

HCC 1b: Pre-writing Grid #5 Counterargument: Grady or Washington

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Assignment: You have been asked to write an essay developing a counterargument in response to a passage from Henry W. Grady or Booker T. Washington. **This exercise is designed to help you do the close reading you will need for your essay.** Two goals listed on your prompt include: b) to offer a thorough "reading" of the argument in the assigned passage, and its relationship to the counterarguments made by you or an opposing author; and c) to account for the rhetorical effects of the argument. To achieve these goals, you will use close reading skills to analyze keywords, language and rhetoric. You will need your text, your lecture notes from Prof. Thomas, a dictionary, and the Writer's Handbook strategies in the section on "[Counterarguments](#)". **Method:** Find keywords that interest you and go across the page, doing columns 1-5 as best you can. Then draw a line or move a space, and start again in column 1 with the next keyword you find. Note: If you are working from a writable **pdf**, be sure to print your work, because you will not be able to save it.

Column 1: Identify keywords that seem relevant to Grady or Washington's main argument, either because they relate directly (e.g. "black," "white," "experiment," "nature," "lynch,") or metaphorically ("sphere," "fraternal," "cast down," "bucket") to his main point. Or select phrases emphasized in the passage by sentence structure (e.g. "Deplore or defend..." "Not only...but") or repetition. Include here words whose connotations you may want to investigate (e.g., "deplore," "assortment," "stout," "abreast," "agitation") .

Column 2: Paraphrase: give the meaning of this keyword or phrase

Column 3: Why is this keyword interesting? Connotation or etymology? Rhetorical appeal (*ethos, logos, pathos*)? Association with religion, science, art, history, philosophy, literature? Positive or negative?

Column 4: Is this keyword part of a logical structure of argument? Or is it completely irrelevant, logically tangential, factually mistaken, oversentimental? (See [Handbook](#).)

Column 5: So what? Should a reader accept the conclusion or implication here? What would be a good response to Grady or Washington's use of this word? Then start again in column 1 with the next keyword you find.

<p><u>Key word or phrase, keyword or part of a sentence (3-5 words max.) from passage</u></p>	<p>Paraphrase: give the meaning of this keyword or phrase</p>	<p>Why is this keyword interesting or important? Connotation or etymology? Rhetorical appeal (<i>ethos, logos, pathos</i>)? Association with religion, science, art history, philosophy, literature? Positive or negative?</p>	<p><u>Identify Counterarg. Strategies: Is this keyword part of an unstated or untrue assumption? Irrelevant or incomplete evidence?</u> Faulty example?</p>	<p><u>SO WHAT?</u> Should a reader accept the conclusion or implication here? What would be a good response?</p>
Empty cell for student input	Empty cell for student input	Empty cell for student input	Empty cell for student input	Empty cell for student input