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Freshman Composition English 11000

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Language and Literacy Final Draft

The Context of Vocabulary in My Life

Cover Letter

In class as well as through my essay, I have learned about how to properly address my audience, how my ideas have changed in language and literacy, what role argument plays in that, and as well as how to think about drafting my ideas through charting.

My audience is immigrants and young adults that are children of immigrants. I expressed how my ideas were ideal. I believed that with fewer resources, the audience of immigrants and young adults that are children of immigrants would need to be more efficient, and therefore ideal. I expressed in my essay how in an ideal situation, people accounted for immigrants' importance of being meaningful in phrasing to get people's attention. I also included a dialogue between my Father and I to show how immigrants try to be resourceful.

I believe language is often not meant to be interpreted with bias. In *Mother Tongue*, Amy Tan's mother often had imperfect speech, which leads to people believing there is less to her mother's speech than what her mother meant. After changing how people view her mother's speech, people set standards for how she talks which makes people very unequal in terms of bias

in language. There were standards set for immigrants to talk and receive information that is more meaningful in my story. This makes it so that standards for English for immigrants and others became normal rather than others' normal standard of English, and have to be maneuvered.

I believe argument and evidence allowed for the reader to personally understand what the writer means in context. In my opinion, June Jordan argued in *Nobody Mean More to Me than You and the Future Life of Willie Jordan*, that Black English should be further implemented in society, because it is a rising language, just like *The Color Purple* became a well known book. I believed because this argument ranges in how fast this happens at once, the reader can have their own opinion on the author's argument. I believed evidence, like how *The Color Purple* became well known, allowed the reader to segway from their own understanding to one similar to the author's work, because people understand the importance of a rising trend/language. In my narrative, I argued that vocabulary words are important for context, especially in New York. I believe this argument can be changed by one's opinion of New York, which allows the reader to also segway into my writing.

I believe that charting as well as looking at rhetorics helped me "develop strategies for reading, drafting, collaborating, revising, and editing." In class, I charted paragraph 7 of *Mother Tongue*. This allowed me to focus on my idea that Amy Tan focuses on her mother's English as an uphill battle to relate to a more general view of the text instead of focusing on the details. I believed the details were then more clear after charting what the author does. Looking at rhetorics for the audience in my narrative allowed me to understand what I could add that would

be more relevant to the narrative. I believe focusing on similarities between what the audience would focus on in my text allowed me to get a general view of my summarized draft. I believe then, charting provided practice for relating this summary of what I say into more specific ideas that relate to my idea in my assignment about vocabulary. Understanding the main points also allowed me to better revise parts of dialogue that I thought were important.

Written Language and Literacy Narrative

I grew up through school and my family with three lives: one to include how I approach my school life including what I learned, my family life including my background and tendencies, and my socializing life where I develop a personality. These lives were better understood after doing a homework assignment in 6th grade to define a vocabulary word, relate the vocabulary word to two pictures, and to explain why the pictures related to the vocabulary word.

One year in middle school, my teacher, Mr. Behar, proposed a project that dealt with multiple aspects of society: it dealt with writing a definition, drawing two pictures, and explaining how the word's definition applied to both of those pictures in a paragraph on paper and in class. Mr. Behar explained how the point of increasing vocabulary in this way was to make the class more accurate in speech. He expressed how people in the city must be concise

because they are constantly moving and have a lot on their agenda. Mr. Behar then talked about how this relates to the lesson: “lessons move very fast like people in the city”.

He gave out individual words for each student, and I asked him a question about how I was unsure about my individual word: obscure. Mr. Behar described how the word was used in class, by saying, “there are many examples in my teaching of an obscure way of thinking.”

I asked Mr. Behar for a clear example of something obscure in our everyday lives, and Mr. Behar offered that, “an idea is an obscure notion.” I went home to do my assignment. I looked up the definition, which was, “not well known”, or “difficult to understand” (3).

My first idea of how to represent the picture was a knight (based on the picture shown at the end of the Written Narrative). I showed how there is more to the character than the picture, because there is someone behind the armor. I described their positioning as also not allowing people to guess their next move. This taught me to gauge how words offer multiple layers of meaning to what people say, based on what he implied, like the implication behind the picture of the knight was obscure.

The second picture I drew was of a person wearing a mask (based on a picture shown at the end of the Written Narrative). I described the picture as being theatrically hidden, in order to express an identity that was to be explored. I wanted my speech, about the accuracy of the word and the pictures I drew, to be very very relatable so I decided to talk about a book I read with my sister, Natasha. My sister walked in and mentioned that, “I often used to read books to fit in school and alongside friends.”

I paused, and I remembered reading the word “obscure” in *Ender’s Game*: “Dragon Army will not be an obscure name now” (1). Dragon Army was a team the main character fought in and the word obscure showed a correspondence in knowledge between someone’s potential and reality in the book. This showed how learning a vocabulary word improved my ability to describe a book through common attitudes, which showed I was on topic with describing the knight with an attitude of obscureness.

I then mentioned to her how: “Dragon army was beginning to be less obscure, which could describe how just like you (Natasha), the main character was trying to fit in.”

My sister said, “that makes sense,” and left.

I was trying to be considerate of perspectives from people in the city when I applied my explanation of my drawing of obscure in my draft, so I decided to mention this to my dad: “in my speech, I tried to focus on how I should be certain that obscure is not known or understood.”

My dad responded, “As an immigrant, language from immigrants is important to offer meaning to their statements; so it (your draft) sounds okay.”

Being in a city even with an influx of immigrants in the past, I concluded from my dad that there is a lot of ideas circulating.

I then responded, “I’ll try to be more concise”.

My dad responded that, “In New York City, I find my language very focused.”

I realized that while my dad was in Russia, he often had many families around Russia. In the map (at the end of the Written Narrative), there are a lot of neighboring countries. These

neighboring countries made it so that when my dad developed a life, he had to take into account all the countries when talking, and writing. But now, in a much smaller city, my dad's life expanded to keep things much more specific, so people keep him in memory.

As I finalized my speech, I tried to take multiple accounts into perspective, and I concluded because of my dad and my sister that everyone is trying to fit in the city, just like immigrants are trying to fit in also.

I believed this definition would give me the opportunity amidst immigrants like my dad by allowing me to be more concise in city life. I learned how to conceptualize better and be more considerate of general ideas with immigrants who also focus on other people's meaning, because they find meaning very important being relative. I decided to more frequently develop and challenge my vocabulary to allow me to more conceptualize with understanding inherently how to describe the situation.



