**Note: This worksheet was originally designed for ENGL 131. Some of the**

**Instructions at the beginning would need tweaking for ENGL 109.**

**Fish Bowl Activity for Mapping Authors’ Rhetorical Strategies**

C:\Users\Norah\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\2E7JJWXC\MC900334594[1].wmf

The purpose of this activity is to help us as readers identify the moves an author makes when presenting a claim. There are many means of analysis to help us with such a task:

* Last week we discussed various means for rhetorically analyzing a text. As we continue throughout the course we will work more on this task of examining an author’s rhetorical and argumentative moves.
* Ultimately, these kinds of practices should help you as a writer, and provide you with a better understanding of the rhetorical devices available to you when you decide on your **situation, purpose, claim and audience**. This will eventually help you reach outcome 3 where you need to **“produce complex, analytic, persuasive arguments that matter in academic contexts”** which we will begin working on text week.

**What we need to do for this fish bowl activity?** (**Talking Group**. Each member has a designated role)

* The task here is to be able to analyze the argument of the author through rhetorical analysis. In a group you will help each other map out the argument as presented by the author.
* What rhetorical devices does the author use to present his/her argument?
* How are ideas brought forward in different parts of the text?
* Can you retrace the author’s steps in terms of argument as he/she reached her conclusion?

**A few other guiding points:**

* Examine sentence and paragraph structure.
* What are the effects of certain word choices?
* What types of evidence is used?
* What effect do certain direct quotations have?
* Is the writing as a whole cohesive?

**Possible Roles for Talking Group:** Devil’s advocate, Questioner, Text Expert, Opinionator, Friend, Mediator

**Listening Group-**Your task is to:

* Examine how the members of the Speaking Group manage to figure out how the author develops his/her arguments. What is the Speaking Group’s findings?
* For some detective work…who do you think played each role: Devil’s advocate, Questioner, Text Expert, Opinionator, Friend, Mediator? Why?

**Discussion Guide for Amy Tan’s *Mother Tongue***

**Note:** These questions serve as guidelines, however, you can freely ask other relevant questions. You do NOT need to address all questions. These are simply guiding questions.

1. How does Tan establish her credibility to her readers?
2. When and how does Tan **first** introduce the term “Englishes”?
3. How does Tan begin to introduce her readers to the concept of multiple Englishes?
4. What effect does Tan’s insertion of direct quotes have on you as a reader?
5. How does Tan present her attitude to this *variant* of English?
6. What claim does Tan propose by questioning the terms “broken” or “fractured”?
7. Why does Tan tell the story of the stockbroker? In terms of claim, how is this story purposeful?
8. Does Tan mentioning her SAT scores serve her claim in any way? If so, how?
9. What claim does Tan bring forward about the influence of teachers on students’ academic inclinations?
10. What do you find Tan’s major claim to be? (As you discuss now, or later as you reread, consider how she supports this claim).