CONTEXT

To Audre Lorde, silence is not golden. In “The Transformation of Silence into Language and Action,” she argues that silence often derives from fear, and that by giving into our fear we fail ourselves and each other. The narratives we have read so far this quarter offer examples of what happens when people either choose to speak up or to remain silent.

PURPOSE

Your purpose in this paper is to explain to your reader how applying a claim Lorde makes in “The Transformation of Silence into Language and Action” contributes to a deeper understanding of three narratives.

AUDIENCE

Your audience consists of your reading and writing instructors, your classmates and the instructors on your portfolio committee.

REQUIRED TEXTS

1. “The Transformation of Silence into Language and Action” by Audre Lorde
2. Water Street by Crystal Wilkinson
3. “Salt-Water Geechee Mounds” by Nikky Finney
4. One student narrative (posted on Blackboard)

FORM

This paper will be an expository paper. That means that you will be explaining something to your reader. In this case, you will be explaining ideas presented in various texts and how these ideas are related to each other. This type of paper relies on empirical and/or textual evidence, rather than opinion.

APPROACH

To fulfill the purpose of this paper you will:

1. Identify in a direct quote one, specific claim Lorde makes in “The Transformation of Silence into Language and Action.”
2. Interpret that claim in your own words.
3. Discuss how that claim applies to three narratives: Water Street, “Salt-Water Geechee Mounds” and a student narrative.
4. Support your discussion by offering at least one, specific example from each narrative that illustrates Lorde’s claim.

ADVICE

- Know what a claim is. A claim is a debatable statement. For a statement to qualify as a claim, a person must be able to reasonably argue the “other side.” Facts are not claims.
- You will need to fully understand Lorde’s claims to write an effective paper. Ask for help if you need it.
- Be sure to provide your audience with context for your discussion. What do they need to know about the Lorde, Wilkinson, Finney and student texts in order to understand your point? In part, this information should come from the summaries you have written for your reading instructor.
- Identify the claim from Lorde you will apply to the narratives in a direct quote, and thoroughly explain it in your own words.
- Describe specific incidents from the narratives to which the claim from Lorde applies. Use direct quotes as well as indirect quotes to do this.
- While you may not personally agree with Lorde’s claims, you need to be able to explain how they apply to the narratives.
- If you want to include your own opinion in this paper, do so only in the conclusion, for the purpose of explaining how the ideas in the body of the paper apply in a broader context.
**CONVENTIONAL REQUIREMENTS**

Your paper should be 1200-1500 words and follow standard edited English usage. MLA-formatted in-text citations and a works cited page are required. Your paper must be typed and double-spaced in 12-point font, with your name and page number on every page.

**DUE DATES**

Conference and graded drafts *must* be submitted by the due dates (see box below).

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<thead>
<tr>
<th>Task</th>
<th>Due Date</th>
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<tbody>
<tr>
<td>Brainstorming</td>
<td>Monday, October 20</td>
</tr>
<tr>
<td>Planning/organizing</td>
<td>Wednesday, October 22</td>
</tr>
<tr>
<td>Intro or body paragraph</td>
<td>Friday, October 24</td>
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<tr>
<td>First draft</td>
<td>Monday, October 27</td>
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<tr>
<td>Conference draft</td>
<td>Wednesday, October 29</td>
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<td>Conferences</td>
<td>Thursday, October 30 and</td>
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<td>Friday, October 31</td>
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<tr>
<td>Graded draft</td>
<td>Wednesday, November 5</td>
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**GRADING**

To earn a passing grade, your paper must demonstrate that you have met the following course goals, which correspond to the standards on the Paper 2 grading rubric posted on Blackboard:

**Rhetorical Knowledge**

- Develop appreciation for multiple points of view;
- Realize that reading, writing and thinking occur in a social context and that meaning is socially constructed;
- Develop an understanding of basic rhetorical terminology;
- Develop understanding of the basic demands of rhetorical performance, such as: persona/voice, audience, subject, purpose, background, and occasion;
- Write to an audience beyond their teachers;
- Provide necessary information in order to communicate with that audience;
- Differentiate rhetorical choices concerning levels of language and diction;
- Choose the level of language and diction according to contextually appropriate audience expectations.

**General Reading, Writing, and Thinking Skills**

- Read with the text, in other words, make meaning from the text;
- Make meaning from a variety of texts and media;
- Extrapolate an author’s main idea from a text;
- Draw inferences from a text;
- Find major evidence that author uses to support main idea;
- Write a summary of a text that is based on an author’s main idea;
- Develop an explicit thesis from particular evidence using inductive reasoning;
- Support a thesis with sound evidence using deductive reasoning;
- Demonstrate knowledge that a paragraph is a cohesive unit of thought containing a topic sentence, and supporting details;
- Write a multi-paragraph essay, containing an introduction with an explicit thesis, a body with supporting evidence, and a rhetorically effective conclusion;
- Sustain a focus on a single thesis throughout a multi-paragraph essay;
- Sustain coherence within and between paragraphs in a multi-paragraph essay;
- Recognize the different methods of support and development;
- Use appropriate textual evidence to support a thesis;

**Processes**

- Produce multiple drafts to create and complete a successful text;
- Develop and use appropriate strategies for generating, revising, editing, and proof-reading;
- Use appropriate writers’ resources (for example, handbooks, dictionaries, thesauri) to check conventions;
- Collaborate productively within small peer groups and tutorial sessions;
- Read and evaluate and critique their own writing critically;
- Use technology productively (such as word processing, electronic classrooms and web links).

**Conventions**

- Begin to control general conventions of spelling, grammar, and punctuation expected in standard edited English;
- Acknowledge use of sources via in-text MLA citation;
- Use the appropriate conventions of format, organization, and language according to specific rhetorical situations.