

English Composition 101: Emphasis on Classical Rhetoric

This course, English Composition 101 with an Emphasis on Classical Rhetoric, is an effort to provide a meaningful and much-needed Great Books alternative to the standard English composition course that is typically required at community colleges and four-year institutions nationwide. The goal of the course is to present the teaching of standard composition skills in the context of a living and diverse tradition of formal rhetoric that dates back more than 2,000 years.

Table of Contents

The contents of this module are as follows:

- A frank discussion of the problem
- A brief discussion of the remedy
- Benefits of the course for students and faculty
- The challenges and rewards of teaching such a course
- Overview of the course
- Syllabus
- Grading criteria
- Readings section
- Sample study questions
- Sample essay questions
- Sample essay exam organization and exercise
- Grammar and corrections reviews
- Exercises concerning style for use with *Classical Rhetoric for the Modern Student*
- Exercises concerning literary style and rhetorical technique
- Integration of quotation exercises
- Works cited page

A Frank Discussion of the Problem

Arguably the single central course offered in American community colleges is the standard composition course, which at Wright Community College is called English 101. This course is universally required. This is because the purpose of the standard composition course is to discharge a community college's central responsibility: to educate and train students to be literate and to enable students to acquire the minimum levels of writing and reading skills to perform college-level work. Unlike other required courses at community colleges, it has no substitute and the standard composition class *is impossible to place out of*. So acute is the crisis in literacy in the United States that every student enrolling at Wright and other community colleges for the first time is required to take a writing placement test, and the highest placement a student can aspire to is English 101; *the student must get a grade of C or better for this course to count for graduation*. Shakespeare himself would be required to enroll in it were he to return to earth for the sole purpose of entering a community college. To underscore its unique centrality, the standard composition course at Wright and elsewhere is employed as *the core benchmark and gatekeeper of academic standards*. Students are barred from enrolling in most college-level courses in the City Colleges of Chicago until they can at least qualify for English 101

As a result, it is self-evident that the literacy of millions of students is influenced by what is—or is not—taught in standard composition courses. Typically, a standard composition course today attempts to achieve its goals by requiring students to write and revise roughly a half dozen or more 350–500 word essays. Each essay typically is designed to provide students with practice in applying the best-known modes of expository organization—comparison and contrast, personal narrative, classification and division, process, and so on. In order to help students generate topics for essays, develop a thesis, recognize and reproduce strategies for organizing and presenting ideas, and begin to cultivate an appreciation for good writing, the standard composition course requires students to study and discuss various readings in a textbook.

It is here that the standard composition course today wretchedly fails its students and wastes a golden opportunity to challenge, stimulate, and inspire students and to expand their cultural and intellectual knowledge. The standard course should prepare students for other courses where complex reading will be assigned to them, and where students can raise their academic skills by meeting the challenge of the figures and ideas they encounter there.

There are several reasons for this failure. One fundamental reason is that standard composition textbooks present model essays that are not challenging essays at all. Invariably, they are newspaper and magazine articles carefully selected to present a uniform list of hot-button current events topics that all but insist students respond to them in a way that perfectly reproduces the political orthodoxies of the textbook authors. Despite all the hypocritical claims of the textbooks that tout the authors' belief in free inquiry, the books make it crystal clear how students are expected to think—or be ashamed of thinking—about the issues presented, which invariably include illegal immigration, affirmative action, diversity and multiculturalism, abortion, war, the oppression of women in America, Iraq, and other political hobby horses.

Intellectual distortions and the suffocation of free critical inquiry have resulted from the reduction of the standard composition course to newspaper articles advocating approved positions on hot-button topics. This same trend is also subtly reflected by the sorts of articles that these textbooks *strictly avoid* publishing for consideration by students. Textbook sections on race and racism or the oppression of women do not explore these practices in Third World societies, for example. Articles that raise questions about the United Nations and its passivity during the genocide in Rwanda offer another point of view to which students will never be exposed in standard composition textbooks.

Self evidently, what students need is to be exposed to important and perennial issues that are set in a time and a place where neither the political preferences of the faculty or the students will function to effectively preclude dispassionate and objective inquiry and critical thinking.

Nevertheless, it must be kept firmly in mind that the central problem with standard composition courses is *not* that they have degenerated into one-sided and scrupulously vetted political forums falsely presenting themselves as stimulating opportunities for free inquiry that inspire the deeply buried writer in all students. The central problem is that while journalism is an honorable profession which performs a central public service, the universal adoption of it by *English* departments deprives students of the benefits of the special expertise of English faculty, who can initiate and guide students in mastering a realm of knowledge and culture *that the students are not going to get anywhere else*.

English department faculty can engage students with some of the most beautiful and profound texts ever written, the existence of which students never before suspected. And in the process, students are also given the opportunity to gain the skills to understand such challenging texts and to be confronted by the large and fundamental questions they raise.

One consequence of this phenomenon, as Professor John Briggs has pointed out in his report listed elsewhere on this web site, is that today's English 101 composition course is typically *taught without requiring students to read any literature whatsoever*, let alone literature that is indisputably great and intellectually challenging. The highly damaging consequences of failing to teach students how to read serious literature are inevitable. The capacity to read serious literature is a skill that has to be acquired through hard work, and it takes root and grows only by reading and talking and thinking about the serious issues that great literature contains. When this skill is not taught, and students are not even made aware that a body of books exists which contains the greatest thought accumulated and transmitted over thousands of years and many generations, students are not going to leave such classrooms equipped to do serious reading. They will leave the classroom without even the awareness that great literature can play a central role in making them more aware of the human condition while also leaving them more effective thinkers and writers, since no amount of technical skill can compensate for a mind with nothing in it to express.

And indeed, as the National Endowment for the Arts report on this web site points out, reading among the young has significantly declined over the recent past. Editorial writers commonly observe that this decline is due to factors like iPods, chat rooms, and other new forms of technological diversion and entertainment. But before these things there was television, and before that movies, and before that listening to the radio: forms of escapism have always existed, and where they do not exist people seeking escape will invent them. What is new is students being systematically, if unintentionally in some cases, deprived of exposure to and training in rich and complex texts of universal meaning.

The deterioration of the standard English 101 composition course is of such long standing that its low status and importance in four-year institutions is evident in the people chosen to teach such courses. In four-year institutions the courses are invariably taught by graduate students, people who with the best intentions nevertheless have little to no teaching experience, whose maturity level is only a few years beyond that of their students, and whose academic careers are by their nature too brief to have afforded them the time to have read widely and deeply enough. Frankly, in four-year institutions, the standard English composition course is viewed with snobbish contempt by the tenured faculty; it is trivial, burdensome grunt work, worthy only to be taught by graduate students, who do so to earn stipends for tuition and who fully intend to leave standard composition in the dust the moment they themselves get full-time academic jobs.

In community colleges, English 101 courses are likewise avoided by tenured faculty in favor of reading and other writing courses in which the standard composition paper grading-load is high and

the intellectual content of what is taught is intentionally unchallenging, since the underlying assumption is that community college students are incapable of reading anything else.

A Brief Discussion of the Remedy

A core goal of the National Great Books Curriculum Academic Community is to enable students and faculty to be able to engage in pedagogy that will, to the highest degree possible, nourish the spirit and enlarge the intellect by working with texts that contain the best that has been thought and said, and in so doing to increase the students' practical mental skills. This can best be achieved by dropping from standard composition books altogether the newspaper and magazine articles that focus on hot-button political issues and popular culture topics. Instead, students should be exposed to the writings of Great Books authors. The advantages of such an approach are clear. Free inquiry is far more likely to occur when the issues being presented are perennial questions of the human condition, rather than current controversies where students are far more likely to merely parrot the received wisdom of their families and friends and community; where dissenting students are more likely to feel intimidated about taking on a room full of opponents; and where discourse is far more likely to be replaced by highly charged emotional diatribes.

Beyond this, by reading and thinking about the Great Books students will not only be far more likely to have the opportunity to think dispassionately, but they will be thinking about something of perennial and not passing importance. Who today remembers the once-standard composition hot-topic issue of Elian Gonzales? Who five or ten years from today will recall Terri Schiavo? By contrast, students exposed for the first time to the models of discourse and the moral insights of Plato or Abraham Lincoln or Shakespeare will remember them with good reason, having been touched by them in a central part of their being.

What follows below, then, is an effort to provide a far more meaningful and much-needed Great Books alternative to the standard English composition course that is typically required at community colleges and four-year institutions nationwide.

It is entitled: English 101 with an Emphasis on Classical Rhetoric.

Its goal is to present the teaching of standard composition skills in the context of a living and diverse tradition of formal rhetoric that dates back two millennia. This context gives students an opportunity to view Composition 101 skills as something greater and more meaningful than simply a collection of practical skills. The course also introduces students to the major uses to which rhetoric has been put—judicial, deliberative, and invective, as well as the more familiar modes of comparison and contrast, personal narrative, and so on. The idea is to give students an overview of the philosophy and the major uses to which rhetoric has and is still being put. This has the potential to inspire a greater appreciation of composition and to see it in a more systematic way.

Benefits of the Course for Students and Faculty

1. *This course aims to increase students' cultural literacy and hence accelerate their orientation and level of comfort and self-confidence in courses outside the English Department.* Each essay assigned will contain a set of study questions involving small amounts of research to help prepare students for English 102, which has a research component. For example, students will be introduced to classical Greece (i.e., the Athens of Plato), the Enlightenment (i.e., the constitutional debates of America's Founding Fathers), and the modern American civil rights movement (together with its antecedents in the doctrines of Gandhi and Jesus).

2. *This course will increase students' critical thinking skills.* The Great Books focus on the largest and most basic questions of human existence, questions which by their nature are many-sided and forever open-ended. Through their examination of these texts, students in the class will be exposed to questions such as "What is the greatest good for the greatest number?" "What is true happiness?" "Is a utopian society possible?" "How ought a person to properly look at death?" "Is the truth worth dying for?" Moreover, because the emphasis is on classical rhetoric, students will also be required to analyze each assigned text to identify the rhetorical strategies and methods of organization employed and the reasons behind their use.

