidence 1:	
Explanation and interpretation of evidence 1 and/or a discussion of the significance of the evidence 1	
Transition	
Introduction and presentation of evidence 2:	
Explanation and interpretation of evidence 2 and/or a discussion of the significance of the evidence 2	
Transition/conclusion	

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CHAPTER OVERVIEW

22: MLA Citations and Source Integration by H. Morrison

22.1: Readings by H. Morrison

22.2: Activity by H. Morrison

22.3: Assignment by H. Morrison

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22.1: Readings by H. Morrison

10.1 MLA citations

Why do we cite?

- To **avoid plagiarism** (passing off others' ideas as your own) in any and all forms.
- To **increase our own ethos** as writers: showing that you know of, and are in conversation with, other credible sources boosts your own credibility and authority.
- To create an easy way for your readers or audience to **verify the facts** you present.

Why do we use MLA in this class?

It's a way to standardize the way you present your writing in academic settings. MLA is most commonly used in the humanities. As English is understood broadly as part of the Humanities, we use MLA.

MLA (Modern Language Association) is one of many ways to format documents and cite sources. Other common citation styles are APA (American Psychological Association), which is often used in the social sciences, and Chicago/Turabian style. All styles are suited to particular subject areas.

Each method provides 3 things:

- Standardization for **in-text citations** (for quotes, paraphrases, and summaries within the body of the essay).
- Standardization for **Works Cited/References**.
- Standardization for **formatting** the entire essay, i.e. where to put your name, the title, and the margin size.

Citations and how to do them

Citations are not the same as quotations. A citation is an standardized indication of the source of your ideas and/or words.

Citation is the broad category: *summaries*, *paraphrases*, and *quotations* all need citations, but none them themselves are citations.

- Example citation *summaries*:*
 - In their book about modern ecology movements in the face of the climate crisis, *Beyond the New Green Deal*, Hahn and Wright discuss the impact of global corporations on the worsening climate. They conclude that anti-capitalist grassroots movements may be the most effective tool available, given the poor outcomes of attempts to change environmental policy in the US.
- *Summaries generally do not need page number citations because they are summaries of the entire work, or large parts of it. A signal phrase is most often enough.
- Example citation *paraphrases*:
 - Hahn and Wright state that while a growing number of democratic political candidates promise to prioritize policy making to help climate change, only about 5% of them are able to do this once elected (112).
- Example citation *quotations*:
 - Hahn and Wright argue “the ineffective nature of policy making in Washington, by our elected officials, may be discouraging to grassroots activists who are just starting out, but it in can also be a rallying cry to organize and create change in local communities” (113).

All three of these would necessitate a **Works Cited entry**, like this:

Hahn, Jo and W. Wright. *Beyond the New Green Deal*. Simon & Schuster, New York, 2018.

Never leave a quote alone

Never leave a quote alone in a sentence: use signal phrases or blend the quote into your own writing. Your own words should always introduce a quote or contextualize it.

- Incorporation into your own sentence:
 - While the statistics vary for men under the age of 50, there’s “a clear indication that men 50 and older are two to three times more likely to report being lonely, regardless of relationship status” (Watts) that suggests finding a mate is not helpful.
- Introduce the quote:

- In the article “World on Fire,” the authors report on the panic caused by climate change: “60% of participants reported feeling severely heightened anxiety when consuming media about climate change.”
- Signal phrase:
 - Vaughn argues, “policy makers are not taking their commitment to citizens seriously. Instead, they are motivated by the interests of big business and the kickbacks and other financial and social benefit they provide.”

Quote/Paraphrase Sandwich

A quote/paraphrase sandwich is an analogy to help you remember how to treat quotes and paraphrases in your essays. As noted, quotes should never be left alone in a sentence. Quotes/paraphrases must always be introduced (conceptually and literally), presented, and then explained or connected to the topic sentence.

Top Bun	Conceptually introduce the quote, and literally introduce the quote. Include some introductory information needed to understand the quote, as well as the source, if desired.
Meat or delectable veggie filling	Present the quote or paraphrase.
Bottom Bun	Explain the quote if needed (if the language is complex, or the data otherwise needs to be broken down) and explain how the quote/paraphrase connects to the topic sentence in the paragraph in which the quote/paraphrase exists.

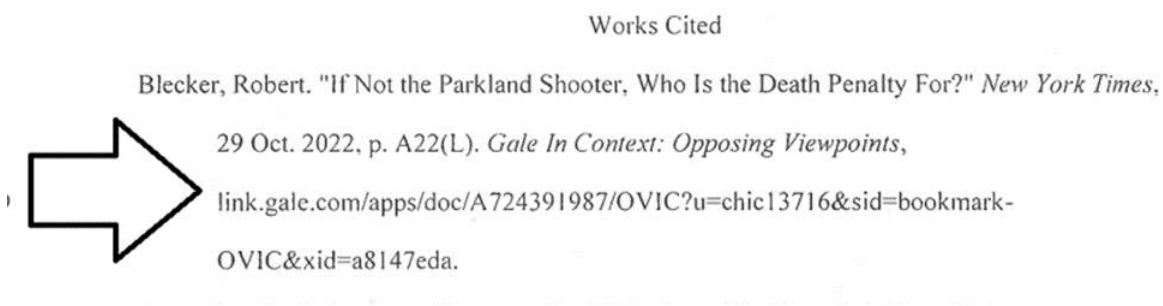
Example

The popular documentary-style show *Love on the Spectrum* (LotS) depicts young adults with autism engaged in the pursuit of romantic relationships. Like other dating shows, it follows participants’ lives as they get ready for and go on dates. In the article “Exploitation for Acceptance,” author Maree Wolf states “while *Love on the Spectrum* outwardly purports to be inclusive and increase representation of autistic adults, it actually does the opposite. It makes a spectacle—a bumbling circus sideshow—of earnest autistic’s pursuit of community and connection. The participant’s lives aren’t treated as real or serious—they are treated as jokes or ‘aww, cute!’ moments.” LotS’s cast is made up of autistic people, but as Wolf argues, the representation the show offers through editing and dubious interviewing techniques is harmful and dehumanizing, and just a matter of entertainment for the audience at the expense of real people.

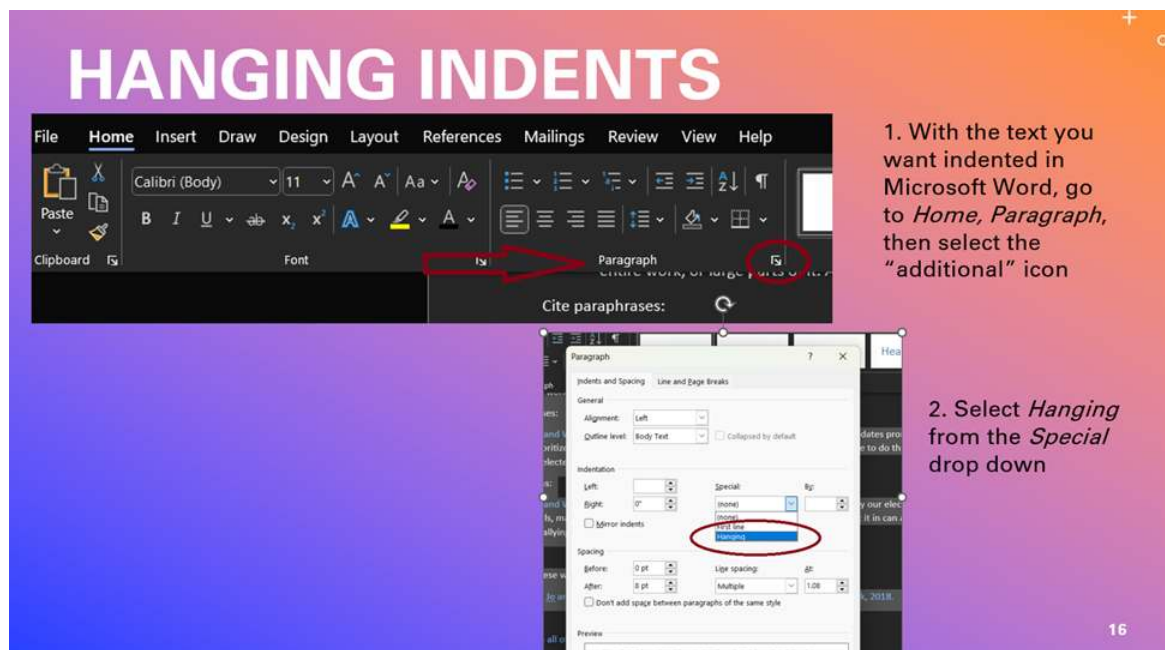
Hanging Indents

Your Works Cited must have “hanging indents.”

They look like this:



Here's how to do them in Microsoft Word.



MLA citation and Works Cited Checklist

The answer to all of these questions should be YES!

In-text citations:

- If I used my own words to explain a source's ideas, is it clear exactly where those ideas come from? Do I use signal phrases and/or parenthetical citations?
- If I used the source's exact words, is it in quotation marks?
- If I used more than 4 lines of a source's exact words, is it presented properly in a block quote?
- Do I introduce each quote/paraphrase/summary, and then immediately discuss/explain/elaborate and connect it to the rest of the paragraph?
- Does every cited source have a Works Cited entry?

On the Works Cited page:

- Does the Works Cited start on its own page?
- Is the title Works Cited in bold and centered at the top of the page?
- Are the entries arranged in alphabetical order?
- Did I use hanging indents?
- Did I verify the formatting and content of each entry, using Purdue OWL, even if the entry was automatically generated by a database?
- Is every Works Cited entry cited at least once in the essay in an in-text citation (quote, summary, paraphrase with signal phrase and/or parenthetical citation)?

MLA Resources

Full Information on how to properly use MLA for all 3 elements: in-text citations, works cited, and formatting from Purdue Online Writing Lab (OWL).

MLA In-Text Citations: The Basics

MLA Formatting and Style Guide

MLA Works Cited Page: Basic Format

Responsible use of sources: accuracy, fairness, and clear attribution

To properly use a source, you must do the following:

- Comprehend the source. It is crucial for you to completely understand your source--thoroughly read and understand the source. If you need help with this step, see a reading tutor.
- Be accurate. If you understand your source, you should be able to accurately represent the source author's ideas and data.
- Be fair. Honestly represent what the source says, even if it does not help your argument. Typically, we use sources that agree with our arguments, so we default to being fair, i.e., using the author's work in the way they intended and honestly representing it. However, sometimes we disagree with an author's conclusions OR we think they should have come to a somewhat different conclusion. We then can take their work and point out the issues, but we must be clear when we do this. It should never seem like you are changing or misrepresenting the author's ideas.
- Cite the source correctly whether you paraphrase, quote, or summarize. It should always be crystal clear when you are using the source's ideas rather than your own.
- Do not plagiarize. It must be very clear whose ideas are presented. If the ideas are not entirely your own, if the wording is not entirely your own, either do not use it or cite it properly.

Considering the source

Rhetorically analyze your potential sources:

- What is their ethos? What are their credentials, and what is their motivation/intention?
- A source being peer reviewed automatically lends ethos and high credibility because the source: 1. Must be an expert to be peer reviewed, and 2. Those peers who review it are also experts. Therefore, the output's reliability is verified.
- Who is their intended audience? If it's not you, consider either not using the source, or, if appropriate, offering contextualization when you cite them. Say "In a report intended for medical students, the author suggests...."
- Reliable academic sources will rarely use pathos; they will use logos in abundance. They will also strengthen their own ethos by citing the work of other reliable, well-respected sources.

Plagiarism

There are many forms of plagiarism, but it can be summarized as presenting another's work as your own. This applies to a single sentence or phrase, or an entire essay.

It can be intentional or unintentional. Intentional is far more serious and carries heavier penalties, but both will result in lost points, at minimum.

Intentional – In this class, automatic failure of the assignment, possible other disciplinary actions and/or failure of the course.

- Your friend took this class last year. You submit a part of one of his essays as though you wrote it.
- You buy an essay.
- You copy/paste a paragraph from a news article, modify it somewhat, do not cite it, and then include it your essay.
- A work colleague heavily edits your essay and changes the phrasing, word choice, and organization of your essay. They may have also added a topic sentence here and there.
- You used an AI chat to write your essay, in part or in whole.

Unintentional—In this class, results in a point reduction only if it is clearly unintentional. May incur more serious penalties.

- You paraphrased one of your sources and forgot to cite it.
- You briefly summarized an article but forgot to mention where it came from or who wrote it.
- You provided a quote but forgot to put it in quotation marks and cite the source.

How to avoid plagiarism:

Intentional:

If you're feeling stuck and/or overwhelmed, ask for help from the correct sources that will actually help you learn:

- A writing tutor.

- A reading tutor.
- A librarian.
- Your professor.
- If you need other support, seek it out!
- For disability accommodations, see the Access Center.
- For mental health issues, see the Wellness Center.

Here and in life in general, advocating for yourself and asking for what you need is crucial.

- Plan ahead and anticipate your challenges. Life is busy and complicated, and no one succeeds completely on their own. Make a plan to complete your assignments and make appointments for help.
- Ask for an extension. While extensions can set you back, it's far better to ask for an extension than to plagiarize.
- Accept that you may not get the grade you want, or you might even fail. No one wants to fall short of their own expectations or others'; however, even an F is preferable to plagiarism being noted on your official academic record.

Unintentional

- Give yourself enough time to revise and thoroughly edit.
- Carefully edit and re-read your essay. Try highlighting all the content that is not yours for a clear visual indicator (remove the highlight before submitting!). You can also color code.
- Keep track of your research in your research log.
- Keep track of the sources you use with an in-progress works cited page.
- Have a writing tutor review your final draft for correct citations. Note, there's no guarantee that a tutor will spot unintentional plagiarism.

Patchwriting

Patchwriting happens when you rephrase a portion of source material, but your language remains too close to the vocabulary and/or sentence structure of the original text. All patchwriting is a kind of paraphrase, but successful paraphrase is not patchwritten.

Why is it something to be avoided?

- Patchwriting does not demonstrate the writer's comprehension. Often, we patchwrite when we do not fully understand the source content..
- It is typically not well-written. Pasting together synonyms is usually a recipe for an awkward, unwieldy sentence. Sometimes, it's incomprehensible.
- It can lead to plagiarism. If you are not truly using your own words, and not using a quote, it's technically plagiarism.

Patch Writing Example

Original text

"The Goose diet, commonly known as "honking" on social media, is a growing trend in which teens and adults eat nothing but grass clippings in an effort to lose weight and, reportedly get "goose juiced"—meaning they take on the fearless of aggression of a nesting Canadian goose" (Gosling).

Patchwriting (ineffective, plagiaristic paraphrase)

The Goose diet, also known as "honking" on Tiktok, Twitter(X) and the like, is a growing trend in which people over the age of twelve eat only clippings of grass in an effort to shrink their waistlines, and allegedly get "goose juiced"—which means they assume the lack of fear and the anger of a Canadian goose who is in its nesting season.

Actual paraphrase

According to Gosling, the Goose Diet phenomenon has been gaining popularity among both teenagers and adults, and even has a nickname on social media: "Honking." The diet is simple—it consists of eating grass clippings exclusively—and, allegedly, the result is rapid, significant weight loss as well as an empowering behavioral change in which dieters feel they have the invincible assertiveness of nesting Canadian geese (Gosling).

To quote or not to quote: determining whether you should paraphrase/summarize, or quote.

