Developing Critical Thinking Skills, 7th Edition, Chapter 7 Exercises

Exercise: p. 233

Now complete the following items:

Point of view: ____________________________________________

Purpose in writing: _________________________________________

Mode of discourse: _________________________________________

Diction: _________________________________________________

Tone: ___________________________________________________

Exercise: p. 235

Now we can turn to the tone of the passage. In your own words, identify Theroux's tone, first toward Ethiopia and then toward European ancestors. ____________________________________________

________________________________________________________________________

________________________________________________________________________

Practice Exercise 1: pps. 237-241

A. Levison's tone is
   1. arrogant, egotistical
   2. humorously scornful
   3. serious, stern
   4. critical, fault-finding

B. Bourdain's tone is
   1. honest, candid, frank
   2. critical, fault-finding, disparaging
   3. philosophical, reflective
   4. approving, admiring, laudatory

C. Howe's tone is
   1. angry, hostile, bitter
   2. honest, candid
   3. informative, instructive
   4. nostalgic, melancholy

D. The tone of the poem is
   1. philosophical, reflective, pensive
   2. sincere, honest, candid
   3. sentimental, maudlin
   4. nostalgic, melancholy

E. The tone of the passage is
   1. philosophical, fervent, inspiring
   2. hesitant, confused, ambivalent
   3. sorrowful, mournful, lamenting
   4. nostalgic, wistful, melancholy
Exercise: p. 243

Explain the irony: ____________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

Practice Exercise 2: pps. 246-248

Read the following passages. Then, keeping in mind the writer's purpose and intent, decide which of the following tones is most accurately reflected in each excerpt.

- Witty - Cynical - Satirical - Ironic - Sarcastic

A. The tone of this selection is: ________________________________________________

B. The tone of this definition is: ______________________________________________

C. The tone of this statement is: ______________________________________________

D. The tone of this excerpt: ___________________________________________________

E. The tone of this passage is: ________________________________________________

F. The tone of this letter is: __________________________________________________

G. The tone of this movie review is: __________________________________________

Exercise: p. 250

Waxman, “Summer Films...” One word that creates the understatement ________________

Practice Exercise 3: pps. 253-256

Identify the allusion or special effect in these short selections. If an allusion is evident, explain its meaning. Choose your answer from one of these elements:

- Allusion (be sure to explain the allusion's meaning) - Hyperbole
- Understatement - Repetition for effect

A. “In 2004...” Allusion (and meaning) or special effect: ____________________________

__________________________________________________________________________
B. “My parents’ marriage...” Allusion (and meaning) or special effects: ______________________

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Chapter Exercises: pps. 256-262

Selection 1, page 256, “The most famous removal of Indians...”, Ian Frazier, On the Rez

A. Content and Structure

1. A good title for this paragraph would be
   (a) "A Sad Day in American History"    (b) "A History of the Cherokee Indians"
   (c) "Forced removals in American History" (d) "The Cherokee and the Trail of Tears"

2. The author suggests that the Cherokee
   (a) were envied for their prosperity by the Georgia settlers.
   (b) had waged wars with the Georgia settlers.
   (c) had little public support for remaining in Georgia.
   (d) were removed because of past broken treaties with the government.
3. Concerning the Cherokees' experiences along the Trail of Tears, what seems to be Frazier's central concerns?

4. Frazier also suggests that the Cherokee
   (a) were singled out for retribution for trying to emulate whites.
   (b) were somewhat unusual among Indian tribes for having a written language.
   (c) had brought much of their misfortune upon themselves.
   (d) only (a) and (b).
   (e) (a), (b), and (c).

B. Language and Tone Analysis

1. Frazier's tone and his attitude toward the Cherokee can be best described as
   (a) complaining, aggrieved.  (b) informative, instructive.
   (c) sad, lamenting.  (d) critical, fault-finding.

2. When President Jackson responded to Supreme Court Justice Marshall's ruling, "He has made his law. Now let him enforce it," we can interpret Jackson's tone as
   (a) honest, candid.  (b) defiant, insolent.
   (c) complaining, aggrieved.  (d) nostalgic, wistful.

3. A special effect evident in the paragraph is
   (a) hyperbole.  (b) understatement.
   (c) alliteration.  (d) repetition for effect.