3. *The emphasis on classical rhetoric in this type of course is expected to help students by engaging in cross-curricular studies.* For example, in one course being offered in Spring 2005, students will be studying excerpts from J.S. Mill's *Utilitarianism*, James Madison's "The Federalist No. 10," James Baldwin's *Black Boy Looks at White Boy*," Martin Luther King's "Letter from Birmingham Jail," Mark Twain's "Letter to the Earth," and Plutarch's "On Contentment." Thus, students will be exposed to work in the fields of philosophy, political science, American history, English, and ethics. *In short, the students will leave having gained an introduction to the issues in other fields of study with which they will later be engaged, or they will increase their skills in areas in which they already have previous experience.*

4. *This course should increase reading skills.* As Edward P. J. Corbett, the author of *Classical Rhetoric for the Modern Student*, has noted, the more reading a person does of rich and complex texts, the greater one's vocabulary incrementally grows. For a student, this gain has the effect of compound interest. As a student's vocabulary grows through reading complex texts, the student is more able to read with comfort and comprehension ever-more complex work, thus receiving ever more rewarding intellectual pleasures and enrichment from exposure to the most important ideas. This increased proficiency then enables a student to read with greater skill in subsequent courses and to accelerate this growth by being more likely to read serious literature as an ongoing leisure activity.

5. *This course has the potential of immeasurably increasing the intellectual stimulation and creativity of faculty, and hence becoming a source of professional growth, satisfaction, and new involvement in the act of teaching.*

The Challenges and Rewards of Teaching Such a Course

1. *Problem.* The textbook for this course, *Classical Rhetoric for the Modern Student*, employs the rhetorical terms used from Greek and Roman classes in rhetoric down through the early part of the twentieth century, when such vocabulary and source materials began to be widely abandoned in the United States. Consequently, the vocabulary will be unfamiliar to students who may find such terms intimidating, confusing, and as a result, off-putting.

Solution. It is recommended that several points be emphasized to students to get them over this difficulty. The first is to stress that the terms themselves are of less importance than understanding the ideas they attempt to express and the students' capacity to master and apply them. The second is to stress that these terms are really evidence of the noble tradition of rhetoric (as well as the still-living tradition of misusing the techniques for fraudulent purposes). In other words, the terms demonstrate that students are not just in some required course concerning a discipline to which many come feeling inadequate and indifferent; the students are in a course that has a rich and important legacy. The third point is to stress that a classical rhetoric course is designed to help

students acquire *tools that will improve their capacity to analyze and think and avoid being manipulated by others*. The fourth is to stress that by repetition and continuous use in the course over the semester, the terms will lose their strangeness, and the students' use of them will gradually become second nature.

2. *Problem*. The texts selected for analysis and contemplation are complex. Again, students may encounter texts that stretch the limits of their own vocabularies and cultural literacy. The students may experience the complex and subtle concepts, style, and tone of such works as something that is stressful, confusing, difficult to comprehend, and as a result—boring.

Solution. It is recommended that students be told that they may find some of the selections frustrating, but part of the reason they are being assigned such texts is to push them to increase their vocabulary and reading levels and cultural and historical literacy. Students should be told that these selections are part of a determination to not dumb down the course, as is so often done, and that the tests of students who have taken a number of Great Books courses has demonstrated that the results over time show dramatic gains in practical reading skills and academic self-confidence. Students should especially be reassured that they will be given as much help as necessary in class by the instructor in paraphrasing and summarizing the main points made in the essay, or in any other passages which the students find confusing or have difficulties with. Students should also be reassured that over the course of the semester, their skills ought to improve through engagement with these texts, and the assignments in that sense ought to become easier. It is also extremely important that students be told that college work is *supposed to be challenging*, and that in order to master complex materials it is *normal* to struggle and face challenges. The students can be told that their own professors experienced the very same feelings of confusion and incomprehension when they themselves were in college studying materials such as these. It should be pointed out that in every academic discipline, from the sciences to mathematics to the humanities, serious exposure to the core body of knowledge takes time, patience, and effort. The rewards of such work, however, are uniquely precious.

Caveat

Edward P. J. Corbett's *Classical Rhetoric for the Modern Student* has been chosen for this course because it is unique in offering uniformly high-quality Great Books reading models. There is no other textbook like it on the market, to the best of this author's knowledge. However, this does not mean that the textbook is perfect and must be followed religiously. Hopefully more such textbooks will appear to provide faculty with a range of choices and approaches. In the meantime, however, this author does not assign many things in the book, such as the exercises in searching for information to teach mastery of libraries and their resources. Nor does this author assign the section concerned with formal exercises for students to generate something to say on a general topic.

Perhaps most importantly, this author does not confine himself, nor does he recommend other faculty confine themselves, to the reading selections and models contained in the textbook. There are several reasons for this. One is that a faculty member may honestly feel that the Augustan English of a selection like Burke's "Letter to a Noble Lord" is unnecessarily challenging for students in a way that Plato's *Apology* excerpt, which is also included in the textbook, is not. It is certainly equally legitimate, for example, to instead provide students with Abraham Lincoln's Second Inaugural Address as a model for analysis and emulation. Secondly, Great Books courses serve a special function in encouraging faculty to make their own courses fulfilling and challenging by exploring and rotating essays which they judge to be of special value and interest. This author, for example, recently taught Plutarch's essay "On Contentment."

In sum, *Classical Rhetoric for the Modern Student* is most profitably seen as a tool whose amount and degree of utility is best determined by the faculty member employing it.

Overview of the Course

The primary goal of this course is to teach the skills involved in being able to articulate and express one's thoughts and communicate important information in organized expository prose that is logical and expressed in clear and appropriate language. A further goal is to learn how to develop ideas with thoroughness and to provide specific and concrete elements to support one's points.

In the process of mastering these techniques and learning how to write skillfully, it is an equally important goal of this course to help students to gain formal thinking skills. Accordingly, the course homework and exams are designed to emphasize critical thinking, objective analysis, weighing of evidence, and the habit of performing research sufficient to be able to fully comprehend assigned essays from other eras.

To pass all reading assignments, students must underline at least one main idea on each page of assigned text.

Required Coursework

In this class students are required to write several 350–500 word essays on the texts studied in the course. These essays will be graded and will constitute the primary basis on which a student's grade is earned. Each reading assignment will be used as the basis for a student essay. Students are also required to complete various exercises, including ones concerned with literary style, rhetorical technique, summary and paraphrase, the integration of quotations, and the correct form of bibliographic citations.

Required Texts

Corbett, Edward P. J., and Robert J. Connors. *Classical Rhetoric for the Modern Student*. New York: Oxford University Press, 1999.

Hacker, Diana. *A Pocket Style Manual*. 3rd edition. Boston and New York: Bedford / St. Martin's, 2003.

Texts Studied in the Course

Edmund Burke, "Letter to a Noble Lord."

James Madison, "The Federalist No. 10"

Martin Luther King, Jr., "Letter from Birmingham Jail"

Jonathan Swift, "Rewards of Marlborough"

Plutarch, "On Contentment"

J. S. Mill, excerpts from *Utilitarianism*

Book of Lamentations (Revised Standard Version)

Mark Twain, "Letter to the Earth"

(Note: The first four study texts listed above are contained in Corbett's *Classical Rhetoric for the Modern Student*. The others are either supplied as handouts or are available online.)

Web Sites Where Assigned Primary Source Readings May be Downloaded

1. Excerpts from *Utilitarianism*, by John Stuart Mill (1863):
<http://www.utilitarianism.com/mill1.htm>
2. "Letter to the Earth," by Mark Twain: <http://www.armageddonbuffet.com/lettertoearth.html>

Syllabus

Week One

1. Overview of course content and class policies. Discussion of the skills that rhetoric gives students and the benefits of studying it with assistance of Great Books texts.
2. Purpose of a composition and elements of its proper organization. (Model essay from packet and text reviewed and worked on.)
3. Homework:
Classical Rhetoric for the Modern Student
Chapter 1: 15–26 (Overview of Rhetoric)
Chapter 5: 444–448 (Progymnasmata)
Pocket Manual: Document Design

Week Two

1. Review of first principles of argument and persuasion from the text
2. Common problems with first student in-class essays: fighting insincere, cliché-riddled, dead prose. (Sample exercise no. 1 from packet reviewed.) Importance of transitional words and phrases.
3. Preparation for how to take an in-class essay exam. Tips to reduce anxiety and increase efficiency during an in-class exam. Length, organization and pre-writing requirements explained. Techniques of pre-writing, or brainstorming, explained.
4. Homework:
Classical Rhetoric: "Letter to a Noble Lord" by Edmund Burke (excerpts), pp. 230–245
Study questions assigned

Week Three

1. Grammar review exercise and proofreading checklist reviewed
2. Discussion of Burke's "Letter to a Noble Lord," with special emphasis on rhetorical techniques of personal narrative, tone, and use of specific detail
3. Exam

Week Four

1. Review of exam papers for substance, organization, and grammar
2. Review of essay rewrite procedure
3. Follow-up exercise from handout for problems of clarity, punctuation, and grammar
4. Introduction to basics of argument: forms of appeals (emotional, logical, practical, ethical, etc.) and their use in composition
5. Homework:

Classical Rhetoric: Chapter 2: 87–110 (The Topics: Definition and Comparison)
Classical Rhetoric: James Madison, “The Federalist No. 10” and analysis, pp. 214–230 (emphasis on analysis and critique of essay’s claims, warrants, definitions, inferences forms of appeals etc.)
Study handout on “The Federalist No. 10” to be completed

Week Five

1. Discussion and analysis of study handout and Madison’s “The Federalist No. 10” for solidity of argument and forms of appeals and argument used as basis for next writing exam.
2. Exam
3. Homework:
Classical Rhetoric: Chapter 2: 101–120 (The Topics continued: Cause and Effect, Contradictions, etc.)
Pocket Manual: Parenthetical citations
Pocket Manual: Works cited