- Does the potential quote contain NECESSARY specific or technical phrasing (even jargon) that cannot be duplicated?
- Is it beautifully or poetically stated? Pithy or witty?
- Does it contain statistics, numbers, or figures that you would have to present “as is” anyhow?
- Is the quote an important personal narrative that needs to have the author’s voice presented, rather than your own?

.... Then you should quote it!

- Is the potential quote very long?
- Would you need to leave things out using an ellipsis (...) because not all of it is relevant?
- Is the quote an explanation or background information?
- Is it confusingly written? Complicated?
- Is it a key point or concept that you need to show you understand completely?

.... Then you should NOT quote it!

Paraphrase or summarize instead.

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22.2: Activity by H. Morrison

Responsible Use Activity of Sources

Below are excerpts from a research essay that uses the source “On Life Support: Public Health in the Age of Mass Incarceration.” Carefully read each item below. Do not read the whole source report, but do read the areas cited below <https://www.vera.org/downloads/publications/on-life-support-public-health-mass-incarceration-report.pdf>. Simply locate the information cited below in the source above and, for each item, determine: A) if the writer used the report fairly and accurately? B) if they did not, how is it inaccurate and/or unfair? C) if it could be improved, how would you recommend improving it?

Note: all citation formatting is correct.

1. As of 2014, individuals with infectious diseases such as tuberculosis, hepatitis C, and a variety of STDs, are more likely to end up incarcerated than individuals without such conditions (Cloud 6, 10).
2. According to Cloud’s 2014 report, being incarcerated causes “higher rates of chronic conditions and mental and physical disabilities” for people 55 years and older (7). Clearly, prison literally makes people sick, especially those of certain age demographics.
3. Poor health is not only a problem for incarcerated individuals—it’s a problem for their communities: each year, “prisons release nearly 700,000 people to the community... for people with a history of injection drug use, failure to promote care continuity upon release increases risk of relapse, overdose, and risky behaviors that spread HIV/AIDs and HCV disease in communities” (Cloud 15).
4. What’s arguably worse is that the punishment for incarcerated individuals does not end after their prison sentence: their punishment continues in being blocked from vital resources. Cloud reports, “Policies such as banning people with a drug felony conviction from receiving cash welfare, food stamps, and subsidized housing lead to housing instability” (18). While some may say that this outcome is part of the individual’s “consequence” of having engaged in crime, it is crucial to note that because of such policies, children who have an incarcerated father are far more likely to experience homelessness in their childhoods (Cloud 18). There’s no justice in punishing innocent children for “the sins” of their fathers; children, families, and other community members should not suffer continually because of an individual’s alleged crimes.

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22.3: Assignment by H. Morrison

Assignment

Use the information below to craft a proper MLA Works Cited page for the essay *Accessibility and Acceptance: Disability in the US Today*. Note, items 2 and 3 have all the needed info, but for item 1, you will have to use the link to explore the source and find the correct information.

Also, answer the following questions

- Are all used sources cited?
- Are the in-text citations in the essay done correctly?

Source Information

1. “Disabled Workers Saw Record Employment Gains in 2023, But Gaps Remain.”
<https://www.americanprogress.org/article/disabled-workers-saw-record-employment-gains-in-2023-but-gaps-remain/#:~:text=Feb%2022%2C%202024-,Disabled%20Workers%20Saw%20Record%20Employment%20Gains%20in%202023%2C%20But%20Gaps,more%20to%20close%20persistent%20gaps.>
2. Tavia Sousanis,. <https://accounts.theatlantic.com/pro...rce=google&utm.> “Uninspired: The Reality of Living with Disability.” *The Atlantic*, 14 May 2024.
3. Maree Wolf, “Exploitation for Acceptance.” <https://www.disabilityrightsnetwork....otarealarticle>. *Disability Rights Network*, 10 Oct. 2023.

Full text of essay

Accessibility and Acceptance: Disability in the US Today

Most everyone at some point in their lives will become disabled. This is a truth we often do not want to consider because it makes us feel scared and vulnerable. However, that fear and vulnerability is something that millions of Americans, of all ages, face every day with little or no emotional, social, or financial support. “Disability” is an umbrella term that can refer to physical, mental, or intellectual impairments, or combinations of them, that make engaging in certain activities or the world in general more difficult or even impossible. Disability occurs because of genetics, environmental factors, disease, injuries, and traumas. While they can technically be short term—for example, a broken arm—disabilities are most commonly understood as long term and even lifelong. Examples of disabilities range from being blind, to autism, to having an amputation, to ADHD. US society has improved in its treatment of disabled people, particularly since the inception for the disability rights movement of the 1960s and 1970s, and the resulting Americans with Disabilities Act (ADA). Our understanding of what disability is has broadened and become more widespread: we regularly see disabled people in films and in daily life. However, there is still much work to be done to fully include and support disabled people. In the United States today, there is inadequate media portrayals, social acceptance, and financial support and opportunities of disabled individuals which maintains their marginalization.

The media depicts disabled people in harmful ways by portraying them as childish or as jokes, if they choose to depict disabled people at all. While media portrayal of disabled folks has improved, today we still see negative stereotypes and underrepresentation. The popular documentary-style show *Love on the Spectrum* (LotS) depicts young adults with autism engaged in the pursuit of romantic relationships. Like other dating shows, it follows participants’ lives as they get ready for and go on dates. In the article “Exploitation for Acceptance,” author Maree Wolf states “while *Love on the Spectrum* outwardly purports to be inclusive and increase representation of autistic adults, it actually does the opposite. It makes a spectacle—a bumbling circus sideshow—of earnest autistic’s pursuit of community and connection. The participant’s lives aren’t treated as real or serious—they are treated as jokes or ‘aww, cute!’ moments.” LotS’s cast is made up of autistic people, but as Wolf argues, the representation the show offers through editing and dubious interviewing techniques is harmful and dehumanizing, and just a matter of entertainment for the audience at the expense of real people. No person’s humanity should be reduced to a joke or gimmick. Often, when an autistic participant is going about their normal activities in the best way they can in LotS, background music meant to indicate silliness or youthfulness will play (Wolf). This signals to the audience that the autistic individuals they see on their screens are similarly silly or infantile, even when they are being serious. The show conveys the message that autistic people are funny and

indeed of protection, but also very different than “normal people.” The presumably non-autistic viewer can feel good that they are viewing autistic people positively and in need of protection, rather than as stupid or unimportant. Most troubling is that *LotS* is a very popular, well rated show (Wolf) and many disabled folks do defend it because of the representation it offers. However, it stands out as just one example of how the current popular media harmfully depicts disabled people.

Social acceptance of disabled people has also improved in the past several decades, but it is also insufficient and problematic for disabled people’s overall well-being. Acceptance entails more than tolerating or providing bare-minimum support: social acceptance looks like full inclusion and advocacy; it looks like reframing what is “normal” and meeting people where they’re at. However, social acceptance is in short supply for too many disabled people. In “Uninspired: The Reality of Living with Disability,” by Tavia Sousanis, the lives of “high achieving” disabled people are explored. When Adriana, a 28-year-old civil engineer who is unable to use her legs, got engaged to her long-time boyfriend, she was met with hostility rather than joy. Author Tavia Sousanis reports Adriana’s experience: “‘I could tell his friends, who I know liked me, were like, *are you really going to marry the paraplegic girl?*’ Adriana laughed, but her eyes filled with tears. She continued ‘And his mom—I love her, we’re good now—but she cried when he said he proposed to me because she thought my disability meant she wouldn’t have grandchildren...that’s not even true.’” Adriana’s story shows that despite being accomplished and well-liked, she was reduced to her disability status and deemed undesirable. The results for her were heart-breaking. Several others in Sousanis’s article describe similar situations wherein they are regarded as “courageous,” “awesome,” and “truly inspiring” by those around them because of their disabilities, but when it came to being hired for a good job or being accepted into a new friend or family group, they are often painfully excluded. Maree Wolf also maintains that disabled people are understood as useful when they provoke sympathy or even gratitude in the able-bodied but are disregarded when they need accommodations or true acceptance (“Exploitation for Acceptance”). All humans need some measure of social acceptance to not only fulfill the innate emotional need for connection and kinship, but also to help ensure their physical and medical needs are met. The lack of social acceptance that many disabled people face poses a serious and unacceptable threat to their well-being.

For disabled individuals who are at all able to work, employment is a significant struggle, wages and benefits are low, and thus their needs are often unmet. In “Disabled Workers Saw Record Employment Gains in 2023, But Gaps Remain,” by Kennedy Andara et al., it’s reported that only 38.2 % of disabled, working age adult men were employed in 2023. This is actually a significant improvement, a record low, but it’s clear that this is a problem when compared to the 80% of employed able-bodied men in the same year (Andara et al). It should also be noted that these statistics describe any type of employment—full or part time. Andara et al. notes that “people with disabilities are almost twice as likely to work part time.” This means that actual earnings, access to employer-provided healthcare, and other necessary benefits like paid time off and, ironically, disability insurance may be far less available to disabled workers. Part-time jobs offer less money annually, even if the hourly rate is the same as full-time, and part-time jobs rarely offer paid time off or any other benefits. Further, according to Andara et al., “Black and Hispanic disabled people experienced higher unemployment rates in 2023—at 10.2 percent and 9.2 percent, respectively. The unemployment rates of these groups are consistently above the average for disabled workers, due to the additional hardships of intersecting and compounding racism and ableism.” Not only do disabled people of color experience ableism, and the systemic disadvantages of it, but they experience a compounded disadvantage due to racism. The painful irony is that many disabled people need healthcare and daily assistance that costs much more than the needs of the average, able-bodied people. The result for all disabled people in general is economic difficulty and poverty, and unmet needs.

In conclusion, despite some increases in visibility and legal protections for disabled people, their marginalization remains a serious issue in the US. When portrayed in media, disabled people are too often depicted as juvenile or as inspiration for non-disabled people, furthering harmful stereotypes and exclusion. While social acceptance has improved, it’s still lacking and causes emotional harm and even physical neglect in disabled populations. Finally, disabled people’s access to acquire and maintain employment that offers a living wage and much needed benefits is very limited and results in increased economic hardships. Increasing and furthering the cause of disability rights is crucial not just because it’s the right thing to do, but because disability will—sooner or later—touch all of our lives.

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CHAPTER OVERVIEW

23: Argumentative Comparison and Contrast Essays [Sojourner Truth] by H. Morrison

[23.1: Readings by H. Morrison](#)

[23.2: Activity](#)

[23.3: Assignment](#)

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23.1: Readings by H. Morrison

Comparison and Contrast

When deciding between multiple items or courses of action, we often naturally employ comparison and contrast techniques. Consider how you made your way to this course: did you decide between not going to college and going to college? Once you made that decision, did you then choose between a few different institutions? Hopefully, you had the support and resources to 1) fully understand each option, 2) carefully consider the implications and consequences of each option, and 3) compare and contrast each option against or with the other. While this example is obviously an informal version of comparison contrast inquiries, it more or less follows the same formula.

Typically, when we talk about “comparing” two or more things, we are talking about noting the ways in which the things are similar and how they are different. For this assignment, we are going back to the Latin root word *comparatio* and understanding the act of comparing to mean exclusively looking at the ways in which things or concepts are similar. “Contrast” here maintains its usual meaning of showing how two or more things or ideas are different.

Our goal for this assignment is to critically analyze two different texts—fully understand each text and their contexts/implications/consequences— and then compare and contrast them. From this process, you will develop an argumentative thesis based on your comparison contrast findings. Your thorough understanding of the texts and your critical thinking skills are vital components of beginning this process.

What’s the point?

The act of comparing and contrasting are crucial entry points into the process of detailed analysis of a subject. In comparing and contrasting two or more things/ideas, we must thoroughly understand, analyze, and critique each item itself, and then we must critically evaluate how they relate to each other and express those differences and similarities.

Texts and Context

“Ain’t I a Woman” Context

On May 29, 1851, Sojourner Truth delivered a speech at the Woman’s Rights Convention in Akron, Ohio. Truth, a black woman, was an emancipated slave born as Isabella Baumfree in 1797 in New York state. In her mid-thirties, she was promised freedom by her master; when he failed to free her, she fled and created a new life for herself as a preacher and activist (“Sojourner Truth: Ain’t I A Woman?” <https://www.nps.gov/articles/sojourner-truth.htm>).

The speech Truth gave on that day in 1851, and its derivatives, would later be titled “Ain’t I A Woman?” This rhetorical question was not original to Truth: “Am I not a Man and Brother?”, and later, “Am I Not a Woman and a Sister?” has been used since the late 18th century by anti-slavery abolitionists in the United Kingdom. These rhetorical questions were used to positively assert the humanity of blacks living under slavery.

The white male American abolitionist Marius Robinson attended the Woman’s Rights Convention in Akron, Ohio in 1851. As an activist, he had worked with Truth, and he published his own transcription of Truth’s speech with his commentary a month later in the abolitionist newspaper he edited, *The Anti-Slavery Bugle*, on June 21, 1851. That text is reproduced here as **“Ain’t I a Woman” (1851 Robinson Version)**.

Frances Dana Barker Gage, a white woman and fervent feminist, abolitionist, and temperance movement leader, presided over the Woman’s Rights Convention in Akron, Ohio in 1851: her opening speech for that event introduced Sojourner Truth to the audience. In 1863, some 12 years after the event, Gage published her version of Sojourner Truth’s 1851 speech, reproduced here as **“Ain’t I a Woman” (1863 Gage Version)**. Brezina, Corona (2004). Sojourner Truth’s “Ain’t I a woman?” speech: a primary source investigation. The Rosen Publishing Group. p. 32. ISBN 978-1-4042-0154-5.

Gage’s version differs significantly from Robinson’s. Perhaps most notably, Gage’s version of Truth’s speech is rendered in a caricature of the speech of Southern slaves. Truth would not have spoken in that dialect: her first language was Dutch, and she was raised in the North. Still, Gage’s version became the standard version of Truth’s 1851 speech.

Pre-reading Critical thinking questions

1. Why was the speech published at all?
2. Why were multiple versions of Sojourner Truth's 1851 speech written and published?
3. Why did one version, Gage's, become the standard?
4. What motivated Gage to publish her version? What motivated Robinson?
5. Why didn't Sojourner Truth write and publish her own speech?

"Ain't I a Woman" (1851 Robinson Version)

One of the most unique and interesting speeches of the convention was made by Sojourner Truth, an emancipated slave. It is impossible to transfer it to paper, or convey any adequate idea of the effect it produced upon the audience. Those only can appreciate it who saw her powerful form, her whole-souled, earnest gesture, and listened to her strong and truthful tones. She came forward to the platform and addressing the President said with great simplicity: "May I say a few words?" Receiving an affirmative answer, she proceeded:

I want to say a few words about this matter. I am a woman's rights. I have as much muscle as any man, and can do as much work as any man. I have plowed and reaped and husked and chopped and mowed, and can any man do more than that? I have heard much about the sexes being equal. I can carry as much as any man, and can eat as much too, if I can get it. I am as strong as any man that is now. As for intellect, all I can say is, if a woman have a pint, and a man a quart – why can't she have her little pint full?

You need not be afraid to give us our rights for fear we will take too much, – for we can't take more than our pint'll hold. The poor men seems to be all in confusion, and don't know what to do. Why children, if you have woman's rights, give it to her and you will feel better. You will have your own rights, and they won't be so much trouble.