Selection 2, Page 258, “Human beings find...” Sissela Bok, Secrets: On the Ethics of Concealment and Revelation”

A. Vocabulary
    For each italicized word from the selection, write the dictionary definition most appropriate for the context.

1. the most ingenious ways [sentence 1]: ____________________________

2. near-constant physical proximity [1]: ____________________________

3. means of dissimulation [6]: ____________________________

4. the veil bestows facelessness [13]: ____________________________

B. Content, Structure, and Tone
    Complete the following questions.

1. The main idea of the paragraph is that
   (a) privacy is a universal concern
   (b) loss of personal privacy may have serious emotional consequences
   (c) clothing can sometimes establish one's privacy
   (d) human beings have devised ingenious ways to protect their privacy
2. The primary method of paragraph development is
   (a) example       (b) analysis       (c) definition       (d) cause-effect

3. The reader can infer that maintaining privacy is
   (a) more difficult in economically developed nations
   (b) impossible to achieve or maintain in communal societies or in large families
   (c) more important to cultures in North Africa than it is to Americans or Europeans
   (d) a special problem in cultures where people live in close proximity

4. Sentences 12 and 13 suggest that the veil allows the wearer to
   (a) withdraw from society whenever he wants to escape annoyances
   (b) protect himself from enemies
   (c) escape threatening situations while still being a part of the group
   (d) adopt a modest position in front of highly placed officials or other important persons

5. The author's tone can be best described as
   (a) philosophical, reflective       (b) admiring, laudatory
   (c) informative, instructive       (d) ironic, amusing

Selection 3, page 260, “He arrived in the back...” Gerald Durrell, “The Life and Death of Cholmondeley”

A. Vocabulary
   For each italicized word from the selection, choose the best definition according to the context:

1. sedately [sentence 1]:
   (a) calmly, in a dignified manner       (b) nervously, apprehensively
   (c) arrogantly, haughtily       (d) uncomfortably, awkwardly

2. pugilistic [4]: Having the appearance of a
   (a) military officer       (b) movie star
   (c) fighter       (d) vicious animal

3. ironic [8]: In this context,
   (a) cynical, distrustful       (b) satirical, ridiculing
   (c) sarcastic, suggesting a superior attitude       (d) nasty, cruel

4. subjugation [11]:
   (a) boredom, indifference       (b) defeat, enslavement
   (c) cooperative spirit       (d) subjectivity, introspective nature

B. Content, Structure, and Tone
   Complete the following questions.

1. The dominant impression of Chumley that Durrell wants to convey is his
   (a) weird appearance       (b) large size
   (c) maturity       (d) superior attitude
2. The passage contains three metaphors that describe Chumley's behavior. Identify each in the space provided.

Sentence: ____________________________________________

Sentence: ____________________________________________

Sentence: ____________________________________________

3. These three figures of speech, taken together, suggest that Chumley was accustomed to: _____

4. Which of the following is an accurate inference?
   (a) Durrell had never seen a chimp before.
   (b) Chumley was embarrassed by the chains used to tether him to his crate.
   (c) Chumley insisted on having his surroundings be clean and orderly.
   (d) Durrell had expected Chumley to be an ordinary chimp.

5. The tone of this passage can be best described as
   (a) ironic, wry, and amused
   (b) sarcastic, ridiculing
   (c) serious, earnest
   (d) sentimental, maudlin

Practice Essay: pps. 262-268, “Making the Grade,” by Kurt Wiesenfeld

Preview Questions

1. Are you familiar with the term "grade inflation?" In your experience, does a final grade of "A" mean superior achievement in a course? ____________________________________________

2. What do you consider an average grade? A "B?" A "C?" Examine your thinking. _____
3. If grade inflation exists in American colleges and universities today, what might be some reasons to account for it?

A. Comprehension

Choose the answer that best completes each statement. DO NOT REFER TO THE SELECTION WHILE DOING THIS EXERCISE (seriously).

