

## Homework Part 1

### (H1) Argument: Make a Formal and Informal Argument (L1)

1 page handwritten (one diagram + one paragraph of writing)

In class, we read, listened to, and studied a commencement address (graduation speech) given by Neil Gaiman at the University of the Arts in England. We discussed how he used *informal tone* in his argument. In class, you also created an argument that used *formal tone* based on one of the following arguments:

1. If human beings decided to elect an animal president, what kind of animal would be best to lead the country and free world?
2. Should Americans be allowed to travel to Zimbabwe to hunt lions and other big game (ex: tigers, rhinos, or hippos)?
3. In general, which makes better pets—cats or dogs?
4. In general, who makes better CEOs of large companies—women or men?
5. If you were to open a business selling a product, what would be the best product to guarantee you customers?
6. Characters on reality television shows seem to mostly be extravagantly rich or noticeably poor. Which makes for the best entertainment for reality television—poor characters, middle class characters, or rich characters?
7. Why (or why not) is Meek Mill good enough for Nicki?
8. When seahorses get pregnant, the males carry the babies in their bellies instead of the women. That's right. Male seahorses get pregnant. If scientists developed a technology that allowed human men to get pregnant instead of human women, should men take turns being pregnant and carrying the unborn child?

For homework, please transcribe (copy) your argument with a *formal tone* onto a sheet of notebook. Then, transform (change) your argument into a second paragraph that uses *informal tone*.

#### Step One: Transcribe (copy) your argument with a formal tone.

EX: The beginning of the year offers freshmen students the opportunity to take intellectual and emotional risks by writing fascinating stories, because as a freshman, students can define themselves positively and proactively. Students can join new clubs, find writing partners, and express their emotional frustrations through writing and even heal. In a world where students might not feel like they have control, students can control the creative world they write. For example, students can decide who are their characters and what is the storyline. Student can choose to represent their own lives in the stories, or if they want, create a completely new world where they can escape. Writing allows students the chance to process their new ideas of expression as freedom, exercise control over a creative world, and create personal identities as artists that makes them proud. By creating stories, students can create themselves.

#### Step Two: Transform (change) your argument into a second paragraph that use informal tone.

Make sure that you use at least four of the following seven qualities of informal tone:

- \_\_\_ 1. Awkward And
- \_\_\_ 2. Contractions
- \_\_\_ 3. Idiom
- \_\_\_ 4. Strange Imagery
- \_\_\_ 5. Vague Diction
- \_\_\_ 6. Weird Parallel Structure
- \_\_\_ 7. Using first (I/me) or second person (you)

EX: When the new sunshine starts shining on the beginning freshmen year, you are free! You aren't locked up any more and can sometimes to take intellectual and emotional risks. Find new clubs. And find writing partners. And express your emotional frustrations through writing and heal the emotional wounds that have been tangled up in your heart. I often don't feel like I have control over my life, but I can always control what I write. For example, I can decide my characters and my storyline. I can choose to represent my own life in my stories, or if I want, I can create a completely new world where I can escape. Writing similarly allows students the chance to process their new ideas of expression as freedom, exercise control over a creative world, and create personal identities as artists that makes them proud. By creating stories, students can create themselves out of the blank page, becoming a story themselves.

#### Step Three: List the qualities of informal tone that you chose.

EX 1. Awkward And

\*And find writing partners.

\*And express your emotional frustrations

EX 2. Contractions

\* aren't

EX 3. Strange Imagery

\*when the new sunshine starts shining

\* heal the emotional wounds that have been tangled up in your heart

\* students can create themselves out of the blank page, becoming a story themselves

EX 4. Vague Diction

\* somebody

EX 5. Using first (I/me) and second person (you)

\* I often don't feel like I have control over my life, but I can always control what I write.

\* I can choose to represent my own life in my stories, or if I want, I can create a complete new world...

**Homework - "Argument: Make a Formal and Informal Argument" is due the next lecture (L2)**

Date: Wednesday 11 August 2015

A

Date: Thursday 12 August 2015

B

## Homework Part 2

### (H2) Cover Page: Thirteen Questions about Your Own Writing (L1)

1 page typed (or handwritten) and attached to the front of “Short Story: The Rise and Fall of a Historical Character”

For easy reading, please attach a cover page to the front of your short story. On the cover page, answer the following questions to describe list the creative choices you made as solutions for the thirteen challenges. This list of questions could also serve as a good brainstorming session. You will need to either type your answers on a computer or handwrite them on a sheet of notebook paper.

