

THEORY BOOKLET

NAME:.....

YEAR 10
ENGLISH

TERM 1, 2017

RHETORIC AND PERSUASION

1300 008 008

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MATRIX
EDUCATION

THE HSC EXPERTS



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PLAGIARISM POLICY

WHAT IS PLAGIARISM?

“Plagiarism is when you pretend that you have written or created a piece of work that someone else originated. It is cheating, it is dishonest, and it could jeopardise your HSC exam results.”¹ Plagiarism includes:

- Copying and pasting information from the internet.
- Using the ideas of others as if they were your own.
- Copying and pasting information from the internet, then changing the words.

WHY DOES PLAGIARISM MATTER?

- Because it is cheating. It is stealing other people’s ideas.
- Because you are not developing the skills that are important for your learning
- Because authors own their own words and ideas.
- Because there are penalties
- If you are plagiarising, you are not gaining any deep knowledge.

HOW CAN YOU AVOID PLAGIARISM?

- Providing a reference list, which shows where you have found your information
- Using footnotes where you cite your sources
- Writing a bibliography
- Use quotation marks around text which comes directly from another written source

WHAT ARE THE CONSEQUENCES FOR ENGAGING IN PLAGIARISM?

Matrix Education treats each case of plagiarism with the seriousness that it deserves. If a teacher detects plagiarism, they will inform the student of the situation. The assessment in question will be awarded a mark of 0. If a student engages in multiple instances of plagiarism, the academic coordinator will be informed and the parents of the student contacted. Plagiarism does not represent academic excellence or the approach to deep learning that Matrix seeks for all its students. A pattern of plagiarism may result in being disenrolled from Matrix Education.

¹ New South Wales, Board of Studies, 2006: <http://studentonline.bos.nsw.edu.au/go/assessment/>

OBJECTIVES FOR THE UNIT

This unit focuses on the continued development of skills in speaking, listening, reading and writing. These skills are fundamental to students' literacy in English. It helps develop the skills, knowledge and understanding for students to acquire, process, question, challenge, reformulate and evaluate information in texts from a wide variety of sources.

This unit has been designed to meet the syllabus requirements of the Australian National Curriculum as listed below:

EN5-1A	Responds to and composes increasingly sophisticated and sustained texts for understanding, interpretation, critical analysis, imaginative expression and pleasure
EN5-2A	Effectively uses and critically assesses a wide range of processes, skills, strategies and knowledge for responding to and composing a wide range of texts in different media and technologies
EN5-3B	Selects and uses language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts, describing and explaining their effects on meaning
EN5-4B	Effectively transfers knowledge, skills and understanding of language concepts into new and different contexts
EN5-5C	Thinks imaginatively, creatively, interpretively and critically about information and increasingly complex ideas and arguments to respond to and compose texts in a range of contexts.
EN5-6C	Investigates the relationships between and among texts
EN5-7D	Understanding and evaluates the diverse ways texts can represent personal and public worlds
EN5-8D	Questions, challenges and evaluates cultural assumptions in texts and their effects on meaning
EN5-9E	Purposefully reflects on, assesses and adapts their individual and collaborative skills with increasing independence and effectiveness

HOW WILL THIS MATRIX COURSE HELP ME?

The National Curriculum provides the following outline in terms of required content for Stage 5 English students:

CONTENT AND TEXT REQUIREMENTS FOR STAGE 5

Over Stage 5, students must read, listen to and view a variety of texts that are appropriate to their needs, interests and abilities. These texts become increasingly sophisticated as students move from Stage 4 to Stage 5. Students will undertake the essential content and work towards course outcomes through close reading of, listening to or viewing the following:

Stage 5

Fiction	At least two works
Poetry	A variety drawn from different anthologies and/or study of one or two poets
Film	At least two works
Nonfiction	At least two works
Drama	At least two works

The following specifications may be fulfilled through the required types of texts outlined above and/or through other texts. In each Year of Stage 5 students must study examples of:

- spoken texts
- print texts
- visual texts
- media, multimedia and digital texts.