(4)



(5)



(6)

Spoken Language and Literacy Narrative

I believed that in my academic life, personal life, and family life were better understood because learning a vocabulary word provided and showed how to properly use and understand that vocabulary word and other words in different contexts. While doing my homework in 6th grade, I tried to understand how my vocabulary word, obscure, properly relates to my life experiences. Implications in school, interactions with my family as well as my personal life including books, are better understood progressively because of such vocabulary trends.

There are many things implied about what people say in terms of implications with vocabulary words. This related to my teacher's idea (in my Written Narrative) that there is an "obscure way of thinking." By using obscure which is a general word, my teacher implied that people in my class may have an obscure way of thinking. This showed how key vocabulary words based on how specific or general they are, from this homework as well as others similar to this, have a role of impacting implicitly how one understands or thinks through future lessons taught by the teacher or how one thinks currently. I thought developing a higher vocabulary would help me relate my premonition of an idea, like the word obscure in my homework to an accurate representation of the word like the two pictures I drew of it.

The book Ender's Game was paternalistic in vocabulary and the cover. In the book, the main character argued that, "Dragon Army will not be an obscure name now." The character implied with the word obscure, that Dragon Army would be referenced more often and more positively in the future based on confidence. In the multimodal (the picture is at the end of the

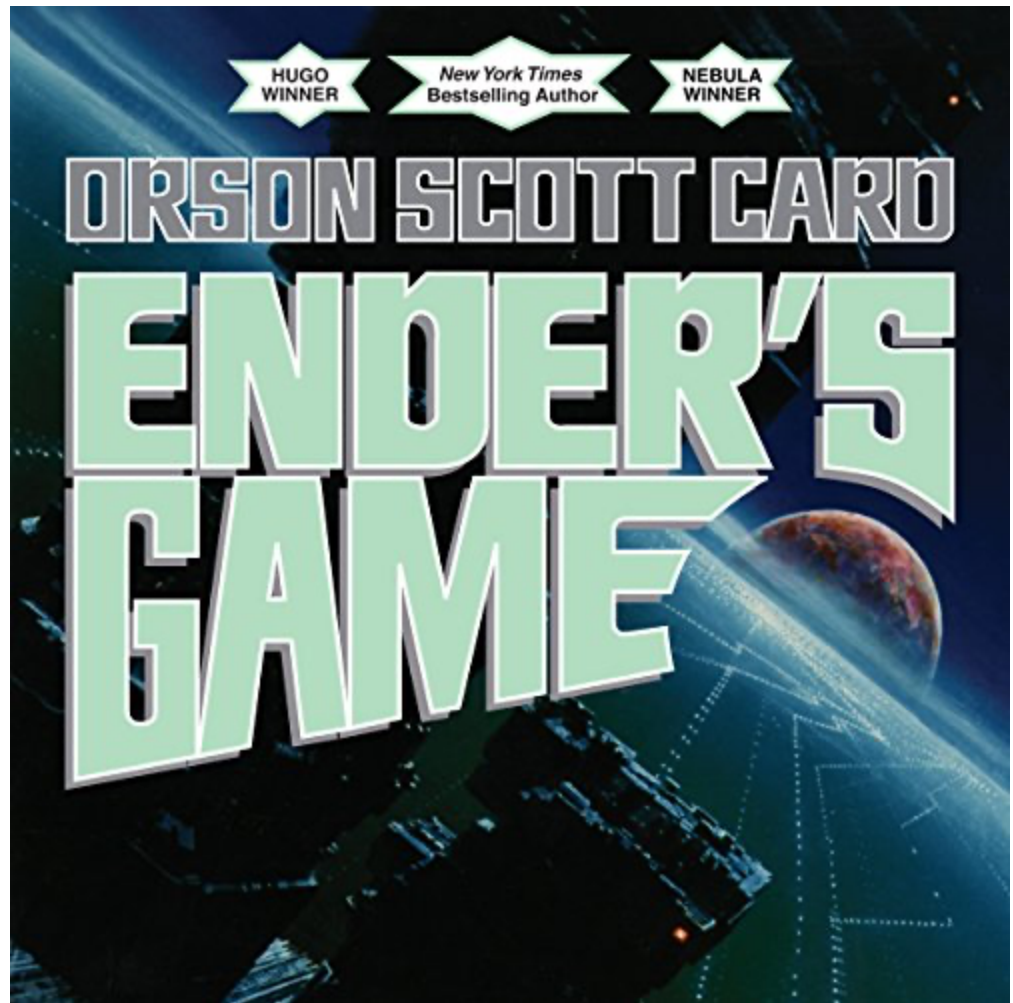
Spoken Language and Literacy Narrative), which is the cover of *Ender's Game*, a spaceship was circling a planet very close, which is where the story takes place(2). This could be explained by the fact that the spaceship is trying to study the whole planet. Since the planet was very detailed, but the cover does not include the spaceship literally touching this planet, the cover showed how the book is at least partly about studying patterns. Taking into account the main character's confidence, and the glimpse into the book through the cover, one could learn how the main character's confidence was enforced. By knowing both patterns in the book, one could understand how the patterns overlap and talk about development throughout the book. This would have given me an understanding of how to relate in other contexts the homework assignment to the rest of the classes when the word was used.

Through this assignment, I learned how to be more articulate, by being precise with my meaning. I became more considerate of what my family, and other immigrants in New York City said in general which is important because as immigrants, immigrants find, in my opinion, their own words as well as others important to be meaningful. In my family life, school life, and personal life, increasing my vocabulary for me increases change in the way you express oneself.

HUGO WINNER *New York Times* Bestselling Author NEBULA WINNER

ORSON SCOTT CARD

ENDER'S GAME



(2)

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Rhetorical Analysis Assignment

Rhetorical Analysis Assignment Part 1

Amy Tan wrote “Mother Tongue” in the ThreePenny Review about an experience with her mom and her struggle alongside her explained passionately and enthusiastically. She experienced great turmoil in this period in 1990. Tan used pathos to show the struggle Tan went through living with her mom, she then uses logos to show why this has impacted her academically as well as how to rise to the occasion, and ethos to show that she could rise to the occasion, as well as provide inspiration for others.

