

Unit 3: Perspectives on Truth Study Guide

Writing Concepts: Be able to answer questions regarding argument & persuasion.

Academic Argument

Claim
Cause-effect
Problem-solution
Value
Definition
Subclaim
Concession
Refutation/rebuttal
Common ground
Warrant
Appeals
ethos
pathos
logos

Research

Credible source
Paraphrase
Direct quote
In-text citation
Bibliographic citation
Rules for works cited

Language, Punctuation & Grammar

Concise style
Precise style
Active voice
Passive voice
Present progressive tense
Comma splice
Run-on
Pronoun & antecedent agreement

Literature Concepts: Be able to answer questions regarding literary devices and techniques.

Allegory
Irony
Imagery
Simile
Metaphor
Internal rhyme
End rhyme
Symbolism

Personification
Alliteration
Consonance
Assonance
Hyperbole
Understatement
Satire
Unreliable narrator

Juxtaposition
Limited vs. omniscient point of view
First vs. third person point-of-view
Diction
Symbolism
Narrative poetry
Frame narrative
Theme

Literature & Nonfiction: Be able to answer questions regarding each of the following reading selections.

Questions for consideration?

- How does the selection reflect the author's life and career?
- What is the setting (when and where), and what significance does the setting play in the selection?
- Plot: Briefly outline the key events that occur in the work.
- Conflict: What is the major **problem** that is emphasized in the piece? Is it internal or external?
- Theme: What message(s) does the work convey about life, society, and/or human nature? What choices does the writer make to convey the message?
- What literary devices take center stage in the piece?

Unit selections:

- "Rashomon" by Ryunosuke Akutagawa (story)
- "In a Grove" by Ryunosuke Akutagawa (story)
- *Rashomon* directed by Akira Kurosawa (film)
- "The Allegory of the Cave" by Plato (allegory/philosophy)
- "The Panther" by Rainer Maria Rilke (poem)
- "Ozymandias" by Percy Shelley (poem)
- "The Rime of the Ancient Mariner" by Samuel Taylor Coleridge (poem)
- "The Danger of the Single Story" by Chimamanda Adichie (nonfiction/speech)
- "Us and Them" by David Sedaris (nonfiction / personal narrative)

PUNCTUATION & GRAMMAR PRACTICE

- 1 Mark "CS" in the blank beside each comma splice and "RO" in the blank beside each run-on sentence.
1. During rush hour the streets of Canton are full of bicycles, the buses travel slowly to avoid hitting them. ____
 2. Jennifer and Tony were high school students they quit school and got married. ____
 3. The night before my driver's test I couldn't eat or sleep, I was in a stupor. ____
 4. In the past, the computer could not do as many things as it can today. ____
 5. I wonder about the countryside, will it be replaced by large buildings and paved roads? ____
 6. The lake was frozen over, some boys had cleared a spot of ice and were playing hockey. ____
 7. My curiosity got the best of me I wanted to know what was happening. ____
 8. The street was covered by snow, the driving was dangerous. _____
 9. Time is money, therefore our time is limited. ____
 10. The basement was dark and a moldy smell filled the air. ____

- 2 Correct the following run-ons and comma-splices.
11. Shakespeare's plays can be grouped as comedies, tragedies, and histories, Hamlet is a tragedy.
 12. There was food left over, however, everyone had plenty to eat.
 13. Some educated people believe in witchcraft but I am not one of them.
 14. The zoo is a wonderful experience for everyone so you should go.
 15. Mother got a letter from Aunt Esther, she is coming next week.
 16. Eric is a brave boy, he doesn't complain about his illness.
 17. Mom voted for Jimmy Carter Dad voted for Gerald Ford.
 18. The Secretary of State arrived in Geneva, he was supposed to sign a treaty.
 19. Hepatitis is serious, you should see your doctor.
 20. I love oatmeal cookies but I hate them with raisins.

- 3 Identify passive voice in the following paragraph by circling the to-be verb and underlining the past participle. Then, in the space provided, make each sentence **active** by placing the "doer" in the subject position.

Last summer our house was painted by me. The job took about two weeks. First, the exterior was washed using warm water and a mild detergent. Then all the chinks and pores in the walls were sealed with putty. After the putty had had a chance to dry, the exterior could be painted. A latex paint was used because it is easy to apply and cleans up with water. A whole week was needed to finish this part of the job. I was very careful to apply the paint evenly because I did not want to have to apply two coats. A color was used that was very close to the original color. Our house is a two-story house, which meant that a tall ladder was needed to do the second story. The paint can had to be balanced on the top rung of the ladder while I worked. When the job was finished, a great deal of satisfaction was felt by me. I had to pat myself on the back. Even my dad said that a good job was done.

- 4 Circle the **present progressive** verb in each sentence. Then, note how you would rewrite it in **simple present** tense.
1. _____ Jessica is studying really hard.
 2. _____ The book is explaining how dangerous drunk driving can be.
 3. _____ The cat is meowing constantly.
 4. _____ The study is showing the benefits of animal experimentation.
 5. _____ The baby is crying loudly.
 6. _____ Jacqueline is walking to the park every day after school.

- 5 Select the **pronoun** that correctly completes each sentence
1. Each of the suspects had (his or her, their) own alibi.
 2. Jeff and Isabel planned (his and her, their) wedding.
 3. Did Gore or Bush announce (his, their) intent to run for president?
 4. Neither the nails nor the hammer was returned to (its, their) proper place.
 5. Everyone turned in (his or her, their) drama reviews in advance of the due date.
 6. All of the students turned in (his or her, their) research papers on time.