Across the stage, the selection of texts must give students experience of:

- texts which are widely regarded as quality literature
- a widely defined Australian literature, including texts that give insights into Aboriginal experiences in Australia

- a wide range of literary texts from other countries and times, including poetry, drama scripts, prose fiction and picture books
- texts written about intercultural experiences
- texts that provide insights about the peoples and cultures of Asia
- Shakespearean drama
- everyday and workplace texts
- a wide range of cultural, social and gender perspectives, popular and youth cultures
- texts that include aspects of environmental and social sustainability
- nonfiction, picture books, graphic novels
- an appropriate range of digital texts, including film, media and multimedia.

Source: New South Wales Board of Studies

This term we will be doing an in-depth study of persuasive language. Students will learn how to analyse techniques of persuasion in various forms of media. This will prepare them for the creation of their own persuasive text in the form of a speech at the end of term.

During the term we will look at the tactics of persuasion employed by Edward Snowden and Barack Obama, those used by current affairs programs, as well strategies used in various forms of advertising. In addition to this, students will complete various exercises to strengthen their speech writing, editing, and performing. They will gain an understanding of the ways in which context shapes meaning, they will be able to identify logical fallacies in argumentation, and sculpt a well-developed piece of persuasion that employs several of the techniques of persuasion studied during the term.

In this unit you will learn about four key concepts in the study of English:

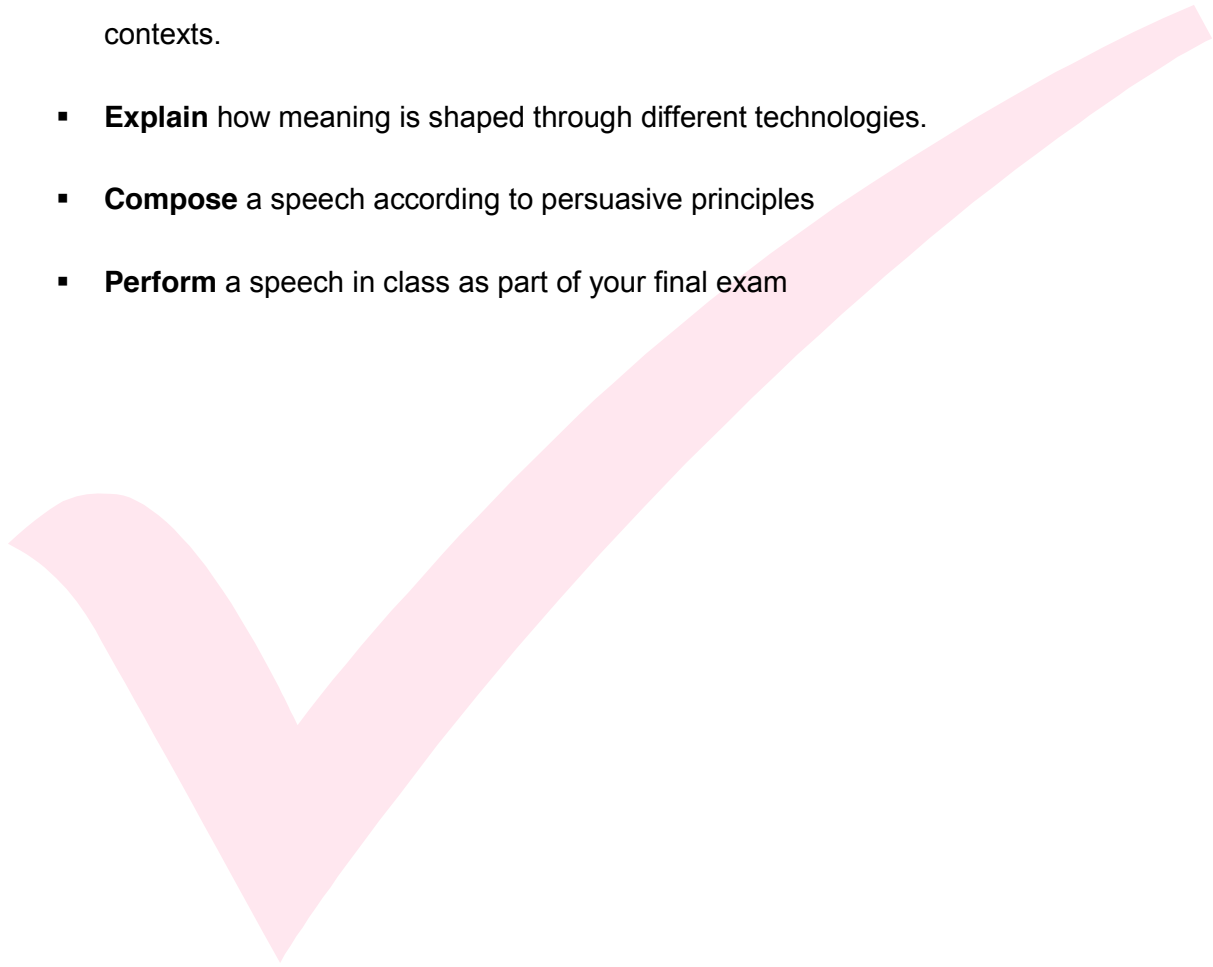
1. How context influences meaning
2. How one text can be influenced by another text
3. The effect of technology or medium on meaning
4. How speeches can be used as a persuasive medium