Tan used pathos, the use of emotions to strengthen an argument, to make the reader understand her harsh opinion about her mom’s English. Tan believed her mom’s English was not perfect. She believed that because of this, she had trouble understanding her mom and has a harsh opinion about her mom’s English since she believes it is not a good reflection of her mom’s ideas. She used emotional examples to prove her point. Tan described her mom’s poor experiences with English: “people in department stores, at banks, and at restaurants did not take her seriously, did not give her good service” (Tan 2). Many sad emotions arose after hearing that her mom wasn’t treated justly in the situation and had a poor time, so as to say without remorse many people did not care about her mom’s bad English. These hard times might have made the reader feel depressed also, since this happens a lot to her mom. Then, the reader would believe that with this depression this was a pattern her mom went into. Depression would have caused

the reader to feel it was hard to care at all about what her mom felt and said. This pattern would have enforced that her mom's English was viewed imperfectly by others.

The author was trying to accomplish that it is very devastating for a kid to go through what Tan went through. Tan shared her opinion on her mom's English: "I was ashamed of her English" (Tan 2). I think her being ashamed is interesting because it showed her daughter, as well as the audience, is also sad and depressed with her mom, which shows how she relates to the reader, and makes the reader sympathetic to the author. Based on this opinion, Tan showed it was hard to rely on her mom to be a proper role model for English, especially where people treat her mom with less respect.

Tan's purpose was to inform the audience of the difficulty people face when speaking to someone new to English. Tan describes how her mother's English "needed to be fixed" (Tan 2). Therefore this put more responsibility on Tan's shoulders, because Tan had to multitask while monitoring how her own English makes sense with her mom, and if anything understanding her mom's English to get an understanding of how her mom was raising her in these situations where her mom is being treated disrespectfully. This sadness over the disrespect her mom faced and doubt over her mom, show how difficult it was from her daughter and the other people to care for and understand her mom.

Her intended audience is people new to learning English, even people rushed through life with responsibility. After having described her mom's own realizations into her own English, Tan wrote, "[w]hen I was fifteen, she used to have me call people on the phone to pretend I was she"

(Tan 2). Her responsibility in the family increased, because she had learned to talk more professionally in those circumstances. This topic appealed to her audience because she shows that Tan had to take up more responsibility without a strong example of English being used properly with her mom's bad experiences with people. This related to the feeling of being unfamiliar with a topic, like how she and other other people feel around her mom.

The context of her learning through her mom showed how she knows her mom could be treated. Tan described how she views her mom's language as, "vivid, direct, full of observation and imagery" (Tan 2). Tan learned from her mother, and therefore understands generally what her mom has to say. Since people commonly do not respond appropriately to her mom, it showed that they need to have more context to what her mom says like Tan. This explained why it is hard to take her mom seriously right away.

Tan used logos, the ability to understand an argument better through logic, to show how her mom's English impacted her life at school. After describing her mom's English skills, Tan described how she developed alongside her mom. She described the difficulty of other people getting along with her mom, which could suggest she herself has difficulty with her mom also. She commented, "language spoken in the family... plays a large role in shaping the language of the child. And I believe that it affected my results on achievement tests..." (Tan 3). Tan made a logical jump to assume her development at home, because of her mom's language, also made certain achievement tests more difficult. This showed how her learning from her mom reroutes her thinking from her learning at school. This then showed how her school life has less of an

affect on her because her mom's language impacts her so negatively, making it hard to understand mistakes. Tan used logos, since she explains logically and also shows proof that her home life affected her school life, and her school life had a smaller effect on her, through her tests scores.

Her ability to do well in class because of her home life limited her confidence. She believes, "English could not be considered my strong suit" (Tan 3). Since English was never her strong suit, it would have been harder for her to adjust to the pace of learning faster in order to do excellent, since she started at a slower pace because of her life at home. This would have made her less comfortable in the subject of English. I found it interesting how comfortability and confidence relate. Because I thought comfortability and confidence are directly related, without confidence in English, it was harder to stick with English in the future, so this made English even harder to get into. I found it interesting what I think the author was trying to accomplish is that one has to be more open and increase one's own comfortability with the language of English.

She showed how the purpose shows a need to reevaluate one's situation in school. The purpose of this was to inform that one should have understood one's situation as in what one is behind in before taking the next step in school. After describing several English prompts as "confusing", she decided to answer an English question through "associative situation" (Tan 4). This showed how she has to make up for gaps in knowledge, as seen by her doing less well on achievement tests, in school because of her family situation. She has to account for her being less comfortable by being more responsible for her own learning.

The intended audience is people new to learning English. She appeals to people in this audience by making her and people in her situation struggling in English understandable: “math is precise; English tests were always a judgment call, a matter of... personal experience” (Tan 3). She added on further logically that the language her mom spoke to her gives her less to draw from in class on English prompts. She showed how people have to be more patient with less experience on a topic, in order to get more comfortable with the topic. This applied to other people who are first learning and do not have much experience in general.

The context of the people who talked to Tan’s mom explained how her mom impacted her as well. Some people described that they “understand none” of her mom’s English. This would mean the language developed at home with her was not completely proper English, since the rest of her family died. This explained why she would have to work on correcting her mom’s English herself, because no one else could understand her English so well, so it was hard for others to completely correct what her mom meant to say since it was unclear. This would mean Tan would have to work with this topic by herself.

Tan demonstrated ethos, the ability to strengthen confidence in an argument through credibility of a source and or the author, by showing she is persistent in English, after her teacher told her to focus on math and science. The author is told to take her focus onto math and Science by her teacher. This would have been troubling to Tan due to her love of English. However, her being better at math than English made it more difficult for her to go into English. The author described her response: “Fortunately, I happen to be rebellious in nature and enjoy the challenge

of disproving assumptions made about me” (Tan 4). Tan implied that she has chosen to focus on her own subject of preference, and to disagree with her teacher. Tan said “fortunately”, so she implies that in order to focus on a subject where there is doubt from a teacher or yourself, she would need grit to have courage that her opinion is still right despite her teachers. Tan believed she is capable because she believes that her rebellious nature is enough to focus on English, and not be swayed. By doing so, Tan showed she is knowledgeable of her own skills and skill set to focus on English, and therefore uses ethos.

I suspect the author was trying to use herself as an example, to show it is possible to go into English in her situation. She commented how, “Asian students, as a whole, always do significantly better on math... than in English” (Tan 4). By means of ethos she showed she can follow herself in her studies, and how in this situation it is about how willing you are to pursue a current action. I found it interesting for her to be bold and confident in herself, in order to believe she could prefer a subject in order to shape herself more purposefully.

The purpose of the author was to inform that one should be driven in situations like hers’, despite uncertainties. “Those scores were not good enough to override the opinion that my true abilities lay in math and science” (Tan 3). She might have felt discouraged to go into English alongside her teacher’s advice because of her past scores. In order to do well, she would have to be encouraged by her potential, which she is because she “enjoy[s] the challenge of disproving assumptions” (Tan 4).