I can't read, but I can hear. I have heard the Bible and have learned that Eve caused man to sin. Well, if woman upset the world, do give her a chance to set it right side up again. The Lady has spoken about Jesus, how he never spurned woman from him, and she was right. When Lazarus died, Mary and Martha came to him with faith and love and besought him to raise their brother. And Jesus wept and Lazarus came forth. And how came Jesus into the world? Through God who created him and the woman who bore him. Man, where was your part? But the women are coming up blessed be God and a few of the men are coming up with them. But man is in a tight place, the poor slave is on him, woman is coming on him, he is surely between a hawk and a buzzard.

Robinson, Marius. *Anti-Slavery Bugle*. (New-Lisbon, Ohio), 21 June 1851. *Chronicling*

America: Historic American Newspapers. Lib. of Congress.

<https://chroniclingamerica.loc.gov/l...21/ed-1/seq-4/>

"Ain't I a Woman" (1863 Gage Version)

*****Content Warning: This version of Sojourner Truth's speech and Gage's introduction contain multiple uses of anti-black slurs.*****

In *A History of Woman Suffrage*, Gage describes the situation before Truth gave her speech:

The leaders of the movement trembled on seeing a tall, gaunt black woman in a gray dress and white turban, surmounted with an uncouth sunbonnet, march deliberately into the church, walk with the air of a queen up the aisle, and take her seat upon the pulpit steps. A buzz of disapprobation was heard all over the house, and there fell on the listening ear, 'An abolition affair!' "Woman's rights and niggers!" "I told you so!" "Go it, darkey!" . . . Again and again, timorous and trembling ones came to me and said, with earnestness, "Don't let her speak, Mrs. Gage, it will ruin us. Every newspaper in the land will have our cause mixed up with abolition and niggers, and we shall be utterly denounced." My only answer was, "We shall see when the time comes."

...

There were very few women in those days who dared to "speak in meeting"; and the august teachers of the people were seemingly getting the better of us, while the boys in the galleries, and the sneerers among the pews, were hugely enjoying the discomfiture as they supposed, of the "strong-minded." Some of the tender-skinned friends were on the point of losing dignity, and the atmosphere betokened a storm. When, slowly from her seat in the corner rose Sojourner Truth, who, till now, had scarcely lifted her head. "Don't let her speak!" gasped half a dozen in my ear. She moved slowly and solemnly to the front, laid her old bonnet at her feet,

and turned her great speaking eyes to me. There was a hissing sound of disapprobation above and below. I rose and announced, "Sojourner Truth," and begged the audience to keep silence for a few moments.

The tumult subsided at once, and every eye was fixed on this almost Amazon form, which stood nearly six feet high, head erect, and eyes piercing the upper air like one in a dream. At her first word there was a profound hush. She spoke in deep tones, which, though not loud, reached every ear in the house, and away through the throng at the doors and windows.

Sojourner Truth's speech, as provided by Gage:

"Wall, chilern, whar dar is so much racket dar must be somethin' out o' kilter. I tink dat 'twixt de niggers of de Souf and de womin at de Norf, all talkin' 'bout rights, de white men will be in a fix pretty soon. But what's all dis here talkin' 'bout?

"Dat man ober dar say dat womin needs to be helped into carriages, and lifted ober ditches, and to hab de best place everywhar. Nobody eber helps me into carriages, or ober mud-puddles, or gibs me any best place!" And raising herself to her full height, and her voice to a pitch like rolling thunder, she asked. "And a'n't I a woman? Look at me! Look at my arm! (and she bared her right arm to the shoulder, showing her tremendous muscular power). I have ploughed, and planted, and gathered into barns, and no man could head me! And a'n't I a woman? I could work as much and eat as much as a man—when I could get it—and bear de lash as well! And a'n't, I a woman? I have borne thirteen chilern, and seen 'em mos' all sold off to slavery, and when I cried out with my mother's grief, none but Jesus heard me! And a'n't I a woman?

"Den dey talks 'bout dis ting in de head; what dis dey call it?" ("Intellect," whispered someone near.) "Dat's it, honey. What's dat got to do wid womin's rights or nigger's rights? If my cup won't hold but a pint, and yourn holds a quart, wouldn't ye be mean not to let me have my little half-measure full?" And she pointed her significant finger, and sent a keen glance at the minister who had made the argument. The cheering was long and loud.

"Den dat little man in black dar, he say women can't have as much rights as men, 'cause Christ wan't a woman! Whar did your Christ come from?" Rolling thunder couldn't have stilled that crowd, as did those deep, wonderful tones, as she stood there with outstretched arms and eyes of fire. Raising her voice still louder, she repeated, "Whar did your Christ come from? From God and a woman! Man had nothin' to do wid Him." Oh, what a rebuke that was to that little man.

Turning again to another objector, she took up the defense of Mother Eve. I can not follow her through it all. It was pointed, and witty, and solemn; eliciting at almost every sentence deafening applause; and she ended by asserting: "If de fust woman God ever made was strong enough to turn de world upside down all alone, dese women togedder (and she glanced her eye over the platform) ought to be able to turn it back, and get it right side up again! And now dey is asking to do it, de men better let 'em." Long-continued cheering greeted this. "'Bleeged to ye for hearin' on me, and now ole Sojourner han't got nothin' more to say."

Gage goes on to describe the scene after the speech:

Amid roars of applause, she [Truth] returned to her corner, leaving more than one of us with streaming eyes, and hearts beating with gratitude. She had taken us up in her strong arms and carried us safely over the slough of difficulty turning the whole tide in our favor. I have never in my life seen anything like the magical influence that subdued the mobbish spirit of the day, and turned the sneers and jeers of an excited crowd into notes of respect and admiration. Hundreds rushed up to shake hands with her, and congratulate the glorious old mother, and bid her God-speed on her mission of 'testifyin' agin concerning the wickedness of this 'ere people.'

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23.2: Activity

Activity

Write down your answers to the following questions. Also, come up with one substantive question that you feel is important to comparing and contrasting these two texts. Then, in a class discussion facilitated by your instructor, discuss your answers to the questions below and present the question you came up with.

1. Though the two versions differ in length and language usage, both versions share a thesis. What is that thesis?
 2. In either, or both, versions, what are Truth's main supports for her thesis?
 3. Both versions also rely on similar evidence to support the shared thesis. What is the shared evidence?
 4. Identify some examples provided in both texts that the author(s) use to support the thesis.
-

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23.3: Assignment

Assignment

“Ain’t I a Woman?” Compare/Contrast Essay

Prompt: Compose an argumentative compare/contrast essay that discusses both published versions of Sojourner Truth’s 1851 “Ain’t I a Woman?” speech. In your essay, construct an argument about the two versions and, throughout your essay, prove that thesis by explaining to your reader how the texts are similar and/or different from each other in their argument, evidence, presentation, and language.

We often connotatively use the term “compare” to mean showing the similarities and/or differences between things. In the academic sense, though, a comparison shows how things are similar and a contrast shows how things are different. For our needs, you will be able to compare, contrast, or do both in your essay.

Purpose: Make a clear argument regarding the differences and/or similarities between the two versions of Sojourner Truth’s speech while considering the sources and context, as well as the purpose of the speech itself.

Audience: Your fellow English 101-097 students.

Details:

- MLA formatting: 1” margins on all sides; 12 pt, Times New Roman font; MLA title block in the upper left corner of the first page; MLA page numbers in the upper right-hand corner of each page; double spaced; MLA Works Cited page; etc.
- Minimum 1000 words (including Works Cited page). This equates to about 4 -5 pages in MLA.
- Formal Academic Argument: written to a college audience, follow expectations of academic essays in terms of tone and structure, integrate specific evidence from the text to support the argument (including at least 3 direct quotes in the response portion of your paper).
- Only use third person (he, she, it, him, her, his, hers, its, them, they, theirs). No I, me, my, us, we.

Sample thesis statements

- Mostly Comparison: For their intended audiences, both Robinson and Gage present a nuanced and powerful account of Truth’s 1851 speech.
- Mostly Contrast: Gage’s version of Truth’s 1851 speech relies on racist tropes that detract from Truth’s important message while Robinson’s version uplifts and respects Truth’s message.
- Mostly Contrast: While it is unclear exactly what Sojourner Truth said at the 1851 Women’s conference, Robinson’s version of her speech presents a more believable version of it when compared to Gage’s version’s date of publication, dialect use, and length.

- Mixture of comparison and contrast: Both Gage and Robinson present Truth's main argument and evidence clearly and fairly even though some of the details differ.

Hook	
Intro info (and/or summary)	
Working thesis statement	
Topic Sentence 1	
Support/evidence 1	
Support/evidence 2	
Topic Sentence 2	
Support/evidence 1	
Support/evidence 2	
Topic Sentence 3	
Support/evidence 1	
Support/evidence 2	
Restate thesis using different words	
Summarize main points	
Concluding sentence	

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CHAPTER OVERVIEW

24: Counterarguments by H. Morrison

24.1: Readings- Countering the opposing viewpoints by H. Morrison

24.2: Activity by H Morrison

24.3: Assignment by H Morrison

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24.1: Readings- Countering the opposing viewpoints by H. Morrison

Countering the opposing viewpoints

A counterargument is simply an argument that is *counter to* (or opposite of) the argument you are presenting. Counterarguments can be oppositional to your entire thesis/argument, a sub-point of your argument, or even some nuance of a sub-point or sub-argument.

Engaging with a counterargument is usually abbreviated as “counterarguing.” When you provide a counterargument in your essay, you are actually doing four things: presenting the oppositional point of view, conceding, refuting the point, and then returning to your thesis/point.

Why are they necessary?

The ability to successfully present, concede, and refute a counterargument is an excellent rhetorical strategy and evidence of strong critical thinking skills. It also shows that you understand your topic and the conversation around your topic.

It is an important way to strengthen your argument by engaging both ethos and logos.

How to choose a counterargument

Only consider counterarguments that are logical and rational. Your counterargument must be reasonable and valid. Can you actually concede to some aspect of their argument rationally and logically, while remaining aligned with the consensus?

It's typically not a good argument if it is against a premise of your argument. One, doing so may weaken your argument. Two, it may not be a credible, logical argument, and therefore it's not worth addressing or refuting.

While you may not always need to cite a source for your opponent's argument, the argument should not be imaginary. It should be a realistic argument that many people make or believe.

Refuting, or conceding, to the argument should not take you far off your own point; if the counterargument demands that you start talking about another topic to refute it, reconsider using that argument.

There are likely many arguments against your thesis and sub-arguments. Some of them, perhaps many, are not valid because they are based in faith/religious belief, pseudoscience, or outright antisocial prejudices and beliefs. None of these are good choices for counterarguments.

Example: Your topic is long Covid, your working thesis is:

Because long COVID is most prevalent in women, and more often occurs in BIPOC communities, it has been under researched; without awareness raising now and allocation of funds, long Covid may have devastating mental, physical, and economic effects on BIPOC communities throughout the US for decades to come.

Which, if any, of these would be good counterarguments for you to refute?

1. You find a source discussing how some people do not believe that COVID 19 is a real viral infection, and subsequently, they do not believe that long Covid is a disease.
2. A source argues that there are worse things “plaguing” BIPOC communities, like police violence and general racism, than long Covid, so it should not be a focal point in education or funding.
3. A source argues that because Long Covid is similar to other known diseases that are lifelong and severely debilitating, there likely is not much value in focusing a lot of resources into research and treatments since the treatments for those known illnesses may be sufficient.

Item 1) is not a good choice of counterargument because it's against an unstated premise of the argument—that COVID and long COVID do indeed exist. There is no point in refuting this because it does not strengthen your argument. Refuting it would only prove that COVID and long COVID exist, which is a given in your argument.

Item 2) is also not a good choice of counterargument. Because it discusses other topics, like police violence and “general” racism, it may take you far away from your argument. You will end up having to say that anti-black police violence, or racism in general, is

equally important as or less important than funding research into long COVID—which is probably not something you want to argue.

Item 3) is the best choice for a counterargument. It does not argue against a premise, it does not make you stray from your topic: the crux of this argument is that we do not need more resources for long COVID research, but you say we do. This is debatable and will advance your argument.

Parts of the counterargument

Counterarguments must:

1. Present the oppositional point of view (the counterargument).
2. Concede.
3. Refute the point.
4. Return to your thesis/point.

Let's break down these steps.

1. Present the oppositional point of view (the counterargument).

Present and explain the argument. This should be 2-3 sentences. It's crucial that you accurately present the argument and do not fall prey to logical fallacies! If you cannot counter the argument as it is (without manipulating it), do not select it as a counterargument!

Sometimes, depending on the assignment or the nature of your counterpoint, you may have a source for your counterargument. Other times, you may not: your counterargument may be a general idea shared by many.

2. Concede.

We are used to hearing about political candidates who “concedes” after an election, meaning they agree they have lost the election, and their opponent has won. A concession in counterarguing is not an admittance of defeat—at all. A concession is actually a thing that is granted in response to intense demands: it is not a granting of all of the demands.

In counterarguments, the concession is where you give your opponents some ground: you say what is correct or accurate about their argument. Why do this? For one, it's fair and respectful. Ideas worth considering at all are rarely completely incorrect. In the concession, you point out what you do agree with in the counterargument. Secondly, offering a concession increases your ethos even more. Exhibiting respect, being fair and balanced in your perspectives, and also being open, all convey admirable characteristics from the writer.

Your concession should be no more than two sentences, however. While we want to be fair and balanced, we also do not want to lose our persuasiveness.

3. Refute the point.

In this part, you will clearly demonstrate the flaws in the argument of the counterargument. Be specific and logical: use outside sources, use your own logic. Explain your reasoning carefully and stick to the points made in the counterargument. Never resort attacking the character of the counter arguer, or any other logical fallacies.

4. Return to your argument/thesis/point.

This is the most intuitive part—you will return to making your argument on your own terms. This part should logically flow with the 3 counterargument parts before it.

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24.2: Activity by H Morrison

Activity

In the example below, locate the four parts of the counterargument and assess how well they are done. Discuss as a class or small group.

1. Present the oppositional point of view (the counterargument): this should be a paraphrase, perhaps with some short quotes included, and it must be cited. The counterargument must, therefore, be real and not assumed or imagined.
2. Concede—agree with some part/aspect of the counterargument.
3. Refute the counterargument—explain, though, why the counterargument is, as a whole, not a correct argument.
4. Return to your thesis/point—tie in your thesis or point as the “correct” argument.

Counterargument example

A common argument against anti-capitalist movements is that capitalism, with all its problems and inequalities, is still the most effective and democratic economic system that humans have invented: J. Collins, in the article “Flawed but Free,” states that the capitalist system is what has lifted billions of people out of poverty and produced the technological innovation that we enjoy today (19). Similarly, Hopkins and Roe argue that the Communist Khmer Rouge regime in Cambodia and Soviet Russia are prime examples of the devastation that anti-capitalist economic systems bring. They too acknowledge that capitalism is imperfect, but they contrast those minor imperfections with the death, destruction, and stunted social progress of these Communist systems. It is true that capitalist countries, such as the US, are often responsible for the world’s most successful technological innovations (Harper 11). Further, the horrors of the genocidal Khmer Rouge regime cannot be understated, and strife and suffering caused by Soviet Russia is still present today. Yet these arguments showcase fundamental misunderstandings and misidentifications. First, even though the US has created numerous technological innovations that have changed the world, the reason for this is certainly not capitalism alone, and capitalism may not even be a factor. Capitalism can in fact impede innovation because it is entirely profit driven, and humans are creatures of habit—people fear the unknown. Therefore, consumers are more likely to purchase things that are familiar, comfortable, and do not challenge their perceptions, and capitalist businesses choose to provide these goods without innovation (Abiola 5). Companies prioritize sales and the ability to make the most money possible while spending the least to create and manufacture their goods (a core tenant of capitalism) rather than prioritizing what humans and societies need to be happy and healthy, or the human desire for art and beauty and thus “true human innovation dies in capitalist hands” (Abiola 6). Also, while capitalist countries boast high GDPs, this is not an indication of individual wealth of its citizens. The US reports that only 11% of US citizens “live in poverty” (“US Economic Report: 2022”), but the US standard metric for poverty is bizarrely low and actually only reflects the poorest. A better way to understand how Americans are doing financially is look at the percentage of US citizens “living paycheck to paycheck”: between 55% and 63% (Rhodes). This means that most Americans are one medical emergency, or one lost job, away from financial collapse. Capitalism has not lifted the US, or any nation, out of poverty, nor has it provided a minimum standard of living accessible to everyone.