You will learn to:

- Think about concepts as they are explained to you
- Read for meaning to help you understand key concepts in English
- Complete written activities which will help you understand the concepts

The outcomes you will achieve in this part of the unit are:

- **Analyse** how language structures, forms and features shape meaning in a range of contexts.
- **Explain** how meaning is shaped through different technologies.
- **Compose** a speech according to persuasive principles
- **Perform** a speech in class as part of your final exam



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**LESSON 1: THE LANGUAGE OF
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1. END OF TERM TOPIC TEST: SPEECH

WHAT IS THE TASK?

At the end of this term you will present to the class a THREE to FIVE minute speech which will form the topic test component for this term. Many students find public speaking a nerve-racking experience, but you can eliminate some of your nerves by being well-prepared. Aim at incorporating the features of **PERSUASIVE LANGUAGE** that we examine throughout the term, combining these with the principles of performance that we will explore in Lesson Seven.

WHAT ARE THE TOPICS?

Choose one of the following topics for your speech:

- "The real voyage of discovery consists not in seeking new lands but seeing with new eyes." (Marcel Proust)
- "The trouble with the rat race is that even if you win, you're still a rat." (Lily Tomlin)
- Australia should not have been part of World War II.
- Australia should be more accepting of refugees seeking asylum.

You must compose a speech that will persuade your listeners either to *support* the statement, or *challenge* the statement. If you would like to choose a different topic from the ones listed below, ask your teacher for approval *prior to* LESSON SIX.

HOW WILL I BE MARKED?

In marking your speech, equal weight will be given to the **PERSUASIVE CONTENT** of the speech (i.e. your argument); your use of **LANGUAGE TECHNIQUES**, and your **PERFORMANCE**.

Note to Students:

As part of the examination process you are also required to hand in a hard-copy of the speech in its entirety.

2. LESSON ONE VOCABULARY

WORD	DEFINITION
Dogmatic	<i>Adj.:</i> (Of a statement, opinion, etc) forcibly asserted as if authoritative and unchallengeable.
Apparatus	<i>Noun:</i> 1. Any complex instrument or mechanism for a particular purpose. 2. Any system or systematic organization of activities, functions, processes, etc., directed toward a specific goal: 'the apparatus of government; espionage apparatus.'
Instigate	<i>Verb:</i> To urge, provoke, or incite to some action or course.
Whistle-blower	<i>Noun:</i> A person who exposes misconduct, alleged dishonest or illegal activity occurring in an organisation.

Write a short passage using as many of the vocabulary words as possible (you may change the grammatical form of the word if you need to, e.g. *contemplate/contemplated*).

EXAMPLE: The dogmatic apparatuses of his management style at the comic book store instigated the 'comical whistle-blower' scandal.

3. THE LANGUAGE OF PERSUASION

Communication can take many forms: our way of walking, our facial expression, the clothes we wear – these are all forms of expressing ourselves and communicating with the rest of the world. One of the primary forms by which we communicate is with language. Language allows us to communicate our ideas and opinions, and, importantly, it also enables us to persuade others of those opinions.

In this course we will be looking closely at how language is used, in various media, to persuade people of particular perspectives. We will learn to analyse the ways these perspectives are framed in language, and how people can complement their use of rhetorical techniques with performance techniques and knowledge of the particular cultural power of certain words, images and symbols. This analysis will help students to construct their own persuasive speech at the end of the term.

