**Rhetoric of the Op-Ed**

**Learning Goals for the Unit**

You will be able to:

* Understand and use the concepts of ethos, logos, and pathos to analyze the rhetorical strategies of an author
* Understand the concept of “persuasion” and make distinctions between beliefs and knowledge
* Understand key rhetorical concepts such as audience, purpose, occasion, and genre through analysis of texts
* Write a letter to the editor or an essay responding to the issues of the text(s) making effective rhetorical choices in light of audience and purpose

**Texts for the Unit**

Braithwaite, Victoria. “Hooked on a Myth: Do Fish Feel Pain?” Los Angeles Times, 8 Oct. 2006,

p. M5.

Edlund, John R. “Three Ways to Persuade: Integrating the Three Appeals.” ERWC Online

Community, 2018.

Rifkin, Jeremy. “A Change of Heart about Animals.” Editorial. Los Angeles Times, 1 Sept. 2003, p. B15.

**Part One: Rhetorical Devices**

**Activity 1: Getting Ready to Read – Quickwrite**

Think of something you tried to persuade a parent, teacher, or friend to do or believe. It might have been to buy or pay for something, to change a due date or a grade, to change a rule or decision, to go somewhere, or some other issue. What kinds of arguments did you use? Did you use logic? Did you use evidence to support your request? Did you try to present your own character in a way that would make your case more believable? Did you try to engage the emotions of your audience? *On a piece of paper or a separate page you add here, write a short description of your efforts to persuade your audience in this case.*

**Activity 2: Annotation**

*While reading the article, underline the definition of each of the rhetorical devices--ethos, logos, and pathos. Do not, however, simply underline the heading of each section. Instead, underline the definition found within each section.*

***Three Ways to Persuade: Integrating the Three Appeals***

By John R. Edlund 2018

**1** Over 2,000 years ago the Greek philosopher Aristotle argued that there were three basic ways to persuade an audience of your position: ethos, pathos, and logos. These concepts can help you persuade others and help you understand how persuasion works in articles you read and speeches you hear. Although we are going to look at them one by one, in practice they all work together.

**Ethos: The Writer’s Character or Image**

**2** The Greek word ethos is related to our word ethics or ethical, but a more accurate modern translation might be “image.” Aristotle’s term ethos refers to the speaker’s character as it appears to the audience. Aristotle says that if we believe that a speaker has good sense, good moral character, and goodwill, we are inclined to believe what that speaker says. Today we might add that a speaker should also appear to have the appropriate expertise or authority to speak knowledgeably about the subject matter. Ethos is often the first thing we notice, so it creates the first impression that influences how we perceive the rest. Ethos is an important factor in advertising, both for commercial products and in politics. For example, when an actor in a pain reliever commercial puts on a doctor’s white coat, the advertisers are hoping that wearing this coat will give the actor the authority to talk persuasively about medicines. Of course, in this particular instance the actor’s ethos is a deceptive illusion, but the character, background, and authority of the speaker or writer can be legitimate factors in determining whether we find him or her credible.

**3** A writer’s ethos is constructed largely through word choice and style. Sometimes, when we are asked to write about something that we are still learning about, we might be tempted to use a thesaurus to find some big words to impress the reader. Unfortunately, this usually backfires, because it is difficult to use a word correctly that you have not heard or read in context many times.

**4** Sometimes a writer or speaker will use what is called an *ad hominem* argument, an argument “against the man.” In this strategy, the writer attacks the character or personality of the speaker instead of attacking the substance of his or her position. This kind of argument is usually considered to be a logical fallacy, but it can be very effective and is quite common in politics. This type of argument attempts to undermine a speaker or writer’s ethos.

**5** A modern concept related to ethos is what rhetorician Kenneth Burke calls “identification.” If the audience feels connected to the speaker, feels that the speaker is part of a group to which they also belong, and/or feels admiration or sympathy for the speaker, they are more likely to be persuaded by the speaker’s words. Identification creates strong emotional attachments that can make an audience ignore valid opposing arguments and facts. The emotional component of identification means that ethos and pathos, the next mode of persuasion we will discuss, are working together.

**Pathos: The Emotions of the Audience**

**6** Most of us think that we make our decisions based on rational thought. However, Aristotle points out that emotions such as anger, pity, fear, and their opposites powerfully influence our rational judgments. Due to this fact, much of our political discourse and much of the advertising we experience is directed toward moving our emotions.

**7** Anger is a very powerful motivating force. Aristotle says that if we want to make an audience angry we need to know three things: 1) the state of mind of angry people, 2) who the people are that this audience usually gets angry at, and 3) on what grounds this audience gets angry at those people. While the actual causes of a war may be economic or political, and thus related to logos, the mobilization of a people or a nation to war inevitably consists of appeals to pathos. Leaders mobilize their followers to go to war by reminding them of their historical grievances against other groups or nations, blaming other groups for economic difficulties, and focusing on perceived insults, crimes, and atrocities committed against their own citizens by others. In the twentieth century, such appeals to pathos inspired the Holocaust in Germany, genocide in Rwanda, and ethnic cleansing in the former Yugoslavia. Individuals were inspired through pathos to attack, rape, or kill neighbors who had lived near them all their lives, simply because of their ethnicity or religion.

**8** Many political decisions have an emotional motivation. For example, when a gunman with an assault rifle shot up a schoolyard full of children, people were suddenly interested in banning such weapons. In this case, several emotions are involved, but perhaps the strongest one is pity for the small children and their families. The logical arguments for banning or not banning assault rifles had not changed at all, but people were emotionally engaged with the issue after this event and wanted to do something.

**9** Of course, not all appeals to pathos result in violence or political action. Advertisements for consumer goods often aim at making us insecure about our attractiveness or social acceptability and then offer a remedy for this feeling in the form of a product. This is a common strategy for selling mouthwash, toothpaste, chewing gum, clothing, and even automobiles. Our desire to be attractive to others turns into a desire for products or other symbols of success. We may even rationalize these desires by making logical arguments about why we need these things.

**10** Appeals to the emotions and passions are often very effective and are very common in our society. Such appeals are not always false or illegitimate. It is natural to feel strong emotions about tragedies, victories, and other powerful events as well as about one’s own image and identity. You may find it useful to consider the emotions of your audience in your own writing.