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24.3: Assignment by H Morrison

9.3 Assignment

Develop a counterargument for the essay below, or your own essay. Ensure these four sections are included:

1. Present the oppositional point of view (the counterargument): this should be a paraphrase, perhaps with some short quotes included, and it must be cited. The counterargument must, therefore, be real and not assumed or imagined.
2. Concede—agree with some part/aspect of the counterargument
3. Refute the counterargument—explain, though, why the counterargument is, as a whole, not a correct argument
4. Return to your thesis/point—tie in your thesis or point as the “correct” argument

Also consider where you will put the counterargument in the essay, and if you need to revise the introduction, the thesis, or the conclusion because of the counterargument addition.

Example Student Essay

Accessibility and Acceptance: Disability in the US Today

Most everyone at some point in their lives will become disabled. This is a truth we often do not want to consider because it makes us feel scared and vulnerable. However, that fear and vulnerability is something that millions of Americans, of all ages, face every day with little or no emotional, social, or financial support. “Disability” is an umbrella term that can refer to physical, mental, or intellectual impairments, or combinations of them, that make engaging in certain activities or the world in general more difficult or even impossible. Disability occurs because of genetics, environmental factors, disease, injuries, and traumas. While they can technically be short term—for example, a broken arm—disabilities are most commonly understood as long term and even lifelong. Examples of disabilities range from being blind, to autism, to having an amputation, to ADHD. US society has improved in its treatment of disabled people, particularly since the inception for the disability rights movement of the 1960s and 1970s, and the resulting Americans with Disabilities Act (ADA). Our understanding of what disability is has broadened and become more widespread: we regularly see disabled people in films and in daily life. However, there is still much work to be done to fully include and support disabled people. In the United States today, there is inadequate media portrayals, social acceptance, and financial support and opportunities of disabled individuals which maintains their marginalization.

The media depicts disabled people in harmful ways by portraying them as childish or as jokes, if they choose to depict disabled people at all. While media portrayal of disabled folks has improved, today we still see negative stereotypes and underrepresentation. The popular documentary-style show *Love on the Spectrum* (LotS) depicts young adults with autism engaged in the pursuit of romantic relationships. Like other dating shows, it follows participants’ lives as they get ready for and go on dates. In the article “Exploitation for Acceptance,” author Maree Wolf states “while *Love on the Spectrum* outwardly purports to be inclusive and increase representation of autistic adults, it actually does the opposite. It makes a spectacle—a bumbling circus sideshow—of earnest autistic’s pursuit of community and connection. The participant’s lives aren’t treated as real or serious—they are treated as jokes or ‘aww, cute!’ moments.” LotS’s cast is made up of autistic people, but as Wolf argues, the representation the show offers through editing and dubious interviewing techniques is harmful and dehumanizing, and just a matter of entertainment for the audience at the expense of real people. No person’s humanity should be reduced to a joke or gimmick. Often, when an autistic participant is going about their normal activities in the best way they can in LotS, background music meant to indicate silliness or youthfulness will play (Wolf). This signals to the audience that the autistic individuals they see on their screens are similarly silly or infantile, even when they are being serious. The show conveys the message that autistic people are funny and indeed of protection, but also very different than “normal people.” The presumably non-autistic viewer can feel good that they are viewing autistic people positively and in need of protection, rather than as stupid or unimportant. Most troubling is that LotS is a very popular, well rated show (Wolf) and many disabled folks do defend it because of the representation it offers. However, it stands out as just one example of how the current popular media harmfully depicts disabled people.

Social acceptance of disabled people has also improved in the past several decades, but it is also insufficient and problematic for disabled people’s overall well-being. Acceptance entails more than tolerating or providing bare-minimum support: social acceptance looks like full inclusion and advocacy; it looks like reframing what is “normal” and meeting people where they’re at.

However, social acceptance is in short supply for too many disabled people. In “Uninspired: The Reality of Living with Disability,” by Tavia Sousanis, the lives of “high achieving” disabled people are explored. When Adriana, a 28-year-old civil engineer who is unable to use her legs, got engaged to her long-time boyfriend, she was met with hostility rather than joy. Author Tavia Sousanis reports Adriana’s experience: “‘I could tell his friends, who I know liked me, were like, *are you really going to marry the paraplegic girl?*’ Adriana laughed, but her eyes filled with tears. She continued ‘And his mom—I love her, we’re good now—but she cried when he said he proposed to me because she thought my disability meant she wouldn’t have grandchildren...that’s not even true.’” Adriana’s story shows that despite being accomplished and well-liked, she was reduced to her disability status and deemed undesirable. The results for her were heart-breaking. Several others in Sousanis’s article describe similar situations wherein they are regarded as “courageous,” “awesome,” and “truly inspiring” by those around them because of their disabilities, but when it came to being hired for a good job or being accepted into a new friend or family group, they are often painfully excluded. Maree Wolf also maintains that disabled people are understood as useful when they provoke sympathy or even gratitude in the able-bodied but are disregarded when they need accommodations or true acceptance (“Exploitation for Acceptance”). All humans need some measure of social acceptance to not only fulfill the innate emotional need for connection and kinship, but also to help ensure their physical and medical needs are met. The lack of social acceptance that many disabled people face poses a serious and unacceptable threat to their well-being.

For disabled individuals who are at all able to work, employment is a significant struggle, wages and benefits are low, and thus their needs are often unmet. In “Disabled Workers Saw Record Employment Gains in 2023, But Gaps Remain,” by Kennedy Andara et al., it’s reported that only 38.2 % of disabled, working age adult men were employed in 2023. This is actually a significant improvement, a record low, but it’s clear that this is a problem when compared to the 80% of employed able-bodied men in the same year (Andara et al). It should also be noted that these statistics describe any type of employment—full or part time. Andara et al. notes that “people with disabilities are almost twice as likely to work part time.” This means that actual earnings, access to employer-provided healthcare, and other necessary benefits like paid time off and, ironically, disability insurance may be far less available to disabled workers. Part-time jobs offer less money annually, even if the hourly rate is the same as full-time, and part-time jobs rarely offer paid time off or any other benefits. Further, according to Andara et al., “Black and Hispanic disabled people experienced higher unemployment rates in 2023—at 10.2 percent and 9.2 percent, respectively. The unemployment rates of these groups are consistently above the average for disabled workers, due to the additional hardships of intersecting and compounding racism and ableism.” Not only do disabled people of color experience ableism, and the systemic disadvantages of it, but they experience a compounded disadvantage due to racism. The painful irony is that many disabled people need healthcare and daily assistance that costs much more than the needs of the average, able-bodied people. The result for all disabled people in general is economic difficulty and poverty, and unmet needs.

In conclusion, despite some increases in visibility and legal protections for disabled people, their marginalization remains a serious issue in the US. When portrayed in media, disabled people are too often depicted as juvenile or as inspiration for non-disabled people, furthering harmful stereotypes and exclusion. While social acceptance has improved, it’s still lacking and causes emotional harm and even physical neglect in disabled populations. Finally, disabled people’s access to acquire and maintain employment that offers a living wage and much needed benefits is very limited and results in increased economic hardships. Increasing and furthering the cause of disability rights is crucial not just because it’s the right thing to do, but because disability will—sooner or later—touch all of our lives.

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CHAPTER OVERVIEW

25: Critical Editing- Grammar, Punctuation, and Concise, Specific Language by H. Morrison

[25.1: Readings by H Morrison](#)

[25.2: Activity H Morrison](#)

[25.3: Assignment by H Morrison](#)

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25.1: Readings by H Morrison

Concise, Specific Language

Being concise and specific is a key element of quality academic writing. Sometimes, we're "wordy," meaning we use too many words to convey our thoughts. The solution to that is to ensure that every word in your writing actually needs to be there, otherwise known as being concise. Other times, we're not specific or clear enough in our choices of words and phrases. The items below outline common reasons why this occurs, and how to fix them.

Avoid absolutes: they are usually not correct.

Words like *perfect*, *never*, *always*, *everyone*, *no one*, *good*, *bad*, *best*, and *worst* are "absolutes." In many ways, absolutes mirror and fuel bias and stereotypical thinking, which in turn feeds racism, ableism, sexism, ageism, homophobia, transphobia, and more. Absolutes force us to generalize and engage in black and white thinking.

The reality of life, as revealed through critical thinking and analysis, is that most everything is somewhere in between polar opposites. Absolutes are the poles.

Absolutism is not good thinking, and it does not make for good writing. Absolutes make your argument weak, as they are either impossible to prove or outright false. Avoid them, unless they are supported directly by data from an outside source, or obviously, if it is in a quote.

Examples:

- No--Vogel's vivid description of her situation is the **perfect** response to people's lack of interest in long Covid.
- No--People **always** assume that mental health is less important than physical health.
- Yes--According to the study, taking the medication Zanzineu in clinical trials **never** led to the described symptoms as side effects (Leckie 99). [this means 0% of participants had side effects]
- Yes--Ultimately, Dr. Keenan argues that "the **best** way to handle this epidemic is to gain social acceptance of preventative measures."

Instead use more descriptive or less absolute terms such as:

- Many
- Most
- Several
- Few
- Some
- Often
- Rarely
- The majority
- The minority
- Well argued
- Convincing
- Effective

Idioms, Cliches, & Platitudes

Do not use them in academic writing. They are either imprecise, unclear (idioms in particular), or virtually meaningless (clichés and platitudes).

- Idioms—phrases in which the actual meaning is not obvious by standard definitions or grammar.
 - Ex. A piece of cake, getting out of hand, cutting corners.
- Cliché—a phrase that is overused and unoriginal; often vague and/or not meaningful. Sometimes idiomatic.
 - Ex. Think outside the box, in a nutshell, money makes the world go round.
- Platitude—very similar to a cliché, but invariably shallow and usually about a moral/ethical subject or life philosophy.

- Ex. You win some, you lose some. Nobody's perfect. Everything isn't always what it seems.

Grammar and punctuation reminders

Proper grammar is necessary to write clear, easy to understand compositions for your audience.

Clauses and Punctuation

Clause: a phrase that has a subject (a noun or noun phrase) and a predicate (verb or verb phrase).

An *independent clause* can stand on its own and is a complete sentence.

Ex: The dog ran.

A *dependent clause* cannot stand on its own even though it has a subject and a predicate.

Ex: While the dog ran

What to do when you have two independent clauses in one sentence?

The independent clauses:

A. the dog ran around the park B. his owner enjoyed the pleasant weather

1. NO—comma splice! The dog ran around the park, his owner enjoyed the pleasant weather.

A comma splice occurs when you separate two independent clauses with a comma. You should instead use a semicolon, colon, period and/or a conjunction.

1. Yes—use a semicolon to separate the two independent clauses: The dog ran around the park; his owner enjoyed the pleasant weather.
2. Yes—use a conjunction to connect the two independent clauses and show the relationship between the clauses: The dog ran around the park while his owner enjoyed the pleasant weather.

Fragments

Fragments are dependent clauses that are all alone, or just phrases that do not have both a subject and a predicate.

Examples

- While Johnston argues that allocating funds to mental health education is a necessary first step in addressing mental health issues in boys and men.
- In J. Alabaster's ultimately influential 1933 article on the merits of vaccination in early childhood.
- And redlining is more prevalent on the eastern half of the country, a fact that supports Wells' assertions about the historical roots of black migration.

Conjunctions: a problem and a solution

Consider the following statement:

While it's clear that the policies need to be reformed at both local and state levels, and that politicians are not doing their due diligence in investigating the root problems.

This is a fairly long sentence, but it is not a complete sentence. It's a fragment that many grammar checkers will not identify. Why? In a word, "while." If you were to simply remove "while" from the sentence above, it would be a complete sentence. However, it seems the author of the sentence below had another intention: they used while because they wanted to contrast two or more ideas.

Now, consider this statement:

While it's clear that the policies need to be reformed at both local and state-levels, and that politicians are not doing their due diligence in investigating the root problems, the federal government has made many improvements.

What we have here is a sentence that shows some contrast. Conjunctions such as *while*, *although*, *however* and *but* are often used to show contrast. If you use them in a sentence as conjunction, make sure you have at least two clauses in your sentence and that those clauses contrast each other.

Conjunctions are particularly useful and important as you level up your writing game in college. Often, you will be asked to compose essays or other writings on very complicated topics.

[conjunction/conjunctive adverb] : a magical combo for complicated ideas

Consider the following sentences. Which seems preferable and grammatically correct?

1. In J. Alabaster's influential 1933 article on the merits of vaccination in early childhood, he presents several case studies as evidence. He was dismissed in his time.
2. In J. Alabaster's ultimately influential 1933 article on the merits of vaccination in early childhood, he presents several case studies as evidence, however he was dismissed in his time.
3. In J. Alabaster's ultimately influential 1933 article on the merits of vaccination in early childhood, he presents several case studies as evidence; however, he was dismissed in his time.
4. In J. Alabaster's ultimately influential 1933 article on the merits of vaccination in early childhood, he presents several case studies as evidence. However, he was dismissed in his time.

3 is both preferable and grammatically correct: In J. Alabaster's ultimately influential 1933 article on the merits of vaccination in early childhood, he presents several case studies as evidence; however, he was dismissed in his time.

Here's another example:

Eisen and Roberts report that fresh produce distribution and sales in urban areas have continued to decline since 2019; therefore, it can be inferred that communities in urban areas are likely consuming fewer fresh vegetables and fruit.

Punctuation Reminders

Colons (:)—the first phrase must be an independent clause; the clause after the colon can be anything. Colons can be a great way to introduce quotations or start a list.

Independent clause : dependent clause/no clause/independent clause/a single word (almost anything)

Examples

1. Reyes expands on the concept of intersectionality: "Intersectionality is not just a collection of identities..."
2. These changes need to occur incrementally in the following areas: public education, media at large as well as media representation, policy making, and linguistics.

Semi-colons (;)--the phrases/words on each side of the colon must be independent clauses.

Independent clause ; independent clause

Commas (,)--Commas can be used in a variety of scenarios and you may use several in one sentence, but they cannot be used in this situation:

Independent clause, independent clause. This is a comma splice.

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25.2: Activity H Morrison

Activity

First, read the excerpt below. Then write a brief paragraph considering the following questions: does the author clearly explain themselves? What do you think of *the way* the content is written (not considering the actual content)? What positive attributes does the excerpt display? What needs to be worked on? Do you think this is good, academic writing? Why or why not?

Then rewrite the paragraph using this chapter's discussion of conjunctions, clauses, and fragments.