□ Rhetoric



Rhetoric is the art of harnessing reason, emotions and authority through language. This is usually undertaken with a view to persuade an audience and, by persuading, to convince this audience to act, to pass judgement, or to identify with given values. The notion of rhetoric originated in classical Greece, in a school of pre-Socratic philosophers known as Sophists. It was later taught, in Rome and the Middle Ages, as one of the three original liberal arts or *trivium* (along with logic and grammar).

In ancient and medieval times, rhetoric concerned itself with persuasion in public and political settings such as assemblies and courts of law. As such, rhetoric is said to flourish in open and democratic societies with rights of free speech, free assembly, and political enfranchisement for some portion of the population. However rhetoric is just as important an element of tyrannical regimes or dogmatic (religious and otherwise) public entities that are not open to debate on an equal footing.

In contraposition to scientific debates, rhetorical arguments, as in politics or even the justice system, do not always make use of demonstrable or tested truths but resort to fallible

opinions, popular perceptions, transient beliefs, chosen evidence or evidence at hand (like statistics).

Rhetoric can be divided into three main means of persuasion: *logos*, *pathos*, and *ethos*.

- **LOGOS:** The orator (speaker) can persuade the audience to adopt a position through the reasoning of the argument itself.
- **PATHOS:** The orator can also appeal to the emotions of the audience in order to persuade them to adopt his/her position.
- **ETHOS:** Alternatively, the orator can persuade the audience by making him/herself appear as a reliable and credible person.

The effectiveness of these means of persuasion depends on a keen awareness of audience and varies with context. While specific detailed references to technical information might prove a scientist's credibility to an audience of his peers, a similar approach adopted by a football captain for his half-time pep speech might not be that inspiring. Establishing ethos may rely on him demonstrating his understanding of team bonds and communal effort rather than through overly technical information.

□ Example of Rhetoric: 'What Kind of Asian Are You?'

Watch this performance by Alex Dang at a poetry slam and explain in what ways he appeals to the audience's senses of *ethos*, *logos* and *pathos*.

MEDIA VIEWING: What Kind of Asian Are You?

Dang, A. 2013. Transcription of "What Kind of Asian Are You?"

So he said to me, "What kind of Asian are you?" and I said back, "That's a loaded question." What kind of Asian do you EXPECT me to be? Because any way you slice that egg roll, I'm still pretty much whatever you want to see.

I've played many a Far East stereotype: awkward math genius, cold and calculated Kung-Fu expert, assistant to "Dr. Jones, you crazy!"² You want me to drive? How so? I can give you: Tokyo Drift, Jeremy Lin, Mario Kart, Tiger Woods, and 'Blinker left on for about half a mile'.

² This is a reference to the Chinese assistant 'Short Round' in *Indiana Jones and the Temple of Doom* (1984).

I am the foremost expert on all things Asian. The Meiji era and the ban of the Samurai? Done. Confucianism versus Daoism? I'll give it to you with no slant!

What's the difference between Asian stereotype 1 and 2? WELL LET ME TELL YOU.

Let me tell you anything YOU want to know about my culture. Let me tell you in a Mulan-esque soliloquy of me staring in the mirror asking "Who IS that girl staring that I see?" Let me tell you about Jackie Chan and Bruce Lee and how they are related BY BLOOD to me. Let me tell you about being so marginalized it's to the point of "I really CAN'T believe that's Asian!"

Let me tell you about derogatory terms and origins of words such as chink and gook. Let me tell you about the struggle of Asian parents not knowing the language so we ate pet food because it was cheaper. Let me tell you about the job of interpreter when you're still playing with LEGO blocks but your English is already that much better than your guardians. Let me tell you about honour and dignity. Let me tell you about a society that projects us as nothing but the secondary role and never the leading man.

Let me tell you all the things you don't want to know. Like how 'chink' comes from the clanking of metal to railroads as the slaves built train tracks for this country to be connected. Like how the zipperhead down the street is called that because of the way our heads split open when struck with assault weapons or how the Jeeps ran over and left marks across corpses and someone clever thought that we were only good to unzip.

Like how every time you lump an Asian person into one culture is systematically making us assimilate into an America we thought was better than our war torn home and every time you confuse me with some other nationality that I might share similar features to is stripping away my individuality.