Week Six

1. Review of essay exams
2. Discussion of parenthetical citations and works cited
3. Parenthetical citation exercise assigned and reviewed
4. “Works cited” rules discussed and exercise distributed and reviewed
5. Homework:
Classical Rhetoric: Chapter 2: 62–71 (Logical Fallacies)
Logical fallacies exercise from packet
“Rewards of Marlborough” by Swift (handout in packet)
Study questions to be completed
Assignment to outline organization of essay

Week Seven

1. Basics of reasoning discussed: deductive reasoning, inductive reasoning, inferences, assumptions, etc.
2. Logical fallacies exercises reviewed
3. Discussion and critical analysis of anecdote and analogy as basis for argument using Plutarch’s “On Contentment” as source

Week Eight

1. Exam on Swift’s “Rewards of Marlborough”
2. Review of exams
3. Summary and paraphrase discussed and exercise distributed
4. Homework:
Classical Rhetoric: Chapter 2: 121–141 (The Topics continued)

Week Nine

1. Brief discussion of research and its resources

2. Discussion of The Topics continued
3. Homework:
 - Clarity exercise from handout
 - Defining key terms and use of definitions in rhetoric exercise
 - Classical Rhetoric*: Chapter 2: 70–84 (Ethical and Emotional Appeals)

Week Ten

1. Improving clarity and organization through eliminating wordiness. (Exercise from handout assigned and reviewed.)
2. Defining key terms and the use of definition in establishing objective criteria from which to clarify thought and construct arguments. Exercise from packet assigned and reviewed.
3. Homework:
 - Classical Rhetoric*: Dr. King’s “Letter from Birmingham Jail” and analysis, pp. 301–319
 - Study handout on “Letter from Birmingham Jail” to be completed

Week Eleven

1. Discussion of King’s “Letter from Birmingham Jail” reviewed with study handout
2. Exam on King’s “Letter from Birmingham Jail” with emphasis on uses of definition, establishment of criteria for argumentation, and soundness of arguments presented
3. Homework:
 - Classical Rhetoric*: Chapter 3: 256–276 (Arrangement of Material)
 - Homework: J. S. Mill, *Utilitarianism* excerpt (in packet)
 - Study handout on Mill’s *Utilitarianism*
 - Two-page outline of Mill’s *Utilitarianism*

Week Twelve

1. Review of exams
2. Discussion of strategies for arranging materials
3. Discussion and critical analysis of Mill’s *Utilitarianism*
4. Review study handout and excerpts from Mill’s *Utilitarianism*: further review and practice in careful *construction* of argument through definition of key terms, establishment of criteria, anticipating objections, and presentation of counter-argument
5. Homework:
 - Classical Rhetoric*: Chapter 4: 341–354, 381–411 (Style)
 - Excerpt from Book of Lamentations (handout)
 - Study questions assigned

Week Thirteen

1. Aspects and principles of literary style (the tropes: metaphor and simile, hyperbole, litotes, personification, anaphora, epistrophe, etc.)
2. Sample passage no. 2 reviewed and rewritten
3. Style exercises from handout and text

Week Fourteen

1. Exit exam
2. Aspects of style discussion and exercises continued
3. Homework:
 “Letter to the Earth” by Mark Twain (handout in packet)

Week Fifteen

1. Discussion of nature of satire, irony, parody, invective, reductio ad absurdum, and so on, in argumentation
2. Discussion of strengths and weaknesses of these forms of arguments
3. Analysis of Twain’s “Letter to the Earth”

Week Sixteen

Final exam and conferences

Grading Criteria

1. Writing courses are at bottom skills courses. The most basic skill by far that you have to master in them is the ability to write grammatically correct papers. In fact, the City Colleges consider the ability to write grammatically correct papers so important that in order to get academic credit for English 100, 101, and 102 a student must get a minimum of a "C" grade. This writing course will help you identify and work on problems you have with grammar. Nevertheless, since a passing grade in a college writing course is supposed to be a certification that you can write papers without a pattern of serious grammar errors, to pass this course you must be able to write papers that meet the criteria presented on the chart on page below.

2. Your grade will be determined *primarily* on the average score you earn through your written examinations. The first question to ask yourself if you wonder what kind of grade you are earning is, "How many major grammar errors do I make on the average in my papers?" Then refer to the chart below. Writing tests are graded as follows:

3. *Five* points are deducted for such major grammar errors as run-on sentences, sentence fragments, subject-verb disagreement, and shifts in time, number, and person. The same also holds for prose which is incoherent, repetitive, illogical, irrelevant, vague, confusing, lacking in transitions, or lacking in supporting examples.

4. *Three* points are deducted for such errors as spelling, capitalization, apostrophe misuse, lack of quotation marks, or inappropriate method of quotation.

Other Factors That Will Influence a Student Grade

As spelled out in its course description, the English Department at Wright College requires a student's grade in a writing course to reflect a mastery of certain skills in addition to grammatical proficiency. For this reason the following will also be observed:

1. Since a student must be able to demonstrate the ability to develop ideas fully, exams must meet the minimum length requirements set by the instructor in order to qualify for a passing grade. Exams that fall short of these minimums will not receive a passing grade regardless of their other virtues.
2. A student must be able to produce papers that are organized with a clear logical organization. The papers must also use sound logic within developmental paragraphs and must accurately quote and summarize from assigned texts. Just as important, a paper must also show a mastery of transition words and phrases that ensure coherence. Points will be deducted for omissions in any of these areas.
3. Points may be awarded or subtracted at the professor's discretion for particularly strong or weak content. However, since students very often demonstrate increased proficiency as they learn the skills being taught during the semester, a student's later work may be given extra weight by the instructor if in his judgment it is more indicative of the student's true skill level.
4. Exams will be given in class because a student, to be considered competent at composition, must be able to write a coherent and grammatically proficient paper within an appropriate period of time and without outside aid. Keeping abreast of coursework likewise is considered essential to learning in this class. For this reason, students are expected to take all exams on the day they are given. No make-up exams will be permitted beyond a week after the test was originally administered. *Five* points will be deducted from a student's written examination for each session missed.
5. A student must be capable when called on in class of demonstrating an ability to understand and analyze reading assignments. The ability, therefore, to contribute constructively to in-class discussions and demonstrate an informed knowledge of the assigned materials is also a factor in determining a student's grade.
6. Students need to practice their writing and reading skills independently throughout the semester. They are strongly encouraged to make use of tutorial services available on campus. Students are also *very strongly encouraged*, in writing classes, *to bring your professor sample paragraphs composed at home which can be reviewed together with him for errors and strengths*. Students who do extra work at home normally improve the most. No automatic extra credit points are awarded for these activities, because the ability to produce grammatically proficient papers in class is the only true demonstration of competence. However, the positive impression extra effort makes is not lost on the professor, especially when evaluating students on the borderline.

Grade	A	B	C	D	F
Range	100–90	89–80	79–70	69–60	59–0
Major Grammar and Syntax Errors or Equivalent Allowed: Development and Length	<p>1–2</p> <p>Strong control of syntax. Precise suitable words used. Can use complex structures accurately and effectively. Capable of using figurative language and rhetorical devices such as wit and irony.</p> <p>Subject is well defined. Organization plan followed.</p> <p>The thesis is explicit, clear and fully explained.</p> <p>Key terms defined when needed for clarity.</p> <p>Thoughtful with some insight and originality. Can compose relevant and logical counter argument sections in persuasive papers Minimum length of exposition met, as defined by instructor Abstractions adequately supported by relevant concrete examples Relationship between thesis and development sections explicit and clear throughout.</p> <p>Coherence made clear through division of major points into paragraphs and use of transitions. No logical fallacies, speciousness or farfetched reasoning or fundamental errors of fact. All points are logically developed and interrelated with no irrelevant digressions</p>	<p>2–4</p> <p>Sentences are usually correct. There may be some errors in complex structures. Subject is fairly well defined. Organization plan followed.</p> <p>Thesis is clear and adequately explained.</p> <p>Paper either defines all key terms or else is written with some insight and originality.</p> <p>Plan is basically clear. Many major points are separated into paragraphs and signaled by transitions. All points are logically developed and related. There may be minor digressions or gap. Minimum length of exposition met, as defined instructor Clear language and usually appropriate word choice. Generally sound logic. Most paragraphs contain relevant concrete examples to back up abstractions. Relationship between thesis and development sections clear through most of the exposition</p> <p>Coherence generally clear through some use of transitions. No more than one major logical fallacy or fundamental error of fact</p> <p>Basically sound use of counter-arguments sections. No basic counter-argument objections ignored</p>	<p>4–6</p> <p>Organization plan may be missing but thesis comprehensible.</p> <p>Has some unsupported generalizations or irrelevant details.</p> <p>Most points are logical. Some major points signaled by transitions.</p> <p>Clear expressions A few major sentence errors but overall command of sentence structure.</p> <p>Generally appropriate vocabulary but may lapse occasionally.</p> <p>Minimum length requirements met.</p> <p>Counter-arguments may be occasionally irrelevant or missing.</p>	<p>6–8</p> <p>Frequent unsupported generalizations or redundant expressions of ideas. Has some details but not all are clearly relevant.</p> <p>Few or no points signaled by transitions. Organization plan completely ignored or absent. Plan unclear</p> <p>Examples absent confused inappropriate or irrelevant.</p> <p>Pattern of logical fallacies, fundamental errors of fact. Numerous basic grammar and syntax errors.</p> <p>Length of essay does not meet minimum requirements. Ignores obvious need for counter-arguments in persuasive writing papers.</p>	<p>9 and over</p> <p>High frequency of errors prevents clear understanding of materials. Errors so numerous and serious they interfere with communication. Little or no knowledge of writing conventions. No evidence of a plan. Even opinions are stated without logical connection.</p> <p>Minimum length not met. Subject ill defined or absent.</p> <p>Illogical specious reasoning pattern of basic errors of fact.</p>

Readings Section

(Note: Only one of the required texts for the course, Swift's "Rewards of Marlborough," is reproduced here. This is because the other texts in the course are either in *Classical Rhetoric for the Modern Student* or are available on the websites listed earlier.)