Text

Student protests escalated quickly in Spring of 2024. The students were protesting their academic institutions' financial investments in Israeli or Israel supporting businesses and organizations. The students, among many others, understood Israel's war against Palestine to be genocide. Genocide against Palestinians. Many students throughout the country needed to be heard. Students did not want their tuition money to support genocide. No one in power was listening. No policy changes were being made. So, students protested. They conducted sit-ins and peacefully articulated their stances. They were quickly labeled violent. Police arrested them violently.

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25.3: Assignment by H Morrison

Assignment

The best way to apply this lesson is in your own writing. Now that you have been reminded of, or now that you have learned about, these issues, try to be mindful as you draft to not include these errors. However, for many, the process of drafting is largely an exercise in just getting it down on paper/the screen. If that is your process, do not put pressure on yourself to make grammatical changes as you write; instead, make these changes as you revise and edit. After doing this even once, you will likely notice that the next time you draft an essay, you will be more mindful of your sentence structure.

Review for conciseness and specificity at any point in the drafting process:

- No Unnecessary words or repetition
- No Platitudes
- No Idioms
- No Cliches
- No Absolutes

Review for these items before your final draft:

- Fragments
- Proper punctuation
- Well-constructed complex sentences

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CHAPTER OVERVIEW

26: Essay Introductions and Conclusions by H. Morrison

26.1: Readings by H Morrison

26.2: Activity by H Morrison

26.3: Assignment by H Morrison

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26.1: Readings by H Morrison

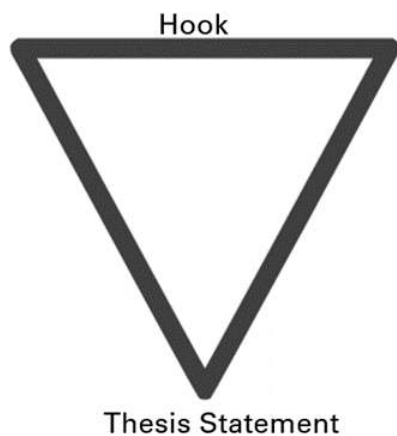
Introductions

Introductions introduce the topic and your focus while giving the reader enough information to understand your thesis statement, which should always be the final sentence of the introductory paragraph or paragraphs.

Introductions are particularly important because they set you up for successfully arguing your point. In order to successfully argue and persuade your audience, you need to pique their interest, provide them with the necessary details to understand your argument, and then clearly articulate your argument.

Introductions move from general to specific, and consist of the following:

- A hook or attention getter.
- Introductory information: this depends on the assignment. It could be a summary of the topic, a summary to the article, or just pertinent information that the reader needs to know about the topic.
- A bridge to your thesis.
- A thesis statement.



General Tips for Introductions

Introductions exist to make the reader interested in your topic, provide the background information they need to then be convinced by your argument (the thesis and the body of your essay), and provide a roadmap in your thesis so the reader understands where this essay is going. As you draft your introductory paragraph, have the following in mind:

- Consider what your audience needs to know.
- Remember this is a persuasive opportunity. You start out general in the info you share, but then as you get closer to your thesis, you should carefully choose what info you share so that the reader is more likely to be persuaded by your argument.
- The hook can wait until you have a more complete draft.
- The first and last sentences of your essay are likely the most creative and comprehensive—don't stress about them at this point. You probably don't have enough information to craft a great hook yet.
- No quotes in the introduction.
- You may paraphrase.
- Cite parenthetically only.
- Your last sentence or sentences of the intro must be the thesis statement.

The Hook

What makes a good hook? A good hook will “hook” the attention of the reader. It's an attention grabber: it's essentially a simple advertisement for the rest of the essay. As such, it should be quite general. However, it should be substantive. Oftentimes we think

the first sentence of the essay can be a stock phrase or not mean much, or just be “fluff.” While it should be one of the most general sentences in your essay, it still must carry meaning. Here are some types of hooks:

- Thought provoking statement or fact: *Slavery still exists in America today.* (Thesis: The US criminal justice system creates and maintains cycles of incarceration that enforces low or no wage labor, impacting the economic communities of the incarcerated for generations to come.)
- A rhetorical question: *How much further can we push the frontiers of AI without harming humans?* (Thesis: AI must be regulated by federal, local, and international governing bodies in order to maintain healthy economies, a competent workforce, and the arts.)
- Imagery: *Imagine walking through the woods on a mild April day, but there’s no twittering of birds or scuttling of squirrels: there’s just silence and dying, ashen trees.* (Thesis: The ecological devastation brought on by global warming has already begun to negatively impact human mental health.)

Advice: Don’t put pressure on yourself to write the hook first. Instead consider writing it after you have completed all other parts of the introduction.

Bad hooks start poorly:

- In a world where ...
- The Oxford English dictionary defines...
- Throughout history ... or Since the dawn of time ...

Summarizing or providing introductory material

This part of your introduction varies based on the assignment. Some assignments will necessitate a summary of the article, or articles, included in the essay. Others will have a requirement for a summary paragraph, so it would not be appropriate to have a summary in the introduction as well.

Here and elsewhere, you must pay careful attention to the assignment description: what’s required for the introduction? If it is not delineated, you can assume you need to introduce the topic to your audience. This also means you need to know who your **intended audience** is and what they know and don’t know regarding your topic. You may need to introduce the topic itself as though it is brand new, you may need to define terms, and/or explain key concepts.

While determining what to include in this part of your introduction may seem daunting, it is also an opportunity: you can tailor what your audience needs to know to set them up to accept your argument. Of course, you must be ethical and not misrepresent the topic or texts that you are summarizing, but you can focus more attention on the elements that help your argument.

Bridge to thesis

This bridge connects your summary and intro material to your thesis. As such, it should further narrow the topic—remember, your hook should be the most general statement of your introduction, and each sentence should be progressively more narrow until your most narrow statement of your introduction: your thesis statement.

Thesis statement

The thesis statement is the entire point—the main point—of your essay and in argumentative essays, it presents a clear position that is reasonably debatable.

The thesis statement should be a sentence, maybe two, and should always be the last sentence of your introductory paragraph. It should also suggest the structure of your essay.

Everything in your essay must be in service of the thesis statement: your introduction provides context so the reader can accept the thesis, the body proves the thesis (and should do nothing else), and the conclusion reiterates your thesis and summarizes the evidence you have already provided.

Conclusions

Conclusions conclude your essay—they are a formal summary and close to your essay. As such, it will be the shortest paragraph of your essay. The longer the body of your essay is, the longer your conclusion should be. However, since your essays for this class

are relatively short, your conclusion will be around seven or eight sentences.

Despite the recommendation to go out of order and not write your introduction first, it is recommended that you write your conclusion after you have written the rest of the essay. Conclusions are fairly simple, and it will be easiest for you to compose your conclusion after you have completed all other essay components.

You may be tempted to write a complicated conclusion that suggests solutions or next steps regarding your topic and thesis. In article composition, this is appropriate; however, our definition of conclusions does not allow for this. Our conclusions should say nothing new, but instead review what has already been said.

To help you follow the formula, use the:

The Conclusion 2-3 Rule

Conclusions DO 3 things:

1. Restate thesis (using different words)--1 sentence.
2. Summarize all main points—typically a sentence or two for each main point, totaling around 5 sentences.
3. End with a final, concluding thought—1 sentence.

Conclusions DO NOT DO 2 things:

1. Introduce new information.
2. Contain quotes, paraphrase, or summary of other writers' work (anything that would require a citation).

Restating your thesis

Restating your thesis does not mean copy/pasting your thesis into your conclusion; it means conveying the same information in different words (paraphrase).

Common issue: My thesis statement already summarizes my main points, so if I restate my thesis in the conclusion, it is repetitive to summarize the main points.

Solution: Restate only the core argument/conclusion of your thesis.

How to do it:

- The core argument/conclusion of your thesis can usually be determined by removing all of the causes, details, or support.

Example:

Full thesis in the intro:

Because Long COVID is most prevalent in women, and more often occurs in BIPOC communities, it has been under researched. Without awareness raising now and allocation of funds, Long Covid may have devastating mental, physical, and economic effects on BIPOC communities throughout the US for decades to come.

Core argument/conclusion:

Long COVID has been under researched and may have devastating effects on BIPOC communities throughout the US for decades to come.

Restatement:

Not enough research has been done on Long COVID and the effects it has on BIPOC communities will be devastating for generations.

Summarizing your main points

Again, paraphrase and summarize your main points—do not copy and paste from other parts of your essay. A sentence or two per main point will do. Your topic sentences, if done well, should be excellent guides.

Do not include citations, or particular source-based evidence: write in generalizations. For example, “studies show...” rather than “Butler’s, Jeffries’, and The Institute’s studies all show that...”

Keep in mind that each summary sentence, like your topic sentences, should be argumentative.

You do not need to summarize introductory or background paragraphs.

The last sentence

The last sentence is the mirror version of the hook. Just as the hook “hooked” the reader’s attention to get them interested enough to continue reading, your final sentence releases their attention but gives them a parting gift: a provocative or summative thought.

In articles, we often see authors providing solutions or calls to action in the final sentences. However, given the **Conclusion 2-3** rule, we know that we cannot introduce new information. Adding a solution or a call to action may be appropriate if the following are true:

- You have a topic that your audience can actually or potentially take some meaningful action on.
- You provide direction on the specific action(s) the audience can and should take.
- You have previously discussed solutions to the problem.

Your conclusion is not the place to introduce solutions to the problems presented in your essay. If you want to advise the reader to “contact their local representatives” about an issue you present, there should be at least a mention of “the importance of engaging with local lawmakers in enacting change” elsewhere in your essay. Basically, if the reader is asked, or urged, to do something, the reader should have a good idea of the impact and need for that action, as well as how to do it, before they are asked. Don’t spring it on them at the very end!

The Hook (first sentence) and the concluding sentence (the last sentence) should be the last things you write. First, finish the essay completely, then focus on those two sentences.

After completing your full draft, step away from it for at least an hour and do something entirely unrelated. When you return to it, read the entire draft out loud. This can help you see it with “fresh eyes” and help stir the creative and summarizing juices.

Finally, do not put too much pressure on yourself when it comes time to write that final sentence. Many great student essays have mediocre hooks and concluding sentences. Your thesis, your evidence and explanations, your logic and organization are far more important.

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26.2: Activity by H Morrison

Activity

Read the student essay sample below and answer the following questions and complete the writing assignment:

1. What do you think the prompt for this essay is?
2. Who do you think the audience is for this essay? What do they know/not know about the topic before reading this essay?
3. What's the main point of the essay?
4. Write a 5-sentence conclusion for the essay (yes, there is enough information in this introductory paragraph to compose a conclusion without reading the rest of the essay—that's a trick of the formula!)

Introduction Example

Most every American is tired of hearing about COVID-19 and its many repercussions. After the trauma of mass deaths, multiple shutdowns, moving in-person activities to remote, and suspending celebrations and holidays, everyone was eager to return to normal once the COVID 19 vaccine was made available. However, for millions of Americans, there is no returning to normal, no luxury of no longer thinking about COVID. Long COVID is a disease caused by the COVID 19 infection that is impacting the lives of many people in the US in devastating and debilitating ways. Long COVID is understood as a collection of symptoms, including extreme fatigue, brain fog, severe muscle pain, decreased respiratory and renal function, and migraine headaches (Hogue 25). The quality of life for individuals with Long COVID is severely diminished and depression and anxiety often result (Jenson). Many individuals with Long COVID are completely unable to work or have diminished capacity to work. This obviously negatively impacts their financial situations. Unfortunately, most people with Long COVID are women ("Long COVID FAQ"), and an alarming number of them are black, indigenous, and/or people of color (BIPOC) and primary caregivers of children (Jenson). This means that BIPOC families are disproportionately likely to have less income, and a less capable primary caregiver, due to the Long COVID epidemic. Clearly, Long COVID is a significant public health issue because it impacts the mental and physical health of millions at this moment, and it threatens to impede the wellbeing of families and whole communities. However, research and public awareness of this illness is lacking: many Americans do not consider Long COVID to be serious threat, and there are very few treatments or preventatives for this illness beyond preventing COVID in the first place. Because Long COVID is most prevalent in women and in BIPOC communities, it has been under researched. Without awareness raising now and allocation of funds, Long COVID may have devastating mental, physical, and economic effects on BIPOC communities throughout the US for decades to come.

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26.3: Assignment by H Morrison

Assignment

Using the student sample essay below as outlining practice, or your own essay assignment as you draft it, fill out the outline tables below.

Introduction

Hook	
Introductory information	
Bridge to thesis	
Thesis statement	

Conclusion

Restatement of thesis	
Summary of main point 1	
Summary of main point 2	
Summary of main point 3	
Final, concluding thought	

Student Example Text

Accessibility and Acceptance: Disability in the US Today

Most everyone at some point in their lives will become disabled. This is a truth we often do not want to consider because it makes us feel scared and vulnerable. However, that fear and vulnerability is something that millions of Americans, of all ages, face every day with little or no emotional, social, or financial support. “Disability” is an umbrella term that can refer to physical, mental, or intellectual impairments, or combinations of them, that make engaging in certain activities or the world in general more difficult or even impossible. Disability occurs because of genetics, environmental factors, disease, injuries, and traumas. While they can technically be short term—for example, a broken arm—disabilities are most commonly understood as long term and even lifelong. Examples of disabilities range from being blind, to autism, to having an amputation, to ADHD. US society has improved in its treatment of disabled people, particularly since the inception for the disability rights movement of the 1960s and 1970s, and the resulting Americans with Disabilities Act (ADA). Our understanding of what disability is has broadened and become more widespread: we regularly see disabled people in films and in daily life. However, there is still much work to be done to fully include and support disabled people. In the United States today, there is inadequate media portrayals, social acceptance, and financial support and opportunities of disabled individuals which maintains their marginalization.

The media depicts disabled people in harmful ways by portraying them as childish or as jokes, if they choose to depict disabled people at all. While media portrayal of disabled folks has improved, today we still see negative stereotypes and underrepresentation. The popular documentary-style show *Love on the Spectrum* (LotS) depicts young adults with autism engaged in the pursuit of romantic relationships. Like other dating shows, it follows participants’ lives as they get ready for and go on dates. In the article “[Exploitation for Acceptance](#),” author Maree Wolf states “while *Love on the Spectrum* outwardly purports to be inclusive and increase representation of autistic adults, it actually does the opposite. It makes a spectacle—a bumbling circus sideshow—of earnest autistic’s pursuit of community and connection. The participant’s lives aren’t treated as real or serious—they are treated as jokes or ‘aww, cute!’ moments.” LotS’s cast is made up of autistic people, but as Wolf argues, the representation the show offers through editing and dubious interviewing techniques is harmful and dehumanizing, and just a matter of entertainment for the audience at the expense of real people. No person’s humanity should be reduced to a joke or gimmick. Often, when an autistic participant is going about their normal activities in the best way they can in LotS, background music meant to indicate

silliness or youthfulness will play (Wolf). This signals to the audience that the autistic individuals they see on their screens are similarly silly or infantile, even when they are being serious. The show conveys the message that autistic people are funny and indeed of protection, but also very different than “normal people.” The presumably non-autistic viewer can feel good that they are viewing autistic people positively and in need of protection, rather than as stupid or unimportant. Most troubling is that *LotS* is a very popular, well rated show (Wolf) and many disabled folks do defend it because of the representation it offers. However, it stands out as just one example of how the current popular media harmfully depicts disabled people.