And I still feel the shame of being Asian. The heat and pious dedication of June 11th 1963. The envy of blonde hair and blue eyes. And I still remember thinking where all the boys that looked like me on TV were? The broken words of my mother and father stage diving off my tongue. The anger I felt when those kids thought I'd get them sick.

And I still feel the ash of the incense burn my hands when I prayed for my family. And I still remember thinking my skin was what I was worth. And I still feel the ironwork of my bones grow stronger with every train of thought that passes by.

And I still feel pride.

And I still feel heritage.

And I still feel Chinese.

And I still feel Vietnamese.

And I still feel American.

And I still feel.

Identify examples of each of the following:

ETHOS

LOGOS

PATHOS

4. RHETORICAL DEVICES

Rhetorical devices are language techniques and effects used to impress or persuade the audience. There are a number of language devices that will help create a speech that will persuade and engage a responder, the following are some of the most commonly used:

TECHNIQUE	DEFINITION	EXAMPLE
RHETORICAL QUESTION	A question asked for effect, but not necessarily needing to be answered.	“Are we going to put up with curfews and being hassled by the police up town? Who cares? Do you think it is right? I don't.”
EXAGGERATION	Trying to impress or influence by overstating a viewpoint, statement or idea.	“Millions of students all over the world go home and rush eagerly into their homework in order to secure their future.”
ANAPHORA	The repeated use of a word or phrase at the start of successive phrases or sentences for effect.	“ <i>One Ring to rule them all, One Ring to find them, One Ring to bring them all and in the darkness bind them.</i> ” <i>The Lord of the Rings</i> – J.R.R. Tolkien.
CONTRAST/ JUXTAPOSITION	When two opposite viewpoints, ideas or concepts are placed close to each other for effect.	“Let us break the chains, shackles and nightmare of slavery and embrace each other in the dream of freedom.”
ANECDOTE	A short tale narrating an interesting or amusing biographical incident. This can be used both to engage readers and explain a point	“There are these two young fish swimming along and they happen to meet an older fish swimming the other way, who nods at them and says

	using a relatable example.	"Morning, boys. How's the water?" And the two young fish swim on for a bit, and then eventually one of them looks over at the other and goes "What the hell is water?"... I am not the wise old fish. The point of the fish story is merely that the most obvious, important realities are often the ones that are hardest to see and talk about." – David Foster Wallace
TRICOLON	A series of three parallel words, phrases, or clauses.	"But, in a larger sense, we cannot dedicate, we cannot consecrate, we cannot hallow, this ground." – Abraham Lincoln

We will look at rhetorical devices in more detail in Lesson Three but a full glossary of techniques can be found at the end of this Theory Book for your reference. Try to identify techniques that will be useful for your end of term speech.

Note to Students: Rhetorical Device? Literary Technique? What's the Difference?

You might be asking yourself: "Isn't a rhetorical question a literary technique, not a rhetorical device?" In fact, it's both! So what's the difference?

Rhetoric is the art of *persuasion*. Rhetorical devices are therefore techniques that are deliberately used by a composer or orator to convince us of a particular opinion, through the use of rhetorical devices and via appeals to *ethos*, *logos* and *pathos*.

In performing a textual analysis referring to literary techniques we don't begin with this assumption. Instead, literary techniques are used by composers to explore ideas or shape meaning in their texts. In short, rhetorical devices are used to persuade while literary techniques can be used to persuade, but more generally are used to shape meaning in a text.

5. OPINION PIECES

An opinion piece is an article usually published in a newspaper or magazine which expresses the author's opinion on a particular subject. Unlike a factual news report, an opinion piece is an article on a particular topic of interest to the writer, usually a topic that is prominent in the news at the time. It shares many features with a factual newspaper article such as quotes from authorities on the subject, reports, statistics and other data, and or recounts of the writer's own experience. However, these features are employed alongside the author's purpose of persuading the audience of a particular opinion. Consider the following features, keeping in mind that your homework task this week will be to create an opinion piece on a topic of your own choosing.

CATCHY HEADLINE

Headlines will often be opinionated, controversial, or amusing in order to catch the reader's attention. The use of puns is particularly popular in this form.

