

24/26 April 2017

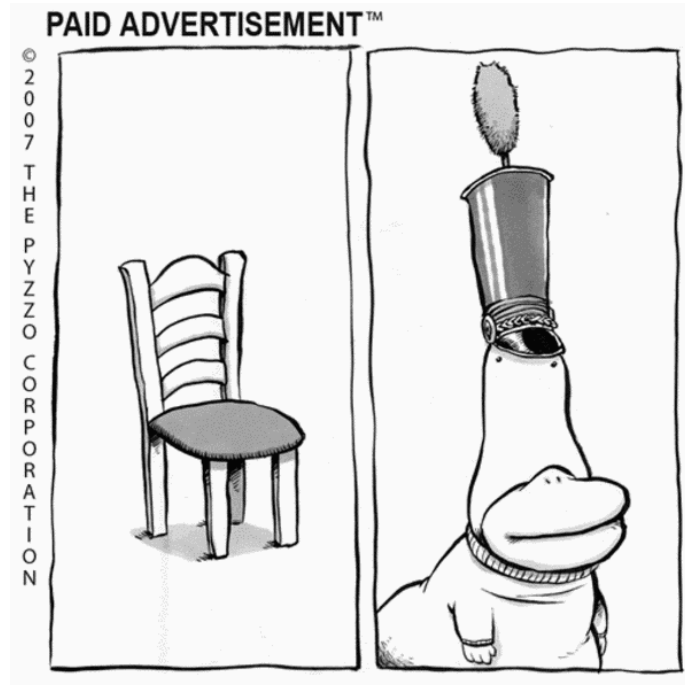


image from http://nicelettuce.com/see/corporate_cartoons/44

Greetings, Wise Fools—

So: which fundamental principle of comparison/contrast writing does the picture above illustrate? And before you ask: NO, I don't know what kind of animal is wearing the shako.

Here's how we'll roll today:

- 1. WEDGE**—For roughly ten minutes, consider your work on the Speedwrite due today. Consider both process and product. While you are not obligated to stick to the WEDGE prompt, doing so today might make work later during class easier.
- 2. Small Group Work**—I will quickly break the class into smaller work groups. In each group, review the Speedwrites due today. Once each team has determined the best Speedwrite produced by a member of the group, the team will prepare to explain why that Speedwrite is the most highly esteemed and produce a visual aid to support its claim.
- 3. Trees vs Forest**—We'll quickly review the elements of narrative: plot, point of view, character, symbol and irony. Then we'll review Laurence Perrine's guidelines for crafting theme statements. Those guidelines can be found on the glossary of narrative terms, right?

4. Small Group Work: Theme Statements—Each group will craft a theme statement for “The Destructors” and share it on the white board. We’ll review this work as a large group.

5. Getting a Jump on the Homework—Time permitting, of course.

Tappa! Tappa! Tappa!—
Mr Leo

Homework:

Actively read Flannery O’Connor’s short story, “A Good Man is Hard to Find.” Active reading will be checked at the start of our next class meeting.

As you read, you might want to anticipate the next homework assignment rooted in the O’Connor story:

Craft a Speedwrite that compares/contrasts any two subjects in Flannery O’Connor’s short story, “A Good Man is Hard to Find.”

Your Speedwrite must

- Be submitted in MLA ms format.
- Offer a single-sentence arguable thesis in Cause→Effect form that responds to the prompt and reveals a minimum of three (3) supporting points.
- Reveals application of the point-by-point, or “shuttle” method of comparison/contrast writing.
- Include a minimum of three (3) complete body paragraphs, each of which contains
 - a complete ¶TS (transition + claim in C→E form) clearly linked to the thesis
 - sufficient textual evidence in the form of direct quotations
 - citations for textual evidence
 - sufficient reasoning to explain the ways in which the evidence supports the ¶TS
 - appropriate literary terms
 - a concluding summary sentence that does not contain textual evidence.

N.B.: You are not writing a complete essay: Title, Intro, and Conclusion are not required.

Length: 400 words minimum/450 words maximum; Indicate your word count in square brackets at the bottom of your document.