**Logos: Logical Arguments**

**11** In our society, logic and rationality are highly valued and this type of persuasive strategy is usually privileged over appeals to the character of the speaker or to the emotions of the audience. However, formal logic and scientific reasoning are usually not appropriate for general audiences, so we must rely on a more rhetorical type of reasoning.

**12** For Aristotle, formal arguments are based on what he calls syllogisms. This is reasoning that takes the form: All men are mortal. Socrates is a man. Therefore, Socrates is mortal.

**13** However, Aristotle notes that in ordinary speaking and writing we often use what he calls a rhetorical syllogism or an enthymeme. This is an argument in which some of the premises or assertions remain unstated or are simply assumed. For example, no one in ordinary life would think that Socrates could be immortal. We would simply assume that Socrates could be killed or that he would die of natural causes after a normal lifespan. As a result, we can logically say the following: Socrates is a man; therefore, Socrates is mortal. Not all assumptions are as obvious as this one, however.

**14** For example, when the bubonic plague swept through Europe and parts of Asia in the 14th century, killing as much as three quarters of the population in less than 20 years, it was not known how the disease was spread. At one point, people supposedly thought that the plague was spread by cats. If one assumes that cats spread the disease, the obvious solution to the problem is to eliminate the cats, and so people began killing cats on sight. However, we now know that the plague is spread by fleas which live on rats. Because cats kill rats, killing off the cat population Introducing Ethos, Pathos, and Logos 4 led to an increase in the rat population, a corresponding increase in plague carrying fleas, and thus an increase in cases of plague in humans. Killing off the cats was a logical solution to the problem of plague, but it was based on a faulty assumption.

**15** Aristotle favored arguments from probability. He distrusted evidence from written documents because they could be forged and testimony from witnesses because they could be coerced or bribed, so he went with what was probably true. For example, if a big strong man claimed that a small weak man had beaten him up and stolen his money, Aristotle would find that improbable. Of course, today we prefer that our arguments be supported with relevant evidence in the form of facts, statistics, professional research and other data. However, even fact-based arguments can depend on faulty assumptions.

**16** Persuasion, to a large extent, involves convincing people to accept our assumptions as probably true and to take appropriate action. Similarly, exposing questionable assumptions in someone else’s argument is an effective means for preparing the audience to accept your own contrary position.

**17** It is tempting to see ethos, pathos, and logos as separate parts of a text, but in fact they almost always work together. The same element in speech or writing can simultaneously function in all three ways. A detailed description of an assault rifle, a bird’s nest, or an abstract painting, to choose some random examples, could be part of a logical argument, but also simultaneously give an impression of the speaker and cause an emotional effect in the audience. Each appeal is a perspective, a way of looking at a text and how it does what it does. They are not pigeonholes in which to sort specific elements of the text, but concerns that all writers must deal with, and resources that writers can use to achieve their persuasive goals. Sometimes a writer will depend on one sort of appeal much more than another, such as logos in a scientific article, or ethos in a campaign speech. However, you will find elements of all three in each text you study and they are worth thinking about in every text you write. They are useful concepts that help you understand why a speech or an article affects you the way it does.

**Activity 3: Word Meaning**

Based on the article, match the following words to the correct rhetorical device by writing the words in the chart below.

**Words:** empathy, logic, caring, appearance, ethical, argument, emotion, honest

|  |  |
| --- | --- |
| **Rhetorical Device** | **Words that Match the Device’s Meaning** |
| **Ethos** |  |
| **Pathos** |  |
| **Logos** |  |

**Complete the chart below.** In the first column, write your own definition of each of the rhetorical devices as you understand them from reading the article. In the second column, list information from the article that will help you remember the meaning of each. (It’s best to include a direct quote and paragraph number.) In the third column, draw a picture or give a real-life example that will help you remember the meaning of each device.

|  |  |  |  |
| --- | --- | --- | --- |
| **Rhetorical Device** | **Your Own Definition** | **Information from the article** | **Drawing or Example** |
| **Ethos** |  |  |  |
| **Pathos** |  |  |  |
| **Logos** |  |  |  |

**Activity 4: Thinking Critically**

**Questions about Ethos**

1. According to Edlund, “we might be tempted to use a thesaurus to find some big words to impress the reader.” This is not a good idea because \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. Thinking about ethos, why is it important to make sure we use correct spelling and punctuation when writing? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. A specific celebrity or politician who works hard to project a particular image is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. What does she or he do to create this image? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Questions about Pathos**

1. An advertisement for a product or a political campaign that uses your emotions to persuade you to believe something is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. Explain how it uses your emotions. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. Have you ever made a decision based on your feelings that you regretted later? Did emotions ever serve you well in making a decision? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Questions about Logos**

1. Do you think that logical arguments are a better support for a position[[1]](#footnote-1) than arguments that are based on authority or character[[2]](#footnote-2)? (In other words, would you support a policy just because a celebrity or an important expert supported it?) Explain. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. Go to an online news site and look at the headlines of several articles.

News site: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Headlines of different articles on the site:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Are there any hidden assumptions[[3]](#footnote-3) in the headlines?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_How do the headline writers try to persuade you to click? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Part Two: “**A Change of Heart About Animals” by Jeremy Rifkin

**Reading Rhetorically Preparing to Read**

**Activity 5: Surveying the Text**

Look at the article “A Change of Heart about Animals” by Jeremy Rifkin. Think about the following questions. Make notes here or on the article.

1. Where and when was this article published?
2. Who wrote the article? Do you know anything about this writer? (Hint: Look at the end of the article.) How could you find out more?
3. What is the subtitle[[4]](#footnote-4) of the article? What does that tell you about what the article might say?
4. The article was published on the editorial page. What does that mean?

**Activity 6: Making Predictions and Asking Questions**

As you look at the text of “A Change of Heart about Animals,” answer and then discuss the following questions. Use a separate piece of paper or insert another page into this document for your answers.

1. What does it mean to have “a change of heart”?
2. What are some common ideas or feelings people have about animals? What kinds of experiences might cause someone to change his or her ideas or feelings about animals?
3. What are some groups of people who have strong feelings about how animals are treated? What do they usually believe?
4. Read the first sentence of the article. It mentions breakthroughs in biotechnology[[5]](#footnote-5) and nanotechnology[[6]](#footnote-6). Do you think this article is about those things? Why or why not?
5. This article appeared in a newspaper. What does that mean about the audience? Is this an article for scientists? Why or why not?
6. What do you think is the purpose of this article? Does the writer want readers to change their minds about something?
7. Will the article be negative or positive in relation to the topic? Why?
8. What argument about the topic might it present? What makes you think so?