Social acceptance of disabled people has also improved in the past several decades, but it is also insufficient and problematic for disabled people’s overall well-being. Acceptance entails more than tolerating or providing bare-minimum support: social acceptance looks like full inclusion and advocacy; it looks like reframing what is “normal” and meeting people where they’re at. However, social acceptance is in short supply for too many disabled people. In “Uninspired: The Reality of Living with Disability,” by Tavia Sousanis, the lives of “high achieving” disabled people are explored. When Adriana, a 28-year-old civil engineer who is unable to use her legs, got engaged to her long-time boyfriend, she was met with hostility rather than joy. Author Tavia Sousanis reports Adriana’s experience: “‘I could tell his friends, who I know liked me, were like, *are you really going to marry the paraplegic girl?*’ Adriana laughed, but her eyes filled with tears. She continued ‘And his mom—I love her, we’re good now—but she cried when he said he proposed to me because she thought my disability meant she wouldn’t have grandchildren...that’s not even true.’” Adriana’s story shows that despite being accomplished and well-liked, she was reduced to her disability status and deemed undesirable. The results for her were heart-breaking. Several others in Sousanis’s article describe similar situations wherein they are regarded as “courageous,” “awesome,” and “truly inspiring” by those around them because of their disabilities, but when it came to being hired for a good job or being accepted into a new friend or family group, they are often painfully excluded. Maree Wolf also maintains that disabled people are understood as useful when they provoke sympathy or even gratitude in the able-bodied but are disregarded when they need accommodations or true acceptance (“Exploitation for Acceptance”). All humans need some measure of social acceptance to not only fulfill the innate emotional need for connection and kinship, but also to help ensure their physical and medical needs are met. The lack of social acceptance that many disabled people face poses a serious and unacceptable threat to their well-being.

For disabled individuals who are at all able to work, employment is a significant struggle, wages and benefits are low, and thus their needs are often unmet. In “Disabled Workers Saw Record Employment Gains in 2023, But Gaps Remain,” by Kennedy Andara et al., it’s reported that only 38.2 % of disabled, working age adult men were employed in 2023. This is actually a significant improvement, a record low, but it’s clear that this is a problem when compared to the 80% of employed able-bodied men in the same year (Andara et al). It should also be noted that these statistics describe any type of employment—full or part time. Andara et al. notes that “people with disabilities are almost twice as likely to work part time.” This means that actual earnings, access to employer-provided healthcare, and other necessary benefits like paid time off and, ironically, disability insurance may be far less available to disabled workers. Part-time jobs offer less money annually, even if the hourly rate is the same as full-time, and part-time jobs rarely offer paid time off or any other benefits. Further, according to Andara et al., “Black and Hispanic disabled people experienced higher unemployment rates in 2023—at 10.2 percent and 9.2 percent, respectively. The unemployment rates of these groups are consistently above the average for disabled workers, due to the additional hardships of intersecting and compounding racism and ableism.” Not only do disabled people of color experience ableism, and the systemic disadvantages of it, but they experience a compounded disadvantage due to racism. The painful irony is that many disabled people need healthcare and daily assistance that costs much more than the needs of the average, able-bodied people. The result for all disabled people in general is economic difficulty and poverty, and unmet needs.

In conclusion, despite some increases in visibility and legal protections for disabled people, their marginalization remains a serious issue in the US. When portrayed in media, disabled people are too often depicted as juvenile or as inspiration for non-disabled people, furthering harmful stereotypes and exclusion. While social acceptance has improved, it’s still lacking and causes emotional harm and even physical neglect in disabled populations. Finally, disabled people’s access to acquire and maintain employment that offers a living wage and much needed benefits is very limited and results in increased economic hardships. Increasing and furthering the cause of disability rights is crucial not just because it’s the right thing to do, but because disability will—sooner or later—touch all of our lives.

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CHAPTER OVERVIEW

27: Language Choices in Academic Essays by H. Morrison

27.1: Readings- The Power of Language by H Morrison

27.2: Activity by H Morrison

27.3: Assignment by H Morrison

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27.1: Readings- The Power of Language by H Morrison

12.1 The Power of Language

Language is powerful: it not only reflects our realities, but also shapes our realities. Choosing to use language that is inclusive and respectful—and accurate—is not only respectful to ourselves and others, but it helps change our minds.

The reality is that much of the language noted below is completely normal in everyday conversation, and sometimes slips into academic writing. If you use this language, you are not bad or unkind. You're likely just unaware of the effect or history of the language, and that's ok! That's what this chapter is for!

It's normal to feel uncomfortable when learning something new and changing the ways you do something. For some, this brings up defensive feelings like “why do I need to edit myself for other's preferences?” or “I don't mean it like that--this is just some PC nonsense.” If you find yourself thinking such things, remember that you're learning and that this work is important in both an academic sense, and in personal, professional, and communal growth.

Step One: Remove Overtly Ableist Language

Stupid, dumb, lame...these may seem like innocuous terms for things we find unfavorable: the most recent episode of your favorite show was disappointingly *dumb*; the party last weekend was *lamer* than expected. One, these terms are almost uselessly general. What do we mean when we describe a show as dumb? Was it uninteresting, lacking creativity, or were there plot holes? It's very unclear. The only thing that's clear is that it's unfavorable. That leads to the second point: by equating disability—intellectual in the case of dumb and stupid, and physical in the case of lame—to general unfavorability, you not only disrespect people with disabilities, you also further shape an ableist reality for yourself and your audience.

It's true that English, like any widely spoken language, is alive and ever evolving. This means definitions change; it also means new words develop and are increasingly widely adopted, and then die out. Language is dynamic, but it often takes a very long time for a word's meaning to completely change.

For example, over the course of 400-500 years, the word “awful” went from a positive meaning of “something that inspires awe and reverence,” a synonym of “amazing,” to a very negative meaning: “something that is dreadful, terrible.” So, we can't logically make the argument that the terms below have shifted enough to no longer have their problematic, original meanings.

Remove ableist language

- Blind to the fact
- Short-sighted
- Blind sided
- Dumb
- See/seeing as another way to say “understand”
- Lame
- Stupid
- Crazy
- Psycho
- Imbecile
- Falling on deaf ears
- Handicapped
- Retarded
- Crippled/cripple/crippled by

- Bound to a wheelchair (wheelchair bound)
- deaf
- manic
- Feeble-Minded
- Normal/abnormal
- Suffers from [a disease or disability]
- Do not refer to people as “females” or “males” unless you have precise reason to do so—say “women/girls” or “men/boys” instead, if noting gender is necessary.

Step Two: Replace Passive Ableist Language when speaking about ability-related issues

Ableist language can often be replaced by more specific phrases, especially in the case of dumb and lame described above. However, we often mean well, and have thoughtfully selected the language we use, but still are not using the most representative and respectful language. Below are some guidelines.

Disabilities/disabled people in general:

- Disabled
- Has a disability
- With a disability
- With a chronic health condition
- Has a chronic health condition
- Neuroatypical/ Neurotypical (replaces abnormal and normal)
- Neurodivergent

People with physical or mobility disabilities:

- Uses a wheelchair
- In a wheelchair
- With a physical disability
- With a mobility disability
- Uses crutches
- Uses a cane
- Uses a walker
- Has [whatever condition the individual states they have]

People on the autism spectrum:

- Autistic
- On the autism spectrum
- With autism [if preferred by individual]

People with intellectual disabilities:

- Has an intellectual disability
- With an intellectual disability
- With a cognitive disability

- Has a cognitive disability

People with sensory impairments or disabilities:

- Blind
- Low vision
- Deaf
- Hard of hearing

Keep in mind that it's often not the disability itself that keeps people from doing things or being included, but rather other's perceptions of normality and the inaccessible way we create the world. Therefore, instead of saying something like "her blindness kept her from reading all the sci-fi novels she wanted to read" it would be more accurate to say, "the unavailability of braille and audiobooks in the sci-fi genre made her unable to read all the books she wanted to read."

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27.2: Activity by H Morrison

12.2 Activity

First, read the text below. Then, in a few sentences, describe why the language used in the text is problematic. Finally, revise the following text to replace the ableist language or concepts.

Dr. De Palma, an ASL scholar and handicap rights advocate, has struggled with an extreme case of Ménière's disease for the past decade, and has suffered from autism and being wheelchair bound from the age of six. His Ménière's disease caused his deafness at the age of 34, but he sees it as a benefit: "Because of my autism, and because I couldn't run around like the other kids, people thought of me as 'dumb' and 'weird,' so I was often excluded. I didn't have a lot of friends. It wasn't until I lost my hearing that I found real community. The deaf community welcomed me in like no other group had before" ("Creating Kinship Structures in Disabled Groups").

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27.3: Assignment by H Morrison

12.3 Assignment

Add a language review to your drafting process. Writings of all sorts don't always use the best language as they draft their texts. Furthermore, when you're just learning or diving into a topic, it takes time to internalize and "automatically" do the thing! So, if just language is new to you, be patient with yourself and know you will make mistakes. The important part is to continually try to do better.

So, wherever you are in your drafting process, add in a **language review**. And, going forward in the class, try to ensure you're using inclusive language as you're drafting .

For this assignment, conduct a language review on the most complete draft of an essay that you. Use the guidelines above, but also note anything not covered by the guidelines that seems potentially exclusionary or harmful. For this first attempt, highlight any language that needs to be changed. Then create another draft of the exact same essay draft and correct the issues.

Then, reflect on the following:

1. Is there a trend in the changes you made?
2. Do you disagree with any of the changes you made?
3. Consider the quantity of changes you made. Were there many? Were there few? Why do you think that might be? Consider the topic of your essay draft in answering this question.
4. Did you find any language questionable, but were unsure how to correct it?

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CHAPTER OVERVIEW

28: Logic Fallacies and Academic Writing by H. Morrison

28.1: Readings- Logical Fallacies by H Morrison

28.2: Activity by H Morrison

28.3: Assignment by H Morrison

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28.1: Readings- Logical Fallacies by H Morrison

6.1 Logical Fallacies

Logical fallacies are logical errors: they contain reasoning that undermines the validity of an argument and may even completely invalidate the argument.

Logical fallacies indicate weak logic or an inability to oppose another's argument properly and critically. This is the reason they're so important to this class: strong, logical arguments are the core of academic writing.

Here is a **definition, example, explanation and how to fix it** list of some of the most common logical fallacies:

Ad Hominem

Attacking the character or personality of the person making the argument rather than addressing the substance of the argument itself.

Example: "Letter from a Birmingham Jail" purports to be a moral treaty on the unethical behaviors of so-called political moderates, but MLK's numerous extramarital affairs suggest that his argument should be disregarded.

Why is this illogical? MLK's affairs are unrelated to his thoughts on or experiences of systemic racism in America. While MLK's ethos, or character in general, may be called into question, there is no logical ground to assert that his sexual or romantic life informs his understanding of the civil rights movement.

How to fix it: Always address the substance of the argument.

Appeal to Authority

Arguing that a claim is true simply because someone in a position of authority or expertise says it is true, without providing further evidence.

Example: Renowned psychologist Dr. Vincent Smith has long argued that vaccinations are harmful to children—he cites his own children's autism as a clear indication of this. Therefore, children should not be vaccinated.

Why is this illogical? This example has two issues: one, the source itself is not a good source: a psychologist has not studied vaccines in depth. Secondly, a conclusion ("children should not be vaccinated") cannot be made based on the thoughts or even evidence of a single source.

How to fix it: One, always choose credible sources. Two, present data or other evidence from multiple sources, or a peer reviewed source, to prove your argument.

Straw Man

Misrepresenting or exaggerating an opponent's argument in order to make it easier to attack and refute.

Example: Supporters of gun control want to take away all firearms, for everyone, leaving citizens defenseless against murders, rapists, and all other criminals.

Why is this illogical? While some people do believe that guns should be illegal, those who support "gun control" do not want to ban all guns for all people: the phrase "gun control" implies that they want stricter control and more limited access to guns, not an outright ban. The writer of the sentence above misrepresents the argument, so any conclusion they draw will be incorrect because the argument they presented simply does not exist.

How to fix it: Accurately present an argument, regardless of your opposition to it. If your own argument and logic is strong enough, you can defeat the other's argument.

False Dichotomy

Presenting a situation as having only two possible outcomes or options when there are actually more possibilities.

Example: "Either we ban all forms of social media, or our children will be routinely exposed to harmful content."

Why is this illogical? There are many more possible outcomes for this scenario. It is dishonest, or uncritical, to present only two options.

How to fix it: Be honest about all the outcomes. You can still make a point that the undesirable outcome you are arguing against is possible or even likely.

Slippery Slope

Asserting that an initial action will *inevitably* lead to a series of increasingly significant consequences.

Example: If we normalize same-sex marriage, next people will want to marry animals.

Why is this illogical? This fallacy takes a lot of logical leaps. For one, homosexuality is not at all related to bestiality—the two events/things have no relationship. Second, there are too many variables to predict that one thing, and one thing only, will definitely cause another. This fallacy presents complicated events as through there were dominoes: when one, the initial domino, is knocked over, all others eventually fall. This is rarely the case in real life, as each event is caused by many variables.

How to fix it: If two things or events have an actual causal relationship, e.g. I didn't put enough money away in savings this year, so now I don't have enough to cover my tuition, be clear how the two things are related and don't go more than one or two steps from the initial action. For example,

- A. I didn't save enough money this year
- B. I don't have enough right now to cover tuition
- C. I won't be able to continue college.
- D. I'll have to go back to my old job.
- E. That boss hates me and will never promote me.
- F. I will be broke the rest of my life.

I didn't save enough money this year, so I will be broke the rest of my life.

Notice that this example goes from A straight to F. Notice too that B through E are just possibilities, not known realities. For item C, other possibilities are present: you could get a scholarship or otherwise be able to raise the funds to be able to pay so that you can continue college.

As you can see, there are too many variables and possibilities to say with any certainty that A will lead to F.

When you establish a causal relationship between two things or events, be sure they are logically related and that they are sequential.

Appeal to Emotion

Using emotional appeals, such as pity, fear, or sympathy, to support a conclusion instead of providing relevant evidence or reasoning.

Example: Even though disability advocates aggressively argue that drinking straws are necessary for many people with disabilities, we should be more concerned with the thousands of displaced baby turtles whose seaside nurseries are plagued by the toxic plastic trash that plastic straws contribute to.

Why is this illogical? The important word to note the definition above is “instead”: using emotions to support a conclusion is acceptable, but in academic writing, it should never be the only means by which you attempt to prove any one point. As we've all personally experienced, emotions are not always logical, and often, they are quite illogical. Therefore, arguments that rely heavily or entirely on emotion are typically not logical.

How to fix it: Mix emotional appeals (pathos) with sound logic and reason to prove any point of your argument.

Red Herring

Definition: Introducing irrelevant information or arguments to divert attention away from the main issue or topic.

Example: "The Israeli war against Palestinians is a tragic circumstance, but American's need to focus their attention on the war at their own borders: the crisis of illegal immigrants flooding our cities and using all our resources. This is the source of terror and

violations that we need to concern ourselves with.

Why is this illogical? Presumably, the topic at hand in the example above is the Israeli/Palestine conflict, so the argument for or against the importance of it for Americans should be about that topic. America's alleged border problems are not related to or in any way pertinent to a discussion about Israeli/Palestinian conflict. Further, American attention can be paid to both issues, so there is no need to choose only one issue to attend to.