STRUCTURE

Opinion pieces will often begin by introducing the writer's opinion or position on their given topic and proceed to justify this position in the body of the piece with evidence, quotations, statistics etc. They will often end with a startling fact, provoking opinion, or warning, in order to leave a convincing impression on the reader.

TONE

Tone will vary from piece to piece, but generally, opinion piece writers have the liberty of choosing to be formal in tone, informal, or somewhere in between the two. Keep in mind the tone is often subjective (reflecting the opinionated nature of this form) and argumentative.

RESEARCH

Opinion piece writers are usually well acquainted with the topic they are writing about, and will have an authoritative amount of knowledge on the issue. They are a mouth piece for people's opinions on the issue, and must construct a unique argumentative position in amongst all the information and speculation.

□ Edward Snowden: Hero or Traitor?



In June 2013, Edward Snowden, an American employee of the United States government's National Security Agency (NSA), disclosed thousands of classified documents to the media that exposed the United States government's extensive global surveillance apparatus in partnership with major global telecommunication companies such as Google, Yahoo and Verizon. The leaked files exposed not only that the U.S. government was spying on political leaders but also that they had the ability to freely access the calls, chats, and emails of ordinary citizens around the world.

Snowden's moral decision to expose the extent of U.S. government surveillance was one of the most important discussion topics in the global press that year. Snowden argued that it was his duty to go public with his knowledge because he was concerned that the government had extensive powers that were not accountable to democratic regulation. By exposing the secrets of the NSA to the public, Snowden hoped that the public would be able to engage in an informed debate with their governments over the ethics of mass data collection. Many within the foreign press considered Snowden's actions heroic, however, within his own country Snowden was widely depicted as a traitor who had sold government secrets to the press.

Listed below is a brief timeline of the events surrounding Snowden's release of information and subsequent events.

- Edward Snowden (born 1983) was a contractor for the American National Security Agency (NSA) through his employer, the consulting firm, Booz Allen Hamilton.
- Snowden was a high level employee and had administrator access to a large amount of information regarding the NSA's collection of phone records, emails, online chats and browsing information from millions of individuals, both in the United States and in many foreign nations.
- According to Snowden, he attempted numerous times to raise his concerns with his employers over what he considered to be the unconstitutional practise of the NSA, but was encouraged to stay silent on the matter.

- In late 2012, he contacted Glenn Greenwald, a journalist for the newspaper *The Guardian* and documentary filmmaker Laura Poitras in January 2013 to help him go public with the documents he had collected. Immediately before releasing his revelations, Snowden took leave from his job in Hawaii and flew to Hong Kong.
- The first article referencing the leaked documents was published June 5th in *The Guardian* and within months most major news outlets had published the contents of these documents.
- Snowden’s revelations have strained relations between the United States and many of its global partners. The disclosures also make clear that many countries, including Australia, have aided the U.S. Of particular damage was the fact that the leaders of friendly foreign nations, such as Germany’s chancellor Angela Merkel, had their personal phone correspondence collected by the NSA. France, Mexico, Brazil, Britain, China and Spain are also among the countries that have denounced U.S. surveillance methods.
- One June 14, the United States federal prosecutors filed to charge Snowden with theft of government property and two counts of violating the 1917 Espionage Act. On June 19, the United States government revoked his US passport and on June 23 Snowden boarded a flight to Moscow, Russia where he was eventually granted political asylum.

CLASS DISCUSSION

Why do you think public opinion over Snowden’s whistleblowing has been divided?

Read through the following two opinion pieces for and against Snowden and answer the questions that follow:

Newspaper Article 1. *New York Post*.

Rogues' gallery: Snowden joins long list of notorious, gutless traitors fleeing to Russia

By Leonard Greene. June 24, 2013.

If fugitive whistle-blower Edward Snowden were to request and receive asylum from Russia, he would find himself in dubious company.

Refuge in Russia would put Snowden on a shameful list that includes notorious assassin Lee Harvey Oswald, who aimed a rifle out of a Dallas book depository building and assassinated President Kennedy as his motorcade passed by in 1963.

Oswald had defected in 1959 to the Soviet Union, where he renounced his US citizenship. Less than three years later, in 1962, Oswald returned to the US.

