

Possible Answers for *Successful College Writing*, Sixth Edition – Chapter 12

Ex 12.1

Possible completed first sentences:

1. . . . you remember you have a project due today that you haven't started.
2. . . . you forgot to answer the questions on the last page.
3. . . . just as guests begin arriving for a party.
4. . . . his friends are pressuring him to smoke pot.
5. . . . he or she has been arrested and wants you to bail him or her out.

Ex 12.2

Example 1: The day you and several friends played a practical joke . . . *1st person* would convey the narrator's feelings directly and show action through the point of view of one of the jokers, but readers would have to decide whether to believe the narrator's account; *3rd person* would provide distance and allow readers to learn about the characters through their actions, but it would lack the immediacy of the first person.

Ex 12.2

Answers will vary.

"Being Double," Santiago Quintana

Analyzing the Writer's Technique

1. Students might identify the thesis in the first paragraph: "it was the time to . . . do all those things that I had postponed." In fact, it is the last sentence of the second paragraph.
2. Descriptions of places and people help readers imagine the scenes, and dialogue allows Quintana to show rather than tell. Readers might want more details (about the Indian Mounds, about the college, about his reasons for attending this college) or less dialogue.
3. Quintana states directly that he is nervous, struggling, exhausted, and so forth, and he follows those statements with a description of the conflict.
4. One example of foreshadowing is the dialogue in paragraphs 13–17, which suggests that Quintana's linguistic skills will be tested.
5. The title is catchy, but Quintana does not specifically address the idea of "being double" in the essay. The introduction efficiently establishes the setting and topic; the conclusion wraps up the essay on a positive note.
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Thinking Critically about Narration

1. Quintana's tone shifts from hesitancy and trepidation about college in the first part to assured by the end as his confidence grows
2. This phrase shows us that Quintana is aware of his "otherness" and is somewhat embarrassed by it. It also shows him as a typical new college student who does not want to be seen with his parents.
3. A statement of fact: As an international student, he would have had to score well on the Test of English as a Foreign Language (TOEFL).

Responding to the Reading

Answers will vary.

“The Lady in Red,” Richard LeMieux Examining the Reading

1. LeMieux does not say what the circumstances are that led to his begging, but we know from the introductory bio that his business failed. Broke and out of other options, he realizes he must beg.
2. The Central Market is a familiar place, and LeMieux knows that its customers are wealthy.
3. LeMieux’s emotions go from resignation, to humiliation, and then to gratitude.
4. Unlike the stereotypes of beggars, LeMieux has been a successful business owner and is highly educated.
5. *Rationalized*: thought about in a seemingly logical way; *halted*: stopped; *nestled*: contained snugly within something else; *brooch*: a pin, fastened at the throat or neck; *sporadic*: at infrequent intervals.

Analyzing the Writer’s Technique

1. LeMieux’s thesis is in par. 27 and can be restated as, “I waited for God to send angels to me, but realized that I had to go looking for them.”
2. Answers will vary.
3. LeMieux uses description, illustration, and, to some extent, comparison and contrast (the upscale Central Market and the “down-market” store).

Visualizing the Reading

Answers will vary.

Thinking Critically about Narration

1. LeMieux’s tone is weary and dejected at the beginning, turning to surprised and grateful at the end. Two sentences that highlight his attitude toward begging are “I had always given, knowing all along that their tales were suspect” (par. 1) and “I turned my back to her and hid behind a pillar” (par. 18).
2. The clichéd phrase “down on my luck,” connoting that a person’s social and financial situation are due only to luck, reflects LeMieux’s and others’ attitude toward beggars — that their “tales [are] suspect.”
3. The description of her cough (par. 23) and the phrase, “It’s going to be the death of me,” suggest that the woman is seriously ill, though she may not know it yet.
4. Opinion — for some, begging may be easier than selling advertising.
5. Answers will vary, but the angel brooch ties in with the author’s thesis of finding an angel.
6. The climax happens in paragraphs 25 and 26 when the woman puts her hand on LeMieux’s and says that she will see him in heaven and when he realizes she has given him a lot of money. The tension is resolved in paragraphs 27 through 29 as LeMieux reflects on the woman’s gift.

Responding to the Reading

Answers will vary.

“The Alternate History of Susan Chung: One Woman’s Quest to Find Her Birthparents,” Nicole Soojung Callahan

Examining the Reading

1. Callahan decides to find her birthparents when she becomes pregnant. She hears 3 reasons that her birthparents might have given her up: that they wanted a boy, that they feared the social stigma of having a disabled child, and that they could not afford to care for her.
2. The doctors predicted that Callahan would be disabled, since she was born prematurely; the prediction did not come true.
3. She is shocked but also realizes that naming her meant that her birthparents must have loved her.
4. *Intermediary*: a person who mediates between other people; *speculation*: guesswork; *coffed*: showed contempt; *culled*: pulled out from a group.

Analyzing the Writer's Technique

1. Callahan's thesis is framed as a question at the end of paragraph 3 and could be written as a declarative statement: "Even if my birthparents had not loved me, I should know why and also know why they put me up for adoption."
2. Callahan's audience could be people who are considering adopting a child or giving up a child for adoption, with the purpose of showing these readers how it feels to be the adopted child. The audience could also be Callahan's own daughter, with the essay written to help her understand her mother's background.
3. To make her essay vivid, Callahan describes what she and her birthparents thought and felt, and she includes snippets of dialogue between the intermediary, Donna, and herself. She also contrasts what she is learning from Donna with the fantasy she had of her birthparents.
4. Callahan also uses description, illustration, and cause-and-effect to help readers understand her own feelings and to begin understanding the complexity of her birthparents' decision.
5. Callahan is conflicted about being put up for adoption and somewhat resents her birthparents for doing so, shown by her admitting that she has created a fantasy scenario of "courageous" and "defiantly strong" people (par. 8).

Thinking Critically about Text and Visuals

1. Opinion
2. Answers will vary.
3. Readers can infer that Callahan goes ahead with her decision to meet her birthparents. The last sentence might also lead readers to think that this essay is an excerpt from a longer work.
4. Callahan builds tension by varying the stories she hears about her birthparents' possible reasons for putting her up for adoption. The climax occurs in paras. 11–15, when Callahan learns that her birthparents named her.
5. Answers will vary.

Responding to the Reading

Answers will vary.