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Reading and Writing Across the Curriculum



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by

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Preface to the Instructor

Regardless of level, all learners must develop critical reading and writing skills on the journey to becoming expert writers. Students must be taught to be analytical readers and be given ample opportunity to generate ideas and organize details prior to writing. Many students believe they are bad writers; however, the reality is they do not understand that writing requires planning and practice. This reader uses material developed across the curriculum to prepare entry-level college writers to meet the rigorous demands of academic writing throughout their college career as well as their chosen profession. Strategies within *Reading and Writing Across the Curriculum* foster building skills and confidence while supporting the transfer of knowledge to other situations.

Writing involves several complex processes that depend on each other. Critical reading, thinking, and writing are interconnected activities; one cannot be mastered without the other. Because writing is complex and writers develop skills at different rates, students should devote plenty of time to discussion, thinking, and writing as well as revision techniques. A complete, well-developed composition textbook should engage students through the entire composing process. *Reading and Writing Across the Curriculum* provides support and flexibility to students as they learn about the nature of the writing process, the relationship between reading and writing, the functions of writing, and the importance of writing. This textbook encourages students to follow their curiosity to discover their own opinions about topics and then express their findings constructively to others. In addition to providing student support, the reader assists composition teachers in planning meaningful assignments that produces insightful writing from their students.

The organization of *Reading and Writing Across the Curriculum* was designed to make teaching across the curriculum easy. Each of the nine chapters is dedicated to a different rhetorical mode (description, narration, illustration, comparison/contrast, definition, classification, process analysis, cause/effect, and persuasion/argumentation) to help students successfully join the academic conversation. The arrangement of material ensures the student builds on concepts they have learned in previous chapters. All the material is assembled with the goal of providing the techniques necessary to write persuasively. Chapter selections are comprised of two nonfiction readings and three multimodal texts, such as videos, podcasts, artwork, and cartoons, designed to improve learning outcomes for students. Content is also organized thematically and divided into nine disciplines (Arts/Humanities, Behavioral Studies, Business/Finance, Ethnic Studies, Gender Studies, Science/Technology, Political Science, History, and Education). The material may be used selectively giving more flexibility to the instructor. The thematic feature of *Reading and Writing Across the Curriculum* allows instructors to develop assignments that familiarize students with subjects and terminology found in other college classrooms.

The language and concepts in this textbook are accessible to learners at all levels. The selections are multimodal to benefit a variety of learning styles and improve critical thinking and writing skill among students. Written transcripts of podcasts and videos are deliberately omitted from some of the selections to enhance critical listening skills; however, links to text are provided to accommodate the needs of individual learners. Each selection has questions for the student to answer before, during, and after the reading to foster the development of critical thinking and reading skills. Because building vocabulary improves reading and writing, difficult vocabulary and unfamiliar terms are defined prior to reading; additionally, students are asked to

strengthen their vocabulary by examining meaning and usage after reading. Prereading activities are incorporated into each selection to accommodate learner variability and learner preference. As an example, students are guided to seek additional resources about topics using internet searches or viewing pictures prior to reading. These activities introduce learners to the topic and encourage students to continue reading. Prewriting activities are focused on developing critical thinking and reading skills. The three activities included in the Prewriting section increase comprehension of the material by exploring concepts, style and technique, and rhetorical strategies. Additionally, students are asked to compile all of their information into journals or through electronic notes to make an outline prior to writing. Compiling notes as students work through selections gives them the materials needed to complete their writing assignments.

Each chapter contains three writing prompts that are related to the selection. The prompts ask the students to express their opinions through writing. One writing choice is an agree/disagree response to the text and another is a formal essay that requires some research while a third is a creative writing assignment. The choice of writing prompts exposes students to different genres of writing and different discourse communities with the goal of increasing the transfer of critical reading and writing skills to other situations. The length of the writing assignments is purposely omitted to give more flexibility to instructors; and the prompts can be easily adapted to fulfill different pedagogical needs. The final section is a post writing exercise that asks the student to perform a rhetorical analysis on their completed assignment. The purpose of introducing students to a variety of post writing analytical tools is to encourage them to find a technique that works best for them; therefore, resulting in greater acceptance of the revision process. Finally, students are asked to reflect on what they learned after each selection by completing three questions dedicated to the transfer of knowledge. There is a comprehensive

appendix that includes models for descriptive outlining, rhetorical precis, PAPA Squares Mean/Say/Do charts and summaries. The information provided in the appendix provides ease of access for the instructor and the student alike.

Reading and Writing Across the Curriculum has several unique strategies in each chapter that instructors will find useful in the classroom:

- **Getting Started (Exploring Key Concepts)** activities introduce critical thinking strategies to students prior to reading/viewing. The student learns biographical details about the author to set critical thinking into motion. Five difficult vocabulary words are defined, and the student is asked to identify each word in the material. Students are again asked to “Think Critically” and answer three thought provoking questions. Finally, students get to “Explore Additional Resources” which gives them freedom to watch informational videos and conduct their own internet searches. This section is easily adapted as an in-class discussion to help motivate students to read.
- **Brief readings and multimodal texts** invite students to participate. The length and content of the selections were purposefully chosen to be manageable. All readings and multimodal texts are interrupted by the insertion of three thought provoking questions to engage critical thinking skills. The length of the readings and multimodal texts make them ideal for in-class assignments.
- **Getting Ready to Write (Prewriting Exercises)** carefully prepares the student to write. Once again vocabulary is introduced with “Strengthening Meaning” exercises. Students learn the contextual meaning of five new words or terms related to the selection. The student is then asked to “Form Ideas” by answering a series of guided questions. The first four questions build comprehension of “Concepts” contained in the selection. The next

set of four questions identifies “Style and Technique” used by the author to create meaning through writing. The final set of four questions underscore the “Rhetorical Strategies” used by the author. The last prewriting activity is “Choosing a Topic” for writing. This activity includes having the student use their journal or electronic notes to create an outline before they sit down to write their assignment.

- **Post-Writing** is a recursive activity that allows the students to apply the techniques learned in the chapter to their completed assignment. The students are asked to conduct a rhetorical analysis and reflect on their writing. This exercise is designed to reinforce learning in addition to encouraging revision. Three thought-provoking questions are included in this section to encourage the transfer of knowledge to other writing situations.
- **The appendix** is extensive. It was developed to serve as a quick reference guide for students and aid teachers in lesson planning. There is a variety of material that can be accessed to analyze readings and multimodal texts or student writing. Examples of organization methods are provided with a brief explanation for the student.
- **Journals or Electronic Notes** are an essential for recording answers to questions, writing personal thoughts, and sorting through ideas. By using this method to gather information, students will have all the resource they require for their writing assignment in one convenient place. This method is employed to reinforce the organizational process that must take place prior to writing. Journals are an excellent tool for assessing the progression of learning. You may choose to incorporate student journals or electronic notes in teacher conferences or collect entries at points throughout the term.

Reading and Writing Across the Curriculum

Those who teach composition must strive to find a balance between teaching the writing process, preparing students to write academically, and helping students express themselves creatively. The flexibility of *Reading and Writing Across the Curriculum* provides balance for both the student and the instructor. As with any skill, techniques must be honed by practice before they can be mastered. Developing writers must refine their critical reading skills and fine-tune their listening skills before they are expected to compose thoughtful, accurate writing. Using the guided instruction and practice exemplified in this book students will master critical reading and writing skills across the curriculum.

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Chapter 4

Comparison and Contrast

Comparison/contrast is a rhetorical mode that explores the differences and similarities between two or more objects, ideas, people, etc. Usually, the subjects being compared share some connection or similarities. Comparison/contrast can be organized in writing in many ways, such as by subject, point by point, or by a mixture of comparisons. Often, and correctly, you will see the word comparison is used in this chapter to refer to comparison and contrast. You should always remember that comparison can mean looking at either similarities or differences.

Comparison/contrast can be used alone in an essay or in combination with other rhetorical modes. In this chapter, you will discover many ways comparison/contrast is effectively used in writing, advertisements, and more. This is an important rhetorical mode that you will encounter during your college career and into the workplace.

This chapter will prepare you to accomplish the following objectives:

- ✓ Understand why comparison/contrast is used.
- ✓ Identify comparison/contrast while reading.
- ✓ Determine how comparison/contrast is used to inform or influence a reader.
- ✓ Incorporate comparison/contrast into your writing.
- ✓ Identify the ways comparison/contrast is used across the discipline.
- ✓ Identify the ways comparison/contrast may be used in different workplace settings.

Be sure to read the selections in this chapter critically. Notice how thesis is connected to the comparisons in the material. Pay close attention to the way that the comparisons are organized and the reasons for the comparisons. As you read selections and answer questions in Chapter 4, think about how you can utilize this rhetorical mode in your own writing. Remember to organize the subjects you want to comparison/contrast before you begin writing, so your work is presented in a logical, effective manner.

Jeremy Samuel Faust

Comparing COVID-19 Deaths to Flu Deaths Is like Comparing Apples to Oranges - The former are actual numbers; the latter are inflated statistical estimates

Jeremy Samuel Faust is an emergency department physician at Brigham & Women's Hospital located in Boston, Massachusetts, and he is an instructor at Harvard Medical School. Faust cohosts an award-winning medical podcast and is a frequent contributor to the *New York Times*, *Slate*, and *Mother Jones*. He has also authored numerous peer reviewed publications in emergency medicine journals.

GETTING STARTED: Exploring Key Concepts Before Reading

This selection was published in the Observations and Opinion Blog in *Scientific American* on April 28, 2020. The blog features opinion pieces, arguments, and analysis from guest writers who are considered experts in their fields. Written at the onset of the coronavirus pandemic, the physician follows his curiosity to examine the inaccurate comparison of death rates from the flu and the coronavirus.

Understanding Meaning

Read the list below of vocabulary words and their meanings. Scan the article for each of the words. Circle the words as you locate them in the text.

1. forecasting model (para 3): used to forecast future data as a function of past data
2. CDC (para. 6): Centers for Disease Control
3. discrepancy (para 6): lack of similarity
4. coefficients (para 7): a numerical or constant quantity placed before and multiplying the variable in an algebraic expression
5. sustainability (para 9): maintained at a certain level

Thinking Critically About Reading

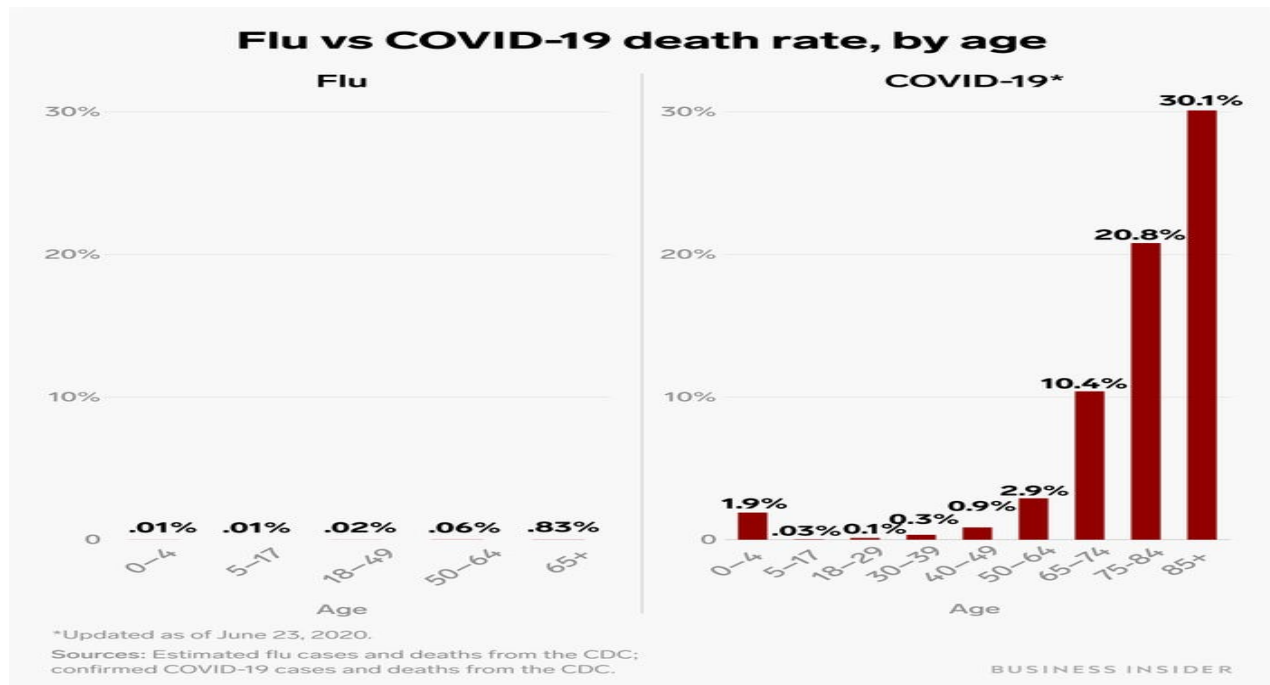
As you get ready to read this article, take a few moments to answer the following questions in your journal or through electronic notes. Be sure to express your opinions openly as you write your response.

1. What information does the title give you? What do you think the piece is about?
2. Why do you think people compared the coronavirus to the flu?
3. What personal knowledge, if any, do you have about the coronavirus pandemic?

Exploring Additional Resources

Using additional resources can be an interesting way to learn more about a topic. Use the link below to access interactive virus maps and graphics that track the coronavirus. As you explore the page, notice the various ways data is presented. Do you think comparing data is a good way to educate the public about a topic? Why or why not?

<https://usafacts.org/visualizations/coronavirus-covid-19-spread-map>



READING: Comparing Covid-19 Deaths to Flu Deaths is Like Comparing Apples to Oranges

Now that you have given some thought to the topic of the article, it is time to read. Stop and answer the questions in brackets as you read. Write the answers in your journal or electronic notes.

In late February, when the stock market was beginning to fall over coronavirus fears, President Donald Trump held a briefing at the White House to reassure people that there was little chance of the virus causing significant disruption in the United States.

“I want you to understand something that shocked me when I saw it,” he said. “The flu, in our country, kills from 25,000 people to 69,000 people a year. That was shocking to me.” His point was to suggest that the coronavirus was no worse than the flu, whose toll of deaths most of us apparently barely noticed.