1. Did you choose **1st person perspective** or **3rd person perspective**?
2. Which historical time period did you choose and why?
3. What is the title of your story and how does it reflect the time period?
4. How did your character gain great wealth, power, and fame? Also, how does your character lose it all?
5. One of your supporting characters is from another country. Which country is he/she from?
6. One of your supporting characters has power in a small and subtle (hard to notice; clever; understated) way. What is the power?
7. Did you begin your story **before** or **after** your main character has lost everything? (Please answer yes or no.)
8. What is the fragrance (smell) your story describes?
9. Did you describe a **sunrise** or a **sunset**?
10. Is the street in the country (**rural**), a neighborhood (**suburban**), or a city (**urban**)?
11. What distinctive clothes did you describe?
12. What were the six lines of the poem or song lyrics you wrote?
13. How did you include the phrase “blink faster” in your story?

At the left top corner of the cover page, please include an MLA Style Header. The title should **not** be bolded or underline, and it should be centered on the page. Please do **not** use double space anywhere on the header. This particular style of header looks like this example:

Name	
Teacher	
Class	
European Date	
	Title



Shammiah Mallard
Mr. Gossett
7th Period
12 August 2015
The End of the Secret Passage

**Homework - “Cover Page: Thirteen Questions about Your Own Writing” is due the next lecture (L2)**

**Date:** Wednesday 12 August 2015    A

**Date:** Thursday 13 August 2015    B

### Homework Part 3

#### (H3) Short Story: The Rise and Fall of a Historical Character (L1)

1.5 pages typed (No Double Space + Times New Roman Font 12) or 3 pages if handwritten

For our first short story, tell the tale of an important person of great wealth, power, and fame who loses everything. Place the story in a historical time period. The more interesting, the better. Whether the character rebounds or spirals into failure is up to you. Below, you will find thirteen challenges that will hopefully inspire you while writing your story. Please make creative choices that solve each of these challenges.

1. Choose which perspective you will use in your writing.
  - You could write it in 1st person (I/me), which would be from the P.O.V. of your main character.
  - You could write it in 3rd person (he/she), which would be looking over the shoulder of your main character.
2. Pick a historical time period.
  - The time period can be set in the past, but the time period must be more than 40 years ago.
  - The time period can be set in the future, but the time period must be more than 40 years in the future.
3. Make the title of your story reflect your story's time period.
  - Your title cannot have numbers.
4. Create a main character of great wealth, power, and fame who loses everything.
  - The character cannot be a real historical figure; you must create the character from your imagination.
  - The character must have a small detail, symbol, or item that symbolizes his or her success.
  - The character must have a flaw; this flaw can lead to losing everything, or it
5. Create a supporting character who was born in a different country.
  - If the character does not speak English, then the character must need something desperately.
  - If the character does speak English, then the character must translate for a character who does not.
6. Create a supporting character that has power in a small and subtle (hard to notice; clever; understated) way.
  - This character can be the same as the character from a different country or it can be a new character.
  - This character can help the main character, serve as inspiration, or obstruct (get in the way of) the main character.
7. Begin your story **after** your main character has lost everything. This will be far more interesting.
  - Your story could contain small flashbacks to the character's first rise to success.
  - Your story could be about how the character finds success again after losing everything.
  - Your story could be encouragingly full of hope or depressingly sad and full of failure.
8. Include the description of a fragrance (smell).
  - The fragrance could be either good or bad.
9. Include the description of either a sunrise or a sunset.
10. Include a detailed description of a street.
  - The street could be in the country (rural), a neighborhood (suburban), or a city (urban).
  - The description could be of sights, sounds, or touch.
11. Include the description of a character's distinctive clothes.
  - The character can be the main character or a supporting character.
  - The clothes should reflect the time period.
  - The clothes should also reveal a character's personality, social status, or lifestyle.
12. Include a poem or the lyrics to a song.
  - The poem (or song lyrics) must be of your own creation; the words cannot be from a real song.
  - The poem (or song lyrics) could be spoken by the main character or another character.
  - The poem (or song lyrics) could be found by a character or heard in the distance.
  - The poem (or song lyrics) must be six lines; the poem (or song lyrics) does not have to rhyme.
13. Include the phrase "blink faster" in your story.
  - The line can appear in any context.
  - The line can be spoken or written by you as narration.
  - The line can be changed grammatically in any way you need.

**Homework - "Short Story: the Rise and Fall of a Historical Character" is due the next lecture (L2)**

**Date:** Wednesday 12 August 2015      A

**Date:** Thursday 13 August 2015      B