Four British double agents who worked both sides during the Cold War also sought and received political asylum from Moscow.

Guy Burgess, Donald Maclean, Kim Philby and George Blake were members of the so-called "Cambridge Five" spy ring, which sold British secrets to the Soviet Union during World War II.

The group infiltrated some of the highest levels of British government and sold secrets that included NATO military strategy.

From 1944 to 1946, Philby served as director of anti-Soviet counterintelligence for British Intelligence. The position guaranteed his access to top-level British military, intelligence and government secrets, including World War II battle plans and Cold War agreements between Britain and the United States to thwart the spread of communism in Europe.

Burgess and Maclean fled to the Soviet Union in 1951 and Philby followed in 1963.

Educated at Cambridge University in the late '20s and '30s, they succumbed to the revolutionary illusions of Marxism, secretly casting their lot with the Soviet Union and betraying their country.

Blake, who escaped from a London jail to his KGB handlers in the Soviet Union in 1966, was proud of his tradecraft skills.

“I would take the same path again,” he said after his escape. He had been sentenced to 42 years in jail.

Blake was awarded a medal by Vladimir Putin in 2007 and lives quietly outside Moscow to this day on a KGB pension. He denied being a traitor, insisting that he had never felt British.

“To betray, you first have to belong,” Blake said. “I never belonged.”

FOCUS QUESTIONS:

1. What is the effect of associating Snowden with these various ‘defectors’?

2. How does this article use **EMOTIVE LANGUAGE** to appeal to the reader’s sense of *pathos*? Include examples from the text.

Newspaper Article 2. *The Washington Post*.**Edward Snowden is no traitor**

By Richard Cohen. October 21, 2013.

What are we to make of Edward Snowden? I know what I once made of him. He was no real whistleblower, I wrote, but “ridiculously cinematic” and “narcissistic” as well. As time has proved, my judgments were just plain wrong. Whatever Snowden is, he is curiously modest and has bent over backward to ensure that the information he has divulged has done as little damage as possible. As a “traitor,” he lacks the requisite intent and menace.

But traitor is what Snowden has been roundly called. Harry Reid: “I think Snowden is a traitor.” John Boehner: “He’s a traitor.” Rep. Peter King: “This guy is a traitor; he’s a defector.” And Dick Cheney not only denounced Snowden as a “traitor” but also suggested that he might have shared information with the Chinese. This innuendo, as with Saddam Hussein’s weapons of mass destruction, is more proof of Cheney’s unerring determination to be cosmically wrong.

The early denunciations of Snowden now seem both over the top and beside the point. If he is a traitor, then which side did he betray and to whom does he now owe allegiance? Benedict Arnold, America’s most famous traitor, sold out to the British during the Revolutionary War and wound up a general in King George III’s army. Snowden seems to have sold out to no one. In fact, a knowledgeable source says that Snowden has not even sold his life story and has rebuffed offers of cash for interviews. Maybe his most un-American act is passing up a chance at easy money. Someone ought to look into this.

Snowden’s residency in Russia has been forced upon him — he had nowhere else to go. Those people who insist he should come home and go to jail lack a healthy regard for the rigors of imprisonment. After a while it can be no fun. Snowden insists that neither the Russians nor, before them, the Chinese have gotten their grubby hands on his top-secret material, and indeed, this fits with his M.O. He has been careful with his info, doling it out to responsible news organisations — The Post, the New York Times, the Guardian, etc. — and not tossing it up in the air, WikiLeaks style, and echoing the silly mantra “Information wants to be free.” (No. Information, like most of us, wants a home in the Hamptons.)

My initial column on Snowden was predicated on the belief that, really, nothing he revealed was new. Didn’t members of Congress know all this stuff and hadn’t much of it leaked? Yes, that’s largely true. But my mouth is agape at the sheer size of these data-gathering

programs — a cascade of news stories that leads me to conclude that this very column was known to the National Security Agency before it was known to my editors. I also wrote that “No one lied about the various programs” Snowden disclosed. But then we found out that James Clapper did. The director of national intelligence was asked at a Senate hearing in March if “the story that we have millions or hundreds of millions of dossiers on people is completely false” and he replied that it was. Actually, it was his answer that was “completely false.”