[Do you think the coronavirus is worse than the flu? Why or why not]

In early April, as social distancing measures began to succeed in flattening the curve in some parts of the country, an influential forecasting model revised the number of American deaths from coronavirus that it was projecting by summer downward to 60,400, and some people again began making comparisons to the flu, arguing that, if this will ultimately be no worse than a bad flu season, we should open the country up for business again. (On April 22, the model’s forecast rose to 67,641 deaths.)

But these arguments, like the president’s comments, are based on a flawed understanding of how flu deaths are counted, which may leave us with a distorted view of how coronavirus compares with it.

When reports about the novel coronavirus SARS-CoV-2 began circulating earlier this year and questions were being raised about how the illness it causes, COVID-19, compared to the flu, it occurred to me that, in four years of emergency medicine residency and over three and a half years as an attending physician, I had almost never seen anyone die of the flu. I could only remember one tragic pediatric case.

Based on the CDC numbers though, I should have seen many, many more. In 2018, over 46,000 Americans died from opioid overdoses. Over 36,500 died in traffic accidents. Nearly 40,000 died from gun violence. I see those deaths all the time. Was I alone in noticing this discrepancy? I decided to call colleagues around the country who work in other emergency departments and in intensive care units to ask a simple question: how many patients could they remember dying from the flu? Most of the physicians I surveyed couldn’t remember a single one over their careers. Some said they recalled a few. All of them seemed to be having the same light bulb moment I had already experienced: For too long, we have blindly accepted a statistic that does not match our clinical experience.

[Do you think it is good to question statistics quoted from public officials or media sources? Why or why not?]

The 25,000 to 69,000 numbers that Trump cited do not represent counted flu deaths per year; they are *estimates* that the CDC produces by multiplying the number of flu death counts reported by various coefficients produced through complicated algorithms. These coefficients are based on assumptions of how many cases, hospitalizations, and deaths they believe went unreported. In the last six flu seasons, the CDC’s reported number of actual confirmed flu deaths—that is,

counting flu deaths the way we are currently counting deaths from the coronavirus—has ranged from 3,448 to 15,620, which is far lower than the numbers commonly repeated by public officials and even public health experts.

There is some logic behind the CDC's methods. There are, of course, some flu deaths that are missed, because not everyone who contracts the flu gets a flu test. But there are little data to support the CDC's assumption that the number of people who die of flu each year is on average six times greater than the number of flu deaths that are actually confirmed. In fact, in the fine print, the CDC's flu numbers also include pneumonia deaths.

The CDC should immediately change how it reports flu deaths. While in the past it was justifiable to err on the side of substantially overestimating flu deaths, in order to encourage vaccination and good hygiene, at this point the CDC's reporting about flu deaths is dangerously misleading the public and even public officials about the comparison between these two viruses. If we incorrectly conclude that COVID-19 is "just another flu," we may retreat from strategies that appear to be working in minimizing the speed of spread of the virus.

[Do you agree that the CDC should change how flu deaths are reported? Why or why not?]

The question remains. Can we accurately compare the toll of the flu to the toll of the coronavirus pandemic?

To do this, we have to compare counted deaths to counted deaths, not counted deaths to wildly inflated statistical estimates. If we compare, for instance, the number of people who died in the United States from COVID-19 in the second full week of April to the number of people who died from influenza during the worst week of the past seven flu seasons (as reported to the CDC), we find that the novel coronavirus killed between 9.5 and 44 times more people than seasonal flu. In other words, the coronavirus is not anything like the flu: It is much, much worse.

From this perspective, the data on coronavirus and flu actually match—rather than flying in the face of—our lived reality in the coronavirus pandemic: hospitals in hot spots stretched to their limits and, in New York City in particular, so many dead that the bodies are stacked in refrigerator trucks. We have never seen such conditions.

In that briefing in late February, Trump downplayed the likelihood that the virus would spread significantly in the United States and that extreme measures like closing schools would need to be taken, saying that "we have it so well under control" and returning again to the flu. "Sixty-nine thousand people die every year—from 26 to 69—every year from the flu," he said. "Now, think of that. It's incredible."

We now know that Trump was disastrously wrong about the threat that the coronavirus posed to the United States. But his take that the cited numbers of flu deaths were incredible? On that, he was spot-on.

<https://blogs.scientificamerican.com/observations/comparing-covid-19-deaths-to-flu-deaths-is-like-comparing-apples-to-oranges/>

GETTING READY TO WRITE: Prewriting Exercises

Strengthening Meaning

Without using a dictionary, define the phrases listed below. Reread the paragraph where the words appear and look for meaning in their context. Write your answers in your journal or electronic notes. After you make an educated guess, compare your answers with a partner. Discuss any differences and how they change the meaning of the text.

1. light bulb moment (para. 6)
2. fine print (para. 8)
3. flying in the face of (para. 12)
4. hot spots (para. 12)
5. spot-on (para. 14)

Forming Ideas

Answer the following questions in your journal or electronic notes. Highlight or underline the text and make annotations in the margin as you answer each question.

Concepts

1. What does Faust mean when he states, “deaths most of us apparently barely noticed.”
2. Why would a physician consider an accurate comparison between flu and coronavirus data important?
3. Explain “flattening the curve” in your own words.
4. Why does the author believe that there should be a change in the way flu data is reported?

Style and Technique

1. Why do you think Faust compares different types of death rates in his article?
2. Highlight and annotate the words comparison/compare in the article, including the title. Do you think this is an effective way to organize comparisons in writing? Does it draw attention to the main point of the article? Why or why not?
3. Take another look at the title. It is long and informative. Do you like this style? Would you consider replicating this style on your own writing? Why or why not?
4. Do you think the final paragraph a good conclusion to the article? Does it restate the main idea the author wants to convey to her readers? Why or why not?

Rhetorical Strategies

1. Who is the audience Faust is trying to reach? Highlight examples where the author used statistics and evidence effectively to influence his intended audience.
2. Highlight and annotate examples where the author compares and contrasts information to support his purpose. Were the comparisons fully developed and effective? Why or why not?
3. How does Faust arrange comparisons in the article? Are they organized point by point or subject by subject? Is there a comparison of similarities or differences? Does the author combine methods of comparison?
4. What other rhetorical strategies does the author use in the article to achieve his purpose?

WRITING

Choosing a Topic

Choose one of the topics below as a writing assignment. Once you have discovered a topic you want to explore, use your journal or electronic notes and your annotations to generate ideas. Use all the information you have gathered from the exercises in this selection to create an outline before you begin writing.

1. Do you agree or disagree with Faust when he suggests that the Center for Disease Control (CDC) should change the way it counts and reports flu deaths to produce more accurate data? Do you agree or disagree that this is crucial information for the public? Write an essay that explains your answer. Use comparison/contrast to support your opinions.
2. You are an emergency room physician who has been asked to present a speech expressing *your* views about the coronavirus at a local town hall meeting. How will you address your audience? What evidence will you provide to support your beliefs? Expanding on the ideas found in the article by Faust, write a speech incorporating comparison/contrast to clearly convey your message to the audience.
3. Do you think public officials did a good job explaining the threat of coronavirus to the public? Write an essay expressing *your* opinion on the contrasting messages Americans received about the virus. Search the internet for ideas and include documented sources in your essay. Be sure you develop a thesis and support its claims through your evidence.

POST WRITING

Now that you have finished writing, it is time to examine your work. Create a summary of your work to assess the effectiveness of your writing. Detailed instructions on how to write a summary can be found in Appendix A.

Skills Reflection

Take a moment to reflect on what you have learned in this selection. You can search the internet to learn more about the topic. Answer the following questions in your journal or electronic notes.

1. What genres or types of writing do you think physicians may have to compose in their daily routine? Think of as many examples as you can.
2. What type of rhetorical strategies do you think physicians may use in their writing? Consider the different types of audience physicians may want to influence or inform? What type of rhetorical modes could be beneficial in these genres of writing? What appeals may be useful?
3. What did you learn in this selection that can be applied to your major? How can it be applied?

Nick Holland

Literary Legends: Jane Austen and the Brontë Sisters

Nick Holland is a best-selling author who has written critically acclaimed biographies detailing the lives of the Brontë sisters. The author is a member of the Brontë Society, and he contributes to a website dedicated to Emily Brontë.

GETTING STARTED: Exploring Key Concepts

This selection was published in The History Press, an online source that chronicles European historical events, on July 18, 2017, to commemorate the 200th anniversary of the death of Jane Austen. In the article, Nick Holland explores the similarities and differences between Austen and the three Brontë sisters. Through comparison, the author demonstrates an enduring connection between the female authors.

Understanding Meaning

Read the list below of vocabulary words and their meanings. Scan the article for each of the words. Circle the words as you locate them in the text.

1. inextricably (para. 3): impossible to separate
2. triumvirate (para. 5): a group of three
3. eschewed (para. 8): deliberately avoided using
4. daguerreotyped (para. 13): a photograph taken by an early photographic process
5. physiognomy (para. 13): facial features or expression

Thinking Critically About Reading

As you get ready to read this article, take a few moments to answer the following questions in your journal or through electronic notes. Be sure to express your opinions openly as you write your response.

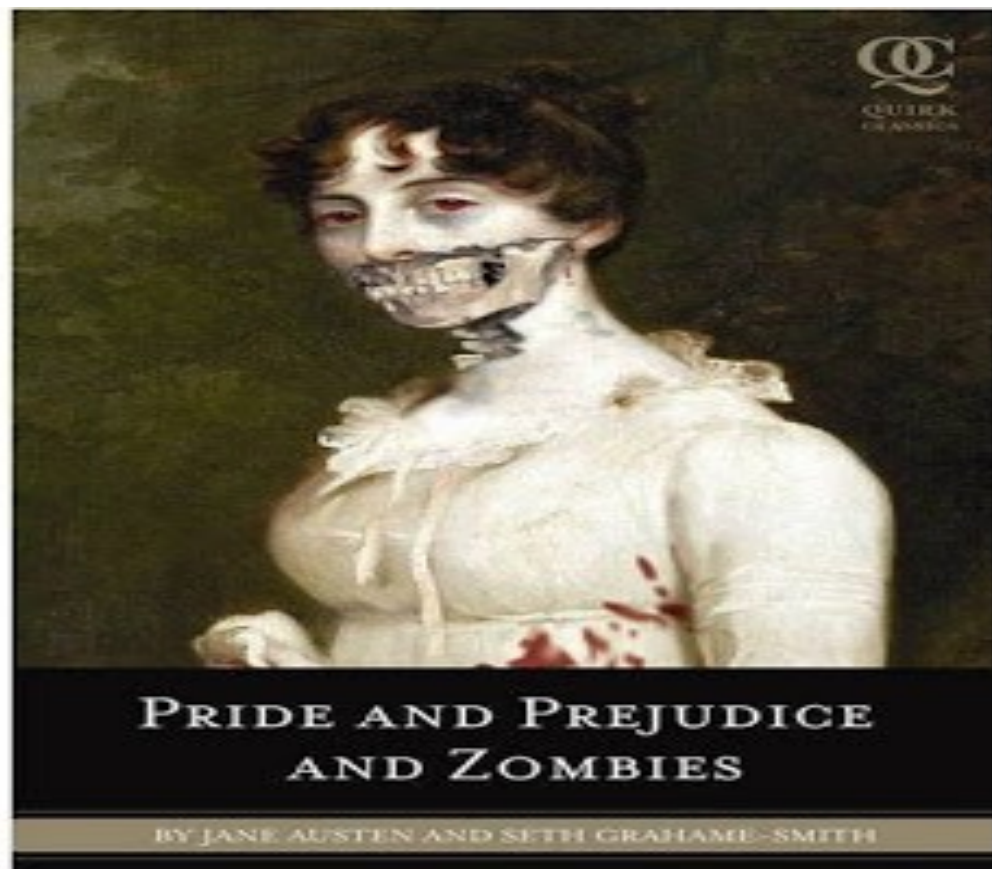
1. What information does the title give a reader? What do you think the piece is about?

2. Why do you think a novel remains popular for generations of readers? What characteristics give works of literature a timeless appeal?
3. Are you familiar with any work by Jane Austen? By a Brontë sister? What classic novels have you read?

Exploring Additional Resources

Using additional resources can be an interesting way to learn more about a topic. Use the links below to watch modern adaptations of Jane Austen's classic *Pride and Prejudice* and Charlotte Brontë's timeless *Jane Eyre*. As you are watching the videos, consider what themes have remained the same and what themes have changed. Does watching the videos help you understand why these books remain popular today? Why or why not?

<https://www.youtube.com/watch?v=foGraEVNIOs> <https://www.youtube.com/watch?v=8IFsdfk3mlk>



READING:

Now that you have given some thought to the topic of the article, it is time to read. Stop and answer the questions in brackets as you read. Write the answers in your journal or electronic notes.

18 July 2017 is a special day for literature aficionados across the globe, for it marks the 200th anniversary of the death of perhaps the most beloved writer of them all: Jane Austen.

It was on this day in 1817, in a modest house in Winchester, that Jane drew her last breath aged 41, but in her four decades she had revolutionised the world of writing forever. Jane not only helped secure the popularity of the novel as an art form, often seen as subservient to poetry at the time she wrote her first work, *Sense and Sensibility*, in 1811, she also paved the way for new generations of women writers who would follow her.

[Do you think it is important for underrepresented people to pave the way for others? Why or why not?]

Women like Elizabeth Gaskell, George Eliot, and especially the Brontë sisters. Charlotte, Emily and Anne are in the middle of 200th anniversaries of their own, as we remember the bicentenaries of their births in the years 1816 to 1820. Along with Austen they crafted brilliant works of genius that are the equal of any novels written by men, and in the public's eye the Brontës and Jane have become inextricably linked.

I once asked one of the hard-working guides at the Brontë Parsonage Museum in Haworth what question they are asked more than any other. It was 'Which of the Brontë sisters wrote *Pride and Prejudice*?' followed closely by, 'Is this where Jane Austen wrote her novels?'

It's easy to see why the four writers should become mixed in the public's perception. On a superficial level there are some similarities between Jane and the Brontës: Jane was after all an early nineteenth century writer who never married and lived with her family throughout her life. So far, so similar with Anne, Emily and Charlotte (who, admittedly, did marry aged 38, only to succumb to the effects of excessive morning sickness and die less than a year later). In other ways, however, Jane was very different to the Yorkshire triumvirate.

[Do you think it is interesting that three sisters became published authors? Why or why not?]