The Rewards of Marlborough by Jonathan Swift

I will employ this present paper upon a subject, which of late hath very much affected me, which I have considered with a good deal of application, and made several enquiries about, among those persons who I thought were best able to inform me; and if I deliver *my* sentiments with some freedom, I hope it will be forgiven, while I accompany it with that tenderness which so nice a point requires.

I said in a former paper (Numb. 14) that one specious objection to the late removals at court, was the fear of giving uneasiness to a general, who has been long successful abroad: and accordingly, the common claim of our tongues and pens for some months past, run against the baseness, the inconstancy and ingratitude of the whole kingdom to the Duke of M[arlborough], in return of the most eminent services that ever were performed by a subject to his country; not to be equaled in history. And then to be sure some bitter stroke of detraction against Alexander and Cesar, who never did us the least injury. Besides, the people that read Plutarch come upon us with parallels drawn from the Greeks and Romans, who ungratefully dealt with I know not how many of *their most deserving generals*: while the Profounder politicians, have seen pamphlets, where Tacitus and Machiavelli have been quoted to show the danger of too resplendent a merit. Should a stranger bear these furious outcries of ingratitude against our general, without knowing the particulars, he would be apt to enquire where was his tomb, or whether he were allowed Christian burial? Not doubting but we had put him to some ignominious death.

Or, has he been tried for his life, and very narrowly escaped? Has he been accused of high crimes and misdemeanors? Has the prince seized on his estate, and left him to starve? Has he been hooted at as he passed the streets, by an ungrateful mob? Have neither honors, offices, nor grants, been conferred on him or his family? Have not he and they been barbarously stripped of them all? Have not he and his forces been ill paid abroad? And does not the prince by a scanty, limited commission, hinder him from pursuing his own methods in the conduct of the war? Has he no power at all of disposing commissions as he pleases? Is he not severely used by the ministry or Parliament, who yearly call him to a strict account? Has the senate ever thanked him for good success, and have they not always publicly censured him for the least miscarriage? Will the accusers of the nation join issue upon any of these particulars, or tell us in what point, our damnable sin of ingratitude lies? Why, it is plain and clear; for while he is commanding abroad, the Queen dissolves her Parliament, and changes her ministry at home: in which universal calamity, no less than two persons allied by marriage to the general, have lost their places.

Whence came this wonderful sympathy between the civil and military powers? Will the troops in Flanders refuse to fight, unless they can have their own lord keeper, their own lord president of the council, their own chief Governor of Ireland, and their own Parliament? In a kingdom where the people are free, how came they to be so fond of having their councils under the influence of their army, or those that lead it? Who in all well instituted states, had no commerce with the civil power, further than to receive their orders, and obey them without reserve.

When a general is not so popular, either in his army or at home, as one might expect from a long course of success; it may perhaps be ascribed to his wisdom, or perhaps to his complexion. The possession of some one quality, or a defect in some other, will extremely damp the people's favor, as well as the love of the soldiers. Besides, this is not an age to produce favorites of the people, while we

live under a Queen who engrosses all our love, and all our veneration; and where the only way for a great general or minister to acquire any degree of subordinate affection from the public, must be by all marks of the most entire submission and respect, to her sacred person and commands; otherwise, no pretence of great services, either in the field or the cabinet, will be able to screen them from universal hatred.

But the late ministry was closely joined to the general, by friendship, interest, alliance, inclination, and opinion, which cannot be affirmed of the present; and the ingratitude of the nation, lies in the people's joining as one man, to wish that such a ministry should be changed. Is it not at the same time notorious to the whole kingdom, that nothing but a tender regard to the general was able to preserve that ministry so long, till neither God nor man could suffer their continuance?

Yet in the highest ferment of things, we heard few or no reflections upon this great commander, but all seemed unanimous in wishing he might still be at the head of the confederate forces; only at the same time, in case he were resolved to resign, they chose rather to turn their thoughts somewhere else than throw up all in despair. And this I cannot but add, in defense of the people, with regard to the person we are speaking of, that in the high station he has been for many *years* past, his real defects (as nothing human is without them) have in a detracting age been very sparingly mentioned, either in libels or conversation, and all his successes very freely and universally applauded.

There is an active and a passive ingratitude; applying both to this occasion, we may say, the first is, when a prince or people returns good services with cruelty or ill usage: the other is, when good services are not at all, or very meanly rewarded. We have already spoke of the former; let us therefore in the second place, examine how the services of our general have been rewarded; and whether upon that article, either prince or people have been guilty of ingratitude.

Those are the most valuable rewards, which are given to us from the certain knowledge of the donor, that they *fit our temper best*: I shall therefore say nothing of the title of Duke, or the Garter, which the Queen bestowed [on] the general in the beginning of her reign; but I shall come to more substantial instances, and mention nothing which has not been given in the face of the world. The lands of Woodstock, may, I believe, be reckoned with 40,000 pounds sterling. On the building of Blenheim Castle 200,000 pounds sterling have been already expended, though it be not yet near finished. The grant of 5,000 pounds sterling *per ann.* on the post-office is richly worth 100,000 pounds sterling. His principality in Germany may be computed at 30,000 pounds sterling. Pictures, jewels, and other gifts from foreign princes, 60,000 pounds sterling. The grant at the Pall-Mall, the rangership, &c. for want of more certain knowledge, may be called 10,000 pounds sterling. His own, and his duchess's employments at five years' value, reckoning only the known and avowed salaries, are very lowly rated at 100,000 pounds sterling. Here is a good deal above half a million of money, and I dare say, those who are loudest wish the clamor of ingratitude will readily own that all this is but a trifle in comparison of what is untold.

The reason of my stating this account is only to convince the world, that we are not quite so ungrateful either in comparison to the Greeks or the Romans. And in order to adjust this matter with all fairness, I shall confine myself to the latter, who were much the more generous of the two. A victorious general of Rome in the height of that empire, having entirely subdued his enemy, was rewarded with the larger triumph; and perhaps a statue in the Forum, a bull for a sacrifice, an embroidered garment to appear in: a crown of laurel, a monumental trophy with inscriptions; sometimes five hundred or a thousand copper coins were struck on occasion of the victory, which doing honor to the general, we will place to his account; and lastly, sometimes, though not very frequently, a triumphal arch. These are all the rewards that I can call to mind, which a victorious general received after his return from the most glorious expedition, conquered some great kingdom, brought the king himself, his family and nobles to adorn the triumph in chains, and made the kingdom either a Roman province, or at best a poor depending state, in humble alliance to that empire. Now of all these rewards, I find but two which were

of real profit to the general; the laurel crown, made and sent him at the charge of the public, and the embroidered garment; but I cannot find whether this last were paid for by the senate or the general: however, we will take the more favorable opinion, and in all the rest, admit the whole expense, as if it were ready money in the general's pocket. Now according to these computations on both sides, we will draw up two fair accounts, the one of Roman gratitude, and the other of British ingratitude, and set them together in balance.

A Bill of Roman Gratitude	<i>pounds sterling. s& ed</i>	A Bill Of British Ingratitude	
Imprimis for frankincense and earthen pots to burn it in	4 10	Imprimis Woodstock	40,000
A bull for sacrifice	8 0	Blenheim	400,000
An embroidered garment	50 0	Post-office grant	100,000
A crown of laurel	0 0	Mildenheim	30,000
A statue	100 0	Pictures, jewels, &c	60,000
A trophy	80 0	Pall-Mall grant, &c	10,000
A thousand copper medals value half pence a piece	2 1 8	Employments	100,000
A triumphal arch	500 0	total	Sum £ 540,000.00
A triumphal car, valued as a modern coach	100 0		
Casual charges at the triumph	150 0		
Sum	£ 944. 11		
total			

This is an account of the visible profits on both sides; and if the Roman general had any private perquisites, they may be easily discounted, and by more probable computation, and differ yet more upon the balance; if we consider, that all the gold and silver for safeguards and contributions, also all valuable prizes taken in the war were openly exposed in the triumph, and then lodged in the Capitol for the public service.

So that upon the whole, we are not yet quite so bad at worst, as the Romans were at best. And I doubt those who raise this hideous cry of ingratitude, may be mightily mistaken in the consequence they propose from such complaints. I remember a saying of Seneca, *Multos ingratos invenimus, plures facimus*; "We find many ungrateful persons in the world, but we *make* more," by setting too high a rate upon our pretensions, and undervaluing the rewards we receive. When unreasonable bills are brought in, they ought to be taxed, or cut off in the middle. Where there have been long accounts between two persons, I have known one of them perpetually making large demands and pressing for payments, who when the accounts were cast up on both sides, was found to be creditor for some hundreds. I am thinking if a

proclamation were issued out for every man to send in his bill *of merits*, and the lowest price he set them at, what a pretty sum it would amount to, and how many such islands as this must be sold to pay them. I form my judgment from the practice of those who sometimes happen to pay themselves, and I dare affirm, would not be so unjust to take a farthing more than they think is due to their deserts. I will instance only in one article. A lady of my acquaintance, appropriated twenty-six pounds a year out of her allowance, for certain uses, which her woman received, and was to pay to the lady or her order, as it was called for. But after eight years, it appeared upon the strictest calculation, that the woman had paid but four pound a year, and sunk two-and-twenty for her own pocket. It is but supposing instead of twenty-six pound, twenty-six thousand, and by that you may judge what the pretensions of *modern merit* are, where it happens to be its own paymaster.

Sample Study Questions

There are two purposes for the required study guide questions listed below. The first is to enable you to read the assigned essay with greater comprehension, ease, and appreciation. The second purpose is to introduce you to, and imbue in you, the basic research skills necessary to pass English 102, prepare papers for other courses, and handle job-related research tasks. These study guide questions also strive to help you build your vocabulary and, in consequence, your reading skills.

Note: The study guide assignment is marked Pass and Fail. To receive a pass you must answer *all* questions asked.

