

Homework Part 2

(H2) Argument: Make a Formal and Informal Argument

2 paragraphs; 1 list

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:

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| <p>1. If human beings decided to elect an animal president, what kind of animal would be best to lead the country and free world?</p> <p>2. Should Americans be allowed to travel to Zimbabwe to hunt lions and other big game (ex: tigers, rhinos, or hippos)?</p> <p>3. In general, which makes better pets—cats or dogs?</p> | <p>4. In general, who makes better CEOs of large companies—women or men?</p> <p>5. If you were to open a business selling a product, what would be the best product to guarantee you customers?</p> <p>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?</p> | <p>7. Why (or why not) is Meek Mill good enough for Nicki?</p> <p>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?</p> |
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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.

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| <p>EX 1. Awkward And
 *And find writing partners.
 *And express your emotional frustrations</p> <p>EX 2. Contractions
 * aren't</p> <p>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</p> | <p>EX 4. Vague Diction
 * somebody</p> <p>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...</p> |
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Homework is due the next lecture.