Jane was writing earlier in the century than the Brontës, and in a century that changed so radically as the decades advanced, this made a huge difference. Jane Austen was very much a regency woman, familiar with the values and traditions of the late eighteenth century, whereas the Brontës grew up at the start of Queen Victoria's reign, and witnessed the huge social impact brought by the industrial revolution in a way that Jane never did. As an example of this, Jane Austen travelled to London from Chawton, in Hampshire, in 1815 by horse drawn carriage. In 1848, Charlotte and Anne Brontë travelled from Keighley to London via train.

The purpose of these two meetings reveals another important difference between Jane Austen and the Brontë sisters: Jane was travelling to meet the Prince Regent, later George IV, who was a huge fan of her work; Charlotte and Anne Brontë were travelling to meet the publisher George Smith, where they

would finally reveal their true identity away from the masks of Currer and Acton Bell that they had hidden behind.

Jane Austen's writing made her famous in her lifetime, a success that Anne and Emily would never know or desire. The Brontë sisters needed money in a way that Jane never did, but they eschewed fame and preferred public anonymity, although after the death of her younger sisters Charlotte did, reluctantly, step into the limelight.

Another important distinction between Jane Austen and the Brontë sisters was their social position. Whilst the Brontës were respectable, thanks to their father Patrick's position as a long-established priest in the Church of England, they were never rich, and were solidly lower middle class, whereas Jane was from an upper middle-class background. Her financial position, and her position in society, became even more secure when her brother Edward was adopted by the very wealthy Thomas Knight. Knight had no children of his own, and in 1783 chose his distant relative the 15-year-old Edward Austen, afterwards Edward Austen Knight, to be his legal heir. Edward adopted a number of grand properties, including the beautiful Chawton House. He also obtained a nearby property at Chawton for Jane to live in, and it was there that she worked on some of her greatest masterpieces.

[Do you think social status influences the work of a novelist? Why or why not?]

The contrast between Jane's brother Edward and the Brontës' brother Branwell could not be greater: Branwell seemed to be a promising talent in his own right, but there would be no wealthy patronage for him, and he died at the age of 31 after a long addiction to drink and opium.

Other than their brilliant writing, there is one striking similarity between Jane Austen and the Brontës: sisterly love. Emily and Anne Brontë in particular were very close, being referred to as being like inseparable twins, despite their age difference. A similar relationship existed between Jane Austen and her sister Cassandra, two years older than Jane and always by her side throughout her life.

In the 200 years since her death, Jane Austen's reputation has grown, but just what did Charlotte Brontë think of her? In fact, Charlotte reported that she had never read Jane Austen's work until she was urged to by the critic G. H. Lewes. She was far from impressed as we can see from her reply to Lewes:

'Why do you like Miss Austen so very much? I am puzzled on that point... I had not seen *Pride & Prejudice* till I read that sentence of yours, and then I got the book and studied it. And what did I find? An accurate daguerreotyped portrait of a common-place face; a carefully-fenced, highly cultivated garden with neat borders and delicate flowers - but no glance of a bright vivid physiognomy - no open country - no fresh air - no blue hill - no bonny beck. I should hardly like to live with her ladies and gentlemen in their elegant but confined houses.'

Charlotte's judgement should be seen in the light of her irritation that *Jane Eyre* was being compared to Austen novels. It was a fate that befell Anne Brontë's first novel too, as we see from the following extract from a review: '*Agnes Grey* is a somewhat coarse imitation of one of Miss Austin's charming

stories.’ It’s a pity, of course, that the reviewer hadn’t found the stories so charming that he’d remembered how to spell Miss Austen’s name.

If we take a more dispassionate look than Charlotte did, we simply have to acknowledge that Jane Austen’s books are works of genius just like those of herself and her sisters. One early twentieth century writer, however, thought it was unfair that Anne Brontë in particular was being overlooked in favour of Jane Austen. In 1924, celebrated Irish author George Moore wrote:

‘If Anne Brontë had lived ten years longer, she would have taken a place beside Jane Austen, perhaps even a higher place.’

We can equally lament that Jane Austen did not live another ten years. Her novels will always be read and always be loved. While ever this planet of ours continues its restless orbit around the sun, readers will still swoon over Mr. Darcy and root for Emma to find her Knightley. Times will change, but the novels of Jane Austen will remain timeless. On this special day, we should all give a silent thanks to Jane Austen for her novels, and her ground-breaking role in the history of literature.

<https://www.thehistorypress.co.uk/articles/literary-legends-jane-austen-and-the-brontë-sisters/>

GETTING READY TO WRITE: Prewriting Exercises

Strengthening Meaning

Without using a dictionary, define the words and phrases listed below. Reread the paragraph where the words appear and look for meaning in their context. Write your answers in your journal or electronic notes. After you make an educated guess, compare your answers with a partner. Discuss any differences and how they change the meaning of the text.

1. bicentenaries (para. 3)
2. regency woman (para. 6)
3. masks (para. 7)
4. wealthy patronage (para. 10)
5. confined houses (para. 13)

Forming Ideas

Answer the following questions in your journal or electronic notes. Highlight or underline the text and make annotations in the margin as you answer each question.

Concepts

1. Why does Holland state that novels written by Austen and other female authors in the early nineteenth century are “equal of any novels written by men”?
2. Why do you think that Charlotte and Anne Brontë masked their true identity by using male pen names?
3. Why does Holland include factors such as social position and wealth to demonstrate an “important distinction” between Jane Austen and the Brontë sisters?
4. Explain the phrase “common-place face” in context to the article.

Style and Technique

1. The first paragraph in the article is one sentence. Do you think this is an effective technique for a writer to assert his/her views? Do you think it grabs the attention of the reader? Why or why not?
2. Highlight and annotate the transitional phrases used in the article. Do you think the transitional phrases create flow between comparisons? Why or why not?

3. Holland uses strong word choice in paragraph 14 (judgement and irritation) and in paragraph 15 (dispassionate) in reference to Charlotte Brontë's review of *Pride & Prejudice*. What does he infer by using this strong word choice?
4. Hyperbole is an exaggerated statement that is not meant to be taken literally. Reread the concluding paragraph of the article. Do you think the use of hyperbole was helpful in emphasizing the author's purpose? Why or why not?

Rhetorical Strategies

1. Who is the intended audience Holland is trying to reach?
2. Highlight and annotate examples where Holland compares and contrasts information to support his purpose. Were the comparisons fully developed and effective? Why or why not?
3. How does Holland arrange comparisons in the article? Are they organized point by point or subject by subject? Is there a comparison of similarities or differences? Does the author combine methods of comparison?
4. What other rhetorical strategies does the author use in the article to achieve his purpose?

WRITING

Choosing a Topic

Choose one of the topics below as a writing assignment. Once you have discovered a topic you want to explore, use your journal or electronic notes and your annotations to generate ideas. Use all the information you have gathered from the exercises in this selection to create an outline before you begin writing.

1. Do you agree or disagree with Holland that Jane Austen revolutionized the world of writing and paved the way for other female authors such as the Brontë sisters? Write an essay that explains your answer.
2. You have just finished your first screenplay adapted from your favorite classic novel; however, before you can send the script to Universal Pictures, you need to write a cover page. Your agent suggests that a well-developed cover page comparing your work to the timeless novel it was based upon will increase the interest in your screenplay. What type of comparison will you include in your cover page? How will you arrange this information you are comparing/contrasting? Expanding on ideas found in the article, write a cover page.
3. Do you think classic literature is necessary college reading, or do you believe modern novels are a better choice for students? Write an essay expressing *your* opinion on classic

literature compared to modern literature in the college classroom. Search the internet for ideas and include documented sources in your essay. Be sure you develop a thesis and support its claims through your evidence.

POST WRITING

Now that you have finished writing, it is time to examine your work. Use a descriptive outline to assess the effectiveness of your writing. Detailed instructions on how to fill in a descriptive outline can be found in Appendix A.

Skills Reflection

Take a moment to reflect on what you have learned in this selection. You can search the internet to learn more about the topic. Answer the following questions in your journal or electronic notes.

1. What genres or types of writing do you think professional writers may have to compose in their daily routine? Think of as many examples as you can.
2. What type of rhetorical strategies do you think professional writers may use in their writing? Consider the different types of audience professional writers may want to influence or inform? What type of rhetorical modes could be beneficial in these genres of writing? What appeals may be useful?
4. What did you learn in this selection that can be applied to your major? How can it be applied?

Latisse

Print Advertisement

Latisse is a prescription drug treatment for inadequate or sparse eyelashes. The medication was originally marketed under the name Lumigan for the treatment of glaucoma. People using Lumigan began experiencing eyelash growth, which prompted the drug manufacturer to market Latisse.

GETTING STARTED: Exploring Key Concepts Before Reading

The focus of this selection is on an advertisement for Latisse that features actress Claire Danes. Danes is a world famous actress who has won numerous awards and honors for her contribution to film and television. In 2012, Time Magazine recognized Danes as one of the 100 most influential people in the world.

Understanding Meaning

Read the list below of vocabulary words or phrases and their meanings. Scan the advertisement to find how each relates to the piece. Annotate the margins and see how the words are expressed in the ad.

1. inadequate: lacking quality or quantity; insufficient
2. retouched: improve or repair by making changes
3. wow: expressing astonishment or admiration
4. FDA approved: the Food and Drug Administration (FDA) tests products to ensure consumers that the products are safe for use
5. results may vary: results may be different than what is advertised

Thinking Critically About Advertisements

As you get ready to examine the advertisement, take a few moments to answer the following questions in your journal or through electronic notes. Be sure to express your opinions openly as you write your response.

1. Do you believe celebrities are honest when they appear in advertisements? Why or why not?
2. Are you influenced when a famous person endorses a product? Why or why not?

3. What personal knowledge do you have about social influencers? Do you follow any celebrity influencers on social media? Why or why not?

Exploring Additional Resources

Using additional resources can be an interesting way to learn more about a topic. Conduct an internet search to learn more about how celebrities act as influencers. Search for your favorite celebrities or athletes to determine if they endorse any products. Would you buy a product based on the recommendation of a public figure you admire? Why or why not?

READING: Print Advertisement for Latisse

Now that you have given some thought to advertisements, it is time to closely examine the selection. Stop and answer the questions in brackets as you carefully look over the advertisement for Latisse. Write the answers in your journal or electronic notes.



WHEN YOUR LASHES GROW, YOUR LASHES SHOW!

LATISSE® – the first and only FDA approved prescription treatment for inadequate or not enough lashes.

It's easy to ask your doctor if LATISSE® is right for you.

**GROW YOUR OWN LASHES
Longer, Fuller, Darker**

WEEK 0...NOW **WEEK 16...WOW!**

Claire Danes without mascara—lashes not retouched.
Your results may vary. By prescription only.

GO TO LATISSEOFFER.COM
TO LEARN ABOUT A \$20 REBATE*

Latisse®
(bimatoprost ophthalmic solution) 0.03%

Claire Danes after using LATISSE® 16 weeks

[Do you think drug manufacturers should use celebrity endorsements to sell prescription drugs? Why or why not?]

[Do you think that celebrity endorsement is more effective than an unknown spokesperson? Why or why not?]

[Do you think celebrities become more popular when they appear in advertisements? Why or why not?]

GETTING READY TO WRITE

Strengthening Meaning

Marketing success depends on eliciting powerful emotions in a consumer. Celebrity endorsement is just one strategic element found in advertising. Another powerful marketing tool is choosing the right words to sell a product. Word choice helps create vibrant imagery and evoke strong emotions as well as connect the product to its intended audience. Examine the strong, yet subtle, words below that are frequently used in advertising. Then determine how advertisers may use the word to affect emotions. Write your answers in your journal or electronic notes.

1. now
2. first
3. you
4. only
5. increase

Forming Ideas

Answer the following questions in your journal or electronic notes. Make annotations in the margin and by the advertisement as you answer each question.

Concepts

1. Why do you think the Latisse ad features a celebrity who is easily recognized?
2. Why do you think the ad uses before and after pictures comparing lash length? Is it effective? Why or why not?
3. Why does the ad state that Danes is not wearing any mascara or that the pictures are not retouched? Are these statements effective? Why or why not?
4. What does the advertisement want to say about beauty? How do advertisers achieve that message?

Style and Technique

1. Why do you think the rhyming words “grow” and “show” were used in the advertisement? Do you think this is an effective technique? Why or why not?
2. Why do you think the rhyming words “now” and “wow” were used in the advertisement? Do you think this is an effective technique? Why or why not?
3. The word “your” is used several times in this small print ad. What message is the repeated use of the word “your” conveying to the consumer?
4. What emotions does the word choice “inadequate” aim to evoke?

Rhetorical Strategies

1. Who is the intended audience for this advertisement?
2. In addition to eyelash appearance, what other images and words are compared or contrasted in the advertisement?
3. What other rhetorical strategies are used in the advertisement?
4. Why do you think the advertisement includes medical terms and facts? Do you think this is an effective strategy to sell the product?

WRITING

Choosing a Topic

Choose one of the topics below as a writing assignment. Once you have discovered a topic you want to explore, use your journal or electronic notes and your annotations to generate ideas. Use all the information you have gathered from the exercises in this selection to create an outline before you begin writing.

1. Do you agree or disagree that celebrity endorsement is a powerful marketing tool? Compare the advantages and disadvantages to having a celebrity advertise a product. Write an essay that explains your answer.
2. You are a copy writer (a person who writes the words in advertisement) at an advertising firm, and your boss has asked you to develop a proposal for a print campaign promoting a “miracle” skin cream. The only guidelines you are given is that the product is considered a miracle because it works on everyone. How will you address this large audience? What type of language or pictures will you include? Expanding on ideas found in the Latisse advertisement, use comparison/contrast to develop a campaign proposal for the product.

3. Do you think it is fair celebrities use their image to influence consumers through various media platforms? Write an essay expressing *your* opinion on celebrity endorsement. Search the internet for ideas and include documented sources in your essay. Be sure you develop a thesis and support its claims through your evidence.

POST WRITING

Now that you have finished writing, it is time to examine your work. Develop a Means/Say/Matter Chart to assess the effectiveness of your writing. Detailed instructions on how to write a summary can be found in Appendix A.

Skills Reflection

Take a moment to reflect on what you have learned in this selection. You can search the internet to learn more about the topic. Answer the following questions in your journal or electronic notes.