**Activity 7: Making Meaning**

The following words are important in the article. Draw a picture to help you remember the definitions.

|  |  |  |
| --- | --- | --- |
| **Word/ Phrase** | **Definition** | **Picture** |
| **humane** | kind, merciful, respectful |  |
| **inhumane** | cruel, not kind, mean |  |
| **cognitive** | thinking, logical, knowing |  |
| **genetically wired** | behavior or ability that is programmed by genes; instinctive; unlearned |  |
| **empathy** | experiencing the feelings of others |  |

*Now you are ready to read Jeremy Rifkin’s “A Change of Heart about Animals.” For the first time through, you should read to understand the text. Read as if you trust Rifkin, and focus on what he is trying to say. Try to see whether the predictions you have made about the text are true. Is the article about what you thought it would be about? Does Rifkin say what you thought he would say?*

Los Angeles Times Commentary

*A Change of Heart About Animals*

*They are more like us than we imagined, scientists are finding.*

[**September 01, 2003**](http://articles.latimes.com/2003/sep/01)|Jeremy Rifkin

**1** Though much of big science has centered on breakthroughs in biotechnology, nanotechnology and more esoteric questions like the age of our universe, a quieter story has been unfolding behind the scenes in laboratories around the world -- one whose effect on human perception and our understanding of life is likely to be profound.

**2** What these researchers are finding is that many of our fellow creatures are more like us than we had ever imagined. They feel pain, suffer and experience stress, affection, excitement and even love -- and these findings are changing how we view animals.

**3** Strangely enough, some of the research sponsors are fast food purveyors, such as McDonald's, Burger King and KFC. Pressured by animal rights activists and by growing public support for the humane treatment of animals, these companies have financed research into, among other things, the emotional, mental and behavioral states of our fellow creatures.

**4**  Studies on pigs' social behavior funded by McDonald's at Purdue University, for example, have found that they crave affection and are easily depressed if isolated or denied playtime with each other. The lack of mental and physical stimuli can result in deterioration of health.

**5** The European Union has taken such studies to heart and outlawed the use of isolating pig stalls by 2012. In Germany, the government is encouraging pig farmers to give each pig 20 seconds of human contact each day and to provide them with toys to prevent them from fighting.

**6** Other funding sources have fueled the growing field of study into animal emotions and cognitive abilities.

**7** Researchers were stunned recently by findings (published in the journal Science) on the conceptual abilities of New Caledonian crows. In controlled experiments, scientists at Oxford University reported that two birds named Betty and Abel were given a choice between using two tools, one a straight wire, the other a hooked wire, to snag a piece of meat from inside a tube. Both chose the hooked wire. Abel, the more dominant male, then stole Betty's hook, leaving her with only a straight wire. Betty then used her beak to wedge the straight wire in a crack and bent it with her beak to produce a hook. She then snagged the food from inside the tube. Researchers repeated the experiment and she fashioned a hook out of the wire nine of out of 10 times.

**8** Equally impressive is Koko, the 300-pound gorilla at the Gorilla Foundation in Northern California, who was taught sign language and has mastered more than 1,000 signs and understands several thousand English words. On human IQ tests, she scores between 70 and 95.

**9** Tool-making and the development of sophisticated language skills are just two of the many attributes we thought were exclusive to our species. Self-awareness is another.

**10** Some philosophers and animal behaviorists have long argued that other animals are not capable of self-awareness because they lack a sense of individualism. Not so, according to new studies. At the Washington National Zoo, orangutans given mirrors explore parts of their bodies they can't otherwise see, showing a sense of self. An orangutan named Chantek who lives at the Atlanta Zoo used a mirror to groom his teeth and adjust his sunglasses.

**11** Of course, when it comes to the ultimate test of what distinguishes humans from the other creatures, scientists have long believed that mourning for the dead represents the real divide. It's commonly believed that other animals have no sense of their mortality and are unable to comprehend the concept of their own death. Not necessarily so. Animals, it appears, experience grief. Elephants will often stand next to their dead kin for days, occasionally touching their bodies with their trunks.

**12** We also know that animals play, especially when young. Recent studies in the brain chemistry of rats show that when they play, their brains release large amounts of dopamine, a neurochemical associated with pleasure and excitement in human beings.

**13** Noting the striking similarities in brain anatomy and chemistry of humans and other animals, Stephen M. Siviy, a behavioral scientist at Gettysburg College in Pennsylvania, asks a question increasingly on the minds of other researchers. "If you believe in evolution by natural selection, how can you believe that feelings suddenly appeared, out of the blue, with human beings?"

**14** Until very recently, scientists were still advancing the idea that most creatures behaved by sheer instinct and that what appeared to be learned behavior was merely genetically wired activity. Now we know that geese have to teach their goslings their migration routes. In fact, we are finding that learning is passed on from parent to offspring far more often than not and that most animals engage in all kinds of learned experience brought on by continued experimentation.

**15** So what does all of this portend for the way we treat our fellow creatures? And for the thousands of animals subjected each year to painful laboratory experiments? Or the millions of domestic animals raised under the most inhumane conditions and destined for slaughter and human consumption? Should we discourage the sale and purchase of fur coats? What about fox hunting in the English countryside, bull fighting in Spain? Should wild lions be caged in zoos?

**16** Such questions are being raised. Harvard and 25 other U.S. law schools have introduced law courses on animal rights, and an increasing number of animal rights lawsuits are being filed. Germany recently became the first nation to guarantee animal rights in its constitution.

**17** The human journey is, at its core, about the extension of empathy to broader and more inclusive domains. At first, the empathy extended only to kin and tribe. Eventually it was extended to people of like-minded values. In the 19th century, the first animal humane societies were established. The current studies open up a new phase, allowing us to expand and deepen our empathy to include the broader community of creatures with whom we share the Earth.

