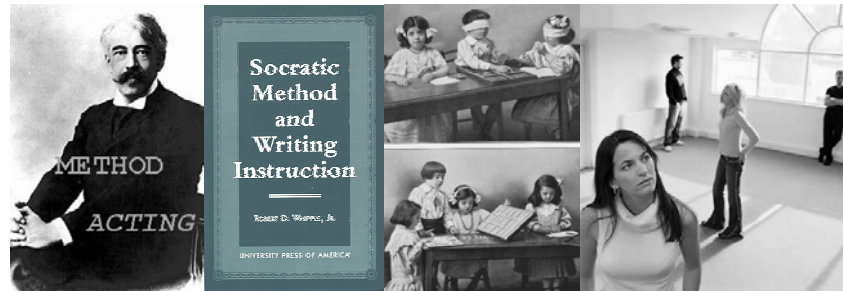


# Response Paper 2.2: A Passage, The Method

gis 140 / sec. D / early fall quarter 2006-07 / chang



In chapter four of *Writing Analytically*, Rosenwasser and Stephen open with the line, “In a sense, the world is a text” (53). They continue to think about, talk about reading and writing as a way to underscore the idea that “[w]ords matter: they are how we process the world” (53). To further this claim, Rosenwasser and Stephen see reading as two related activities: “(1) reading in the literal sense of tackling words on the page, written materials and (2) reading in the metaphoric sense of gathering data that can be analyzed as primary evidence to produce ideas” (54).

Close reading, then, is all of the above—tackling words, gathering data, literal and metaphorical, evidence, and producing ideas. Close reading or active reading or what Stygall calls “rhetorical reading” is a skill that you will use all through your academic career (and hopefully beyond). It is one of the central activities and strategies of critical thinking, of rhetorical analysis, and argumentative writing.

For this in-class response paper, look over the readings we have done in class (e.g. Douglass, Alexie, Tan, Hughes, Rosenwasser and Stephen, Stygall, Collins and Blot, the GIS course policies). Select a short passage (a couple of paragraphs at least) to close read, to think about, to write about. Select a passage that is interesting both as “words on the page” and as “primary evidence to produce ideas.” What is interesting about your passage? What is the main argument of your passage? What are the rhetorical choices and language choices used in the passage?

Consider Rosenwasser and Stephen’s “Method” for making observations about a text and answer the following questions about your passage:

—Step 1: Locate *exact repetitions*—identical or nearly identical words or details—and note the number of times each repeats.

—Step 2: Locate repetition of the same kind of detail or word (e.g. a *strand*).

—Step 3: Locate details or words that form or suggest binary oppositions (e.g. *binaries* or *organizing contrasts*).

—Step 4: Choose what you take to be the key repetitions, strands, and binaries and *rank* them in some order of importance.

—Step 5: Write a full paragraph analyzing the importance of these key repetitions, strands, and binaries.

**Turn in:** 1-2 pages, neatly written

**Due:** Today, August 29