

21/22 September 2016



“Rip Van Winkle,” oil on canvas by John Quidor, 1829; in the Art Institute of Chicago.
Image from <http://faculty.smu.edu/sweisenb/>

Greetings, AmLit Scholars--

I'll come check your active reading in “Rip van Winkle” while you are WEDGE-ing.
Here's how we'll roll today:

- 1. WEDGE**— In order to place ourselves in a Washington Irving state of mind, let's write a little narrative. Here are two ter-Rip-fic prompts, from which you may pick!
 - A. Imagine that you decide to take a shortcut home today through the alleyway behind the CAC Art Building. Along the way, you meet some happy fellows, engage in several games of lawn bowling, enjoy some liquid refreshments, and fall asleep for a short nap. When you wake up, you notice some peculiar elements in your surroundings, so you head toward the High School, where you discover that roughly

twenty years have passed! Beginning from your moment of waking up, tell the story of your return to campus.

B. Waking up is a cool metaphor, eh? Write about a time when you literally or figuratively “woke up” and discovered that your world was changed, was not changed, or both!

2. Moving toward Decentered Discourse—It is time for shut down that one noisy person who keeps dominating class discussion. For several quick minutes, we’ll review what we know about the types of contributions that advance or derail class discussions in order to define decentered discourse.

3. Practicing Decentered Discourse—Using “Rip van Winkle,” we’ll practice a little decentered discourse. (But we may not have much time.)

Tappa! Tappa! Tappa!--
Mr Leo

Homework:

Actively read “The Author’s Account of Himself” in the Washington Irving packet. As you annotate the usual highlights, also collect evidence that would allow you to answer this question: “Should I trust this narrator?” Prepare yourself for more decentered discourse when next we meet!