The intended audience is people new to learning English, and trying to consider their future in school. Tan expresses: "I am someone who has always loved English" (Tan 1). She tried to appeal to this audience by showing like other student's she is generally passionate about a subject, and continues that passion (like this), especially in school. Tan showed her passion for English is consistent in her character, making her more trustworthy that she can do well by focusing on English better.

The context behind this situation made the situation feel forced. She described what she thinks of her mom's English as "because she expressed them imperfectly her thoughts were imperfect" (Tan 2). She found meaning in what her mom has to say despite others not caring. This shows how she, in her character, was generally determined in understanding and finding the importance of English. While her mother feels misunderstood generally, she herself feels misunderstood by her teacher's recommendation to not prioritize English. Because she tended to find meaning in others like her mom, despite hardship, this showed with Ethos how trustworthy her character is willing to work on her own hardship with writing.

Tan better demonstrated her clear understanding through ethos, pathos, and logos her struggle with her mom, her struggle in school because of it, and how to get out of it.

Cover Letter

Rhetorical situations provide context for my everyday essay writing. This context provides linguistic knowledge that I can use. Learning throughout class has taught me to properly address usage of ethos logos and pathos to the audience, situations, examples, and general goals we meet in class. By doing so, we meet general guidelines as to express my audience as editors, more to normal, a situation, and a general goal.

My audience is people who edit the language, like editors. I used the word “found”, after “trying to fit in in school” as my language to make Andrey, my brother, to describe through my language to show he was lost in school, so as to say the audience could relate to not being directed enough. This would fit in well with editors who try to direct and reformulate language to seem more perceptible, like Andrey was trying to reformulate and seem more perceptible in school. I used this language to make the audience recognize how to be more articulate, being one of my rhetorical choices, with approaching and “trying” how they describe themselves to others socially, and recognizing themselves socially as if they were always special through English, but couldn’t find their own way.

I found a more coherent version of logos to address the situation and gather an idea: if it were not for language to be more expressively clear, the situation at hand would be unclear, and only made more easily understood through having a regular point of view or directing via optimism. While considering the argument I regurgitated from Langston Hughes’, Theme for English B, the author argues, “As I learn from you, I guess you learn from me—”. The author

wants the teacher to develop alongside his students. This would mean the author himself would feel approached more regularly in class as an equal racially. Similarly, in my personal letter, I wrote, "I stood out among them more individually". I described that there is more to the situation other than just not fitting in socially, which is talking more. This situation implies that there is more to my character as if it is normal for my character to be at this stage, because my character before did not change, but I became more expressive.

In class, the power of rhetorical strategies: ethos, logos, and pathos was used as evidence to relate. This general attitude could be used to describe one's reputation. Language itself is vulnerable in my personal letter, as I describe language differences for my brother. I described my purpose and argument as to include the misconceptions of language, and despite this learning ethos helps relate character from one to another to show attitude.

By learning logos, we determine how to "examine... attitudes towards linguistic standards empower and oppress language users". It's obvious how they become "standard". Standards address multiple viewpoints to express the situation more coherently. It is obvious how in my essay, there are several perspectives on venturing an idea to people to accept, while getting little acknowledgement providing standards overall on a varied scale. As logos are presented in class as "informed opinions", it is readily apparent that most bias is precedent in this case. This bias is more overall determined by oneself in relation to others as to provide how this can be compared with ethos and pathos.

Rhetorical Analysis Assignment Part 2 Personal Letter 1:

Trying to Find Through Individuality in a Standardized School

Dear Andrey,

I am writing back to you from Stuyvesant to describe how I am doing. In particular I remember when you were trying to fit in after skipping two grades, and found that it was hard to fit in with the social crowd for many reasons. You mentioned how because you were younger, when you read the books in class, they were hard to talk about the implications because the books were not in your age group because they were for young adults, while you just became a teenager. It was harder to talk to your friends about relating to ideas in terms of your development. So among this crowd, you also said it was hard to fit in, because you were dismissed among your peers, because you weren't talked to heavily.

I was trying to build up my reputation among my friends in school. I was with a frisbee group trying to talk after school on the way to practice. They focused on talking about how they did in each math and science class primarily and what they understood about each class among the grades and how their understanding was the same or could fit in with others. I among my classmates related to certain topics like math and science they talked about a lot, because Stuyvesant, as you know, is a school that primarily focuses on math and science rather than English. I found that I did not talk as much, because most of the lessons were covered, so most of the things I had to say were similar to what they had to say. However, when I talked about my conclusions in class from English class, as well as how I relate in ideology and how to improve

my conclusions in class, I found I stood out among them more individually. I believe that I started to stand out because I was talking about myself more uniquely compared to how I talked about the other subjects. Whereas you were not able to fit in while expressing your ideas in English because you were not as similar in age, I thought it was easier to fit in with English because while I was accepted, I felt less like an individual.

Sincerely,

Sergei

Rhetorical Analysis Assignment Part 3 for Essay 1

I wanted to share my argument about how in my case in school, it is important for one to be recognized personally as an individual, especially through English. I wanted to share this argument because I thought it was important what role one has in other's lives by fitting in and how that can be impacted by English. The intended audience I tried to target is people getting used to school life and are trying to fit in. I believed the people who need to hear my piece are just starting a new year in a new school, since knowing how to make their first impression in school is very crucial. I believed the students ready to hear it are in the process of getting used to school, since they are in the process of having their own criteria for developing a reputation. I choose the genre: personal letter because a personal letter would allow me to express my idea more simply.

In a casual style of writing, I demonstrated pathos by showing understanding for people trying to fit into a social crowd. In my personal letter, "I found that I did not talk as much, because... most of the things I had to say were similar to what they had to say". I realized I had less to relate to my friends in terms of something new they wanted to hear. This led to me being less of an individual in my group because everything I said would be less memorable. The loss of relatability and individuality in my group would lead to feelings of depression invoked in the audience and I. This made the audience and I feel as though what I had to say was boring, and less appropriate. I used a casual style of writing in the personal letter (previous quote). This allowed me to better illustrate what my response was to talking less in my friend group.

Therefore this style of writing was a good fit because the reader could relate to how I was feeling in a sympathetic response.