How to fix it: Stick to the topic at hand, always. If, as in the example above, you wish to argue that the Israeli/Palestine conflict should not be a major concern for Americans, argue that point by showing how the conflict isn't crucial to Americans or their values, not by diverting attention to a more localized "threat."

Appeal to Tradition

Definition: Arguing that something is true or better because it's always been done that way.

Example: "Mail-in ballots are not a valid voting method: we should continue requiring in-person voting for elections because that's how we've done it throughout American history."

Why is this illogical? The fact that something has been done for a long time, by itself, is not a valid reason to continue to support it. Traditional methods are sometimes good, sometimes bad, other times neutral—tradition itself does not carry any inherent positivity or logic.

How to fix it: If an action or ideology is understood as both traditional and successful, examine the tradition itself and determine why that tradition may yield successful results. For example, a restaurant could say they have always used local farms' produce to appeal to their customers, so that the way they'll always do it. But, they need to dig deeper: customers may prefer the local produce because it's fresher and tastes better, or perhaps because "farm-to-table" is an appealing tagline. So, the restaurant should indeed continue to use local produce, not because they always have, but because there is evidence that customers prefer it.

Post Hoc Ergo Propter Hoc (False Cause)

Definition: Assuming that because one event occurred before another event, it must have caused the second event.

Example: My aunt got sick with COVID 19 after getting the first vaccine, so the vaccine actually causes the virus.

Why is it illogical? Like the slippery slope fallacy, Post Hoc Ergo Propter Hoc creates an illogical causal relationship. It translates from Latin to "after this, therefore because of this." Just because two events occur close to each other does not mean they are actually related.

How to fix it: Make sure any conclusion is supported by clear evidence, not just chronology.

Hasty Generalization

Definition: Drawing a conclusion based on insufficient or biased evidence, without considering all relevant factors.

Example: As Jackson's argument illustrates, feminism is inherently selfish and anti-men.

Why is it illogical? To make a substantial, logical claim or conclusion, we have to have a good amount of evidence to support it. If we don't have that evidence, or that evidence is biased, we risk being very wrong about that claim or conclusion, which then risks the validity of the entire argument. We cannot make claims or conclusions based on a single source, or a source that may be itself illogical or unfairly biased.

How to fix it: Don't conclude or claim anything based on a single source, and don't use heavily biased sources—they're not good or appropriate sources! You could fix example above by either not using that source (if it's heavily biased) or by being clear that the claim is the author's, and not necessarily yours: *Jackson argues that feminism is inherently selfish and anti-men*

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28.2: Activity by H Morrison

6.2 Activity

Read the excerpt from “Intersectional Disability Politics” by H Morrison, and then consider the numbered statements below. Each numbered statement contains at least two logical fallacies: identify the fallacies in the text below, and name the logical fallacy applied there. Then, explain in your own words why each statement is not logical/not a valid argument.

Excerpt

From “Intersectional Disability Politics” by H Morrison

Many disability activists today argue that activists in all other arenas—those who focus on gender, race, sexual orientation, anti-capitalist ideal, or poverty—should by default also be disability advocates, and there’s good reason for that. Disabled people are, arguably, the most overlooked minority group, yet disability is something that almost all people, if they live long enough, will experience at some point in their lives. Ableism also underpins all other “-isms:” think of the various arguments that attempt prove that women aren’t as physically strong as men and are therefore inferior to men. Or, consider the old justifications for slavery that attempted to prove that black people were less cognitively able than white people, and therefore benefited from the “guidance” of their white oppressors. Until the 1970s, homosexuality was clinically viewed as a mental defect—rendering LGB folks clinically disabled by their sexual orientation. Disability has been used to marginalize, abuse, and oppress people for the entire recorded history of the United States. It’s clear that ableism is inherently tied white supremacist, patriarchal, and anti LGBTQIA+ ideologies. Disabled people want their human rights honored, and they want policies and legislation to ensure that their rights, just like that of their non-disabled peers, are clearly established, defended, and guaranteed. ’

Statements

1. Nowacki’s palpable hatred for white men renders their argument about disability invalid.
2. If a slew of new legislation and policies are created to protect all issues that can be defined as a “disability,” we’ll have people with paper cuts claiming they were discriminated against because of their “disability”: it will be a distraction for lawmakers and will create frivolous lawsuits that will jam up our courts.
3. Nowacki competently argues that the heart-breaking plight of disabled people in our society, who suffer greatly each day just to do things that you and I hardly even notice, warrants our activism and allyship.
4. In “Intersectional Disability Politics,” Nowacki sets up a dangerous paradigm where having personal opinions, preferences, and abilities is unacceptable—you’d be fired for suggesting that your female colleague isn’t as bright as a male on your team, and you’d be called “ableist” for playing basketball, since not all people are able to play it. Maybe you’d even somehow be racist, too, according to Nowacki.
5. Nowacki fails to consider why, historically, disabled people were marginalized. If experts in medical science, social science, and psychiatry all agreed for centuries that disabled people were a special class of people that deserved protection but could not participate in society fully due to their deficits, why should that precedent be overturned now?

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28.3: Assignment by H Morrison

6.3 Assignment

Excerpt

From “Intersectional Disability Politics” by H Morrison

Many disability activists today argue that activists in all other arenas—those who focus on gender, race, sexual orientation, anti-capitalist ideal, or poverty—should by default also be disability advocates, and there’s good reason for that. Disabled people are, arguably, the most overlooked minority group, yet disability is something that almost all people, if they live long enough, will experience at some point in their lives. Ableism also underpins all other “-isms:” think of the various arguments that attempt prove that women aren’t as physically strong as men and are therefore inferior to men. Or, consider the old justifications for slavery that attempted to prove that black people were less cognitively able than white people, and therefore benefited from the “guidance” of their white oppressors. Until the 1970s, homosexuality was clinically viewed as a mental defect—rendering LGB folks clinically disabled by their sexual orientation. Disability has been used to marginalize, abuse, and oppress people for the entire recorded history of the United States. It’s clear that ableism is inherently tied white supremacist, patriarchal, and anti LGBTQIA+ ideologies. Disabled people want their human rights honored, and they want policies and legislation to ensure that their rights, just like that of their non-disabled peers, are clearly established, defended, and guaranteed.

Statements

2) If a slew of new legislation and policies are created to protect all issues that can be defined as a “disability,” we’ll have people with paper cuts claiming they were discriminated against because of their “disability”: it will be a distraction for lawmakers and will create frivolous lawsuits that will jam up our courts.

4) In “Intersectional Disability Politics,” Nowacki sets up a dangerous paradigm where having personal opinions, preferences, and abilities is unacceptable—you’d be fired for suggesting that your female colleague isn’t as bright as a male on your team, and you’d be called “ableist” for playing basketball, since not all people are able to play it. Maybe you’d even somehow be racist, too, according to Nowacki.

Choosing from items 2 or 4 ,

- a) revise the statement to be free of logical fallacies.
 - b) note if the statement’s point changed (did you have to entirely change the argument?)
 - c) if applicable, describe how the argument had to change and why you had to make that choice.
- Be sure you’re accurately understanding and presenting the other argument(s).
 - Don’t assume and don’t “put words into anyone’s mouth.”
 - Slow down and consider the logic step by step. Many logical problems result from moving too quickly from logical step to logical step and guessing or assuming the steps until you reach a conclusion.

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CHAPTER OVERVIEW

29: Academic Essay Structure by H. Morrison

[29.1: The Essay and the Formula by H Morrison](#)

[29.2: Activity by H Morrison](#)

[29.3: The homework for your learning object goes here](#)

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29.1: The Essay and the Formula by H Morrison

We tend to think of writing as a primarily creative endeavor. Writing of any sort does indeed have creative elements as we are literally creating a text; further, the act of stringing together words to create meaning is always creative as well. To those of us inclined to create, who love words, and making meaning, academic writing can sometimes be stifling. This perceived stifling quality is also a benefit to those of us not creatively inclined, or those who prefer rules and regulations.

Academic writing is a mixture of creativity and the application of a moderately complex formula. In this chapter, we will discuss and practice the general formula of an academic essay by learning its proper structure.

While the act of writing itself has a lot of creative elements, the majority of academic writing relies on the successful applications of formulas.

In this chapter, we'll learn the organization formula. To begin, read the following student multi-source essay that would receive an A in this course. As you read, take notes on what you notice about the structure of essay, i.e. the order of ideas within paragraphs, and the order and constitution of each paragraph.

Example Student Essay

Accessibility and Acceptance: Disability in the US Today

Most everyone at some point in their lives will become disabled. This is a truth we often do not want to consider because it makes us feel scared and vulnerable. However, that fear and vulnerability is something that millions of Americans, of all ages, face every day with little or no emotional, social, or financial support. “Disability” is an umbrella term that can refer to physical, mental, or intellectual impairments, or combinations of them, that make engaging in certain activities or the world in general more difficult or even impossible. Disability occurs because of genetics, environmental factors, disease, injuries, and traumas. While they can technically be short term—for example, a broken arm—disabilities are most commonly understood as long term and even lifelong. Examples of disabilities range from being blind, to autism, to having an amputation, to ADHD. US society has improved in its treatment of disabled people, particularly since the inception for the disability rights movement of the 1960s and 1970s, and the resulting Americans with Disabilities Act (ADA). Our understanding of what disability is has broadened and become more widespread: we regularly see disabled people in films and in daily life. However, there is still much work to be done to fully include and support disabled people. [In the United States today, there is inadequate media portrayals, social acceptance, and financial support and opportunities of disabled individuals which maintains their marginalization.](#)

[The media depicts disabled people in harmful ways by portraying them as childish or as jokes, if they choose to depict disabled people at all. While media portrayal of disabled folks has improved, today we still see negative stereotypes and underrepresentation.](#) The popular documentary-style show *Love on the Spectrum* (LotS) depicts young adults with autism engaged in the pursuit of romantic relationships. Like other dating shows, it follows participants' lives as they get ready for and go on dates. In the article “[Exploitation for Acceptance](#),” author Maree Wolf states “while *Love on the Spectrum* outwardly purports to be inclusive and increase representation of autistic adults, it actually does the opposite. It makes a spectacle—a bumbling circus sideshow—of earnest autistic's pursuit of community and connection. The participant's lives aren't treated as real or serious—they are treated as jokes or ‘aww, cute!’ moments.” LotS's cast is made up of autistic people, but as Wolf argues, the representation the show offers through editing and dubious interviewing techniques is harmful and dehumanizing, and just a matter of entertainment for the audience at the expense of real people. No person's humanity should be reduced to a joke or gimmick. Often, when an autistic participant is going about their normal activities in the best way they can in LotS, background music meant to indicate silliness or youthfulness will play (Wolf). This signals to the audience that the autistic individuals they see on their screens are similarly silly or infantile, even when they are being serious. The show conveys the message that autistic people are funny and indeed of protection, but also very different than “normal people.” The presumably non-autistic viewer can feel good that they are viewing autistic people positively and in need of protection, rather than as stupid or unimportant. Most troubling is that LotS is a very popular, well rated show (Wolf) and many disabled folks do defend it because of the representation it offers. However, it stands out as just one example of how the current popular media harmfully depicts disabled people.

[Social acceptance of disabled people has also improved in the past several decades, but it is also insufficient and problematic for disabled people's overall well-being.](#) Acceptance entails more than tolerating or providing bare-minimum support: social acceptance looks like full inclusion and advocacy; it looks like reframing what is “normal” and meeting people where they're at.

However, social acceptance is in short supply for too many disabled people. In “Uninspired: The Reality of Living with Disability,” by Tavia Sousanis, the lives of “high achieving” disabled people are explored. When Adriana, a 28-year-old civil engineer who is unable to use her legs, got engaged to her long-time boyfriend, she was met with hostility rather than joy. [Author Tavia Sousanis](#) reports Adriana’s experience: “‘I could tell his friends, who I know liked me, were like, *are you really going to marry the paraplegic girl?*’ Adriana laughed, but her eyes filled with tears. She continued ‘And his mom—I love her, we’re good now—but she cried when he said he proposed to me because she thought my disability meant she wouldn’t have grandchildren...that’s not even true.’” Adriana’s story shows that despite being accomplished and well-liked, she was reduced to her disability status and deemed undesirable. The results for her were heart-breaking. Several others in Sousanis’s article describe similar situations wherein they are regarded as “courageous,” “awesome,” and “truly inspiring” by those around them because of their disabilities, but when it came to being hired for a good job or being accepted into a new friend or family group, they are often painfully excluded. Maree Wolf also maintains that disabled people are understood as useful when they provoke sympathy or even gratitude in the able-bodied but are disregarded when they need accommodations or true acceptance (“Exploitation for Acceptance”). All humans need some measure of social acceptance to not only fulfill the innate emotional need for connection and kinship, but also to help ensure their physical and medical needs are met. The lack of social acceptance that many disabled people face poses a serious and unacceptable threat to their well-being.

[For disabled individuals who are at all able to work, employment is a significant struggle, wages and benefits are low, and thus their needs are often unmet.](#) In “Disabled Workers Saw Record Employment Gains in 2023, But Gaps Remain,” by [Kennedy Andara et al.](#), it’s reported that only 38.2 % of disabled, working age adult men were employed in 2023. This is actually a significant improvement, a record low, but it’s clear that this is a problem when compared to the 80% of employed able-bodied men in the same year (Andara et al). It should also be noted that these statistics describe any type of employment—full or part time. Andara et al. notes that “people with disabilities are almost twice as likely to work part time.” This means that actual earnings, access to employer-provided healthcare, and other necessary benefits like paid time off and, ironically, disability insurance may be far less available to disabled workers. Part-time jobs offer less money annually, even if the hourly rate is the same as full-time, and part-time jobs rarely offer paid time off or any other benefits. Further, according to [Andara et al.](#), “Black and Hispanic disabled people experienced higher unemployment rates in 2023—at 10.2 percent and 9.2 percent, respectively. The unemployment rates of these groups are consistently above the average for disabled workers, due to the additional hardships of intersecting and compounding racism and ableism.” Not only do disabled people of color experience ableism, and the systemic disadvantages of it, but they experience a compounded disadvantage due to racism. The painful irony is that many disabled people need healthcare and daily assistance that costs much more than the needs of the average, able-bodied people. The result for all disabled people in general is economic difficulty and poverty, and unmet needs.

In conclusion, despite some increases in visibility and legal protections for disabled people, their marginalization remains a serious issue in the US. When portrayed in media, disabled people are too often depicted as juvenile or as inspiration for non-disabled people, furthering harmful stereotypes and exclusion. While social acceptance has improved, it’s still lacking and causes emotional harm and even physical neglect in disabled populations. Finally, disabled people’s access to acquire and maintain employment that offers a living wage and much needed benefits is very limited and results in increased economic hardships. Increasing and furthering the cause of disability rights is crucial not just because it’s the right thing to do, but because disability will—sooner or later—touch all of our lives.