1. What genres or types of writing do you think copy writers (people who write words for advertisement) may have to compose in their daily routine? Think of as many examples as you can.
2. What type of rhetorical strategies do you think copy writers may use in their writing? Consider the different types of audience copy writers may want to influence or inform? What type of rhetorical modes could be beneficial in these genres of writing? What appeals may be useful?
3. What did you learn in this selection that can be applied to your major? How can it be applied?

We the Voters

MediaOcracy

We the Voters is a nonpartisan digital project that creates videos to increase the number of people voting in America. In 2016, PBS Education collaborated with We the Voters to develop films and lesson plans for schools to inform younger people about the election process.

GETTING STARTED: Exploring Key Concepts Before Reading

This selection appeared on YouTube September 14, 2016, just prior to the presidential election. The focus of the video is on how social media shapes political opinions. We the Voters contends that social media users receive news in a bubble that limits to opposing viewpoints. The video, MediaOcracy, provides practical solutions to help social media users become better informed.

Understanding Meaning

Read the list below of phrases and their meanings. Listen for the words in the video. As you listen, write down any unfamiliar words in your notes or electronic journal. Use a dictionary to look up the unfamiliar words and write down their meaning after you finish watching.

1. marketplace of ideas (min. 1:05): freedom of speech ending in the production of truth
2. agenda war (min. 1:24): arguing an agenda at a cost
3. diverging narrative (min. 1:29): spoken or written accounts of an event going in different directions
4. news diet (min. 2:23): the type of news media sources that a person consumes
5. echo chamber (min. 2:54): in media, a situation in which beliefs are amplified or reinforced by communication and repetition inside a closed system and insulates them from rebuttal

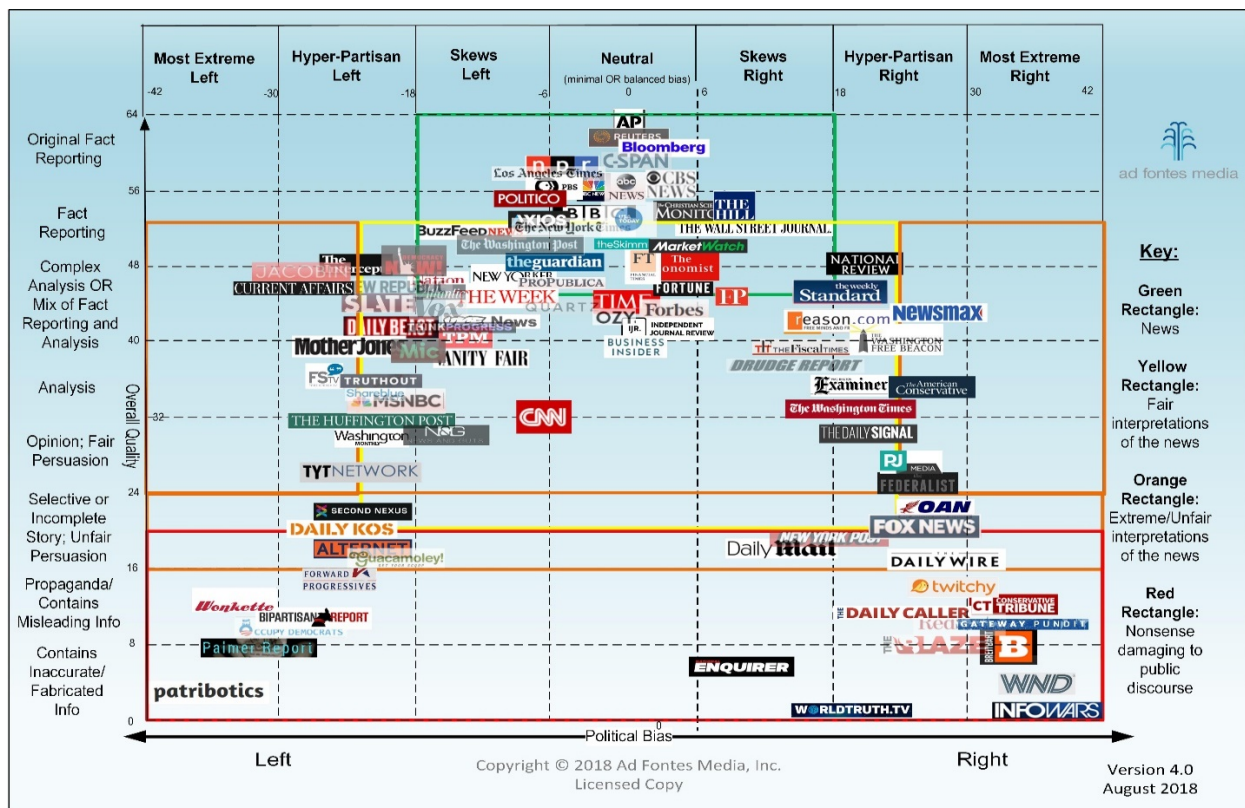
Thinking Critically About Videos

As you get ready to view this selection, take a few moments to answer the following questions in your journal or through electronic notes. Be sure to express your opinions openly as you write your response.

1. What information does the title give you? What do you think the video is about?
2. Do you think of social media as a news source? Why or why not?
3. What personal knowledge, if any, do you have about news sources on social media?

Exploring Additional Resources

Using additional resources can be an interesting way to learn more about a topic. Conduct an internet search to learn more about media bias on social media platforms such as Facebook and Twitter. Include a search of the major television news networks and newspapers to determine their online presence and their bias. You can use the chart below to guide your search.



READING: MediaOcracy

Now that you have given some thought to the topic, it is time to watch. Use the link below to view MediaOcracy by We the Voters. Stop the video and answer the questions in brackets at the specific time noted. Write the answers in your journal or electronic notes.

<https://www.youtube.com/watch?v=VKVRVBSWspg> Note: Link has full transcript of video.

1. Minute 0:51

[Have you ever been activated by social media? Why or why not?]

2. Minute 1:46

[Do you think it is a good idea to listen to both sides before reaching a conclusion? Why or why not?]

3. Minute 2:23

[Do you think you have a balanced news diet? Why or why not?]

GETTING READY TO WRITE: Prewriting Exercises

Strengthening Meaning

In your own words explain the meaning of mediaocracy in context to the video. Write your answers in your journal or electronic notes. After you make an educated guess, compare your answers with a partner. Discuss any differences and how they change the meaning of the talk.

Forming Ideas

Answer the following questions in your journal or electronic notes. Return to the MediaOcracy video as often as you need to help you find answers.

Concepts

1. Why do you think “extreme voices” are heightened and “moderate” voices are marginalized when you only listen to others who agree with you? Explain your answer. (min. 2:58)
2. Why do you think people are intolerant of other opinions online? Explain your answer. (min 3:04)
3. Do you agree that with each retweet or post you become part of the system? Do you think your opinion matters? Why or why not? (min. 4:49)
4. Do you think comparing the different media coverage of the Trayvon Martin case was an effective way to highlight media bias in MediaOcracy? Why or why not?

Style and Technique

1. In your journal, note the different ways comparison is used to emphasize media bias in the MediaOcracy. Many of the comparisons are subtle; therefore, you may need to re-watch the video a few times. Do you think the comparisons are an effective way to show how the media is biased? Why or why not?

2. The term “news diet” is symbolic for the news and the media sources we choose to consume. What does the video say about only seeking like-minded sources that we find acceptable? Do you agree or disagree?
3. Does the video encourage people to choose a certain media source or vote for a certain candidate? Do you think the video was biased? Why or why not?
4. Why do you think a video about forming an unbiased political opinion wants the viewer to consider the comparison between “us against them” and “right against left?” Explain your answer.

Rhetorical Strategies

1. Who are the three media representatives that speak directly to the viewers in MediaOcracy? What are their qualifications to speak on this topic? Do you think they are credible sources? Why or why not?
2. Who is the audience We the Voters is trying to reach? Write examples of the statistics and evidence effectively embedded in the video to influence the intended audience in your journal or electronic notes.
3. What is the purpose or main point of this video? Write examples of comparison/contrast that supports the main point in your journal or electronic notes. Do you agree or disagree with the main point? Why or why not?
4. What other rhetorical strategies are used in the video to achieve its purpose?

WRITING

Choosing a Topic

Choose one of the topics below as a writing assignment. Once you have discovered a topic you want to explore, use your journal or electronic notes and your annotations to generate ideas. Use all the information you have gathered from the exercises in this selection to create an outline before you begin writing.

1. Do you agree or disagree that our choice of social networks can influence and limit our political views? Use comparison to support your views. Write an essay that explains your answer.
2. You are a political analyst who has been asked to appear on a local video blog (vlog). The host has requested you record an unbiased, five-minute segment comparing the two presidential candidates. You must write a script for the host in addition to the video. How will you address your audience? What information can you include in your vlog that

would be suitable for the audience? Expanding on ideas found in *MediaOcracy*, write a script.

3. Do you think that teaching people how to avoid media bias will help them become more openminded and more informed voters? Write an essay expressing *your* opinion on how eliminating media bias impacts voters. Search the internet for ideas and include documented sources in your essay. Be sure you develop a thesis and support its claims through your evidence.

POST WRITING

Now that you have finished writing, it is time to examine your work. Develop a descriptive outline to assess the effectiveness of your writing. Detailed instructions on how to write a descriptive outline can be found in Appendix A.

Skills Reflection

Take a moment to reflect on what you have learned in this selection. You can search the internet to learn more about the topic. Answer the following questions in your journal or electronic notes.

1. What genres or types of writing do you think videographers may have to compose in their daily routine?
2. What type of rhetorical strategies do you think videographers may use in their writing and videos? Consider the different types of audience that videographers may want to influence or inform? What type of rhetorical modes could be beneficial in this genre of writing? What appeals may be useful?
3. What did you learn in this selection that can be applied to your major? How can it be applied?

Samantha Grindell

Photos Show How the Black Lives Matter Protests Compare to Civil Rights Demonstrations in the 1960s

Samantha Grindell is a Home and Lifestyle Fellow at *Insider*. She has had bylines in several publications including *O*, *The Oprah Magazine* and *Cosmopolitan*. Grindell has also been a frequent contributor to MSN.

GETTING STARTED: Exploring Key Concepts Before Reading

This selection was published in the Home/News section of the Insider on June 2, 2020. The *Insider*, formerly *Business Insider*, is a worldwide news and lifestyle publication that features online articles, videos, and photos. The riot photos highlighted in this selection are three of the images found in Grindell's article comparing riots occurring more than fifty years apart.

Understanding Meaning

Read the list below of vocabulary words and their meanings. Scan the photos to find how each word relates to the piece. Annotate the margins as see how the words are expressed the photo.

1. Jim Crow: state and local laws that forced racial segregation in the South
2. segregated: systemic separation of people into racial or other ethnic groups in daily life
3. civil rights: the rights of citizens for political and social equality
4. sit in: people occupying an area for a protest
5. photojournalist: someone who photographs, edits, and displays images in order to tell a visual story

Thinking Critically About Photos

As you get ready to examine the photos, take a few moments to answer the following questions in your journal or through electronic notes. Be sure to express your opinions openly as you write your response.

1. What information does the title give you? What do you think the photos are about?
2. Why do you think Grindell chose to compare protest photos from the 1960s and 2020?
3. What personal knowledge, if any, do you have about protests or demonstrations?

Exploring Additional Resources

Using additional resources can be an interesting way to learn more about a topic. Use the link below to access Getty Images to learn more about protests in America through images. As you explore the website, search for protest images from the 1960s and 1970s as well as Black Lives Matter. Do you think comparing protest images from different decades is a good way to learn about this form of public expression? Why or why not? <https://www.gettyimages.com/>

READING: Protest Photos

Now that you have given some thought to protest photos, it is time to closely examine the pictures. Stop and answer the questions in brackets as you look at the pictures. Write the answers in your journal or electronic notes.



[Do you think protests are an effective way to create political change? Why or why not?]



[Do you think the hand-written signs convey a strong message? Why or why not?]



[Do you think protesting helps or harms a cause? Why or why not?]

GETTING READY TO WRITE

Strengthening Meaning

As Americans took to the streets in protest in 2020, phrases written on signs became a way for people to express a stance. What do the phrases below mean to *you*? Without using a dictionary, define the phrases listed below. Write your answers in your journal or electronic notes. After you make an educated guess, compare your answers with a partner.

1. Black Lives Matter
2. I Can't Breathe
3. No Justice No Peace
4. Solidarity
5. Defund the Police

Forming Ideas

Answer the following questions in your journal or electronic notes. Make annotations in the margin and by the photos as you answer each question.

Concepts

1. Compare the first and second photos. What do the professionally printed signs in the first photo say about the group of protesters? What do the hand-written signs in the second photo say about the group of protesters? Explain your answer.
2. Compare the first and second photos. Why do you think the author decided to compare the two photos? Do you think they make a good comparison? Explain your answer.
3. What does the third image tell viewers about how protests from different decades have changed and/or remained the same? Explain your answer.
4. Do you think photojournalism is an effective way to report on protests and demonstrations? Do you think pictures evoke a different response from the viewer than reading a written article? Why or why not?

Style and Technique

1. Images displayed together tell a story. What story do you think Grindell is trying to tell by grouping these particular photos together? Explain your answer.
2. Why do you think Grindell places two photos side-by-side in the third image? What purpose does this arrangement serve?

3. Identify and annotate the similarities and differences between the first two photos. Then repeat the process for the two images in the third photo.
4. Examine all three photos as a whole to determine what themes ties them together. Explain your answer.

Rhetorical Strategies

1. Who is Grindell? What types of political and social issues does she highlight in her article by choosing these photos? What are her qualifications?
2. Who is the audience that Grindell is trying to reach? Who is most likely to view online news?
3. What is the main point of each photo? Annotate the evidence in the photo to support your claim? Do you agree or disagree with the argument? Why or why not?
4. Do the photos affect you emotionally? Annotate what you found to be most influential. Is the organization of comparison and contrast an effective rhetorical strategy?

WRITING

Choosing a Topic

Choose one of the topics below as a writing assignment. Once you have discovered a topic you want to explore, use your journal or electronic notes and your annotations to generate ideas. Use all the information you have gathered from the exercises in this selection to create an outline before you begin writing.