I used logos to show the reasoning that discussing with my friend group about English made it more possible to fit in, since English made what I had to say more personal. I described myself feeling better around my friends: “when I talked about my conclusions in class from English class... I found I stood out among them more individually”. By talking about inferences I made in English class, I used my own understanding of my life experiences to better understand the text in order to sympathize with the author discussed in class. This sympathy would provide a different attitude I held toward the author discussed. This attitude allowed me to better discuss what I believed were my general personal attitudes in life. This way, when discussing the attitude of authors, I felt like I had something new to say with my friend group.

My purpose was to inform others that it is also important for others to get people to talk and fit in. For my brother, “it was hard to fit in, because you were dismissed among your peers”. By providing more resistance to my brother fitting in, my brother would have had to be more persistent to fit in. Still with resistance my brother would have made my brother feel as though he was stubbornly fitting in, which would lower his reputation. This would grow to show that my feeling of depression in the audience and I, in the previous paragraph, showed how I was feeling lonely, while not alone in a situation with my friends, due to me not feeling what I had to say was appropriate enough and possibly stubborn. Therefore peers have a big role in how open one is

socializing and feeling less lonely, by making it more appropriate for someone to talk, like with me talking about English, which was an open topic.

I appealed to my audience by showing the importance of understanding this situation. I compared my brother's situation to my own: "[w]hereas you were not able to fit in while expressing your ideas[,]. I felt less like an individual". I decided to write to my brother about a situation relevant to him. His situation's relevance to my own better allowed me to understand how bad my situation could have been. This showed to my audience that with understanding the role in causing others to socialize, it is important to recognize what others are going through, for example in relevance to your own situation, in order to properly address the situation by encouraging them to socialize. My genre was a good fit because my genre being a personal letter gave me the opportunity to introduce a topic about my brother so that I was open to more discussion. This allowed me to more easily express how an idea was relevant .

Cover Letter

In my essay, addressing topics such as the meaning behind words carry weight was crucial. In politics, very often, this weight could go unnoticed, but is still important. As part of my cover letter, I have shown that my essay showed value in politically aware topics, topics that present bias between political candidates, and topics that show that the importance of roles are addressed.

My audience is people with political insight seeking awareness. In my essay, I described how one's political points during polarization "deserve equal acknowledgement"(4). This would show how my language was understanding of political ideals that the reader may have. This would be important to many political voters with strong political beliefs which can still be held while reading my essay. I included in my evidence a reflection of one political candidate on another's perspective. This showed an understanding of the audience's own point of view with respect to another political party. Therefore this showed that my essay is informed to consider both points of view in politics.

Purpose, and author, as developed in my precis, showed an argumentative style, so I gained insight into how a small mistake could be detrimental. As part of my precis, before my paragraph on Donald Trump, I addressed that the purpose of this article about him was to inform awareness about invalid conclusions (Mizelle). By following a precis, I kept this in mind and realized that an invalid point point can cause a chain reaction in examples such as the news. An insight I gained from this is that words can build upon each other very fast. From my Precis, with

knowledge that the author of this article was an editor in Times, she would most likely have to address this point carefully since they already made a mistake(Mizelle). This double take in the news would encourage them to eliminate any bias. This would go to show that by using my precis for this article, I have better understood the role of correcting negative chain reactions in the news is encouraged by correcting and eliminating bias from articles in the past. This gave me another insight into how a precis could help me form an argument.

In my essay, I tried to, “Compose texts that integrate a stance with appropriate sources, using strategies such as summary, analysis, synthesis, and argumentation” as seen by my analysis and partial synthesis from a tweet from Hillary Clinton and a poem by Langston Hughes. In Langston Hughes’ poem, I analyzed: “Langston Hughes demanded that he should be equally considered compared to his teacher on the basis that they are similar as people” (Langston Hughes). This showed the author’s purpose was to show that a varied opinion is still important no matter who they are from or the time they were in. I also noted that, “Hillary Clinton established her role is important as a former runner-up for president to an authority like Trump, Langston Hughes believes his ideas are just as appropriate to the teacher” (Abramson). This analysis into who the author of this tweet posed by Hillary Clinton shows that Donald Trump should acknowledge, despite Donald Trump being her superior, her perspective as well. Seeing how important Donald Trump’s position was, and Langston Hughes’ argument, I was able to compare both ideas and form a conclusion, like in a synthesis, that acknowledgement implicitly of other people’s roles even in writing was crucial.

This essay has shown the value of correcting bias, being aware politically of both sides, and the roles of candidates. This demonstrated that now it is important to validate one's opinion politically through awareness, understanding roles, and correcting negative chain reactions.

Expressing Politics Accordingly

There was an importance of accepting politics for a person who was learning to express themselves as an individual in a dominant society. This is of necessity in society when there are different political ideals arranged per age through education and are often contradicted through decisions. It is important for these growing and educated people, as my audience, to be regulated by different political opinions of each other through respect. Authorities in society and politics must then enforce this by setting standards for valuing opinions towards people with different political parties from Democrat or Republicans.

In America, many political parties were polarized completely which caused them to view each other unequally. Shanto and Iyengar, published in the Annual review of Political Science a review called, "The Origins and Consequences of Affective Polarization in the United States" (2019) that demonstrated differences politically (Shanto 1). The context is to evaluate how separate political parties are compared to how they really are in terms of goals (Shanto 1). The intended audience is people interested in researching relationships between political parties (Shanto 1). The purpose of this article was to evaluate the effect of the relation the parties have to each other (Shanto 1). Shanto comments that while sorting into political parties, "misconceptions about opposing partisans (of Democrats and Republicans have a tendency of) being more acute"

(Shanto 6). Due to a political divide based on social identity, many political parties became further distant from each other which caused a divide on a comparable understanding of each other and are therefore more polarized negatively. Iyengar described, “that Americans have become increasingly averse to the prospect of their child marrying someone from the opposing party” (Shanto 4). Their decisions daily are even influenced by their party. This shows that bias, even negative misconceptions, prompted irrational judgment, and therefore overlooks other traits inherent in that person.

In an effort to rely on the teacher’s awareness, another example of the importance of being valued justly, for the right reasons, is when Langston Hughes found that his teacher’s importance was inline with himself. Langston Hughes published in the Common Ground Magazine a poem called “Theme for English B” (in 1951) (Hughes) hoping that his teacher would treat him properly. The context of this was a professor assigning Langston Hughes this assignment (Hughes). His apparent purpose was to ascertain ideals between a professor and a student to an audience of people focused to encompass subjective help (Hughes). Langston Hughes described “[s]ometimes perhaps you don’t want to be a part of me” and likewise Langston Hughes has the same wants about his professor (Hughes). Langston Hughes describes he does not want the teacher to assume his writing technique will be similar in quality but yet different to his professor’s. Langston Hughes acknowledged that, “But we are (similar), that’s true!” (Hughes). Langston Hughes demanded that he is equally considered compared to his

teacher on the basis that they are similar as people, and deserve equal acknowledgement for good quality ideas compared to other students and his teacher's interpretation.