Study Questions for Burke's "Letter to a Noble Lord."

1. Who was Edmund Burke, and why did he receive a pension from the King of England at the end of his life? That is, what particular accomplishments was he honored for?
2. Who was King Henry VIII ? When did he live, and what did he do with the lands held by the Catholic Church during his reign and why?
3. Who was the first Duke of Bedford and how did he gain his title?
4. List three points of comparison Edmund Burke makes between himself and the then current Duke of Bedford. Explain what point he is trying to make by doing this.
5. Edmund Burke calls the Duke of Bedford a "leviathan." What is a leviathan?
6. Calling the Duke of Bedford a leviathan employs the rhetorical techniques of metaphor and analogy. But Burke is also using the term "leviathan" to ridicule the Duke of Bedford. Explain from the context in which the term "leviathan" is used what criticism Burke is making.

Study Questions for Madison's "The Federalist No. 10"

Key cultural background:

1. What are "The Federalist" papers?
2. Who is James Madison, when did he live, and what was his purpose in writing "Federalist No. 10?"

Definition in argument:

3. Madison defines "faction" in his paper. What is a faction according to Madison?

Abstracting particular to the general:

4. Madison mentions some of the problems “factions” may pose. In our society a “faction” would be a political party or a special interest group. Describe at least one of the problems Madison says a faction presents in his society and tell whether you think the same problem exists in our society today.

Key terms and criteria in argument:

5. Madison uses the technique of classification and division in discussing a “democratic” and a “republican” form of government. What is the difference between them, and what are the problems he sees in a republic over a democracy?

Classification and division:

6. Madison uses classification and division to discuss the possible ways to eliminate the problem of factions. What are they?

Key assumptions:

7. Madison makes explicit and implicit claims about human nature in “Federalist No. 10.” That is, he sometimes states his assumption about human beings outright, and sometimes he assumes or infers it. What is it in human nature, according to Madison, that makes it impossible for a person to be a judge in a case involving himself?

8. Why, according to Madison, is it impossible to have perfect equality in any society no matter how it is structured?

9. According to Madison, what is it in human nature that makes it impossible for people to unanimously agree on anything?

Study Questions for Dr. King’s “Letter from Birmingham Jail”*Key cultural background:*

1. Who was Martin Luther King? That is, what was his major work, over what period did he do it, and what is considered his major contribution to society?

2. What was the Montgomery, Alabama, bus boycott? What was the source of the conflict, and what was Dr. King’s role in it?

3. Dr. King got his ideas from Jesus and Mahatma Gandhi. Cite the doctrine that he adapted from Jesus and the strategy he got from Gandhi.

Key term:

4. Define the term “passive resistance.” Explain how Dr. King used it, and speculate on why it worked.

Key definition in argument:

5. Dr. King offers a definition of a just law and an unjust law. Tell us what his definition of each one is.

Rhetorical analysis:

6. In analyzing the rhetorical structure of the speech, the textbook author says of King’s letter that “basically the structure is one of refutation first and confirmation second.” Paraphrase this description and explain what this means in your own words. Then cite one example of an early refutation and one example of a later confirmation.

7. Establishment of criteria: On page 307 Dr. King asserts criteria for when it is permissible to break a law. What is this criterion, and give an example of how King met those criteria.

8. Logical fallacy for analysis: On page 308 Dr. King says, “In your statement you assert that our actions, even though peaceful, must be condemned because they precipitate violence. But is this a logical assertion?” Cite the logical fallacy or fallacies King then accuses his critics of making.
9. Rhetoricians often advise writers to try to get the audience on their side in the opening paragraph, either through charming content or a point of view that the audience will agree with or at least be sympathetic to. To what degree and where does Dr. King do this, and to what degree does he refuse to do so, and why?

Study Questions for Swift’s “Rewards of Marlborough”

Key cultural background:

1. What is a Roman triumph and why was it awarded?
2. Who is Jonathan Swift, and when did he live?
3. Who was the Duke of Marlborough, and what did he do to inspire the gratitude of the English?
4. Who were Julius Caesar and Alexander the Great, and why is Swift comparing them to the Duke of Marlborough?

Rhetorical analysis:

5. Swift presents two lists of expenses—one for a Roman triumph and one for the Duke of Marlborough’s gifts from the English. What is the rhetorical strategy used by presenting these two lists?
6. Define the following rhetorical strategies Swift uses in his essay, and give an example of his use of each one: irony, ridicule, hyperbole.
7. In the third paragraph of his essay Swift uses the rhetorical strategies of repetition, parallel structure, and rhetorical question. Tell what parallel structure and rhetorical question are, and what Swift’s rhetorical strategy is in having all the answers to his rhetorical questions be the same.

Vocabulary: Define the following words.

ingratitude
affected
confederate
eminent
Parliament

Study Questions for Mill’s *Utilitarianism*

Key cultural background:

1. Who is John Stuart Mill and when did he live?

Key terms:

2. What is utilitarianism?
3. Paraphrase and summarize the term “the greatest good for the greatest number.”

Rhetorical strategy:

1. Mill divides and classifies happiness on page 54. Summarize each kind of happiness he describes.
2. Find an example of each form of argument Mill makes in this essay:
 - defining his terms
 - establishing criteria
 - refutation (i.e., anticipation of possible objections and answers to them)

logic

Vocabulary: Define the following words:

ascertained
theology
anomaly
criterion

Sample Essay Questions

Essay Questions for Burke's "Letter to a Noble Lord"

1. Summarize the main arguments used by Edmund Burke to defend and justify the pension he was awarded by the King of England. After you do so, explain which of the arguments were the most sound and which were the least sound.
2. Discuss the use of irony by Burke in his "Letter to a Noble Lord." Give three examples of the different kinds of irony that Burke uses (e.g., sarcasm, ridicule, *reductio ad absurdum*). For each example you give, *you must also provide a paraphrase for it—that is, put in your own words what Burke is really saying*. Finally, analyze the validity of the point made by the particular example of irony. Remember, sometimes irony can be effective even though the point being made is invalid.
3. Identify the major rhetorical tools that Burke employs in "Letter to a Noble Lord" and give an example of each one.

Essay Questions for Madison's "The Federalist No. 10"

1. James Madison asserts several claims in "The Federalist No. 10" about human nature—that is, what people are like in all places. Describe what these claims are specifically and why they make for problems in a democracy. Then discuss your reasons for feeling his claims are valid or invalid (you may argue they are a bit of both if you choose). To do this you are encouraged to bring in any examples you choose concerning things you have seen in local or national government, the workings of lobbyists and special interest groups, and even things in non-governmental organizations to which you may belong.
2. Describe at least three rhetorical strategies Madison uses to present his arguments in "Federalist No. 10." Tell what they are, give examples from his essay, and discuss how in your view they did or did not make the ideas easier to grasp and evaluate.
3. Select one or more of the problems in making sure we have a just and fair government that Madison talks about and compare or contrast this to the state of government today. For example, Madison says one big problem in a democracy is that a minority in government will make laws that will personally enrich them or satisfy their own personal prejudices without caring what is best for the people or the country. You can look at how local or national government is conducted today and give some specific examples to show how the problem Madison is trying to solve is or is not a problem today. You can also discuss other problems he mentions in his essay, such as the majority tyrannizing over the minority.

Essay Questions for King's "Letter from Birmingham Jail"

1. Martin Luther King was in jail for breaking the law. He spends a considerable portion of his "Letter from Birmingham Jail" discussing the breaking of the law in defending himself. Summarize his critique of law—including his definition of a just and an unjust law, when he feels it is permissible to break the law, and why he feels he himself can do so. After doing this, discuss whether you know of a law that you would be willing to break using King's criteria—which includes being willing to accept the consequences of breaking it.
2. Discuss the psychological portrait of himself that King indirectly presents in his reactions to the accusations made against the civil rights activists and the physical dangers they faced. Why is he so calm in the face of such danger? Cite statements from each of the texts.
3. Identify analogies and precedents used in King's "Letter from Birmingham Jail." Describe at least two and analyze the points each of them tries to make. Can you see any similarities or basic differences in the kinds of analogies used here?
4. Identify and analyze the arguments that King uses in defending his actions and explain which ones you believe are the strongest and why. Also be sure to mention any other arguments he uses which you believe are unconvincing or illegitimate because his assumptions, his logic, or his methods of arguing are weak, illogical, or illegitimate.

Essay Questions for Swift's "Rewards of Marlborough"

1. Swift uses the following rhetorical tools in "Rewards of Marlborough": comparison and contrast (i.e., similarities and differences), classification and division, precedent, and maxim. Identify an example of each rhetorical tool, and discuss which of them in your view is the most persuasive and why.
2. Discuss the use of irony by Swift in "Rewards of Marlborough." Give three examples of the different kinds of irony that Swift uses (e.g., sarcasm, ridicule, and *reductio ad absurdum*). For each example you give, *you must also provide a paraphrase for it—that is, put in your own words what Burke is really saying*. Finally, analyze the validity of the point made by this particular example of irony. Remember, sometimes irony can be effective even though the point being made is invalid.
3. Discuss the situation Swift describes in "Rewards of Marlborough," keeping in mind how his society rewarded generals and how ours rewards them. Discuss the reasons why each society rewards its own generals in its particular way, and then discuss which one you consider the most fair. If you can think of a better system of rewarding such people, explain it and what the reasons are that justify it.

Essay Question for Mill's *Utilitarianism*

1. J. S. Mill says that the greatest forms of human happiness a person can experience are those that benefit other people and not just oneself. Explain why Mill makes this claim by giving an example of this kind of happiness, and compare it to another example of a form of happiness that benefits only oneself. After giving all of Mill's reasons for this, discuss whether you agree or disagree with Mill completely or in part. Since Mill makes part of the basis of his proof one's own individual experience, you are encouraged to make this part of the basis of your argument as well. You may find that using your own experience or that of someone you know is useful in making your point.

Recommended Further Reading Assignments for Essays

The following selections were suggested by Professor Peter Redpath.