1. Do you agree or disagree with Grindell about using photos to make a powerful statement about civil rights protests and other serious issues? Write an essay using comparison to explain your answer.
2. You are a photojournalist, and a local high school has asked you to give a presentation highlighting *your* work on the public protests happening in your community over civil rights issues. How will you address your audience? What type of photos will you compare in your presentation? Expanding on ideas found in the three photos in this selection, create a presentation.
3. Do you believe that politicians are doing enough to address the protests that are occurring in American cities? Write an essay expressing *your* opinion on what should be done as a nation to rectify the situation. Search the internet for ideas and include documented

sources in your essay. Be sure you develop a thesis and support its claims through your evidence.

POST WRITING

Now that you have finished writing, it is time to examine your work. Use a PAPA Square to assess the effectiveness of your argument. Detailed instructions on how to fill in a PAPA Square can be found in Appendix A.

Skills Reflection

Take a moment to reflect on what you have learned in this selection. You can search the internet to learn more about the topic. Answer the following questions in your journal or electronic notes.

1. What genres or types of writing do you think photojournalists may have to compose in their daily routine?
2. What type of rhetorical strategies do you think photojournalists may use in their writing and photography? Consider the different types of audience that photojournalists may want to influence or inform? What type of rhetorical modes could be beneficial in this genre of writing? What appeals may be useful?
3. What did you learn in this selection that can be applied to your major? How can it be applied?

Note: The following link takes you to the full article by Samantha Grindell where you can find descriptive text and additional photos. <https://www.insider.com/photos-compare-black-lives-matter-protests-to-civil-rights-protests-2020-6>

Chapter 9

Persuasion and Argumentation

Persuasion/argumentation is a rhetorical mode that is utilized to influence the way people think or act. When we make persuasive arguments, we want to change the opinion or behavior of others. Persuasive writing, print material, or podcasts use appeals to help sway their intended audience. The three appeals are ethos, pathos, and logos. One or more types of appeals can be employed to support an argument.

Persuasion/argumentation can be used alone in an essay or in combination with other rhetorical modes. In this chapter, you will discover many ways persuasion/argumentation is effectively used in writing, cartoons, and more. Whether you are writing an academic paper or delivering a speech, you will have to be able to use the power of persuasion to sustain your argument.

This chapter will prepare you to accomplish the following objectives:

- ✓ Understand why persuasion/argumentation is used.
- ✓ Identify persuasion/argumentation while reading.
- ✓ Determine how persuasion/argumentation is used to influence a reader.
- ✓ Incorporate persuasion/argumentation into your writing.
- ✓ Identify the ways persuasion/argumentation is used across the discipline.
- ✓ Identify the ways persuasion/argumentation may be used in different workplace settings.

Be sure to read the selections in this chapter critically. Notice how the argument is connected to the appeals in the material. In each selection, pay attention to the who the intended audience is and why the author trying to influence them. As you read selections and answer questions in Chapter 9, think about how you can utilize this rhetorical mode in your own writing. Remember to organize your arguments before you begin writing to ensure you can successfully persuade your audience.

Naomi Schaefer Riley

‘Street’ Smarts About a Foster Care Crisis

Former *Wall Street Journal* editor and writer, Naomi Schaefer Riley is a visiting fellow at the American Enterprise Institute studying child welfare issues. She has authored six books and writes about parenting, higher education, religion, philanthropy, and culture.

GETTING STARTED: Exploring Key Concepts Before Reading

This selection was published in the opinion section of the *Los Angeles Times* on October 17, 2019. Naomi Schaefer Riley discusses complex issues that impact the foster care system in America. Through her exploration, she finds wisdom on Sesame Street to help solve the foster care crisis.

Understanding Meaning

Read the list below of vocabulary words and their meanings. Scan the article for each of the words. Circle the words as you locate them in the text.

1. fabled (para. 1): famous
2. depiction (para. 4): a representation in words or images of something or someone
3. vague (para. 5): of uncertain, indefinite, or unclear meaning
4. coincidence (para. 6): a remarkable concurrence of events or circumstances without apparent connection
5. resilience (para. 13): the capacity to recover quickly from difficulties

Thinking Critically About Reading

As you get ready to read this article, take a few moments to answer the following questions in your journal or through electronic notes. Be sure to express your opinions openly as you write your response.

1. What information does the title give a reader? What do you think the piece is about?
2. Why do you think children are placed in foster care in America?
3. What personal knowledge, if any, do you have about the foster care system?

Exploring Additional Resources

Using additional resources can be an interesting way to learn more about a topic. Use the link below to watch the Sesame Street video “Parental Addiction.” As you are watching the video, think about how children may react to the puppets and their message about addiction. Do you think this is a good way to teach young children about some scary problems? Why or why not?

<https://sesamestreetincommunities.org/topics/parental-addiction/>



READING: ‘Street’ Smarts About a Foster Care Crisis

Now that you have given some thought to the topic of the article, it is time to read. Stop and answer the questions in brackets as you read. Write the answers in your journal or electronic notes.

When “Sesame Street” adds a character and a story line to its fabled neighborhood, people notice. In May, the show’s creators introduced Karli, a Muppet in foster care, and this month they revealed the reason for her situation: Her mom struggles with substance abuse.

In supplemental “Sesame Street in the Community” videos available online, Elmo’s dad explains to him that “Karli’s mother has a disease called addiction. Addiction makes people feel like they need a grown-up drink called alcohol or another kind of drug to feel OK. That can make a person act strange in ways they can’t control.” Elmo and Karli, a green plush 6 1/2-year-old with yellow ostrich feather pigtails, talk about “grown-up problems” and how sharing can help if you’re sad or scared.

Karli’s separation from her mom might seem too harsh for the “Sesame Street” audience, but because the videos are available online only, parents and caregivers can decide if kids should see them.

[Do you think children should learn about addiction at an early age? Why or why not?]

In fact, the programming does us all a favor with its honest depiction of what fractures families. Substance abuse is the primary reason for the foster care crisis in this country. And “Sesame Street’s” spotlight on it could help redirect our cities and states toward a better approach to confronting it.

Last year, a record 440,000 children were in foster care in the U.S. “Neglect” is the most common reason for removing kids from their families, but it is a very vague category. And too many people assume that neglect means poverty.²

[Do you think families living in poverty are more likely to neglect their children? Why or why not?]

As a columnist for the Arizona Republic wrote: “[The Department of Child Safety] removes the most kids from high poverty ZIP codes. That’s no coincidence.” A caseworker who was featured in the HBO documentary “Foster,” about child welfare in Los Angeles County, told Rise Times ran an article called “Live in a Poor Neighborhood? Better Be a Perfect Parent.” And yet the data don’t line up. Child poverty has reached historic lows in recent years in the U.S., while the number of children removed from their families is growing. On the other hand, government figures clearly show that counties with high rates of drug overdose deaths and hospitalizations also have high rates of severe child welfare cases. At a recent conference sponsored by the Department of Health and Human Services and the Institute for Research on Poverty at the University of Wisconsin, federal and state officials estimated that more than 80% of the nation’s foster care cases involved substance abuse.

Unfortunately, specific data linking child welfare cause and effect are inconsistent and somewhat contradictory. Why is it, for instance, that California reports to the federal government its removals due to substance abuse at slightly more than 10% for kids over the age of 1 while in Colorado that number is close to 70%? Or why is Louisiana listing substance abuse as a factor in 8% of cases for kids under the age of 1 when Kentucky lists it in half of its cases?

Even within single states the numbers look fishy. In 2010, Arizona listed parental substance abuse in 34% of its child welfare cases, but in 2013 it was only 6%. It seems unlikely that the shift would be that abrupt. And what the heck is going on in New Hampshire, which has a drug overdose death rate that's 70% higher than the national average but reports drugs as a contributing factor in only about 2% of its foster care cases?

In fact, the “threshold” for reporting drug use as a factor in foster care varies significantly state by state. Some require a formal diagnosis; some rely on investigator suspicion. Some states allow investigators to pick multiple factors; others ask workers to limit it to one.

Without a consistent standard — and therefore better data — it's hard to move public policy toward a real fix for the surge in foster care cases. A general improvement in “safety net” services won't keep children from neglect and abuse if the true cause is parental drug use. If kids are in homes where the heat isn't on during the winter, or where the refrigerator is empty, or if they are sent to school inappropriately dressed (all triggers for child welfare agencies to intervene), is it because their family is poor or because drug problems stop parents from doing basic things to care for their children?

[Do you think it is important to offer services to help parents who are struggling with addiction? Why or why not?]

In the “Sesame Street” videos, we find out that Karli's mother is getting treatment, and foster care is demystified. Elmo and the rest of the neighborhood's adults, kids and Muppets help Karli cope with what she calls her “big feelings.” The story line is designed to help build resilience in kids and families, but it can also point child welfare agencies toward a more accurate and specific analysis of their mounting crisis.

If we want to see a decline in the numbers of kids removed from their families and placed in foster care, it pays to follow time-honored “Sesame Street” lessons: Be honest and learn to count.

<https://www.latimes.com/opinion/story/2019-10-17/sesame-street-karli-opioid-addiction-foster-care>

GETTING READY TO WRITE: Prewriting Exercises

Strengthening Meaning

Without using a dictionary, define the words and phrases listed below. Reread the paragraph where the words appear and look for meaning in their context. Write your answers in your journal or electronic notes. After you make an educated guess, compare your answers with a partner. Discuss any differences and how they change the meaning of the text.

1. fractures families (para. 4)
2. neglect (para. 5)
3. fishy (para. 9)
4. safety net (para. 11)
5. triggers (para. 11)

Forming Ideas

Answer the following questions in your journal or electronic notes. Highlight or underline the text and make annotations in the margin as you answer each question.

Concepts

1. What does Riley mean when she states, “too many people assume that neglect means poverty.”
2. Why would counties with high drug abuse also have more children living in foster care?
3. Explain “big feelings” in your own words.
4. Why does the author believe that there should be a consistent standard for data?

Style and Technique

1. Why do you think Riley uses many examples of conflicting evidence in her article?
2. Highlight and annotate the transitional phrases used in the article. Do you think the transitional phrases are persuasive? Do they help the reader connect to the meaning of the sentence?
3. Reread the first and last two paragraphs in the article where the author discusses “Sesame Street” and serious topics like child abuse, foster care, and addiction. What is the tone of the article in these paragraphs? How does the tone differ from the paragraphs in the body of the essay?

4. Do you think the final paragraph is a good conclusion to the article? Does it restate the main idea the author wants to convey to her readers? Why or why not?

Rhetorical Strategies

1. Who is Riley? What topics does she usually write about? What are her qualifications to write about the topic?
2. Who is the audience Riley is trying to reach? Highlight examples where the author used statistics and evidence effectively to influence her intended audience.
3. Highlight and annotate the thesis or main point of this article? Highlight and annotate the evidence the author provides to support her claims. Do you agree or disagree with the argument? Why or why not?
4. Does this article affect you emotionally? Highlight and annotate the parts that were most influential. Does the author provide a balance between emotions and logic in the article? How does she achieve this balance?

WRITING

Choosing a Topic

Choose one of the topics below as a writing assignment. Once you have discovered a topic you want to explore, use your journal or electronic notes and your annotations to generate ideas. Use all the information you have gathered from the exercises in this selection to create an outline before you begin writing.

1. Do you agree or disagree with Riley that the assessment for removing children from their homes and placing them into foster care is too vague and needs to be more accurate? Write an argumentative essay that explains your answer.
2. You have been asked to speak at a local elementary school about addiction. The school is located in one of the most economically depressed areas of town where drug abuse is a growing problem. What is your argument? How will you persuade this audience? What appeals will you include in your speech that would be suitable for your intended audience? Expanding on ideas found in the article, write a speech.
3. Do you think the foster care system in America is doing a good job or do you think it needs improvement? Write an argumentative essay expressing *your* opinion on the condition of the foster care system in America. Search the internet for ideas and include documented sources in your essay. Be sure you develop a thesis and support its claims through your evidence.

POST WRITING

Now that you have finished writing, it is time to examine your work. Develop a rhetorical precis to assess the effectiveness of your argument. Detailed instructions on how to write a rhetorical precise can be found in Appendix A.

Skills Reflection

Take a moment to reflect on what you have learned in this selection. You can search the internet to learn more about the topic. Answer the following questions in your journal or electronic notes.

1. What genres or types of writing do you think social workers may have to compose in their daily routine? Think of as many examples as you can.
2. What type of rhetorical strategies do you think social workers may use in their writing? Consider the different types of audience social workers may want to influence or inform? What type of rhetorical modes could be beneficial in these genres of writing? What appeals may be useful?
3. What did you learn in this selection that can be applied to your major? How can it be applied?

Elizabeth C. Tippet

2020 Campaign Shows the More Women Run, the More They are Treated Like Candidates – Not Tokens

Elizabeth Tippet is a professor at the University of Oregon where she researches behavioral ethics, employment law, and decision-making. She has authored many books and articles related to those subjects. Her research has been cited by the United States Court of Appeals and the Iowa Supreme Court.

GETTING STARTED: Exploring Key Concepts Before Reading

This selection was published in the *Conversation* on November 25, 2019. In the article, Tippet examines how increasing the number of female candidates alters the public's perception of women running for president. The research also explores how balancing the field between men and women changes the behavior of the female candidates.

Understanding Meaning

Read the list below of vocabulary words and their meanings. Scan the article for each of the words. Circle the words as you locate them in the text.

1. gender stereotypes (para. 6): preconceived ideas determined and limited by gender
2. outsider status (para. 8): a person not belonging to a particular group, set, or party
3. lightning rod (para. 10): a person that attracts criticism
4. hyper-masculine (para. 10): extremely or excessively masculine
5. hypothesized (para. 14): to propose an explanation made on the basis of limited evidence as a starting point for further investigation

Thinking Critically About Reading

As you get ready to read this article, take a few moments to answer the following questions in your journal or through electronic notes. Be sure to express your opinions openly as you write your response.

1. What information does the title give a reader? What do you think the piece is about?
2. Why do you think there has never been a female President of the United States?
3. What personal knowledge, if any, do you have about politics?

Exploring Additional Resources

Using additional resources can be an interesting way to learn more about a topic. Use the link below to watch the video featuring presidential hopeful Amy Klobuchar. As you are watching the video think about how men and women may react differently to her statements. Do you think that women are held to a higher standard than men in politics? Why or why not.

<https://www.cnn.com/videos/politics/2019/11/21/democratic-presidential-debate-wrap-klobuchar-zw-orig.cnn>



READING: 2020 Campaign Shows the More Women Run, the More They are Treated Like Candidates – Not Tokens

Now that you have given some thought to the topic of the article, it is time to read. Stop and answer the questions in brackets as you read. Write the answers in your journal or electronic notes.