**Jeremy Rifkin, author of "The Biotech Century" (Tarcher Putnam, 1998), is the president of the Foundation on Economic Trends in Washington, D.C.**

**Activity 8: Reading for Understanding**

Now that you have finished reading, answer the following:

1. Rifkin want readers to believe \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. People believe humans can \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_but animals cannot do those same things.
3. How does Rifkin challenge the beliefs that only humans can do certain things? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
4. To make sure people believe him, Rifkin gives information from \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to support his case because they are good sources.
5. What action does Rifkin want readers to take? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Activity 9: Annotating and Questioning the Text**

You should question the text in your second reading, “reading against the grain” and “playing the disbelieving (or doubting) game.” As you read, look for claims[[7]](#footnote-7) and assertions[[8]](#footnote-8) Rifkin makes. Does he back them up? Do you agree with them?

**As you read, do the following:**

1. Highlight the thesis[[9]](#footnote-9) and major claims or assertions made in the article.
2. Underline the evidence in support of the claims and assertions.
3. Write your comments and questions in the margins--including any words you don’t understand.

**After reading the article again, answer the following questions:**

1. The thesis of Rifkin’s article is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

2. Does Rifkin make any claims with which you disagree? What are they and why? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3. Do any claims lack support? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Activity 10: Examining the Structure of the Text**

Now that you have read and worked with the content of the Rifkin essay, you are ready to begin analyzing[[10]](#footnote-10) its organizational structure[[11]](#footnote-11). First, divide the text into sections:

* Draw a line across the page where the introduction ends. (Think about: Is the line after the first paragraph, or are there more introductory paragraphs?)
* Divide the body of the essay into sections on the basis of the topics addressed. Use brackets in the margin to mark each section and write the main idea of that section.
* Draw a line where the conclusion begins. (Think about: Is it the last paragraph, or does it begin before that?)

*If you’re doing your work digitally, do the following:*

* Draw a line across the page where the introduction ends. (Think about: Is the line after the first paragraph, or are there more introductory paragraphs?)
* Divide the body of the essay into sections on the basis of the topics addressed. Highlight the sections using different colors. (Remember, you already highlighted the thesis and major claims; don’t change those highlights.) Add a comment in the margin and type in the main idea of that section.
* Draw a line where the conclusion begins. (Think about: Is it the last paragraph, or does it begin before that?)

You are now ready to begin a process called “descriptive outlining”.

Write brief statements describing the rhetorical function[[12]](#footnote-12) and content of each paragraph or section.

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| --- | --- | --- | --- |
| Section (give paragraph numbers) | What does each section do for the reader? | What is the writer trying to accomplish? | What does each section say? What is the content? |
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After making the descriptive outline, think about the article’s organizational structure:

* The section that is the most developed is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* The section that is the least developed is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* The section that is the most persuasive is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* The sections that is the least persuasive is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* The essay’s main argument is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Activity 11: Considering the Rhetorical Situation**

Think about the following questions. Be prepared to discuss your answers.

* What is Rifkin’s purpose in writing this piece? What is he trying to accomplish?
* Who is Rifkin writing to? Are people like you part of his primary audience?
* Why is Rifkin writing this now? Is there a particular event that moves him to write, or is his motivation more that he feels that several trends are coming together to create a time for change?

**Activity 12: Analyzing Stylistic Choices**

1. Paragraph 4 of the article says

“Studies on pigs’ social behavior funded by McDonald’s at Purdue University, for example, have found that they crave affection and are easily depressed if isolated or denied playtime with each other. The lack of mental and physical stimuli can result in deterioration of health.”

The first sentence uses words associated with human behavior such as “affection” and “playtime,” while the second sentence uses formal scientific words such as “stimuli” and “deterioration.”

The effect of this movement from emotional to scientific language is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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1. Paragraph 10 of the article says

“An orangutan named Chantek who lives at the Atlanta Zoo used a mirror to groom his teeth and adjust his sunglasses.”

*Groom* is a word that has different meanings when applied to humans and animals. If animals groom each other, it usually means that one cleans the other’s fur or searches the fur to remove fleas and other parasites. It is part of social bonding. If a human grooms a horse, it means combing and brushing the animal.

When applied to humans, the word *groom* means \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

How is the word *groom* used here in the article?

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1. It is significant that the names of most of the animals involved in the experiments are given but not the names of the scientists because \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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1. Throughout most of the article, Rifkin refers to “researchers” and “scientists.” In paragraph 13, however, he directly quotes Stephen M. Siviy, whom he refers to as “a behavioral scientist at Gettysburg College in Pennsylvania.”

The effect on the reader because of this sudden specificity[[13]](#footnote-13) is

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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1. What effect do all the rhetorical questions[[14]](#footnote-14) in paragraph 15, followed by “such questions are being raised” in paragraph 16 have on the reader? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**Activity 13--Summarizing**

Look back at Activities 9 and 10 as well as your annotations on the article. Use the following chart to help you write a summary[[15]](#footnote-15) paragraph[[16]](#footnote-16) of the entire article.

|  |  |
| --- | --- |
| **Section** | **Main idea or sentence about the section** |
| Introduction |  |
| Section 1 |  |
| Section 2 |  |
| Section 3 |  |
| Section 4 |  |
| Section 5 |  |
| Conclusion |  |

**Summary paragraph of the entire article:**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Activity 14: Thinking Critically**

At this point, the concepts of ethos, logos, and pathos come back into play. From the analysis you have done so far, you should be well prepared to analyze the logic and support of the arguments, the character and intentions of the author, and the emotional effects on the reader of the language used and the details provided.

**Questions about the Writer (Ethos)**

Do an Internet search to find out more about Jeremy Rifkin.

|  |  |
| --- | --- |
| What is his profession[[17]](#footnote-17)? |  |
| What does he usually write about? |  |
| Does everybody agree with him? |  |

*Website where you found your information:*

* Do the facts you find about his life, his credentials[[18]](#footnote-18), and his interests make him more or less credible[[19]](#footnote-19) to you? Why? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Does the ethos that Rifkin creates in the text fit who he really is? (Do you trust this author or do you think this author is deceptive[[20]](#footnote-20)?) Why or why not? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Questions about Logic (Logos)**

* Can you think of counterarguments[[21]](#footnote-21) that the author does not address[[22]](#footnote-22)? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Do you think Rifkin has left something out on purpose? Why or why not? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Questions about Emotions (Pathos)**

* To make an emotional impact[[23]](#footnote-23) on the reader, Rifkin says that Germany is encouraging farmers to give pigs human contact and toys. What other parts of the article have an emotional effect on the reader? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Rifkin calls his essay “A Change of Heart about Animals.” Does this imply[[24]](#footnote-24) that the scientific discoveries he summarizes here should change how we feel about animals? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Part Three: “Hooked on a Myth; Do Fish Feel Pain?” by Victoria Braithewaite**

*This is a second op-ed piece, “Hooked on a Myth; Do Fish Feel Pain?” by Victoria Braithwaite. Because it is only about fish, the scope of this article is much more limited than Rifkin’s. It also uses scientific language and makes scientific arguments based on experiments conducted by the author, who is herself a scientist. It makes an interesting comparison with Rifkin’s article because Brathwaite is also arguing that perhaps we should treat animals differently.*

**Preparing to Read**

**Activity 15: Surveying the Text (Braithwaite)**

Look at the article “Hooked on a Myth; Do Fish Feel Pain?” by Victoria Braithewaite. Think about the following questions. Make notes here or on the article.