Cicero:

De Oratore
On Friendship
On Duties

Rene Descartes:

“Introduction to the Dean and Faculty of Sacred Theology at the University of Paris”
 “Reader’s Preface to His ‘Meditations of First Philosophy’”

David Hume:

“An Abstract of a Book Lately Published, Entitled, “A Treatise of Human Nature, Etc.,” in *A Treatise of Human Nature*

Immanuel Kant:

“Dedication to His Excellency the Royal Minister of State, Baron von Zedlitz,” from *Critique of Pure Reason*
 “Conjectures on the Beginning of Human History”
 “An Answer to the Question ‘What Is Enlightenment?’”
 “Perpetual Peace”

Gotthold Lessing:

“Education of the Human Race”

Pico della Mirandola:

“Oration on the Dignity of Man”

Plato:

Gorgias

Jean-Jacques Rousseau:

“Discourse on the Arts and Sciences”

Supplementary Excerpts and Related Essay Topics

1. Evaluate the definition of a hero below and discuss who you know personally or who you have read about who fits the definition and how. You can also discuss who is considered a hero by our society but who does not fit this description.

The hero acts alone, without encouragement, relying solely on conviction and his own inner resources. Shame does not discourage him; neither does obloquy. Indifferent to approval, reputation, wealth, or love, he cherishes only his personal sense of honor, which he permits no one else to judge. La Rochefoucauld, not always a cynic, wrote of him that he does "without witnesses what we would be capable of doing before everyone." Guided by an inner gyroscope, he pursues his vision single-mindedly, undiscouraged by rejections, defeat, or even the prospect of imminent death. Few men can

even comprehend such fortitude. Virtually all crave some external incentive: the appreciation of peers, the *possibility of exculpation*, the *promise of retroactive affection*, the hope of rewards, applause, decorations, of emotional reparations in some form. Because these longings are completely normal, only a man with towering strength of character can suppress them.

—William Manchester

2. Analyze the differences Shaw is pointing out in the contrasts he draws. What is he literally saying is the difference between the paired terms?

Your friends . . . are not beautiful: they are only decorated. They are not clean: they are only shaved and starched. They are not dignified: they are only fashionably dressed. They are not educated: they are only college passmen. They are not religious: they are only pew renters. They are not moral: they are only conventional. They are not virtuous: they are only cowardly. They are not even vicious: they are only "frail . . ." They are not prosperous: they are only rich. They are not loyal, they are only servile; not dutiful, only sheepish; . . . not determined, only obstinate; not masterful, only domineering; . . . not self-respecting, only vain; not kind, only sentimental; not social, only gregarious; not considerate, only polite; not intelligent, only opinionated . . . not disciplined, only cowed; and not truthful at all—liars every one of them, to the very back-bone of their souls.

—George Bernard Shaw

Sample Essay Exam Organization and Exercise

In this exercise, students are to generate plausible, concrete examples and create their own personal narrative paragraphs as a form of practice essay. An example of such an essay is given below.

My Job

I dislike my job. There are three reasons for this. First, the work itself is very boring. Secondly, the people with whom I work are unfriendly and difficult to work with. Thirdly, the pay is too low.

First the work is very boring. I am a flocker at an artificial Christmas tree factory. Flock is the fake white stuff that is glued to artificial Christmas trees to make the trees look like they are covered with snow. The flock is sprayed onto the aluminum branches from a hose. It comes out of the hose in the form of a wet paste. It took about one minute to train me how to do this job. This is not because I am so intelligent. It is because you could be practically brain dead and still do this job adequately. Just imagine having to water your lawn for eight hours a day with a white gluey paste and you can see that the problem with such work is that after the first three minutes of doing it you are totally bored doing it. Yet you have to do it day in and day out week in and week out if you want to make a living and support yourself. Frankly, since my job requires not thought whatsoever there is nothing to think about or distract you so there is hardly a day that I do this job where every minute does not seem like the slowest hour of my life. There is no one to talk to because the machinery is so noisy. Worse, no one wants to come near me while I am working because the flock is a paste and it clings to their clothes and hair. At the end of a day I look like an abominable snowman because I am completely covered in dried flock. Worst of all, however, is that I not only look abominable I *feel* abominable knowing that I have to go back to that same boring job the next day.

Grammar and Corrections Reviews

Part One: Essay with Sample Errors and Corrections

I am going to argue that Voltaire is correct **wen (sp -3)** he argues in Candide that life on earth is hell in many ways. **I agrees (s\v -5)** with Voltaire for three reasons **first (r/o -5)** I feel that Voltaire accurately describes in Candide how selfish people often are and how **he (s\n -5)** inflict misery on **you (s/p -5)** as a result, (incorrect punctuation -3). Secondly I **Feel (-3)** that **voltaire (-3 cap) describes accurately. (Frag -5) Common forms of cruelty in society. (Frag -5) (punct -3).** Thirdly, I agree with Voltaire that **peoples (-3 poss) emotional live's (-3 poss)** tend to range from worries to **bordom (-3 sp)** and this **suggest (-5 s\v)** that human nature **guarantees that everyone who was alive in the history of the earth was and will be happy every minute of their lives. (-5 logic/non sequitur).** First, I **fill (-3 sp/word confused)** that Voltaire, in Candide, accurately describes the selfishness of people. **(-5 transition needed).** **Superman and Candide met on their sea voyage to Lisbon (incorrect fact-5)** and he told Candide **I am most pleased to make your acquaintance. (-3 quotation marks needed)** **Candide also watches this sailor from drowning by Jacques the Anabaptist (-5 n/s not a sentence).** Jacques fell into the sea and he refused to risk his life. **(-5 confusing/explain).** The sailor reaches shore **(-5 s/t shift in verb tense).** **He ignored the sufferings by an earthquake, (-5 awk/unc) which is what everybody in the world would do. (-5 overgeneralization).** **Of course the descriptions of nature in the book are nice even if they take up a lot of space. (-5 rel? irrelevant).**

This is why I feel that Voltaire describes life as hell on earth. **(-5 repetitive) (-20 essay does not contain minimum number of sentences. Underdeveloped).**

Grammar Review: Part Two

Directions: The examples below are taken from papers written by City College of Chicago students. Identify the name of the errors made and make the necessary corrections either below or on a separate sheet of paper.

Grammar Problems

1. My aunt is a very quite lady.
2. Such as hugging and kissing
3. First honesty that helps me go through life with respect.
4. When a person knows what they want and is a good planner.....

Punctuation Problems

5. (Title) The mate for me
(Title) *THE MATE?*

Clarity, Substance, or Logic Problems

6. For an outgoing person the conversation will always flew and there will never be an awkward moment.
7. My dream girl may be similar to many other men.
8. When a couple have children in most cases they turn out to be a well educated adults.
9. Another important quality is fitness and figure of my mate.
10. There are many qualities in life, everyone has their own.
11. In our society today the perfect or right person you want to spend time with you the rest of your life is hard to come by.
12. My mate should feel that she is the most beautiful girl in the world through my eyes and hers.
13. My future mate must be learned enough to express her thoughts equitorally.
14. When a person is ready to settle down with a mate he or she always have to look at each others qualities.
15. My mate has to be a romantic person. He has to be romantic because I am not a romantic person.
16. Women are the fruit of the earth. They are the answer to every man's dream.
17. I understand that its important but over doing yourself sometimes makes things worse.
18. Someone who shares their thoughts and is willing is much easier to get along with.
19. The third and last quality I will talk about is future.
20. He has to be strong minded because there is too many means of temptation in the world.

Exam Proofreading Checklist

1. Have you included your brainstorming or pre-writing?
2. Does your paper meet the minimum length requirement of 350–500 words?
3. Have you included your name on every page in a header?
4. Have you followed the required organization plan discussed in class?
5. Have you read over your paper to make sure all sentences are clear and all paragraphs are tied together with transitions?
6. Have you run spell-check, or used a dictionary to make sure you spelled all words correctly and used them properly?

7. Have you read over your work carefully looking for the following:
- run-ons
 - sentence fragments (Pay special attention to the introduction paragraph where you wrote the reasons why you are arguing the position you chose. Are they all complete sentences?)
 - shift in time
 - subject-verb disagreement
 - shift in number apostrophes to signify possessives?
 - indent five spaces to start a new paragraph?
8. For students for whom English is a second language: have you double-checked to make sure you are using correct prepositions and articles?
9. Do you have question marks at the ends of interrogatory sentences, and quotation marks where you are reproducing someone's exact words?