When Victoria Woodhull ran for president in 1872, she was depicted as “Mrs. Satan” in a political cartoon.

When Sen. Margaret Chase Smith sought the Republican nomination in 1964, one columnist labeled her too old – at 66 – while others insisted she was attractive “for her age.”

When Hillary Clinton sought the Democratic nomination in 2008 and the presidency in 2016, she was unable to escape gender-based tropes characterizing her as “calculating” and “power hungry.”

But in observing the 2020 Democratic presidential primary – which has featured as many six women – it seems possible that this time might be different. Not because sexism has left the building, but because the critical mass of women candidates may have changed the dynamic.

As a researcher who studies the workplace, I was reminded during the debate of an influential study of female representation in the office.

In the 1970s, business professor Rosabeth Kanter studied the group dynamics in a corporate sales division where women represented a tiny part of the sales force. When women found themselves “alone or nearly alone” in a sea of men, they came to be seen as “tokens” – a constantly scrutinized stand-in for all women, viewed by others in terms of their gender and gender stereotypes.

Every action these saleswomen took had “symbolic consequences,” Kanter wrote. “In short, every act tended to be evaluated beyond its meaning for the organization and taken as a sign of ‘how women do in sales.’”

The women were subject to exaggerated scrutiny of their physical appearance and became “larger-than-life caricatures.” Their presence also affected the men, who behaved in a hyper-masculine way to “reclaim group solidarity” and emphasize the women’s outsider status.

[Do you think men and women face the same scrutiny over their physical appearance? Why or why not?]

This was, essentially, the predicament that Clinton faced as the lone female contender in her unsuccessful 2008 primary bid and as the first woman within striking distance of the White House in 2016. She never had the chance to be one of many female candidates whose qualifications, benefits and flaws could be evaluated in a measured way.

Even before Donald Trump arrived on the scene, she was a lightning rod and a caricature. During the 2008 primaries, a poster depicted her as a witch. Others used various gender-based epithets. A T-shirt said “bros before hoes” – a hyper-masculine expression of in-group solidarity. Fox News compared Clinton with a “nagging” wife, while a host on CNN apparently thought “scolding mother” was the better analogy.

In the 2016 election, Trump gleefully piled on, interrupting her in the final debate to call her a “nasty woman.”

As the wife of a former president, Clinton was portrayed as the ultimate undeserving “token.”

Kanter believed that the group dynamics would change if women were better represented in the office.

She hypothesized that once women made up 35% or 40% of the group, they would be liberated from their token status and others would start to see them as “individuals differentiated from each other” as well as differentiated from men.

[Why do you think increased exposure to women on the political stage changes public perception?]

This idea would later be popularized as the theory of the “critical mass.” It inspired, among other things, gender quotas in legislatures. Universities would also use the idea as a legal justification for affirmative action policies on the basis of race.

I was reminded of the critical mass theory in watching the Nov. 20 debate in Atlanta, which was moderated entirely by women. Among the candidates, it featured the same female to male ratio – 40% – that Kanter predicted would make a difference.

And it did.

The four women on stage freed each from being the perfect woman, the “you’re likable enough” trap that left Clinton in a bind. It meant Sen. Elizabeth Warren isn’t a nasty woman – she is a populist, as some have described her, like Bernie Sanders.

It meant Sen. Kamala Harris can attack colleague Rep. Tulsi Gabbard’s record without it being portrayed as a “catfight.”

But what I noticed most from the female candidates were the sly jokes and subtle digs. Humor is difficult when you’re alone in a crowd. Garnering a laugh can be as much about solidarity as wit.

[Do you think it is important for voters to watch political candidates participate in debates? Why or why not?]

During the Atlanta debate, Sen. Amy Klobuchar was in particularly fine form. She bragged about having “raised \$17,000 from ex-boyfriends” in her first Senate race. She also doubled down on a past comment that a female version of Mayor Pete Buttigieg would never have made it this far with his meager political experience. “Women are held to a higher standard,” she said, “otherwise, we could play a game called Name Your Favorite Woman President.”

Harris even used humor to good effect when former Vice President Joe Biden claimed he had the endorsement of the “only African American woman ... elected to the United States Senate” – apparently referring to Carol Moseley Braun.

“The other one is here,” Harris quipped. The audience guffawed.

Kanter observed that women’s isolation in these settings not only affected how they were perceived by others. It also affected their own behavior.

Aware of their symbolic status, women felt extra pressure to perform and “prove their competence” while simultaneously trying not to make the men “look bad” and “blend noticeably into the predominant male culture.”

I wondered how Hillary Clinton would have looked up there alongside the others in Atlanta. It’s possible she would have come across as wooden or boring. Even so, the stakes would have been lower – an inference that this particular person is boring, not that women can’t cut it.

<https://theconversation.com/2020-campaign-shows-the-more-women-run-the-more-they-are-treated-like-candidates-not-tokens-127563>

GETTING READY TO WRITE: Prewriting Exercises

Strengthening Meaning

The term “critical mass” can be defined broadly as the amount of something that is required to start or maintain a project or event. The term is adapted and applied across many disciplines. Conduct an internet search to understand how the term “critical mass” is used in the disciplines listed below. Write your answers in your journal or electronic notes.

1. education
2. physics
3. business
4. politics
5. sociology

Forming Ideas

Answer the following questions in your journal or electronic notes. Highlight or underline the text and make annotations in the margin as you answer each question.

Concepts

1. What does Tippet mean when she states that female candidates do not have their qualities evaluated in a “measured way?”
2. Why would the wife of a former President be considered an “underserving token” as a presidential candidate?
3. Explain the word “caricature” in context to the article.
4. Why does the author believe that it is difficult to be humorous when alone in a crowd? Does this imply that other personality traits may be difficult to express when alone in a crowd?

Style and Technique

1. A trope is a metaphor or figure of speech that changes a word or phrase to mean something else. Circle the gender-based tropes in the article. Do you think tropes were used effectively in the article? Why or why not?

2. Tippet uses strong word choice in paragraph 14 (liberated) and in paragraph 18 (freed) to describe the effect of releasing women from their token status. What does she emphasize by using this strong word choice?
3. Reread paragraph 18: “And it did.” Do you think this simple statement is a good technique for the author to assert her viewpoint? Why or why not?
4. Take another look at the title. It is long and informative. Do you like this style? Would you consider replicating this style on your own writing? Why or why not?

Rhetorical Strategies

1. Who is Tippet? What topics does she usually write about? What are her qualifications to write about the topic?
2. Who is the audience Tippet is trying to reach? Highlight examples where the author used statistics and evidence effectively to influence her intended audience.
3. Highlight and annotate the thesis or main point of this article? Highlight and annotate the evidence the author provides to support her claims. Do you agree or disagree with the argument? Why or why not?
4. Does this article affect you emotionally? Highlight and annotate the parts that were most influential. Does the author provide a balance between emotions and logic in the article? How does she achieve this balance?

WRITING

Choosing a Topic

Choose one of the topics below as a writing assignment. Once you have discovered a topic you want to explore, use your journal or electronic notes and your annotations to generate ideas. Use all the information you have gathered from the exercises in this selection to create an outline before you begin writing.

1. Do you agree or disagree with Tippet when she suggests that critical mass theory is the reason why female candidates were perceived differently by others? Do you agree or disagree that the theory also affected the behavior of the female candidates? Write an argumentative essay that explains your answer.
2. You are a female candidate running to fill a vacant seat on the city council. Your town has always had an all-male city council. To inform and persuade voters in your district, you have decided to write a letter that explains why you think a woman should be elected to the position. How will you address this audience? What information and appeals can

you include in your letter that would be suitable for your intended audience? Expanding on ideas found in the article, write a letter.

3. Do you think that more women should be elected to public office or do you think females are well represented in politics? Write an argumentative essay expressing *your* opinion on the state of female politicians in America. Search the internet for ideas and include documented sources in your essay. What type of appeals can you include in your essay? Be sure you develop a thesis and support its claims through your evidence.

POST WRITING

Now that you have finished writing, it is time to examine your work. Develop a Mean/Say/Do chart to assess the effectiveness of your argument. Detailed instructions on how to fill in a Mean/Say/Matter chart can be found in Appendix A.

Skills Reflection

Take a moment to reflect on what you have learned in this selection. You can search the internet to learn more about the topic. Answer the following questions in your journal or electronic notes.

1. What genres or types of writing do you think politicians may have to compose in their daily routine? Think of as many examples as you can.
2. What type of rhetorical strategies do you think politicians may use in their writing? Consider the different types of audience politicians may want to influence or inform? What type of rhetorical modes could be beneficial in these genres of writing? What appeals may be useful?
3. What did you learn in this selection that can be applied to your major? How can it be applied?

Banksy

‘Slave Labor’

“Imagine a city where graffiti wasn't illegal, a city where everybody could draw whatever they liked. Where every street was awash with a million colours and little phrases. Where standing at a bus stop was never boring. A city that felt like a party where everyone was invited, not just the estate agents and barons of big business. Imagine a city like that and stop leaning against the wall - it's wet.” — Banksy, *Wall and Piece*

GETTING STARTED: Exploring Key Concepts

This focus of this selection is a mural by Banksy that mysteriously appeared and then disappeared from a shop wall in London’s Wood Green neighborhood. The artwork resurfaced and sold for more than \$1.1 million at a private auction in London. Although Banksy is a world-renowned artist, he remains anonymous and continues to be outspoken against the sale of street art to wealthy, private collectors.

Understanding Meaning

Read the list below of vocabulary words and their meanings. Scan the artwork to find how each word relates to the piece. Annotate the margins as see how the words are expressed the artwork.

1. Union Jack: the national flag of the United Kingdom
2. graffiti: writing or drawings on a wall or other surface in a public place
3. art: the expression or application of human creative skill and imagination
4. slave labor: work that is done by slaves or by people who are treated like slaves
5. big business: large profit-making corporations

Thinking Critically About Artwork

As you get ready to examine the artwork, take a few moments to answer the following questions in your journal or through electronic notes. Be sure to express your opinions openly as you write your response.

1. What information does the title give you? What do you think the piece is about?

2. Why do you think Banksy chooses to create his artwork in public spaces?
3. Do you think that street art should be illegal? Why or why not?

Exploring Additional Resources

Using additional resources can be an interesting way to learn more about a topic. Conduct an internet search to learn more about the mural 'Slave Labor' by Banksy. Try to determine how the townspeople felt about the removal of the mural. Can you find how Banksy reacted to the sale of the piece? What was the artist trying to say through the mural?

READING: 'Slave Labor'

Now that you have given some thought to the artwork, it is time to closely examine the piece. Stop and answer the questions in brackets as you look at the pictures. Write the answers in your journal or electronic notes.



[Do you think street art is a powerful way to make a statement? Why or why not?]



[How do you think the people living in the town felt about the removal of the mural?]



[Do you think street art should be sold for profit? Why or why not?]

GETTING READY TO WRITE

Strengthening Meaning

Take a few minutes to think about how you *define* art. Consider different forms of art and the way each type of art conveys meaning to an audience. What does art mean to you? Are there some works you feel do not qualify as art? Write the answers in your journal or electronic notes.

Forming Ideas

Answer the following questions in your journal or electronic notes. Make annotations in the margin and by the mural as you answer each question.

Concepts

1. What do you think Banksy is trying to say about the future of children in Great Britain?
2. Who do you think is forcing the child to work? Why?
3. What does the painting say about the working conditions for the boy?
4. Do you think the boy is treated fairly? Do you think he is well compensated for his labor? Why or why not?

Style and Technique

1. Why do you think Banksy drapes a colorful Union Jack from the colorless mural? What is the tone of the mural? How does the shading and color effect the tone?
2. Why does Banksy depict a boy dressed in modern clothes at work on an antique sewing machine? What does this say about the history of Great Britain? What does it say about the future of Great Britain?
3. Explain why the boy is wearing torn shorts and his feet are without shoes. Why does the child's visor face backwards?
4. Why do you think the boy is on his knees instead of sitting in a chair? What purpose does omitting a chair for the child serve?

Rhetorical Strategies

1. Who is Banksy? What types of political and social issues does he highlight in his art? What are his beliefs about the use of street art to improve society?
2. Who is the audience that Banksy is trying to reach? Annotate the visual clues that Banksy uses to influence his intended audience.

3. What is the main point of the mural? Annotate the evidence the artist provides to support his claims? Do you agree or disagree with the argument? Why or why not?
4. Does this artwork affect you emotionally? Annotate what you found to be most influential. Does the artist provide a balance between emotions and logic?

WRITING

Choosing a Topic

Choose one of the topics below as a writing assignment. Once you have discovered a topic you want to explore, use your journal or electronic notes and your annotations to generate ideas. Use all the information you have gathered from the exercises in this selection to create an outline before you begin writing.

1. Do you agree or disagree with Banksy about using street art to make a powerful statement that brings attention to issues such as child labor working in sweatshops? Write an argumentative essay that explains your answer.
2. You are a resident of the Wood Green neighborhood where the mural ‘Slave Labor’ was removed without the permission of the artist or the store owner. You passed by the artwork every day on your way to work. Write a persuasive letter to the editor of *The London Times* supporting your opinion about the removal of the artwork.
3. Do you think that street art should be considered art, or do you think that it is a crime? Write an argumentative essay expressing *your* opinion on what should be defined as art. Search the internet for ideas and include documented sources in your essay. Be sure you develop a thesis and support its claims through your evidence.

POST WRITING

Now that you have finished writing, it is time to examine your work. Use a PAPA Square to assess the effectiveness of your argument. Detailed instructions on how to fill in a PAPA Square can be found in Appendix A.

Skills Reflection

Take a moment to reflect on what you have learned in this selection. You can search the internet to learn more about the topic. Answer the following questions in your journal or electronic notes.

1. What genres or types of writing do you think artists may have to compose in their daily routine? Think of as many examples as you can.
2. What type of rhetorical strategies do you think artists may use in their writing? Consider the different types of audience artists may want to influence or inform? What type of

rhetorical modes could be beneficial in these genres of writing? What appeals may be useful?

3. What did you learn in this selection that can be applied to your major? How can it be applied?

Joel Pett

Editorial Cartoons

Joel Pett is a Pulitzer Prize winning editorial cartoonist for the *Lexington Herald-Leader*. His cartoons appear in newspapers across the country including the *Los Angeles Times*, the *New York Times*, and the *Washington Post*. The artist draws comics as commentary on politics, elected officials, and environmental concerns as well as a variety of social issues.