1. Where and when was this article published?
2. Who wrote the article? Do you know anything about this writer? (Hint: Look at the beginning of the article.) How could you find out more? Is this writer more or less credible than Jeremy Rifkin?
3. What is the title of the article? The subtitle? What do these words tell you about what the article might say? Can you make some predictions?

**Reading Purposefully**

**Activity 16: Reading for Understanding**

*Read the Braithwaite article thinking about when the article confirms your own experiences and when it challenges your previous interpretation of fish behavior.*

*Hooked on a Myth*

*Do Fish Feel Pain? A Biologist Says We Shouldn't Be So Quick to Believe They Don't.*

By Victoria Braithwaite Los Angeles Times, October 8, 2006

**1** VICTORIA BRAITHWAITE, a behavioral biologist at Edinburgh University, is on sabbatical at the Institute for Advanced Study in Berlin.

**2** EVERY YEAR, sportsmen around the world drag millions of fish to shore on barbed hooks. It's something people have always done, and with little enough conscience. Fish are … well, fish. They're not dogs, who yelp when you accidentally step on their feet. Fish don't cry out or look sad or respond in a particularly recognizable way. So we feel free to treat them in a way that we would not treat mammals or even birds.

**3** But is there really any biological justification for exempting fish from the standards nowadays accorded to so-called higher animals? Do we really know whether fish feel pain or whether they suffer—or whether, in fact, our gut sense that they are dumb, unfeeling animals is accurate?

**4** Determining whether any type of animal really suffers is difficult. A good starting place might be to consider how people feel pain. When a sharp object pierces the human body, specialized nerve endings called nociceptors alert us to the damage. Incredibly, no one ever seems to have asked before whether fish have nociceptors around their mouths. My colleagues and I in Edinburgh, Scotland, recently looked in trout and found that they do. If you look at thin sections of the trigeminal nerve, the main nerve for the face for all vertebrates, fish have the same two types of nociceptors that we do—A-delta and C fibers. So they do have the necessary sensory wiring to detect pain.

**5** And the wiring works. We stimulated the nociceptors by injecting diluted vinegar or bee venom just under the skin of the trout. If you've ever felt the nip of vinegar on an open cut or the sting of a bee, you will recognize these feelings as painful. Well, fish find these naturally irritating chemicals unpleasant too. Their gills beat faster, and they rub the affected area on the walls of their tank, lose interest in food and have problems making decisions.

**6** When I have a headache, I reach for the aspirin. What happens if we give the fish painkillers after injecting the noxious substances? Remarkably, they begin to behave normally again. So their adverse behavior is induced by the experience of pain.

**7** But just because fish are affected by pain, does that mean they actually feel it? To answer that, we need to probe deeper into their brains (and our own) to understand what it means to feel pain.

**8** To determine what fish go through mentally when they experience painful stimuli, we also need to determine whether they have a capacity to feel emotion and to suffer.

**9** This is a much harder problem. It goes to the very heart of one of the biggest unresolved issues in biology: Do nonhuman animals have emotions and feelings? Are nonhuman animals conscious?

**10** Scientists and philosophers have long debated consciousness and what it is and whether it is exclusively human. There are multiple definitions and, frankly, we haven't really come to grips with what it means to be conscious ourselves. Are we conscious because we are capable of attributing mental states to others, or perhaps because we have a qualitative awareness of feelings, whether positive or negative? And if we can't define our own consciousness, can we expect to detect it in fish?

**11** Perhaps not, but we can look for behaviors and abilities that we believe contribute to human consciousness—for example, complex cognitive abilities and specialized brain regions that process emotion and memory.

**12** It turns out that the stereotype of fish as slow, dim-witted creatures is wrong; many fish are remarkably clever. For example, they can learn geometrical relationships and landmarks—and then use these to generate a mental map to plan escape routes if a predator shows up.

**13** And their brains are not as different from ours as we once thought. Although less anatomically complex than our own brain, the function of two of their forebrain areas is very similar to the mammalian amygdala and hippocampus—areas associated with emotion, learning and memory. If these regions are damaged in fish, their learning and emotional capacities are impaired; they can no longer find their way through mazes, and they lose their sense of fear.

**14** None of this tells us that fish are conscious, but it does demonstrate them to be cognitively competent: They are more than simple automata.

**15** So do we have to change the way we treat fish? Some still argue that fish brains are so less well developed than those of birds and mammals that it isn't possible for fish to suffer. In my view, that case is not proven.

**16** Moreover, we actually have as much evidence that fish can suffer as we do that chickens can. I think, therefore, that we should adopt a precautionary ethical approach and assume that in the absence of evidence to the contrary, fish suffer.

**17** Of course, this doesn't mean that we necessarily must change our behavior. One could reasonably adopt a utilitarian cost-benefit approach and argue that the benefits of sportfishing, both financial and recreational, may outweigh the ethical costs of the likely suffering of fish. 18 But I do find it curious that it has taken us so long even to bother to ask whether fish feel pain. Perhaps no one really wanted to know. Perhaps it opens a can of worms — so to speak — and begs the question of where do we draw the line. Crustacean welfare? Slug welfare? And if not fish, why birds? Is there a biological basis for drawing a line?

**Activity 17: Annotating and Questioning the Text**

You should question the text in your second reading, “reading against the grain” and “playing the disbelieving (or doubting) game.” As you read, look for claims[[25]](#footnote-25) and assertions[[26]](#footnote-26) Braithewaite makes. Does she back them up? Do you agree with them?