Donald Trump faced controversy from his previous opposing political party. Alana Abramson elaborated that Donald Trump was falsely accused in a news article from Times called "It's a Disgrace" (in 2017) on Democratic reactions to idealistic party leaders (Abramson). The intended audience is people looking to establish awareness of information that is presented by the political parties (Abramson). The purpose of the author is to establish that one may be inclined to report information based on generalizations (Abramson). Donald Trump commented, "[w]ell, I think it's very sad what they've done with this fake dossier" on himself (Abramson). Donald Trump denied any ties to this document. This expanded denial included the Democrats changing their mind and acknowledging Donald Trump now as a conservative president. On a reporter's question, Donald Trump responded, "[w]ell, I think the press makes me more uncivil than I am" (Abramson). Donald Trump commented that the press can get carried away due to interpretation and filling in the gaps of knowledge with possibly false information and reports that could be damaging to a president's ego. Due to missing important information, the press would have had to add more information whether faulty or not, to have a complete story, which could have been terrible with faulty information. So as to not dismiss anyone politically, corresponding language was shown as a key importance.

Sarah Kuta distinguishes developing politics over time in a published news article in the Chicago Booth Review (in 2020) called, "There Are Two Americas, And Age is the

Divider”(Kuta) that distinguished developing politics over time. While describing, to people addressing political dominance, Sarah Kuta describes how politics develops with age(Kuta). Her purpose is to reveal society’s political trends have correlation and basis in our age(Kuta). Kuta described how adults tend to become conservative over time (Kuta). This would mean that generally there were more parents that are conservative on average in the United States than young adults. I find sympathy with people in this position, since young adults want their consideration on politics to be just as important as their parent counterpart. Since people tend to move from democrat to conservative, it is important for both sides to be understood comparatively, and with due respect to get a full understanding of why one should move, if at all. This is beneficial in the third paragraph because Donald Trump’s investigation provided consideration to allow the proper facts to be known, and therefore correct assertions instead of biases to be made in the news, which would have made the shift from Democrat to Republican for the right reason.

Similarly to Donald Trump, in several years, Hillary Clinton commented on differences in political attitudes compared to her previous opposing political party. The intended audience is people asserting principles a president should have after a president leaves office (Mizelle). Shwana Mizelle, an editor in the CNN, published in a news article called “Hillary Clinton Jabs at Trump's Record-keeping Controversy” which alluded that Hillary Clinton properly referred to Donald Trump’s lack of responsibility toward other people’s information through twitter (Mizelle). Her apparent purpose is to reveal her own ability to deal with the same information in

order to give proper reflexive status to Hillary Clinton (Mizelle). Hillary Clinton tweeted: “Just in time for Valentine's Day, and the news that Trump was flushing documents down White House toilets...” (Mizelle). Hillary Clinton implied that the juxtaposition between documents and toilets expressed the importance of White House documents being treated to the highest class. Hillary Clinton specifically includes the “White House” to insist that her opinion should be taken for sure, since Donald Trump’s actions still play a part in the government. Compared to how Donald Trump believed he reached expectations as president, Hillary Clinton believed that Donald Trump, now as a former president did not. Similar to how Hillary Clinton established her role as a former runner-up for president to an authority like Trump, Langston Hughes believes his ideas are just as appropriate to the teacher.

Furthermore, as Hillary Clinton implied, the need to stay informed and keep people informed of politics is important especially through education. Bradley Highfield, a publisher in the CCNY Library published a thesis called, “A Lasting Impression: Higher Education’s Effects on Mass Polarization in the US” (2021) which asserted that politically dominant people stem from people with a high education (Highfield). Through sociology, psychology, Highfield shows a correlation between education and polarization (Highfield). The author’s purpose is to establish a need to be educated to express oneself politically (Highfield). Highfield’s audience is people trying to fit in politically and understanding why (Highfield). Highfield highlights that, “college education increases an individual’s understanding of politics, public policy, and the role of a citizen in a democratic government” (Highfield 19). Students understood the political arena more

to increase their ability to function in society, such as voting. Bradley continues that the, “ability to discuss differing viewpoints, and the crystallization of their own values and political ideologies, all enhance a college graduate’s positive relationship to political outcomes” (Highfield 20). Students engaged in school understand the importance of their own perspective relative to other perspectives. This encouraged them to maintain their own understanding consistently.

Growing up in society amidst people of political differences required awareness through consideration and hindsight towards counter-topics. This was seen where these qualities were used so that vast political differences were triumphed by Hillary Clinton and Donald Trump for the general public and their ideals, as well as by Langston Hughes and his professor because even in politics compared to Langston Hughes, rash judgements can be made from unrelated bias. Therefore to be respected in politics when switching sides, one must be knowledgeable through avenues like hindsight and consideration, so as to not get not just into bias that is irrational, but also the issue at hand.

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Rhetorical Situation Worksheet

Your name:

Sergei Mishchenko

Completing this worksheet may take more time than you think. It's worth the time. The information you gather will help you later when writing up assignments. But more importantly, the process of addressing each of the questions below will slowly work to change *how* you read texts. Keep in mind that some answers will not be obvious or even observable in the text, and so you may have to do some critical thinking and, at times, even some online research. Use full sentences. Take as much space as you need.

Context & Exigence: What topic/conversation is this text responding to? What year is the text published? What is the exigence—that is, what motivating occasion/issue/concern prompted the writing? The motivating occasion could be a current or historical event, a crisis, pending legislation, a recently published alternative view, or another ongoing problem.

The topic this video is responding to is being accepted generally. The video was posted in 2016. Viewers and people throughout his life posed an issue of not understanding his accent.

Author: Who is the author of this text? What are the author's credentials and what is their investment in the issue?

The author of the text is Saleem Saleem. He is an artist and is invested in feeling normal because he has felt worried about people accepting him with an accent throughout his life.

Text: What can you find out about the publication? What is the genre of the text (e.g., poem, personal essay, essay, news/academic article, blog, textbook chapter, etc.)? How do the conventions of that genre help determine the depth, complexity, and even appearance of the argument? What information about the publication or source (magazine, newspaper, advocacy Web site) helps explain the writer's perspective or the structure and style of the argument?