GETTING STARTED: Exploring Key Concepts

This selection is a sampling of three cartoons that reflect Pett's stance on climate change. Although the cartoons shares the same theme of climate change, each is expressing different ideas.

Understanding Meaning

Read the list below of vocabulary words and their meanings. Scan the cartoons to find how each word relates to the piece. Annotate the margins as see how the words are expressed the cartoons.

1. hoax: a humorous or malicious deception
2. energy independence: pertaining to the goal of reducing the United States imports of petroleum and other foreign sources of energy
3. green jobs: jobs that contribute, preserve, or restore the environment
4. renewables: a source of energy that is not depleted by use, such as water, wind, or solar power
5. climate action: efforts to reduce greenhouse gas emissions and strengthen resilience and adaptive capacity to climate-induced impacts

Thinking Critically About Cartoons

As you get ready to examine the cartoons, take a few moments to answer the following questions in your journal or through electronic notes. Be sure to express your opinions openly as you write your response.

1. Do you think cartoons are an effective way to discuss climate change? Why or why not?

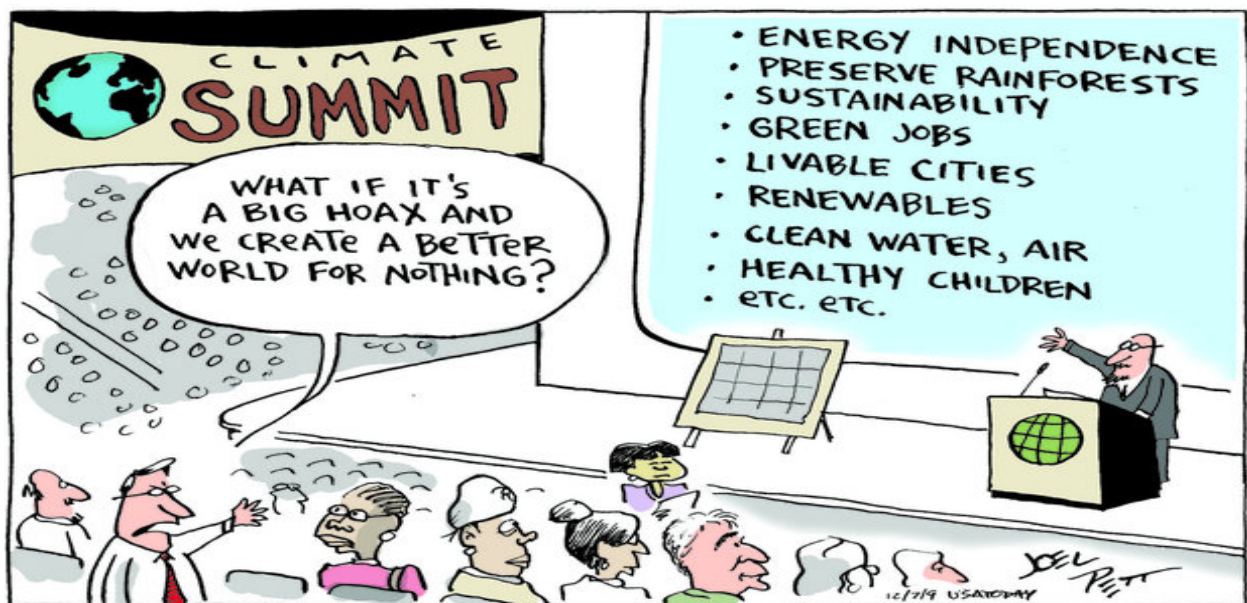
2. Do you think humorous cartoons should be used to discuss serious topics?
3. Do you ever read any comics? Are they political? Do they discuss serious topics?

Exploring Additional Resources

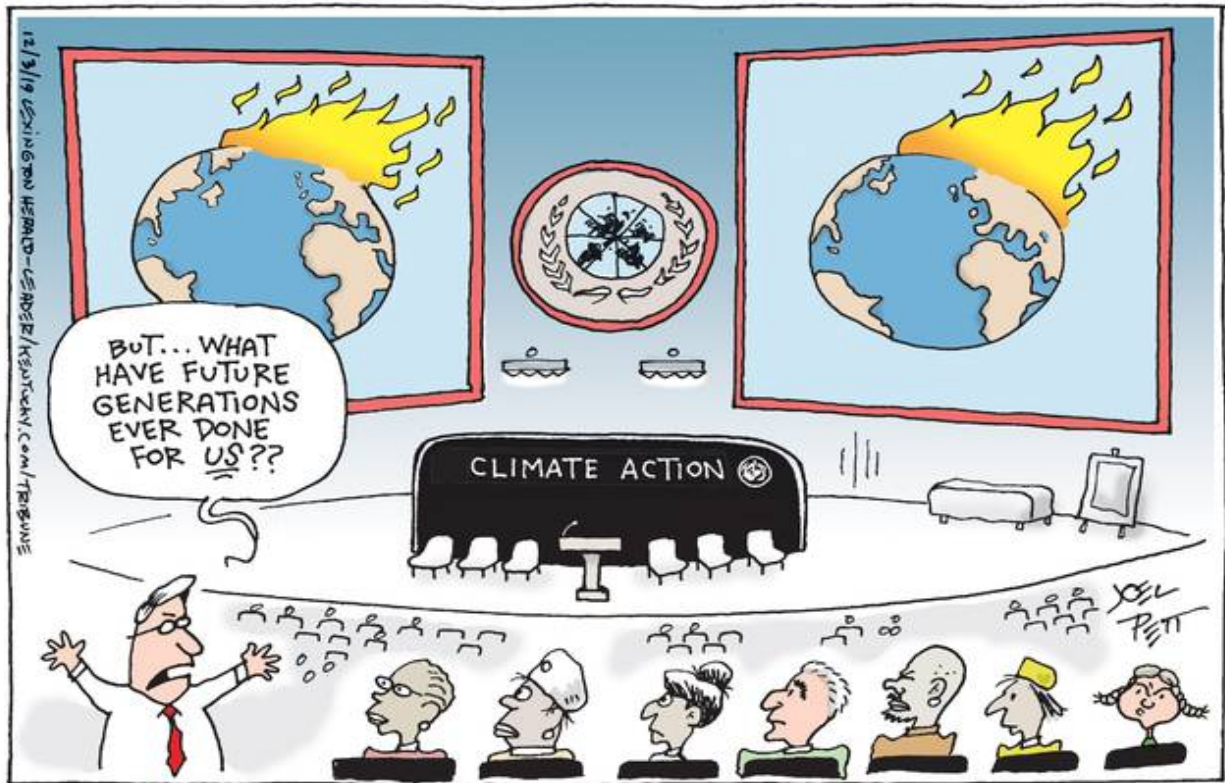
Using additional resources can be an interesting way to learn more about a topic. Conduct an internet search to learn more about how editorial cartoons influence politics. Research a topic that you know or care about to see what cartoonists are drawing on the subject. Did you agree with the cartoons you found about your chosen topic? Why or why not?

READING: Editorial Cartoons on Climate Change

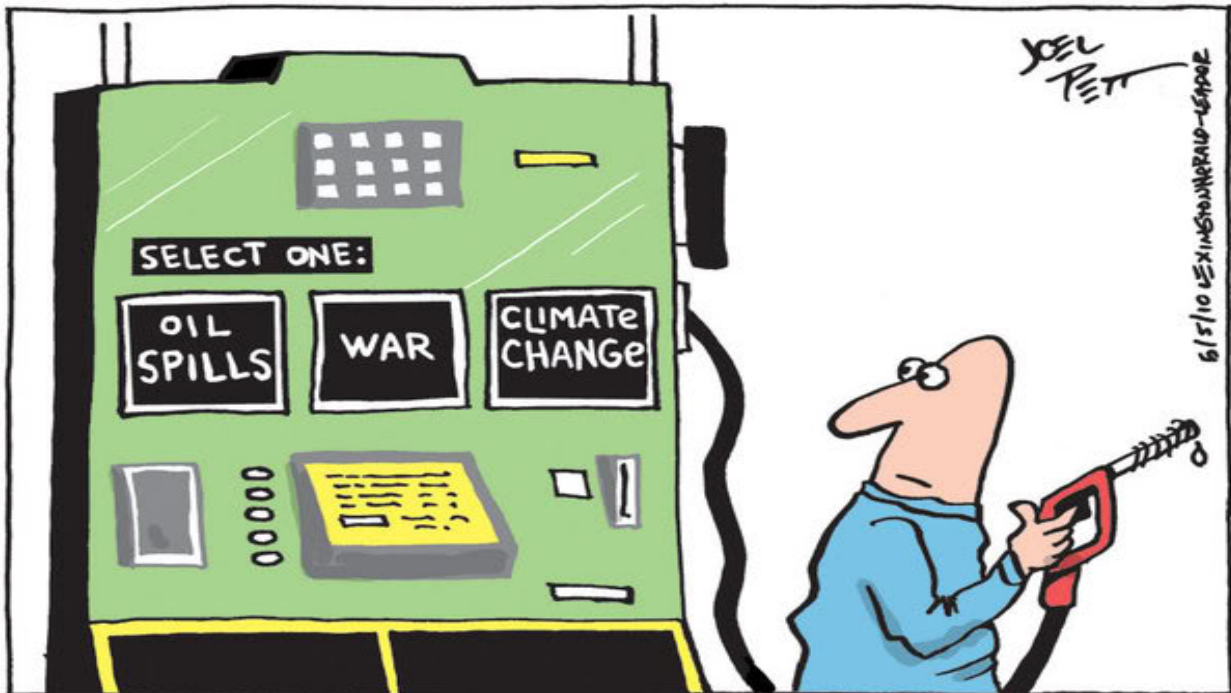
Now that you have given some thought to the cartoons, it is time to closely examine the selections. Stop and answer the questions in brackets as you carefully look over the cartoons. Write the answers in your journal or electronic notes.



[Do you think editorial cartoons can make an impact on politics? Why or why not?]



[What does this cartoon say about how politicians feel about climate action?]



[What does this cartoon imply about the true cost of gasoline?]

GETTING READY TO WRITE

Strengthening Meaning

As the political debate over climate change grows, new terms are continually created to support the arguments on both sides of the debate. Below is a list of terms that are used in the media and by politicians when they speak about climate. Without using a dictionary, define the words and phrases listed below. Write your answers in your journal or electronic notes. After you make an educated guess, compare your answers with a partner.

1. climate deniers
2. war on science
3. climate hoax
4. skeptical science
5. natural fluctuation

Forming Ideas

Answer the following questions in your journal or electronic notes. Make annotations in the margin and by the cartoons as you answer each question.

Concepts

1. In the second cartoon, what message is Pett conveying about politicians and climate change by drawing empty chairs at a world climate action summit.
2. In the first and second cartoons, how does Pett connect the importance of climate change to children and future generations?
3. What does the third cartoon tell viewers about how their own behavior contributes to climate change?
4. Look at the diverse audience at the world climate action summit in the second cartoon. How are they reacting to the man's statement?

Style and Technique

1. The first cartoon uses sarcasm to make a statement. Who do you think Pett is mocking when he uses the term "big hoax" in the cartoon? Is it a person? A country?
2. Why does Pett give the man a choice to "select one" terrible outcome from using fossil fuels in the third cartoon. Does it heighten the severity of the problem? What is Pett saying about choice here?

3. Identify and explain how the images in the second cartoon imply the summit is an event for world leaders?
4. Pett uses minimal thought bubbles and writing in his cartoons. Do you think this allows the viewer to see more meaning in the images of each cartoon? Do you think there should be more dialogue to convey meaning? Why or why not?

Rhetorical Strategies

1. Who is Pett? What types of political and social issues does he highlight in his editorial cartoons? What are his qualifications?
2. Who is the audience that Pett is trying to reach? Who views editorial cartoons? Annotate the visual clues that Pett uses to influence his intended audience.
3. What is the main point of each cartoon? Annotate the evidence the artist provides to support his claims? Do you agree or disagree with the argument? Why or why not?
4. Does this artwork affect you emotionally? Annotate what you found to be most influential. Does the artist provide a balance between emotions and logic?

WRITING

Choosing a Topic

Choose one of the topics below as a writing assignment. Once you have discovered a topic you want to explore, use your journal or electronic notes and your annotations to generate ideas. Use all the information you have gathered from the exercises in this selection to create an outline before you begin writing.

1. Do you agree or disagree with Pett about using editorial cartoons to make a powerful statement about climate change and other serious issues? Write an argumentative essay that explains your answer.
2. You are a cartoonist, and the local newspaper has hired you to create an editorial cartoon depicting *your* stance on the bitter debate over climate science. How will you address your audience? What appeals and information will you include in the cartoon? Expanding on ideas found in the three cartoons by Pett, draw a persuasive cartoon.
3. Do you believe that politicians and world leaders are doing a good job working together to combat the effects of climate change? Write an argumentative essay expressing *your* opinion on what should be done as a global community to slow climate change. Search

the internet for ideas and include documented sources in your essay. Be sure you develop a thesis and support its claims through your evidence.

POST WRITING

Now that you have finished writing, it is time to examine your work. Use a PAPA Square to assess the effectiveness of your argument. Detailed instructions on how to fill in a PAPA Square can be found in Appendix A.

Skills Reflection

Take a moment to reflect on what you have learned in this selection. You can search the internet to learn more about the topic. Answer the following questions in your journal or electronic notes.

1. What genres or types of writing do you think cartoonists may have to compose in their daily routine? Think of as many examples as you can.
2. What type of rhetorical strategies do you think cartoonists may use in their writing? Consider the different types of audience cartoonists may want to influence or inform? What type of rhetorical modes could be beneficial in these genres of writing? What appeals may be useful?
3. What did you learn in this selection that can be applied to your major? How can it be applied?

Curtis “Wall Street” Carroll

How I Learned to Read – and Trade Stocks – in Prison

Financial guru and prisoner in California’s San Quentin State Prison, Curtis Carroll has overcome abuse, poverty, and illiteracy to become a successful investor in the stock market. Currently, Carroll is serving a 54 year-to-life sentence for armed robbery and murder. The self-taught financial advisor known as the “Oracle of San Quentin” has created a program to help other prisoners make better financial and life choices.