**As you read, do the following:**

1. Highlight the thesis[[27]](#footnote-27) and major claims or assertions made in the article.
2. Underline the evidence in support of the claims and assertions.
3. Write your comments and questions in the margins--including any words you don’t understand.

**After reading the article again, answer the following questions:**

1. The thesis of Braithewaite’s article is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

2. Does Braithewaite make any claims with which you disagree? What are they and why? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3. Do any claims lack support? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Activity 18: Examining the Structure of the Text**

Now that you have read and worked with the content of the Braithewaite essay, you are ready to begin analyzing[[28]](#footnote-28) its organizational structure[[29]](#footnote-29). First, divide the text into sections:

* Draw a line across the page where the introduction ends. (Think about: Is the line after the first paragraph, or are there more introductory paragraphs?)
* Divide the body of the essay into sections on the basis of the topics addressed. Use brackets in the margin to mark each section and write the main idea of that section.
* Draw a line where the conclusion begins. (Think about: Is it the last paragraph, or does it begin before that?)

*If you’re doing your work digitally, do the following:*

* Draw a line across the page where the introduction ends. (Think about: Is the line after the first paragraph, or are there more introductory paragraphs?)
* Divide the body of the essay into sections on the basis of the topics addressed. Highlight the sections using different colors. (Remember, you already highlighted the thesis and major claims; don’t change those highlights.) Add a comment in the margin and type in the main idea of that section.
* Draw a line where the conclusion begins. (Think about: Is it the last paragraph, or does it begin before that?)

You are now ready to begin a process called “descriptive outlining”.

Write brief statements describing the rhetorical function[[30]](#footnote-30) and content of each paragraph or section.

|  |  |  |  |
| --- | --- | --- | --- |
| Section (give paragraph numbers) | What does each section do for the reader? | What is the writer trying to accomplish? | What does each section say? What is the content? |
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After making the descriptive outline, think about the article’s organizational structure:

* The section that is the most developed is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* The section that is the least developed is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* The section that is the most persuasive is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* The sections that is the least persuasive is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* The essay’s main argument is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Activity 19: Analyzing Stylistic Choices**

Answer the following questions about the Braithwaite text. Be prepared to discuss your answers.

1. What is the effect of the use of scientific terms in an article that is written for newspaper readers?
2. Do these terms confuse the reader?
3. Do they make the writer more credible?
4. Do they help the reader understand the type of argument being made?

**Questioning the Text**

**Activity 20: Summarizing and Responding – Quickwrite**

Think back to the summary you wrote about the Rifkin article.

Now, summarize the Braithwaite article in your own words, answering the following questions: *Why does Victoria Braithwaite think that we should treat fish more like the way we treat other animals, such as birds and mammals? Do you agree? Why or why not?*

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Synthesizing Multiple Perspectives**

**Activity 21: Questions about Multiple Perspectives**

*Consider the following questions. Be prepared to share your answers.*

1. What do the Rifkin and Braithwaite articles have in common? How are they different?
2. Which article do you find more credible? Why?
3. What issues do you think Rifkin and Braithwaite would agree on? What might they disagree about?
4. After reading these articles, have your own views about how we treat animals changed? If so, in what ways? If not, why not?

**Part Four: Final Assessment**

**Activity 22: Considering the Writing Task and Your Rhetorical Situation**

A common way to respond to an editorial is to write a letter to the editor. Now that you have worked extensively with this text, you are ready to write a well-informed response to Rifkin’s or Braithwaite’s ideas. Because letters the editor always have a limit due to space in the paper,

your teacher may give you a page length or word count requirement. Make sure to stay within those guidelines just as you would need to do if writing to a newspaper.

Some points to note before writing your letter to the editor follow:

* A good letter to the editor is focused and concise[[31]](#footnote-31). It should make your point, but no words should be wasted. It is sometimes best to write a longer draft and then cut out everything that is not essential.
* Some letters respond to the thesis of the editorial, either in support or disagreement, and provide further arguments or further evidence. Other letters focus on one point made by the original author and support it, question it, or refute it.
* Newspapers are interested in a wide range of viewpoints from diverse citizens. If your letter is a good expression of a particular viewpoint, brings up new information or arguments, or has some particularly good phrases, it has a good chance of being published.

**Your Task**

**Choose *one* of the Letter-to-the-Editor assignments below.**

**Option One: Response to Rifkin**

After thinking about your reading, discussion, and analysis of Rifkin’s article, what do you personally think about Rifkin’s point? Do you think it is true, as Rifkin says, that “many of our fellow creatures are more like us than we had ever imagined”? Do you think we need to change the way we treat the animals around us? Or do you think Rifkin is wrong? Write a letter expressing your viewpoint to the editor of the newspaper.

**Option Two: Response to Braithwaite**

Victoria Braithwaite argues that fish have nervous systems that are similar to humans and are very likely to feel pain the way we do. She says, “We should adopt a precautionary[[32]](#footnote-32) ethical approach and assume that in the absence of evidence to the contrary, fish suffer.” She also says, “Of course, this doesn’t mean that we necessarily must change our behavior. One could reasonably adopt a utilitarian[[33]](#footnote-33) cost-benefit approach and argue that the benefits of sportfishing, both financial and recreational, may outweigh the ethical costs of the likely suffering of fish.” Should we ban the use of barbed hooks? Should we change our fishing practices because fish might suffer? Or is Braithwaite making a big deal out of nothing? Write a letter expressing your viewpoint to the editor of the newspaper.

**Option Three: Response to a Current Op-Ed Piece**

Go online to a well-known newspaper such as the *New York Times*, the *Washington Pos*t, the *Wall Street Journal*, or the *Los Angeles Times*. You could also try other news organizations such as CNN or Fox News, or your local newspaper. Most of these websites have a menu across the top with different selections, one of which will be “Opinion.” Click on “Opinion” and read the headlines until you find an op-ed piece which interests you. Using some of the strategies you have learned from analyzing the two op-ed pieces in this module (specifically in Activities 9-11, 13, and 17-20), analyze the rhetoric and the arguments of the op-ed you found online. Write a letter expressing your viewpoint to the editor of this newspaper or news source.