<input type="checkbox"/>	A The	Incorrect Article Usage	<input type="checkbox"/>	Qtd	Quotation Poorly Integrated.
<input type="checkbox"/>	A An	Incorrect Indirect Article Usage	<input type="checkbox"/>	Ref?	Unclear Referent
<input type="checkbox"/>	Adv	Adverb Error	<input type="checkbox"/>	Rel?	Irrelevant
<input type="checkbox"/>	Awk.	AWKWARD	<input type="checkbox"/>	REP	REPETITIVE, REDUNDANT
<input type="checkbox"/>	Bstg	No Brainstorming Or Other Pre	<input type="checkbox"/>	R/O	Run-On
	Writing				
<input type="checkbox"/>	Cap	CAPITALIZE	<input type="checkbox"/>	SLANG	LANGUAGE TOO INFORMAL
<input type="checkbox"/>	C.S	Comma Splice	<input type="checkbox"/>	S/N	Switch In Number
<input type="checkbox"/>	Com	Comma Omitted, Misplaced	<input type="checkbox"/>	S/P	Switch In Person
<input type="checkbox"/>	Conf	Confusing	<input type="checkbox"/>	S/T	Switch In Time
<input type="checkbox"/>	Cont	Contraction Or Apostrophe Missing	<input type="checkbox"/>	S/V	Subject Verb Disagreement
	Or Misused				
<input type="checkbox"/>	D/N	Double Negative	<input type="checkbox"/>	Source?	Author Citation Required
<input type="checkbox"/>	Ex?	Examples Needed	<input type="checkbox"/>	Sp	Spelling Error
<input type="checkbox"/>	Exp	Explain And Elaborate Point Being	<input type="checkbox"/>	Syntax	Meaning Of Sentence Is Garbled
	Made				
<input type="checkbox"/>	Frag	Sentence Fragment	<input type="checkbox"/>	Trans	Transition Needed
<input type="checkbox"/>	Huh?	Meaning Is Unclear	<input type="checkbox"/>	Und	Underdeveloped
<input type="checkbox"/>	Log?	Illogical	<input type="checkbox"/>	Unnec	Unnecessary
<input type="checkbox"/>	Mech	Mechanics	<input type="checkbox"/>	Vb	Verb Endings
<input type="checkbox"/>	N/S	Not A Sentence	<input type="checkbox"/>	W/C	Word Confused With Similar Sounding
				One	
<input type="checkbox"/>	Overgen	Overgeneralization	<input type="checkbox"/>	Wordy	Unnecessary Verbiage. Be Concise
<input type="checkbox"/>	P#	Page Citation Required	<input type="checkbox"/>	W/W	Wrong Word
<input type="checkbox"/>	Pll	Parallel Construction Not Observed	<input type="checkbox"/>	¶	Paragraph Indentation Required
<input type="checkbox"/>	Pl/Ps	Plural And Possessive Form Confused	<input type="checkbox"/>	2 Sp	Double-Space Material
<input type="checkbox"/>	Poss	Possessives Apostrophe Omitted Or	<input type="checkbox"/>	?	Question Mark Needed
	Misused				
<input type="checkbox"/>	Prep	Preposition Error	<input type="checkbox"/>	“ “	Quotation Marks Needed
<input type="checkbox"/>	Pro/Sub	Pronoun Form Error	<input type="checkbox"/>	//	Quotation Marks Not Needed
<input type="checkbox"/>	Punct	Punctuation Incorrect Or Missing	<input type="checkbox"/>	///	Quotation Marks Used Incorrectly

Essay Rewrite Guide: Key to Correction Markings Made by Your Professor

Steps Required For Rewrite Homework for Every Essay Exam

Review your essay and identify every form of error on it. A key that explains the abbreviations used to indicate errors is provided below.

1. If available in your handbook, do *at least* one set of exercises for each error you make, and bring the book to class for verification by the instructor. You are welcome to do the exercises in the handbook. However, instead, you may write out the exercises on a separate sheet of paper.
2. Rewrite the entire essay incorporating the professor's corrections and supplementing additional work of your own if it was underdeveloped.
3. Concerning spelling errors: a student is required to make out index cards and write the word correctly spelled on one side and the definition on the other and bring this to the class. These cards are meant to serve as flash cards for drill at home.

Exercises Concerning Style for Use with *Classical Rhetoric for the Modern Student*

1. Anaphora: repetition of the same word or group of words at the beginning of a series of sentences or clauses.

Break the compound sentence below into three sentences that all start with the same words.

There were a number of things that were important to me and among them were that I could earn the guy's trust and his respect and eventually his business.

2. Epistrophe: repetition of the same word or group of words at the ends of successive sentences or clauses.

Rearrange the following sentence into three sentences that all end with the phrase "live with integrity."

I would answer to live with integrity if someone asked me what is most important to me. To live with integrity in I believe it is the surest way to feel good about yourself and live a life of the most durable happiness. I would hope I would choose to keep my integrity. If someone were to offer me a lot of money, or fame, or power in exchange for doing things I know are not right.

3. Metaphor: a comparison between two things of unlike nature made to emphasize a particular characteristic in order to heighten the impression and forcefulness of a point being made. Similar to an analogy. A metaphor equates one thing with another.

Simile: a comparison between two things, like above, but done with the use of "like" or "as" in the sentence.

Take the five pairs of things below and make one metaphor and one simile for each of them. The sentences should resemble each other closely.

He was as smart as..... He was as unintelligent as.....
 I need this loan as much as.....
 This guy is so gutless he has a spine like.....
 This guy is so gutsy he has a spine like.....
 A person's future and a set of weather conditions.

5. Hyperbole: use of exaggerated terms for emphasis or heightened effect.

Express the following hyperbolically:

I felt so bad getting turned down for that job I wanted to.....
 This guy is so dishonest and untrustworthy he would.....
 What you would like to see happen to a person who has personally disappointed or upset you: I
 hope this guy.....

6. Litotes: understatement

Take the following description of a dictator and rewrite it so that it is understated. (Hint: try to rewrite it so it sounds like you are looking on the bright side of what the dictator did or are even being sarcastically positive.)

Of the 10 million people in his country, the dictator murdered nearly a million. Of the 10 billion dollars worth of natural resources that his country exports a year he is estimated to have stolen one billion a year for his own personal use. While in office he built up a secret police force that was so large that there were not enough men left over to do things like pick up the garbage and drive the buses so people could get to work. He spent 20 million a year alone putting photos and statues and murals of himself into practically every household, public building, and town square so that there was no money left over to help people on welfare

7. Personification: giving human qualities to abstract or inanimate things.

Personify the things below:

If that college course were a person or a beast it would be a

If my car were a person or animal or beast it would be a.....

If my luck recently were a person or a beast it would be a.....

Exercise Concerning Literary Style and Rhetorical Technique

Identify and explain the meanings of the metaphors in the excerpts below. Also point out examples of such techniques as parallel structure, cause and effect, contrast, repetition of key words, and other literary devices.

Excerpts from Book of Lamentations (Revised Standard Version)

1: How lonely sits the city that was full of people! How like a widow has she become, she that was great among the nations! She that was a princess among the cities has become a vassal. 2: She weeps bitterly in the night, tears on her cheeks; among all her lovers she has none to comfort her; all her friends have dealt treacherously with her, they have become her enemies. 3: Judah has gone into exile because of affliction and hard servitude; she dwells now among the nations, but finds no resting place; her pursuers have all overtaken her in the midst of her distress. 4: The roads to Zion mourn, for none come to the appointed feasts; all her gates are desolate, her priests groan; her maidens have been dragged away, and she herself suffers bitterly. . .

From the daughter of Zion has departed all her majesty. Her princes have become like harts that find no pasture; they fled without strength before the pursuer. 7: Jerusalem remembers in the days of her affliction and bitterness all the precious things that were hers from days of old. When her people fell into the hand of the foe, and there was none to help her, the foe gloated over her, mocking at her downfall. 8: Jerusalem sinned grievously, therefore she became filthy; all who honored her despise her, for they have seen her nakedness; yea, she herself groans, and turns her face away. . . 10: The enemy has stretched out his hands over all her precious things; yea, she has seen the nations invade her sanctuary, those whom thou didst forbid to enter thy congregation. 11: All her people groan as they search for bread; they trade their treasures for food to revive their strength. "Look, O LORD, and behold, for I am despised." . . .

15: "The LORD flouted all my mighty men in the midst of me; he summoned an assembly against me to crush my young men; the Lord has trodden as in a wine press the virgin daughter of Judah.

16: "For these things I weep; my eyes flow with tears; for a comforter is far from me, one to revive my courage; my children are desolate, for the enemy has prevailed."

20: "Behold, O LORD, for I am in distress, my soul is in tumult, my heart is wrung within me, because I have been very rebellious. In the street the sword bereaves; in the house it is like death. 21: "Hear how I groan; there is none to comfort me. All my enemies have heard of my trouble; they are glad that thou hast done it. Bring thou the day thou hast announced, and let them be as I am. . .

Lamentations: Chapter 5

1: Remember, O LORD, what has befallen us; behold, and see our disgrace! 2: Our inheritance has been turned over to strangers, our homes to aliens. 3: We have become orphans, fatherless; our mothers are like widows. 4: We must pay for the water we drink, the wood we get must be bought. 5: With a yoke on our necks we are hard driven; we are weary, we are given no rest. 6: We have given the hand to Egypt, and to Assyria, to get bread enough. 7: Our fathers sinned, and are no more; and we bear their iniquities.

8: Slaves rule over us; there is none to deliver us from their hand. 9: We get our bread at the peril of our lives, because of the sword in the wilderness. 10: Our skin is hot as an oven with the burning heat of famine. 11: Women are ravished in Zion, virgins in the towns of Judah. 12: Princes are hung up by their hands; no respect is shown to the elders. 13: Young men are compelled to grind at the mill; and boys stagger under loads of wood. 14: The old men have quit the city gate, the young men their music. 15: The joy of our hearts has ceased; our dancing has been turned to mourning. 16: The crown has fallen from our head; woe to us, for we have sinned! 17: For this our heart has become sick, for these things our eyes have grown dim, 18: for Mount Zion which lies desolate; jackals prowl over it. 19: But thou, O LORD, dost reign for ever; thy throne endures to all generations. 20: Why dost thou forget us for ever, why dost thou so long forsake us? 21: Restore us to thyself, O LORD, that we may be restored! Renew our days as of old! 22: Or hast thou utterly rejected us? Art thou exceedingly angry with us?

Book of Job: Chapter 3

Identify extended metaphors, parallel structure, cause and effect, contrast, repetition of key words, and other literary devices in this excerpt.

After this Job . . . cursed the day of his birth. Job said: "Let the day perish in which I was born, and the night that said 'A man-child is conceived.' Let that day be darkness! May God above not seek it, or light shine on it. Let gloom and deep darkness claim it. Let clouds settle upon it; let the blackness of the day terrify it. That night—let thick darkness seize it! let it not rejoice among the days of the year; let it not come into the number of the months. Yes, let that night be barren; let no joyful cry be heard in it. Let those curse it who curse the Sea, those who are skilled to rouse up Leviathan. Let the stars of its dawn be dark; let it hope for light, but have none; may it not see the eyelids of the morning—because it did not shut the doors of my mother's womb, and hide trouble from my eyes.