The genre of the text is a speech. The depth of Saleem's speech has to be concise for a allotted time as well as the complexity and appearance. The source is TED talks which are generally inspiring which showed how the author explained the task of feeling normal was daunting, and how his examples of history alluded to his possible success.

Audience: Who is the author's intended audience? What can you infer about the audience (think about beliefs and political association but also age, class, race, ethnicity, sexual orientation, profession, education, geographic location, religion, etc.)? Look for clues from the text (especially the original publication) to support your inference.

The audience is people with immigrant minority families because he compared biases of races. I also believe Saleem's audience is students educated until college, because he showed how relevant those biases are.

Purpose: What is the author trying to accomplish? To persuade, entertain, inform, educate, call to action, shock? How do you know?

The author is trying to inform us of biases and their future impact. These biases last for him, and especially people growing up into jobs.

Argument: What do you believe is the main claim/idea/argument that the author is trying to communicate? What stance does s/he take?

Saleem argues that people being educated and in jobs should not take into consideration other people's biases. His stance is that such biases limit your own self worth.

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Evidence: How is the argument supported? Types of support include reasons and logical explanations as well as evidence. Types of evidence include anecdotes, examples, hypothetical situations, (expert) testimony, quotes, citing sources, statistics, charts/graphs, research the author or another source conducts, scientific or other facts, general knowledge, historical references, metaphors/analogies, etc.

how as in normal despite being with other kids. He also mentions logically how kids believe in their potential self goes down when not realizing their potential from bias.

Rhetorical Strategies: What aspects of this text stand out for you as a rhetorical reader? In other words, what do you observe about what the author strategically does (consciously or not) in hopes of appealing to their audience? List here as many observations as you can make about what the text does.

was bias because Saleem shows how this bias could happen to anyone by showing how there are around his accent professionally. He also shows how the bias is impersonal he showed how comparable bias for color happened from unfair situation.

Citation: Add the correct MLA or APA bibliographic entry for this text. Use easybib.com if you prefer.

Saleem, Safwat. "Why I Keep Speaking Up, Even When People Mock My Accent." TED Talk, https://www.ted.com/talks/safwat_saleem_why_i_keep_speaking_up_even_when_people_mock_my_accent.

Notes: What do you want to remember about this text?

where he fits in normally. I want to remember how he got past the situation from childhood he didn't think he felt in normally to his situation, now where he fits in normally.

Sergei Mishchenko

Dec 29th

Researched Essay Brainstorms Worksheet

Brainstorming is a fundamental process to research and writing. More time fine-tuning ideas leads to better research which leads to better researched writing. This worksheet is designed to 1) help you identify topics that interest you, questions you have, and views you already hold; and 2) get you started on some quick research to gauge how "researchable" one of your prospective topics is. These are two strategies

FYI: If it helps, feel free to download and reread the Phase 2 Brainstorms HANDOUT that we reviewed in class. It's on BB in the "Course Materials" folder.

STEP 1: Brainstorm Interests (if you already have a strong interest, skip to STEP 2)

List/freewrite here the various authors/topics/ideas you've found yourself drawn to when learning about the politics of language so far this semester.

I feel drawn to being an individual like in Langston Hughes' poem, which shows the importance of linguistic differences. I am also drawn to the piece about Jhane Jordan due to linguistic differences being evident, compared, and analyzed.

Gather and reread your various responses to course texts (at the end of your Rhetorical Situation Worksheets as well as the written responses you wrote for the last three classes). In what ways do your reflections overlap with your list/freewrite above, if at all? What sorts of topics/concepts did you focus on?

They overlap with linguistic ideals, set standards, and in this way evidence pertains to how one should express oneself. The topics I focused on was optimism explained through differences.

Try here to construct a question or two that captures what you may want to investigate for this project.

What emerges from differences we hold important and ideal in a culture of immigrants who are used to different ideals?

STEP 2: Identify Topics that (You Feel) Need to be Exposed to Audiences

What is a topic/issue related to our class that you feel needs to be further investigated and shared? Why do you feel this way?

The topic that needs to be investigated further and shared is the general need to adhere to norms that contradict ideals set by differences.

STEP 3: Brainstorm Sources/Evidence (adapted from *Writing Arguments*, p. 102)

What personal experiences have you had with this issue, if any? What details from your life or the lives of your friends, acquaintances, or relatives might serve as examples or other kinds of evidence?

I have experienced a need to agree to disagree with family, friends, and classmates about stubborn topics such as strong political ties in society, such as Republicanism and Democrats. I had to convince my dad and mom, I couldn't share opinions with friends.

What evidence/information might you hope to find in encyclopedias, magazines, newspapers, scholarly journals, and/or statistical resources (such as U.S. Census Bureau data or *Statistical Abstract of the United States*)?

I would look at politics per state. I would look at a trend. I would look at these trends related to race, and gender.

Which of our course texts might you draw on and why? What specific ideas might you paraphrase or quote?

I would draw on my idea being valid by Longston Hughes. I would also draw on reasonability presented by Jake Jordan. I would paraphrase this is America, and the speech by the police officer.

STEP 4: Do Some Quick Research Online

Try searching via google.com a phrase that captures one of the topics you've identified so far. Some examples include: language politics; language diversity; immigrant English; World Englishes; speaking English with an accent; English-only ideologies; prescriptivism; prescriptive language ideologies; language and race; linguisticism; language discrimination; language and culture; etc. Add multiple phrases/terms together with AND (must capitalize) to fine-tune your search (e.g., "language diversity" AND "education"). Try searching with and without quotation marks. How many hits did you get? What are the titles of some of the more promising websites that populated? Save or bookmark any keepers. Jot down here the phrases you used that seem to capture your idea.

How many hits: "politics per state" 1 politics per state with age

Titles of promising sources: kff.org pewresearch.org

Repeat the above search through scholar.google.com. How many hits did you get? What are the titles of some of the more promising scholarly sources that populated? Save or bookmark any keepers.

How many hits: "politics per state with age" 1 hit

Titles of promising sources: "The Origins and Consequences of Affective Polarization in the United States"

Select one or two promising sources or websites that you've found so far through your searches. Skim through it. In what ways does it provide information or perspectives that relate to or differ from your own stance?

They talk about key political differences endorsed, they relate inherently to each other.

STEP 5: Reflections

How strongly do you feel about adopting for your Exploratory Essay assignment the topic(s) you've been researching in this worksheet? What questions/concerns do you have, if any?