This successful essay employs the following outline formula:

I. Introduction

a. Introductory paragraph

i. Hook

ii. Introductory information: this depends on the assignment. It could be a Summary of the topic, a summary of the article, or just pertinent information that the reader needs to know about the topic

iii. Bridge to thesis

iv. Thesis statement

II. Body Paragraphs

a. Body Paragraph 1

i. Topic Sentence that is one of the argumentative reasons your thesis is true. The topic sentence must directly relate to, and help prove, your thesis.

ii. Explanation of the ideas/concepts for the topic sentence

iii. Sub point 1

1. Evidence (from a source—can be a quote, summary, or paraphrase; must be cited properly)

2. Explanation of evidence and connection to topic sentence

3. Transition

[repeat the sub point pattern as much as needed]

iv. Sub point 2

1. Evidence (from a source—can be a quote, summary, or paraphrase; must be cited properly)

2. Explanation of evidence and connection to topic sentence

v. Concluding sentence for the paragraph that address the topic sentence, and, ideally, helps transition to next body paragraph.

b. Body Paragraph 2

i. Topic Sentence that is one of the argumentative reasons your thesis is true. The topic sentence must directly relate to, and help prove, your thesis.

ii. Explanation of the ideas/concepts for the topic sentence

iii. Sub point 1

1. Evidence (from a source—can be a quote, summary, or paraphrase; must be cited properly)

2. Explanation of evidence and connection to topic sentence

3. Transition

[repeat the sub point pattern as much as needed]

iv. Sub point 2

1. Evidence (from a source—can be a quote, summary, or paraphrase; must be cited properly)

2. Explanation of evidence and connection to topic sentence

v. Concluding sentence for the paragraph that address the topic sentence, and, ideally, helps transition to next body paragraph.

c. Body Paragraph 3

i. Topic Sentence that is one of the argumentative reasons your thesis is true. The topic sentence must directly relate to, and help prove, your thesis.

ii. Explanation of the ideas/concepts for the topic sentence

iii. Sub point 1

1. Evidence (from a source—can be a quote, summary, or paraphrase; must be cited properly)

2. Explanation of evidence and connection to topic sentence

3. Transition

[repeat the sub point pattern as much as needed]

iv. Sub point 2

1. Evidence (from a source—can be a quote, summary, or paraphrase; must be cited properly)

2. Explanation of evidence and connection to topic sentence

v. Concluding sentence for the paragraph that address the topic sentence, and, ideally, helps transition to next body paragraph.

[Repeat the body paragraphs as much as needed]

III. Conclusion

a. Concluding Paragraph

i. In one sentence, restate your core thesis argument, or entire thesis statement (use different words).

ii. Summarize each main support. If you've properly done your topic sentences, you should be able to restate each paragraph's topic sentence for this part (1 sentence per main support /paragraph).

iii. Provide a final concluding thought. This can mirror your hook.

Note: no new info, no quotes in the concluding paragraph.

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CHAPTER OVERVIEW

30: Understanding the Writing Process and Planning for Success by H Morrison

30.1: Readings by H Morrison

30.2: Activity

30.3: Assignment by H Morrison

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30.1: Readings by H Morrison

1.1 The Process

It's human nature to want to "cut corners" or take the path of least resistance. However, for well done academic writing, and for succeeding in this course, there aren't any real short cuts. First, it's pivotal to understand that academic writing is a *recursive*, *iterative* process. That means it's a lengthy and involved process.

Recursive here refers to something that is repeated, over and over again—and again—all with the goal of improvement and refinement. In this case, we mean that you will repeat the sequential process of 1) brainstorming, 2) outlining, 3) drafting, and 4) editing over and over again for each assignment in order to ultimately reach the final version of each assignment.

Iterative refers also to repetition of a process that produces *iterations*, and here we use *iteration* to refer to any single step in the process.

The **writing process** generally consists of the following steps.

1. Reading (and re-reading) the texts
2. Understanding the relevant concepts
3. Understanding the assignment
4. Brainstorming
5. Outlining
6. Drafting/composing
7. Editing/revising

You'll notice that three of the seven steps listed above do not include writing, but they are crucial steps. Essentially, you must thoroughly understand what you are writing about and why you are writing before you can adequately compose an essay.

While you may find yourself repeating any and all of these seven steps, you are more likely to find yourself repeating steps 4 through 7. For most students, their process for this course looks like this:

1,2, 3, 1, 4, 5, 6, 7,4,5,6,7, 4, 6, 7, 6, 7

Yes, that's a lot of steps, and yes, you need to plan on engaging in the process in that depth. Being a strong writer does not exempt you from full engagement in the proscribed process.

Plan on getting help

Step in the Writing Process	Who to see for help (you can always ask your professor for assistance, though they may direct you to the resources below)
Reading (and re-reading) the texts	Reading tutor
Understanding the relevant concepts	Your professor
Understanding the assignment	Your professor, Writing tutor
Brainstorming	Writing tutor
Outlining	Writing tutor, Your professor
Drafting/composing	Writing tutor, Your professor
Editing/revision	Writing tutor

 A diagram illustrates the recursivity of the writing process; arrows form an endless circle and are labeled "Brainstorming," "Composing," and "Editing."

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Planning for success

English 101 or 101-097 is required for most every degree program and certification for good reason: it's a course designed to help you in arguably every other class you will take at college or university level and in your life as thoughtful, informed individual.

Academic success in general relies on your ability to plan ahead: you constantly need to assess how much study time you need to complete each assignment or assignment component. If you run into trouble, e.g., you're struggling with a concept, you will also need to factor in time for acquiring assistance. Maybe this means meeting with a tutor, or your professor. If you're taking classes, have a job or two, have family responsibilities, or all of the above, it's even more crucial for you to plan ahead to allot time for your reading, writing, and revising.

Your professors and the academic support staff—tutors, wellness center and ACCESS coordinators, among many others—all want you to succeed. When you need help, please ask for it.

Use these three steps to plan for your success.

1. Consider your real needs and preferences. Is focusing difficult for you? Is your attention best used in short spurts? Is reading a challenge? If you crumble under pressure, waiting to the last minute to finish an assignment isn't a good plan.

Consider your other obligations:

- Relational and familial needs
- Work
- Other course work
- Health and wellness needs.
- o How do you recharge your battery?
- o You need food—proper nutrition, adequate sleep, exercise, to live.

2. Make time to do each step of the writing process:

1. Reading (and re-reading) the texts
2. Understanding the relevant concepts
3. Understanding the assignment
4. Brainstorming
5. Outlining
6. Drafting/composing
7. Editing/revising

3. Organize your schedule/create a calendar

- The due dates for all formal assignments are listed in the course schedule on Brightspace. While some of the homework is TBA or will shift, every graded component of your research project has a due date. Consider your other course schedules, and other life obligations, as well as your known patterns and energy levels (e.g. you know you will not be a functional person the three days following Thanksgiving, so you plan to complete your work ahead of time). A friend's birthday or your cousin's wedding are not good reasons for an extension.
- Be realistic about your energy and needs.
- If you do need an extension, know that it will put you behind and make your progress more difficult. It should only be requested if absolutely necessary. That said, if you do need an extension, ask me via email as soon as possible. Also, be honest, please. I've found students' real situations make for much more compelling reasons for extensions than their fabrications.

How to Revise an essay draft

Revisions are divided into two distinct types: *content* and *mechanical*.

The **content revisions** deal with the thesis, topic sentences, concepts, logic, evidence, transitions, introductions, and conclusions that make up your essay. Content revisions are the most important and should always come first!

Mechanical revisions deal with sentence-level mechanics—your grammar, syntax, punctuation, and word choice. We'll also include MLA formatting of the essay and the MLA in-text citations and Works Cited page in this category. While all of these mechanical revisions are important, they are secondary to your content revisions. For some, it may be helpful to only work on mechanical revisions in the draft before the final essay.

It's important to understand the differences between these two types of revisions. You should plan on doing *content revisions* at different times than you do *mechanical revisions*. It makes good logical sense to do content revisions first and then do mechanical revisions. If you do mechanical revisions first, your content may change, and then you'll have to do another round of mechanical revisions.

If you work with a tutor on your revisions, which is recommended, be able to clearly articulate if you want help with content revision or mechanical revisions, and do not expect the tutor to work with you on both in one session.

Questions to Ask Yourself When Revising Your Paper

Content Revision checklist

General questions

- Did I answer/respond to the assignment prompt?
- Is my essay tailored to the stated audience?
- Does the essay accomplish the stated purpose?
- Did I use all required sources?
- Do I meet all other requirements discussed in the assignment description?

Ensure the following are present:

Introductory paragraph with

- A hook (sentence)
- Introductory content that provides adequate information about the topic so that your reader will understand your thesis (ensure this part aligns with the assignment description)
- A thesis statement that suggests the structure of what will follow

Multiple body paragraphs that

- Have an argumentative topic sentence as their first sentence and corresponds directly to the thesis statement.
- Stick to the topic sentence and don't go off course
- Provide adequate evidence to support the argument in the topic sentence
- Engages sources that support the argument

o Each use of a source is clearly cited

o Use a signal phrase and or a parenthetical citation

o Have quote sandwiches: each quote or paraphrase is introduced, presented, and then you connect the quote/paraphrase to your topic sentence

- Are logical
- Are well explained to the stated audience
- Effectively use transitional words and phrases

Has a conclusion that

- Restates the core argument of the thesis in the first sentence.
- Summarizes each and every main point, i.e. restates each topic sentence
- Ends with a concluding thought (a sentence) that serves as an inverse hook.

Mechanical Revision Checklist

- Minimal or no punctuation errors
 - o No comma splices
 - o Every sentence starts with a capital letter
 - o Every sentence ends with a period (question marks and exclamation points, and their types of sentences, should be avoided)
 - o Semicolons and colons are properly used
 - o Commas are properly used
 - o Single quotes ['example'] and double quote ["example"] are used properly
- There are minimal to no grammatical errors
 - o In particular, look out for
 - o dangling modifiers
 - o subject verb disagreement \run on sentences
- No fragments!!! Every sentence is complete with at least one subject and predicate.
- Writing is concise, succinct: no extra or “filler” words/phrases
- No repetition
- No idiomatic phrases or platitudes
- Uses just language
- Uses gender-neutral language, as appropriate
- Uses a vocabulary appropriate for the context and the audience and jargon is explained

As you proceed in this course, wherever you are in the drafting process, once you have a complete draft, use the *Content Revision Checklist* to guide your revising. Repeat as necessary. Then, use the *Mechanical Revision Checklist* as you approach the final draft

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30.2: Activity

1.2 Activity

In class, write a paragraph about your previous experiences in engaging in the writing process, including revisions, and what you think. Be honest—your grades for that course have already been finalized, and no one is judging you here. Did you previously engage in all or part of the process outlined above? Or did you typically only do one draft—the final draft—hours before the assignment was due? Reflect on how you felt engaging the process as you previously have, how it differs from or is the same as what’s outlined here, and how you feel about engaging in the prescribed process. Again, honesty is key here. If the process sounds like “too much,” say it, or if this is what you’ve always done and you have no concerns, say that.

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1.3 Assignment

Using the course schedule, the course requirements, and your own awareness of your other responsibilities and needs, create a calendar for yourself for this semester. Also include assignments for other classes.

Use either the calendar associated with your email—your CCC email has an Outlook Calendar, or if you prefer Gmail, a calendar is available there too—or a calendar template in Microsoft Word.

Be sure to include office hour visits and potential tutoring appointments.

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31.1: Readings by H Morrison

3.1 Summarizing

Summaries, whether they are just a couple of sentences or an entire paragraph, answer the question, “What is the text about?”

Since summaries are brief descriptions of the main ideas in a text, being able to summarize well involves both critical reading skills and solid writing skills. This means you must thoroughly read and understand the text before you begin writing the summary of it. Use **annotation** and **critical reading** as you prepare a summary. If you can write a good summary, you demonstrate your critical reading skills as well as your writing skills.

All summaries should identify the text name/title, the author(s), the thesis of the text, as well as the main supporting points presented in the text. Depending on the assignment, the summary may also include some further details in the text that relate to the overall topic or essay argument at hand.

A good summary

- is written in present tense (*The authors states*, not *the author stated*)
- begins by stating the title of the text and the author
- reports the thesis of the text in the first or second sentence
- defines critical terms or phrases that are central to the author's argument
- focuses on the most important parts of the argument/reports the main points
- may include some supporting details, depending on the assignment
- is *much* shorter than the original (typically fewer than 10 sentences)
- uses reporting verbs
- is objective
- does not have any quotations

How to be objective

Being objective is lacking bias or opinion. For summaries, your opinion, critique, and response must be omitted. You are only reporting what the text says—do not evaluate it any way. Simply report what the text says.

Here are some examples of not being objective while summarizing a text:

1. In the article “Don’t Demolish the System,” Alana June provides several illogical arguments to support her poorly constructed claim that the criminal justice system is fundamentally just and not in need of reform.

“Illogical” and “poorly constructed” are opinions and evaluations of the text—do not include them. With those words excluded, this summary is objective.

2. The author vividly describes the measures taken by political leaders to deny the Flint Water Crisis.

“Vividly” is an opinion and an evaluation of the text—do not include it. With that word excluded, this summary is objective.

Reporting verbs

Below are lists of “reporting verbs” that you can use to describe what the text or the author are saying their texts.

The author

- argues
- reports
- states

- claims
- posits
- criticizes
- describes
- concludes

The article

- examines
- covers
- reports on
- deals with
- focuses on
- presents
- describes
- addresses

Constructing the first sentence of your summary

For most assignments, you will assume that your reader/audience is not familiar with the text or subject on which you are writing. This means you must introduce the author and the text right away in your summary. Here's a template of the first sentence in your summary, along with a color-coded example.

In [text name], [author name (may include relevant bio info)] [reporting verb] that [author's thesis].

In "Tent Cities: A Right to Housing," activist Rae Butler argues that so-called tent cities are inevitability in our society and that all people, regardless of income, have an absolute right to adequate housing.

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31.2: Activity by H Morrison

3.2 Class Activity

Example Summary Paragraph

In “Tent Cities and the Right to Housing,” activist Rae Butler argues that so-called tent cities are inevitable in our current society and that all people, regardless of income, have an absolute right to adequate housing. Citing the rise in rental costs and the housing crisis across the US, Butler shows that tent cities, or makeshift collections of tent homes occupied by those experiencing homelessness, are a growing problem. Such encampments are vulnerable to weather hazards, bug and rodent infestations, waste issues and as such cause issues in neighboring communities. They are often taken down by local authorities. However, when these tents are taken down by police, the occupants have few if any viable alternatives for housing. Butler then argues that all people have a right to housing, so removing these tents is a human rights violation unless alternative housing is provided. The author concludes that until communities and policy makers address the causes of homelessness and provide housing for all, tent cities—and all the problems they bring with them—will remain.

Read the summary above and then discuss and answer the questions below.

1. Is this a good summary? Note whether or not the summary above meets all the criteria for a “good summary.”

Remember, a good summary

- o is written in present tense (*The authors states*, not *the author stated*)
- o begins by stating the title of the text and the author
- o reports the thesis of the text in the first or second sentence
- o defines critical terms or phrases that are central to the author's argument
- o focuses on the most important parts of the argument/reports the main points
- o may include some supporting details, depending on the assignment—N/A
- o is *much* shorter than the original (typically fewer than 10 sentences) —N/A
- o uses reporting verbs
- o is objective
- o does not have any quotations

2. Is the use of “absolute” in the first sentence objective or not? Explain. (In “Tent Cities and the Right to Housing,” activist Rae Butler argues that so-called tent cities are inevitable in our current society and that all people, regardless of income, have an absolute right to adequate housing.)

3. Do you think it would be appropriate to add the sentence below to the summary? Why or why not? On what does your answer depend?

“Butler toured three tent cities within St. Louis, Portland (Oregon), and Chicago, and spoke directly to the residents about their situations and experiences.”

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31.3: Assignment by H Morrison

3.2 Class Activity

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