"Why did I not die at birth, come forth from the womb and expire? Why were there knees to receive me, or breasts for me to suck? Now I would be lying down and quiet; I would be asleep; then I would be at rest with kings and counselors of the earth who rebuild ruins for themselves, or with princes who have gold, who fill their houses with silver. Or why was I not buried like a stillborn child, like an infant that never sees the light? There the wicked cease from troubling, and there the weary are at rest. There the prisoners are at ease together; they do not hear the voice of the taskmaster. The small and the great are there, and the slaves are free from their masters. "Why is light given to one in misery, and life to the bitter in soul, who long for death, but it does not come, and dig for it more than for hidden treasures; who rejoice exceedingly, and are glad when they find the grave? Why is light given to one who cannot see the way, whom God has fenced in? For my sighing comes like my bread, and my groanings are poured out like water. Truly the thing that I fear comes upon me, and what I dread befalls me. I am not at ease, nor am I quiet; I have no rest; but trouble comes."

Psalm 69

Save me, O God; for the waters are come in unto my soul. I sink in deep mire, where there is no standing: I am come into deep waters, where the floods overflow me. I am weary of my crying: my throat is dried: mine eyes fail while I wait for my God. They that hate me without a cause are more than the hairs of mine head: they that would destroy me, *being* mine enemies wrongfully, are mighty: then I restored *that* which I took not away . . . Let not them that wait on thee, O Lord GOD of hosts, be ashamed for my sake . . . Because for thy sake I have borne reproach; shame hath covered my face. I am become a stranger unto my brethren, and an alien unto my mother's children. For the zeal of thine house hath eaten me up; and the reproaches of them that reproached thee are fallen upon me.

When I wept, *and chastened* my soul with fasting, that was to my reproach . . . They that sit in the gate speak against me; and I *was* the song of the drunkards . . . Deliver me out of the mire, and let me not sink: let me be delivered from them that hate me, and out of the deep waters. Let not the waterflood overflow me, neither let the deep swallow me up, and let not the pit shut her mouth upon me. Hear me, O LORD; . . . Draw nigh unto my soul, *and* redeem it: deliver me because of mine enemies . . . mine adversaries *are* all before thee. Reproach hath broken my heart; and I am full of heaviness: and I looked *for some* to take pity, but *there was* none; and for comforters, but I found none. They gave me also gall for my meat; and in my thirst they gave me vinegar to drink. Let their table become a snare before them: and *that which should have been for their welfare, let it become* a trap. Let their eyes be darkened, that they see not; and make their loins continually to shake.

Pour out thine indignation upon them, and let thy wrathful anger take hold of them. Let their habitation be desolate; *and* let none dwell in their tents. For they persecute *him* whom thou hast smitten; and they talk to the grief of those whom thou hast wounded. Add iniquity unto their iniquity: and let them not come into thy righteousness. Let them be blotted out of the book of the living, and not be written with the righteous. But I *am* poor and sorrowful: let thy salvation, O God, set me up on high. I

will praise the name of God with a song, and will magnify him with thanksgiving. *This* also shall please the LORD better than an ox *or* bullock that hath horns and hoofs. The humble shall see *this, and* be glad: and your heart shall live that seek God.

For the LORD heareth the poor, and despiseth not his prisoners. Let the heaven and earth praise him, the seas, and every thing that moveth therein . . .

Excerpt from Psalm 23

The LORD is my Shepherd, I shall not be in want. He makes me lie down in green pastures. He leads me beside quiet waters, he restores my soul. He guides me in paths of righteousness for his name's sake. Even though I walk through the valley of the shadow of death, I will fear no evil, for you are with me; Your rod and your staff, they comfort me.

Integration of Quotation Exercises

Rewrite the sentences below. This assignment must be typed, since the purpose of it is to help you identify punctuation problems so that you can eliminate them on your final draft. Consult your textbook for rules about introducing, integrating, and punctuating quotations. To fix the sentences below you may have to rewrite extensively:

- Make sure the parenthetical citations are all there and correct. If they are not, supply any missing author or source or page number. In the case of a missing page citation, you can make up a number in this instance only because you do not have the original work.
- Make sure titles of works are annotated properly. That is, insert underlines or quotation marks where titles of texts do not contain them.
- Make sure the quotation flows smoothly within the larger sentence. Use brackets to insert your own word or ellipsis and omit unnecessary words from a quote whenever necessary. If you have to, condense, rewrite, or add to the material outside the quotation to make the whole sentence smooth and grammatically correct.
- Delete any repetitive or irrelevant words or phrases.
- Correct misplaced punctuation and insert punctuation when necessary—especially at the end of a sentence and around quotes.

1. In the Funeral Oration of Pericles I got frustrated with his incessant talk about how great the country was instead of talking about the sons and husbands who had just died. “Our form of government does not enter or copy our neighbors but is an example to them. 2

2. Lincoln’s address would have comforted me by letting me know my husband died for a greater good. “We have come to dedicate portion of that field as a final resting place for those who gave their lives that this nation might live (pg1).

3. The Roman tribune was outraged at one of the reasons the aristocracy put forth to prohibit intermarriage among the rich and the poor. “What do they mean that men and women from all ranks of society will be permitted to start copulating like animals?” (288 Livy).

4. The Friar in the *Canterbury Tales* is living well. He takes everything he can get. He does not care about the people giving to him. Chaucer says, “Should a woman have no money to her name and offered to donate her last pair of shoes in the wintertime,” indicating that he would take anything despite their situation (164).

5. In the short story the “Miller’s Tale” that is in the book *Canterbury Tales*, Nicholas being crafty as the best of us and caught the young wife of the carpenter. Sweetheart, unless I have my will with you I’ll die for stifled love, by all that’s true.” And held her hard about her hips and said “I’ll die unless you love me here and now, and pray you God may save.” (181)

6. Chaucer’s Friar, Hubert by name, was merry, “Who begged his district with a jolly air.” (153).

7. Alison in Chaucer’s Miller’s Tale seems to have the best of everything. For example let’s examine her outfits. Alison’s Sunday church outfit is “She wore fine kerchiefs...Her stockings were of the finest scarlet-red laced tightly and her shoes were soft and new” (68)

8. Take for example Chaucer’s favorite description of the Parson, he was rich in holy thought and work...” Chaucer digs deeper and “He did not try to be too dignified or holier than thou with too much nicety (215)

9. For the materials below, rewrite the signal phrase so that it and the quote flow together and are punctuated properly:

At the assembly the Corcyrean speaker went tried to convince the Ahtenians to side with them. “Athenians! When a people that have not rendered any important service or support to their neighbors in times past, for which they might claim to be repaid, appear before them as we now appear before you to solicit their assistance, they may be fairly required to satisfy certain preliminary conditions. They should show, first, that it is expedient or at least safe to grant their request; next that they will retain a lasting sense of the kindness” (21).

10. The material in italics below is taken from the long quotation above. Look again at the long quotation above and then punctuate this quote properly and mention the rule involved:

When a people have not rendered any important service they may be fairly required to satisfy certain conditions (21).

11. The sentence below is also taken from the larger quotation above. The sentence commits a major ethical error. What is it?

When a people have not rendered any important service to their neighbors they will retain a lasting sense of kindness (21).

Works Cited Page

Your “works cited” page is supposed to look like the first pair of excerpts below. Be sure to follow the following checklist:

1. Construct your “works cited” list in alphabetical order according to the last name of the author; or, if there is no author, according to the first important work in the title of the anonymous article.
2. Double-space and indent the second lines by five spaces or one tab
3. Observe one-inch margins on *both the right and the left margins*.
4. Use a twelve-point font.
5. Use a neutral font.
6. Underline or place in italics the titles of books, and place in quotation marks the titles of articles.
7. Use title case for the “works cited” title.
8. Observe proper rules for periods and commas.
9. If your works cited list does not look like the first pair of examples below, change it so that it does.

Works Cited

Coleridge, Samuel Taylor. “Biographia Literaria.” *Norton Anthology of English Literature: The Major Authors*. 6th ed. Ed. M. H. Abrams. New York: Norton, 1996. 1533-1550.

Wordsworth, William. “Preface to Lyrical Ballads.” *Norton Anthology of English Literature: The Major Authors*. 6th ed. Ed. M. H. Abrams. New York: Norton, 1996. 1341-1352.

Works Cited

Coleridge, Samuel Taylor. *Biographia Literaria*. Norton Anthology of English Literature: The Major Authors. 6th ed. Ed. M. H. Abrams. New York: Norton, 1996. 1533-1550.

Wordsworth, William. *Preface to Lyrical Ballads*. Norton Anthology of English Literature: The Major Authors. 6th ed. Ed. M. H. Abrams. New York: Norton, 1996. 1341-1352.

List the errors made in the “works cited” selection above.

Works Cited

Coleridge, Samuel Taylor. *Biographia Literaria*. *Norton Anthology of English Literature: The Major Authors*. 6th ed. Ed. M. H. Abrams. New York: Norton, 1996. 1533-1550.

Wordsworth, William. “Preface to Lyrical Ballads.” *Norton Anthology of English Literature: The Major Authors*. 6th ed. Ed. M. H. Abrams. New York: Norton, 1996. 1341-1349.

List the errors made in the “works cited” selection above.

Works Cited

Coleridge, Samuel Taylor. *Biographia Literaria*. *Norton Anthology of English Literature: The Major Authors*. 6th ed. Ed. M. H. Abrams. New York: Norton, 1996. 1533-1550.

Wordsworth, William. "Preface to Lyrical Ballads. Norton Anthology of English Literature: The Major Authors." 6th ed. Ed. M. H. Abrams. New York: Norton, 1996.1341-1352.

List the errors made in the "works cited" selection above.

Works Cited

Wordsworth, William. Preface to Lyrical Ballads. Norton Anthology of English Literature: The Major Authors. 6th ed. Ed. M. H. Abrams. New York: Norton, 1996.1341-1352.

Coleridge, Samuel Taylor. *Biographia Literaria*. *Norton Anthology of English Literature: The Major Authors*. 6th ed. Ed. M. H. Abrams. New York: Norton, 1996. 1533-1550.

List the errors made in the "works cited" selection above.