I feel pretty strong and hope to hear more analysis to reformulate. My questions and concerns are if this too specific a claim. I am also wondering if I should readress to Republicanism.

My Relation to My School Work

I found that many works in my class that I tried to understand established a need to look further into caring about a situation. Throughout class, I eventually understood the learning outcomes by realizing examples of their relevance in my writing through analysis. By doing so, I understood how to better articulate my descriptions of reading, and writing by organizing my knowledge of the reading and writing using the learning objectives. As I did so, I realized the greater impact in meaning from other writers and I hold to others, through influence, relevance, benefits, accountability, reasonability, assertiveness, potential significance, and objectivity within the learning objectives. By understanding this greater importance, I understood how well I illustrated their importance by writing about them.

I have found how to do the first objective by understanding the meaning inherent in the news. I established based on how they used linguistic standards to portray a character like Trump could influence the audience heavily and quickly. In my cover letter of my third essay, I discovered it was important to my audience for me to “consider both points of view in politics”(1). This shows an example of how the attitude of political adversaries is valued. This has helped me realize what role they played in assessing each other in front of others in terms of others' recognition of their own point. I also wrote this awareness, or lack thereof could be detrimental since in politics “an invalid point can cause a chain reaction”(1). This would go to show how one’s opinion in society can be swayed, based on someone else’s inherent attitude for someone else, to be true without doubt. This shows how influential a response is politically when

generally held by an implicit attitude. Since I asserted it is important to encompass different political beliefs, this shows how the author shows the need to be influential in society.

Throughout my homeworks with rhetorical situation worksheets, I did learn the second objective by narrowing my perspective through seeing how purpose interacts with argument to allow me to realize the relevance of an argument to myself. In my worksheet on Saleem, I discovered that his purpose is to describe “inform of biases and their future impact”(Rhetorical Situation Worksheet on Saleem). I realized how in this situation that biases could allude to more bias, and inherent differences. Similarly in another homework, I wrote “inform that Black English is getting more important in the future”(Rhetorical Situation Worksheet on June Jordan). The relevance Black English played on potential learning by other students expands on how they use it. This shows how in Saleem’s case and June Jordan’s case, I have learned how the purpose the author presented in both situations to make us more aware could play a role in society in the future, through relevance.

Throughout the Research Brainstorming Worksheet, I did learn the third objective by realizing how another author could crucially benefit society. This guided my own understanding of my own significance of my topic. In this worksheet I highlighted how “Langston Hughes shows the importance of linguistic differences” (Researched Brainstorming Worksheet). This showed how I found his work inspiring in my own situation. This helped provide the framework needed inherently to write about analyzing styles of writing of political opponents. Later in the worksheet I wrote about “overlap with linguistic ideals”(Researched Brainstorming Worksheet).

While I chose to focus on political acceptance in the worksheet, by quoting Langston Hughes, I noticed how he highlighted the importance of a teacher's awareness as a benefit that helped me strengthen my conceptualization of my essay in a way society could benefit from. While I did narrow down my topic, I found adjusting my topic to be fully significant and currently benefiting was hard to realize for me.

I was able to learn the fourth objective by establishing accountability in others. In my second essay, I established "peers have a big role in how open one is socializing and feeling less lonely" (12). I analyzed other students I was around in highschool to establish the purpose to inform the audience of the accountability of peers. This was crucial to realize the implied accountability inherent in other's talking.

I learned the fifth objective by establishing reasonability in myself. I described that my, "[m]y genre was a good fit because my genre being a personal letter gave me the opportunity to introduce a topic about my brother so that I was open to more discussion". I created a genre in my second essay that was a personal letter. I realized that people trying to understand similar situations, such as editors, would be predisposed to look through my essay. By providing understandable premonitions in my personal letter like relatability to my brother, this provided a gauge for the audience. This helped give the audience a reason to read this, therefore allowing different editors to realize my writing in different situations and therefore allow audiences with different backgrounds to read based on different compatibility. I recognize my inherent understanding of the topic showed how a general attitude could be unique to many people, which

would show how I do not fully understand what is essential in understanding differences in ranging audiences.

By writing a precis for my sources, I worked on the sixth learning objective. From the internet, I learned that in the case of Donald Trump, the author's argument was trying to establish Donald Trump as legitimate (Abramson). I found better vindication in understanding the perspective of Trump, by realizing that this news article was inherently assertive. This provided more accuracy in their piece. I later found and summarized a thesis by Highfield addressing how "students understood the political arena more to increase their ability to function in society, such as voting"(7). Being a paper in the school library, I found this as a credible source to be used in my paper. This helped apply confidence to finding being educated as one of the causes of being politically aware. I found both sources in this paragraph assertive. This helped me establish an argument against political bias inherent in society.

In my third essay, I practiced the seventh learning objective, by realizing how potentially a situation like this could go wrong. I described how marriages were chosen through bias (Shanto 6). This was incredibly improper, and unrealistic in this case. I wrote, "[a]nother example of the importance of being valued justly, for the right reasons, is when Langston Hughes found that his teacher's importance was inline with himself" (Langston Hughes). I then compared this source to Langston Hughes hoping to receive more proper treatment from his teacher. By analyzing this situation as being unprompted if gone wrong, I realized the overlap in need for less bias in Langston Hughes' case with Shanto, which would show how the source in the same

circumstances, of party bias could have gone wrong. By doing so, I was able to add to the argument so that I established a stance that it was important to get past bias in society.

During my third essay, I practiced the eighth learning objective to be more objective. In my essay, I copied a quote on misconceptions of polarization, “[s]ometimes perhaps you don’t want to be a part of me” (Langston Hughes). I correctly cited it from the author. By doing so, it became clear in my essay that my analysis was composed directly from what the author wrote. My analysis on how the student’s points are comparative to the teachers clearly stemmed from the source at hand (4). This became clear that the author, Langston Hughes, wanted to be better relatively understood, by being objective without bias helped understand what Langston Hughes meant. By doing so, my essay became objectively logical.

I understand now, through learning outcomes, I have a better mindset when approaching a problem through crucial components. By seeing how important an understanding of the course learning objectives were to understanding other author’s and my materials, I found how to better create ideas with a better inherent structure. I found through the learning objectives I understood generally the greater difficulty in an avenue essential throughout the semester to get better and more articulate as a writer. Overall through how impactful a writer’s meaning, I understood that meaning behind an author provides value in their argument and so fourth. Hence, these strategies have taught better hindsight into my descriptions and creative writing.

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