**Activity 23: Gathering Relevant Ideas and Evidence**

The following “Quote, Paraphrase, and Respond” activity will help you integrate the words and ideas of others into your own text:

Choose two to three sentences and/or passages from the article you might be able to use in your letter to the editor. You may want to choose passages with which you strongly agree or disagree. Fill in the chart below to help you organize your thoughts and ideas.

|  |  |  |
| --- | --- | --- |
| **Sentence or passage from the article**  (copy exactly from the article, including all punctuation, and put quotation marks around the passage) | **Paraphrase[[34]](#footnote-34) the material in your own words**  (also explain what the author means in the passage) | Explain why you agree or disagree with the idea expressed in the passage |
|  |  |  |
|  |  |  |
|  |  |  |

Here are some further questions that might help you gather material you can use:

* What are you going to quote or paraphrase from the article or articles you read? What do you want to say in response?
* What information do you need to support your claims? Where are you going to find it? Will you need another source besides the article? (This may involve Internet searches. If so, what search terms will you use?)
* How closely does this piece of evidence relate to the claim it is supposed to support?
* Is this piece of evidence a fact or an opinion? Is it an example?
* If this evidence is a fact, what kind of fact is it (statistic, experimental result, quotation)?
* If it is an opinion, what makes the opinion credible?
* What makes this evidence persuasive?
* How well will the evidence suit the audience and the rhetorical purpose of the piece?

**Activity 24: Developing a Position**

After reading and discussing the letter to the editor assignment, review your collected notes and annotations to see how they are relevant[[35]](#footnote-35) to the prompt.

Then answer the following questions:

1. If you agree with the author, do you agree completely? (We are often tempted to say, “I totally agree with…” when in fact, we don’t agree totally. We agree with some points but not others.) Use the chart below to organize your thoughts about the points the author makes and if you agree with those points or now.

|  |  |
| --- | --- |
| I agree with... | I disagree with... |
|  |  |

1. What would be the consequences[[36]](#footnote-36) of the position you take? Sometimes we find that while we find an abstract[[37]](#footnote-37) philosophical[[38]](#footnote-38) position attractive, we are unwilling to accept the practical consequences of the position.
2. State your position[[39]](#footnote-39) on the issue in a sentence or two. This will be your working thesis[[40]](#footnote-40) for your letter to the editor (the position you’re trying to prove and support).

**Activity 25: Making Choices as You Write**

**Selecting Evidence:**

At this point, you should have a good idea what your stance toward the issue is and how you are going to support it. However, before you actually put pen to paper or fingers to keyboard, you may want to try some of the following steps:

* Organize your notes and other materials in the order you think you will use them.
* Create a rough outline of your main points. (This can keep you on track as you write.)
* Write down a statement of your position (thesis) and share it with a classmate or family member. Listen to his or her response. (Examples: “No matter what Jeremy Rifkin says, humans are different from animals,” or “Current laws for the protection of animals from cruelty are adequate.”)

**Thinking about Genre:**

You need to use an appropriate structure for the type of text you are writing. Ask yourself: does your organizational pattern fit the structure? Can it be made clearer or more effective?

As mentioned above, some letters to the editor respond to the thesis of the editorial, either in support or disagreement, and provide further arguments or further evidence. Other letters focus on one point made by the original author and support it, question it, or refute[[41]](#footnote-41) it.

A letter to the editor will probably have a beginning, middle, and end structure something like this:

*Part One: Introduction*

In [Title of Op-Ed Piece], [Writer of Op-Ed Piece] says [Quote or Paraphrase from Op-Ed].

This is then followed by your own position statement. You may want to also indicate what role or experience you have in the topic as a way of establishing ethos.

*Part Two: Middle*

The middle paragraph (or paragraphs) presents arguments in favor of your position. It may cite[[42]](#footnote-42) and respond to ideas from the original piece. Be concise!

*Part Three: Conclusion*

The conclusion may make a strong final point or advocate[[43]](#footnote-43) a course of action for the reader.

**Activity 26: Negotiating Voices**

Reread your letter looking for places where you have used the words and ideas of others. Use the checklist below to help you focus on what may need to be revised.

* Have you punctuated quotations correctly?
* Are your paraphrases accurate and well integrated[[44]](#footnote-44) into the text?
* Letters don’t usually have citations. If you quote, or paraphrase, use phrases such as *As Jeremy Rifkin states in his op-ed of September 1, 2003 . . .*

Re-read your paper thinking about how much you have directly quoted or paraphrased from the article versus your own ideas in your letter.

One way of seeing your thoughts versus someone else’s thoughts more clearly is to mark up a paper copy of the text with different colored highlighters. Use one color for your ideas and another for what the author of the article wrote.

* Does one voice dominate the piece more than others?

Then look at the transitions[[45]](#footnote-45) between your ideas and those of the author of the article.

* Is it clear who is saying what?
* Are the relationships between the ideas clear?
* What could you do to improve?

**Revising Rhetorically**

**Activity 27: Analyzing the Draft Rhetorically**

At this point, you will apply critical thinking questions based on ethos, logos, and pathos to a classmate’s writing. It is important to get feedback from another person in order to help improve your argument. This is also an important step because you can ask for help where you’re struggling. Reading another person’s comments, getting help from another person, and thinking about another person’s writing will help you when you revise your writing before submitting the final draft.

If possible, print out a copy of your letter to the editor. Also, have a copy of the chart on the next two pages. You’ll need both for a classmate to give you feedback. (If it’s not possible to give a classmate a paper copy, follow the instructions of your teacher about how to trade.)

Writer’s Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Reader’s Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\*Readers: For the “I Need Help With…” section of the chart, your suggestions should be written on the paper copy of the letter to the editor. Also, on the copy of the letter, make any suggestions you have about spelling, punctuation, and grammar.  *If possible*, use a brightly colored pen (pink, purple, green, etc.) when you write *on the letter* so that your comments and suggestions are easy to find.

|  |  |
| --- | --- |
| **I Need Help With… (Be specific so that your classmate can help you.)\*** |  |
| **Ethos** | |
| Is the writer knowledgeable and rational? |  |
| What tone does the writer have? (sarcastic, passionate, angry…)? |  |
| Does the writer use formal or informal language? |  |
| **Logos** | |
| The major claim is... |  |
| The strongest evidence to support the claim is... |  |
| Does any evidence actually contradict[[46]](#footnote-46) the claim? Be specific. |  |
| **Pathos** | |
| Are there stories or observations[[47]](#footnote-47) included in the letter to the editor? |  |
| Do the stories or observations help (or not) the writer’s claim? Explain. |  |
| **General Feedback** | |
| List any concerns you have with this letter to the editor. |  |
| What changes would you suggest? |  |
| What should be added? |  |
| What should be deleted? |  |
| Are there any confusing sentences or words? Is it well organized? How could those be improved? |  |

**Editing**

**Activity 28: Editing Your Draft**

Read through all the comments given to you by your classmate. If you have any questions about what that person wrote or suggested, ask for clarification[[48]](#footnote-48). Write down what you discuss with that person so that you don’t forget the information later when you’re revising your letter.