Snowden is one of those people for whom the conjunction “and” is apt. Normally, I prefer the more emphatic “but” so I could say “Snowden did some good *but* he did a greater amount of damage.” Trouble is, I’m not sure of that. I am sure, though, that he has instigated a worthwhile debate. I am sure that police powers granted the government will be abused over time and that Snowden is an authentic whistleblower, appalled at what he saw on his computer screen and wishing, like Longfellow’s Paul Revere, to tell “every Middlesex village and farm” what our intelligence agencies were doing. Who do they think they are, Google?

But (and?) I am at a loss to say what should be done with Snowden. He broke the law, this is true. He has been chary³ with his information, but he cannot know all its ramifications and, anyway, the government can’t allow anyone to decide for himself what should be revealed. That, too, is true. So Snowden is, to my mind, a bit like John Brown, the zealot who intensely felt the inhumanity of slavery and broke the law in an attempt to end the practice. My analogy is not neat — Brown killed some people — but you get the point. I suppose Snowden needs to be punished but not as a traitor. He may have been technically disloyal to America but not, after some reflection, to American values.

3. How does Cohen appeal to the reader’s sense of *logos* in the article?

³ Chary adj. discreetly cautious

6. LESSON ONE HOMEWORK

YEAR 10 CRITICAL WRITING MARKING CRITERIA

	Band 5-6 13-15 marks	Band 4-5 10-12 marks	Band 2-3 6-9 marks	Band 1-2 1-5 marks
Engagement with the question	2.5 The question is weaved into the answer, and the question is appropriately referred to throughout answer.	2 The question has been considered in the answer, but the answer may lack focus at times.	1 An answer to the question has been attempted, but there may be gaps in comprehension or relevancy of answer.	0.5 Answer to question does not address the concerns raised by the question.
Originality	2.5 Interesting and original ideas which show developed critical thinking.	2 Original thinking is evident throughout, but some ideas require more development.	1 Some evidence of original thinking, but there may be a strong reliance on information from class.	0.5 Relies heavily on classroom discussions or text extracts.
Argumentation	2.5 Clear and logical progression of argument.	2 Argument with developing logical progression.	1 Attempted argument. There may be gaps in logical progression.	0.5 Unclear or incomplete argument in terms of logical progression.
Essay Structure (Introduction, Topic Sentences, Conclusion)	2.5 Strong, sustained structure in terms of introduction, topic sentences, and conclusion.	2 A generally well-maintained structure with occasional tangents in terms of introduction, topic sentences, and conclusion.	1 Some elements of structure present. May include an introduction, conclusion, and/or topic sentences though inconsistencies may be present.	0.5 Underdeveloped structure. There may not be an introduction, topic sentences, and/or conclusion.
Evidence (Examples, Techniques)	2.5 Consistent use of textual examples and techniques. Strong understanding of techniques is clear.	2 Consistent use of textual examples and techniques. There may be gaps in understanding of some techniques.	1 Some textual examples and/or techniques, but more are needed. There may be gaps in understanding of some techniques.	0.5 Few textual examples and/or techniques included. Revision of techniques may be needed.
Language Use (Control of Sentence Structure, Word Choice, Punctuation)	2.5 Consistently good sentence structure, word choices, and punctuation.	2 Sentences are mostly well-formed. There may be minor errors in sentence structure, punctuation, and/or some inappropriate word choices.	1 Some sentences were well-formed and show a developing grasp on grammar, spelling and appropriate word choice.	0.5 Underdeveloped sentence structure, word choice, and punctuation.

Note to Students: How to Submit Homework

Submit your homework online through Matrix LMS (Learning Management System)!

Accepted file types for online submission:

.docx

.doc

.pdf

.one (onenote)

.txt

Opinion Piece

Write an opinion piece in which you, the writer, defend the actions of a particular person or group of people against accusations or allegations from someone else or a group of people.

The issue can be completely fictitious or real.

In order to do well in this task:

- Ensure you review the section on 'Opinion Pieces' in this lesson;
- Utilise common opinion piece techniques, including **TONE**, **HEADLINES**, and use of **STATISTICS** to support your argument;
- Structure your opinion piece appropriately;
- Aim to be *persuasive* – include elements of **ETHOS**, **LOGOS**, and **PATHOS**.

Aim to write between 250 - 400 words.