1. Wiesenfeld states that some college students do not consider grades a measure of their
   (a) mastery of the subject
   (b) personal performance and effort
   (c) ability to organize their time wisely
   (d) performance in relation to other students' performance in the class

2. Some students try to get high grades by
   (a) cheating
   (b) cramming at the last minute
   (c) begging and pleading
   (d) threatening the instructor

3. The students described in the article receive low grades because they
   (a) attend class
   (b) are unprepared academically for the course work
   (c) work too many hours, which interferes with their studies
   (d) let an entire semester's work slide without doing anything

4. The idea that students deserve high grades without working for them reflects
   (a) parental pressure for them to succeed
   (b) the superficial values of the larger society
   (c) the importance of getting into a good graduate school
   (d) grade inflation

5. One particularly serious consequence of undeserved grades in science and engineering courses is that
   (a) educational standards in other disciplines are also weakened
   (b) unsafely designed buildings and structures can result in loss of lives
   (c) graduates expect similar undeserved rewards when they enter the working world
   (d) professors feel as if they are under siege

B. Vocabulary

For each italicized word from the selection, write the dictionary definition most appropriate for the context. You may refer to the selection to answer the questions in this section and in all the remaining sections.

1. the e-mail **assault** [paragraph 2]: ________________________________

2. a **disgruntled**-consumer approach [3]: ________________________________
3. hyperrational thinking [5]: The prefix hyper- means ____________________________

4. wheedling better grades [6]: __________________________________________________

5. sincerely overwrought student [6]: ____________________________________________

6. intrinsically worthless [6]: __________________________________________________

7. illiterate and mathematically inept [9]: _______________________________________

8. less blatant deficiencies [9]: _________________________________________________

9. eroding academic standards [9]: _____________________________________________

10. maintain safety and integrity [11]: __________________________________________

C. Inferences
On the basis of the evidence in the paragraph, mark these statements as follows: PA (probably accurate), PI (probably inaccurate), or NP (not in the passage).

1. Many students equate good grades with high salaries rather than with knowledge acquired.
2. ________ It is not only science and engineering students who plead for higher grades; liberal arts students do as well.
3. ________ Parental pressure and the large financial investment college entails may account for some students begging for grades they do not deserve.
4. ________ The engineers who designed the detective bridge and the Olympic Stadium, light tower probably received higher grades than they should have in their college engineering courses.
5. Giving partial or extra credit on examinations or projects is a good way to measure students' learning; even if they don't get the entire answer right, at least they should be rewarded for getting some of it right.

6. Professors should understand that today's students are under tremendous pressure and grade more leniently.

D. Structure (pg 266)

Complete the following questions.

1. The mode of discourse represented in this article is
   (a) narration   (b) description   (c) exposition   (d) persuasion

2. From the information in paragraph 1, explain the "rookie error" that Wiesenfeld made. _____________

3. Write a main-idea sentence in your own words for paragraph 4. _________________

4. With respect to the practices of giving partial credit for incomplete answers or giving easy grades, the purpose of paragraphs 7 to 10 is to
   (a) warn the reader about the long term consequences of this practice
   (b) explain their origins
   (c) prove how widespread they are
   (d) present the students' point of view

5. Consider carefully all of the elements in paragraph 1 again. How would you characterize the tone, with regard to Wiesenfeld's attitude toward the student quoted?
   (a) witty
   (b) ironic
   (c) neutral or objective
   (d) sarcastic

6. Now characterize the tone of the entire article
   (a) haughty, self-righteous
   (b) critical, fault-finding
   (c) mildly and humorously critical
   (d) provocative, inflammatory

E. Questions for Discussion and Analysis
1. Do you see any contradiction in Wiesenfeld's explanation of what grades mean to many students today and what they should mean? (See paragraphs 3 and 4, in particular the writer's phrase "their indifference toward grades.")

2. Is Wiesenfeld accurate in his criticism of today's students and their attitude about grades? Do you detect any bias? Does he avoid generalizing about his students, and if so, how?

3. From your experience as a student and your observation of your fellow students' attitudes toward grades, comment on his most significant points.

4. Finally, study the chart on the next page, which shows the progression of inflated grades. It was prepared by Stuart Rojstaczer, a professor of geology, environment, and engineering at Duke University.

What conclusions can you draw from the three sets of figures? Which type of college reveals more obvious grade inflation? Can you offer any explanation for this phenomenon?