Using the feedback you got from your classmate, it is now time to make revisions and edits to your letter to the editor. (**Revision** means *changing organization, ideas, adding/deleting, making sure your evidence and/or stories and observations help your argument*, etc. **Editing** means *fixing spelling, punctuation, and grammar errors*.)

**Activity 29: Preparing Your Final Draft**

Before you submit your final draft, you’ll want to have a short conference with your teacher. It’s best to be prepared for this with specific questions for your teacher so that you get the help you really need and get the most out of your conference time. (See the chart below for examples of how to ask more specific questions.)

|  |  |
| --- | --- |
| Instead of Asking... | Ask Something Such As... |
| Can you read my introduction? | I’m not sure if the thesis is clear. Could you tell me what you think the thesis of my letter is once you read my introduction? |
| What do you think of my letter? | Are the topic sentences clear?  Do I have transitions that work? |
| Do I have enough evidence? | Does the evidence in the first body paragraph support my thesis? |
| Is this long enough? | Is there any part of my thesis that isn’t supported? |
| Do I have enough quotes? | Should I paraphrase any of the quotes? |
| Can you read my letter? | I need help with \_\_\_\_\_\_\_\_\_\_\_\_ in paragraph \_\_\_\_\_\_. What could I do to fix it? |
| Is my conclusion good? | Does the conclusion summarize my main points? Does the letter feel “finished”? Do I readdress my thesis? |

During your conference, make sure to write down what your teacher says to you so that you have the information later when you work on your final revisions and edits.

1. a person's point of view or attitude toward something [↑](#footnote-ref-1)
2. the mental and moral qualities of an individual [↑](#footnote-ref-2)
3. a thing that is accepted as true or as certain to happen, without proof [↑](#footnote-ref-3)
4. a second title of a published work or article giving additional information about its content [↑](#footnote-ref-4)
5. the exploitation of biological processes for industrial and other purposes such as for the production of antibiotics, hormones, etc. [↑](#footnote-ref-5)
6. a technology with the goal to control individual atoms and molecules, especially to create computer chips and other microscopic devices. [↑](#footnote-ref-6)
7. an assertion of the truth of something, typically one that is disputed or in doubt [↑](#footnote-ref-7)
8. a confident and forceful statement of fact or belief [↑](#footnote-ref-8)
9. a statement or theory that is to be proved [↑](#footnote-ref-9)
10. examine in detail the structure of (something, especially information), typically for purposes of explanation [↑](#footnote-ref-10)
11. how the article is arranged [↑](#footnote-ref-11)
12. specific action or purpose of the rhetorical device [↑](#footnote-ref-12)
13. to be specific [↑](#footnote-ref-13)
14. a question asked in order to create a dramatic effect or to make a point rather than to get an answer [↑](#footnote-ref-14)
15. a brief statement or account of the main points of an article, book, or other written material [↑](#footnote-ref-15)
16. contains multiple (5 or more) sentences that logically fit together to give information about a topic [↑](#footnote-ref-16)
17. job [↑](#footnote-ref-17)
18. a qualification, achievement, personal quality, or aspect of a person's background, typically used to prove that they are knowledgeable or can be believed about something [↑](#footnote-ref-18)
19. able to be believed; convincing [↑](#footnote-ref-19)
20. not honest [↑](#footnote-ref-20)
21. an argument against the one the author is trying to prove correct; opposing viewpoint [↑](#footnote-ref-21)
22. focus on; mention in order to prove wrong [↑](#footnote-ref-22)
23. have a strong effect on someone; make an impression [↑](#footnote-ref-23)
24. strongly suggest the truth or existence of (something not expressly stated); hint at; unstated [↑](#footnote-ref-24)
25. an assertion of the truth of something, typically one that is disputed or in doubt [↑](#footnote-ref-25)
26. a confident and forceful statement of fact or belief [↑](#footnote-ref-26)
27. a statement or theory that is to be proved [↑](#footnote-ref-27)
28. examine in detail the structure of (something, especially information), typically for purposes of explanation [↑](#footnote-ref-28)
29. how the article is arranged [↑](#footnote-ref-29)
30. specific action or purpose of the rhetorical device [↑](#footnote-ref-30)
31. giving a lot of information clearly and in a few words; brief but comprehensive [↑](#footnote-ref-31)
32. concerned with safety; being protective [↑](#footnote-ref-32)
33. designed to be useful or practical rather than attractive [↑](#footnote-ref-33)
34. express the meaning of (the writer or speaker) using different words, especially to be more clear in the message [↑](#footnote-ref-34)
35. closely connected or appropriate to what is being done or considered [↑](#footnote-ref-35)
36. a result or effect of an action [↑](#footnote-ref-36)
37. existing in thought or as an idea but not having a physical or actual existence [↑](#footnote-ref-37)
38. related to the study of the nature of knowledge, reality, and existence [↑](#footnote-ref-38)
39. your point of view or attitude toward the topic [↑](#footnote-ref-39)
40. a statement that is to be proved (“working thesis” means that you can change it as you need to make it better or more clear) [↑](#footnote-ref-40)
41. prove (a statement or theory) to be wrong or false; disprove [↑](#footnote-ref-41)
42. quote (a passage, book, or author) as evidence for or justification of an argument [↑](#footnote-ref-42)
43. recommend or support [↑](#footnote-ref-43)
44. linked or coordinated [↑](#footnote-ref-44)
45. words or phrases used to show how ideas connect to one another [↑](#footnote-ref-45)
46. actually prove the other side of the argument instead of the one the writer is trying to prove [↑](#footnote-ref-46)
47. a remark, statement, or comment based on something one has seen, heard, or noticed [↑](#footnote-ref-47)
48. make a statement less confusing and easier to understand [↑](#footnote-ref-48)