GETTING STARTED: Exploring Key Concepts Before Viewing

This selection was released by TEDxSanQuentin Talk on May 3, 2017. Curtis Carroll talks about the circumstances that led up to his incarceration and how his quest for literacy changed his life. The speaker delivers a frank discussion about social factors that contribute to recidivism as well as financial literacy for inmates.

Understanding Meaning

Read the list below of vocabulary words and their meanings. Listen for the words in the talk. As you listen, write down any unfamiliar words in your notes or electronic journal. Use a dictionary to look up the unfamiliar words and write down their meaning after you finish listening.

1. financial literacy (min. 2:50): the ability to understand how money works
2. cost of living (min. 9:10): the level of prices relating to a range of everyday items
3. diversify (min. 9:15): make or become more varied
4. managed money (min. 9:31): when investors rely on the investment decisions of professional investment managers rather than their own
5. financial stability (min. 10:06): spending less than you earn, being able to pay for the basics of living, and saving money for any unexpected bills, emergencies, and retirement

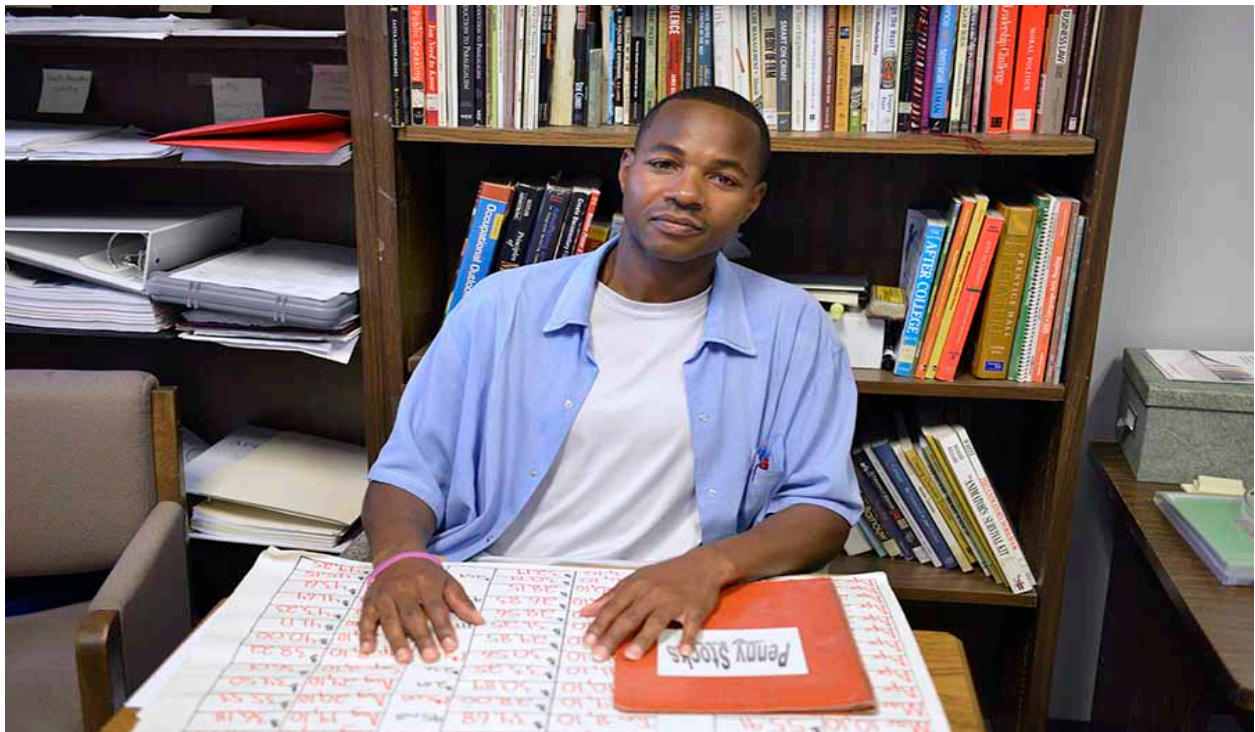
Thinking Critically About Reading

As you get ready to watch this selection, take a few moments to answer the following questions in your journal or through electronic notes. Be sure to express your opinions openly as you write your response.

1. What information does the title give a reader? What do you think the talk is about?
2. Do you think poverty, illiteracy, and race are factors that make a person more likely to commit crimes? Why or why not?
3. What personal knowledge, if any, do you have about the stock market?

Exploring Additional Resources

Using additional resources can be an interesting way to learn more about a topic. Conduct an internet search to learn more about Curtis “Wall Street” Carroll’s investment strategy. Include sources from financial magazines and visit <https://projectfeel.org>.



READING: How I Learned to Read – and Trade Stocks – in Prison

Now that you have given some thought to the topic, it is time to watch. Use the link below to view the TEDxSanQuentin Talk by Curtis Carroll. Stop the video and answer the questions in brackets at the specific time noted. Write the answers in your journal or electronic notes.

https://www.youtube.com/watch?v=qdiF1f_GfyM&list=PLGuyKsr9hW6GLvubIFWDwGz5SVbr3XeUf&index=3&t=0s Note: Link has full transcript of video.

1. Minute 4:30

[Why do you think Carroll considers learning to read a gift?]

2. Minute 5:35

[Do you think it was important for Carroll to take responsibility for his crimes? Why or why not?]

3. Minute 7:26

[What does financial prosperity mean to you?]

GETTING READY TO WRITE: Prewriting Exercises

Strengthening Meaning

In your own words explain the following slang or figurative terms. Write your answers in your journal or electronic notes. After you make an educated guess, compare your answers with a partner. Discuss any differences and how they change the meaning of the talk.

1. big homey (min. 1:17):
2. blood money (min. 2:41):
3. I was a child slave (min. 2:38):
4. prey among predators (min. 3:30):
5. OG (min. 4:48):

Forming Ideas

Answer the following questions in your journal or electronic notes. Return to the TEDxSanQuentin Talk as often as you need to help you find answers.

Concepts

1. What does Carroll mean when he states, “finances in prison rule more than in the streets?” (min. 3:04)

2. What do you think it means to live paycheck to paycheck? Do you think both wealthy and low-income people can be living paycheck to paycheck? Why or why not?
3. Why do you think there are so many money-related crimes? Do you believe that educating people about finance will reduce these types of crimes? Why or why not?
4. Do you agree with Carroll that emotions can cause a person to make poor financial decisions? Why or why not?

Style and Technique

1. What tone did the picture of the guard tower and the sound of slamming cell doors create in the opening of the video? Why do you think the creators of TEDxSanQuentin used this technique?
2. Why do you think Carroll uses humor during his presentation? Did he lighten the mood of the stark prison setting by making the audience laugh? Did the audience connect with the speaker through the humor?
3. It is ironic that Carroll grew up in the “strongest financial nation in the world” while he watched his mother sell her blood to buy food. Do you think using irony is an effective way to show the reality of poverty in America? Why or why not?
4. The term “blood money” becomes symbolic for the crimes that were committed in Carroll’s impoverished community by its members. What does his use say about the effect of money on people living in poverty? How does the term affect you?

Rhetorical Strategies

1. Who is Curtis “Wall Street” Carroll? What topics does he speak about? What are his qualifications to speak and educate others about the topic?
2. Who is the audience Carroll is trying to reach? Write examples of the statistics and evidence used by the speaker to effectively to influence his intended audience in your journal or electronic notes.
3. What is the thesis or main point of this talk? Write the evidence the author provides to support his claims in your journal or electronic journals. Do you agree or disagree with the argument? Why or why not?
4. Does this TEDxSanQuentin Talk affect you emotionally? Write about the parts that were most convincing in your journal or electronic notes. Does the speaker provide a balance between emotions and logic? How does he achieve this balance?

WRITING

Choosing a Topic

Choose one of the topics below as a writing assignment. Once you have discovered a topic you want to explore, use your journal or electronic notes and your annotations to generate ideas. Use all the information you have gathered from the exercises in this selection to create an outline before you begin writing.

1. Do you agree or disagree with Carroll that financial stability depends on a person's ability to identify the feelings and emotional needs that motivate their actions? Write an argumentative essay that explains your answer.
2. You are a financial planner who wants to give back to your community. You decide to start a financial literacy program for incarcerated men. You must write an executive summary to investors to secure funding for your project. How will you address this audience? What appeals and information can you include in your executive summary that would be suitable for your intended audience? Expanding on ideas found in the talk, write a persuasive executive summary.
3. Do you think that teaching inmates about financial literacy and the emotions behind their financial decisions will help them become better life managers after their release from prison? Write an argumentative essay expressing *your* opinion on the effectiveness of prison literacy programs. Search the internet for ideas and include documented sources in your essay. Be sure you develop a thesis and support its claims through your evidence.

POST WRITING

Now that you have finished writing, it is time to examine your work. Develop a rhetorical precis to assess the effectiveness of your argument. Detailed instructions on how to write a descriptive outline can be found in Appendix A.

Skills Reflection

Take a moment to reflect on what you have learned in this selection. You can search the internet to learn more about the topic. Answer the following questions in your journal or electronic notes.

1. What genres or types of writing do you think financial advisors may have to compose in their daily routine?
2. What type of rhetorical strategies do you think financial advisors may use in their writing? Consider the different types of audience financial advisors may want to influence or inform? What type of rhetorical modes could be beneficial in this genre of writing? What appeals may be useful?
3. What did you learn in this selection that can be applied to your major? How can it be applied?

Appendix A

Tools for Analysis

How to Write a Summary

Rhetorical Précis

Descriptive Outline

Say, Mean, Matter

PAPA Square

How to Write a Summary

- A summary is a brief statement or restatement of the main points in your own words.
- You simply report back what the writer has said. It is not your job to make value judgments about the "rightness" or "wrongness" of what she/he says. That would be a different kind of paper—a response, a critique, or a position paper.

Steps in writing a summary

1. Carefully read, view, or listen to the whole piece. Be sure to annotate (underline, highlight, asterisk, star, flag things; comment in the margins) as you read or take notes as you view/listen.
2. Write the author's main point or thesis.
3. Reexamine the selection, divide it into sections of thought. Each section may be one paragraph, but, more likely, each section will incorporate several paragraphs.
4. Write a sentence or two summarizing each section of thought. If you have trouble doing this, you might try writing a summary sentence for each paragraph and then revising where you see yourself repeating ideas.
5. Write a first draft of your summary, including the following items:
 - a. In one or two sentences include the name of the author, the name of the article or chapter, and the thesis statement.
 - b. Next, include your summary sentences for each paragraph or section. Put them in the same order as they appear in the material you are summarizing.
6. Check your draft against the original piece for accuracy.
7. Revise the summary to "smooth out" its choppiness. In other words, link your section summary sentences together with good transitional words or phrases (in addition, moreover, on the other hand, or however).
8. Proofread and spell-check.

Writing a Rhetorical Précis

- Sentence 1 = Name of author, genre, title of work, date in parentheses, a rhetorical accurate verb (such as “claims,” “argues,” “asserts,” “suggests,”): and a THAT clause containing the major assertion of the thesis statement in the work.
- Sentence 2 = An explanation of how the author develops and supports the thesis, usually in sequential order.
- Sentence 3 = A statement of the author’s apparent purpose, followed by an “in order to” phrase.
- Sentence 4 = A description of the intended audience and/or the relationship the author establishes with the audience.

Fill in the blanks and then write the paragraph for your Rhetorical Précis.

_____ in the _____ entitled _____		
<i>Author</i>	<i>genre</i>	<i>Title</i>
published _____ in _____		
<i>(Date)</i>	<i>Location of publication</i>	
_____ that _____.		
<i>Active verb</i>	<i>Major Assertion/Thesis</i>	
_____ develops his argument, _____,		
	<i>Purpose of article</i>	
by using the following _____		
	<i>Persuasive techniques</i>	
in order to _____ . _____ is		
	<i>Resulting Action</i>	<i>Title</i>
intended for _____.		
	<i>Audience</i>	

John C. Bean, *Reading Rhetorically* Pearson, 2014

Descriptive Outline

What is the thesis or main claim of the essay in your own words?

Summarize Main Idea	Supporting Details/Evidence that supports the main idea (paraphrase or quote)	What is the purpose of this section? How does it support the argument?

Answer the following questions using the descriptive outline above.

- What is the purpose of this text?
- Who is the target audience? How do you know?
- What does the author want the audience to do with this knowledge?
- How would you describe the tone of the text? Provide examples of the tone.
- Is this tone effective for the author’s target audience and purpose? Why or why not?

Say, Mean, Matter

This strategy is the process of answering three questions as they relate to a reading:

(1) What does it say?

(2) What does it mean?

(3) Why does it matter?

<i>Say</i> (Copy Phrase here)	<i>Mean</i> (Explain the phrase here)	<i>Matter</i> (Express why this is important)

Sheridan Blau, *The Literature Workshop: Teaching Texts and Their Readers* Heinemann, 2003

PAPA SQUARE

Purpose:

(1) What is the purpose of this piece? (2) What is the writer trying to accomplish? (3) Why is this topic important to the writer? To the community?

Argument:

(1) What is the thesis or main point?

(2) Is it stated or implied?

Rhetorical Modes and Strategies:

(1) Logos - What kind of logical evidence or argument is used to persuade the audience?

(2) Pathos – What kind of emotional appeal is used to inspire strong feelings, positive or negative?

Audience:

(1) Who is the intended audience?

(2) Who was meant to see/read the piece?

Persona:

(1) What persona or public image is the writer giving? (2) What kind of feeling does the assigned speaker/symbol reveal?

ERWC, <https://writing.csusuccess.org>

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Titles and Authors

“Comparing Covid-19 Deaths to Flu Deaths is Like Comparing Apples to Oranges-The former are actual numbers; the latter are inflated statistical estimates” (Jeremy Samuel Faust)

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Latisse, Print Advertisement

“Literary Legends: Jane Austen and the Brontë Sisters” (Nick Holland)

“MediaOcracy” (We the Voters)

“Photos Show How the Black Lives Matter Protests Compare to Civil Rights Demonstrations of the 1960s” (Samantha Grindell)

“Slave Labor” (Banksy)

“‘Street’ Smarts About a Foster Care Crisis” (Naomi Schaefer Riley)

“2020 Campaign Shows the More Women Run, the More They are Treated Like Candidates – Not Tokens” (Elizabeth C. Tippet)

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