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At both the high school and the college level, one of the most challenging tasks facing a faculty member is teaching a “late adolescent”—a person between, say, the ages of 16 and 22—how to read carefully and critically and write effectively and correctly. The very best of our profession see meeting this challenge as sitting at the core of their work. Hephzibah Roskelly and David Jolliffe are two such teachers, and their commitment to fundamental issues of literacy has resulted in their being mentors to a generation of teachers, particularly high school Advanced-Placement English teachers.

Many of us have worked with Roskelly and Jolliffe at the annual Advanced-Placement reading for the past 10 to 15 years. What they have taught us—as table leaders, question leaders, and chief readers—has now been given the form of a book. *Everyday Use* embodies Roskelly and Jolliffe’s belief that, in an Advanced Placement English Language and Composition course, rhetoric and argument—and all that these terms imply—must be the central issues.

The word *rhetoric* is, at times, unsettling to English teachers. It can involve memories of a required English course focusing solely on forms, formats, and conventions. It can invoke the presumption that the teaching of argument ought to be consigned to a debate class. In a teaching milieu with limited time and numerous tasks, the inclusion of rhetoric and argument can suggest the addition of still more “content” that needs to be “covered.”

*Everyday Use* attempts to speak to these mindsets and change them. It makes clear that rhetoric and argument are at the heart of what we do, both in English class and in our lives. The book addresses these issues in such a way that all of us become better teachers. Particularly helpful to those of us who work with high school students daily is the section of the book that addresses the five canons of rhetoric—invention, arrangement, style, memory, and delivery—as well as those selections that deal with rhetoric in everyday experience. Roskelly and Jolliffe also provide many insights into understanding and teaching argument. Of greatest importance to any teacher who would attempt to rethink his or her course by putting rhetoric and argument at its center is the section that discusses literature and literary analysis under the aegis of rhetoric. Almost all high school teachers come to the profession as students of literature. Understanding how literature and rhetoric might be integrated is crucial to the evolution of our profession.

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The transformation of English education is ongoing. Attention to rhetoric and argument is altering how English is taught, particularly the teaching of reading. *Everyday Use* will provide assistance to the profession as it reconceives the meaning of literacy. The profession has transformed, for the better, its teaching of writing in the past three decades. A similar change is needed in the teaching of reading, and this book can act as a catalyst for such change. Perhaps, someday, schools will be able to articulate an integrated K–12 developmental reading program as well as a rhetorically grounded K–12 writing program. Roskelly and Jolliffe’s book represents an attempt to change the landscape of English by rethinking both reading and writing as two facets of the same entity: rhetoric.

It is my hope that those who use this book will gain access to what I and others who have worked with Roskelly and Jolliffe have gained: a new view of the teaching of writing and, perhaps for the first time, a perception about the centrality of the teaching of reading to our profession. *Everyday Use* helps us appreciate the way the study of rhetoric opens up both the word and the world in inviting ways. Roskelly and Jolliffe have helped us focus on what needs to be done. We are in their debt.

Bernard Phelan

English teacher,
*Homewood-Flossmoor High School,*
*Homewood, Illinois*
High school English courses meet a number of goals for you as a student. They teach you to be a careful and critical reader, interacting with a great variety of texts—fiction, poetry, drama, and all kinds of nonfiction—and to construct meanings for those texts actively, not to decode them passively, not to try to find some single meaning. Your English course helps you conceive good, compelling ideas to write about, to develop those ideas fully and effectively and in appropriately correct English. In your course, you study both the structures of language—whole texts, paragraphs, sentences, words, punctuation, mechanical conventions—and ways writers and readers use these structures in making meaning. Rhetoric, the art of crafting effective texts, is deeply a part of all these goals. Writing, whether "literary" or "ordinary," is purposeful—that is, rhetorical—and so is reading. The central goal in high school courses (and elementary and college courses too, for that matter) is to help you read texts to see how their purpose gets communicated to you and to write texts that accomplish the purposes you wish to communicate.

*Everyday Use: Rhetoric at Work in Reading and Writing* is designed specifically for use in Advanced Placement English courses that try to achieve these goals. In six chapters and a series of interchapters, this book provides a foundation for reading insightfully and writing effectively and strives to teach students how to produce their own texts that are rich, purposeful, and effectively crafted. These goals align with those of Advanced Placement English students who seek to demonstrate their ability to read and write at a level of proficiency that will enable them to earn college credit for English. *Everyday Use* builds your skills as a reader and writer, a maker of meaning. Here’s a brief summary of how each chapter works toward that end.

Chapter 1 raises the seemingly simple, yet ultimately complex, question, "What is rhetoric?" In responding to this question, the chapter addresses three common misperceptions, which often prevent students from becoming effective readers and writers. The first is that rhetoric is something public figures—politicians, academics—display but not something useful for you as a student. The second is that rhetoric suggests inauthentic language, overly embellished and disguising a lack of substance or a covert, unethical intention. The third misperception is that rhetoric comprises only visible features of style and organization. To counter these views, the chapter generates a dynamic definition of rhetoric as the ability to discover what writers might do in a situation to lead readers to respond in particular ways and to use those discoveries—techniques for generating ideas and arguments, methods of organization, strategies of sentence structure and diction—confidently. The chapter explains that rhetoric
includes activities (reading, writing, speaking, listening, and discussing) that all people—students, teachers, and politicians alike—participate in every day. Comprehending what rhetoric is and how it works is vital to understanding that written texts influence thought and action, in school and in life outside school, as well as how that influence works.

Chapter 2 introduces you to the tradition of rhetoric, its concepts and terms. It’s a tradition with roots in antiquity but with great applications in our own time. In this chapter, activities are designed to teach and help you practice the five major canons of rhetoric—invention, arrangement, style, memory, and delivery. The canons are really processes that writers engage in as they work, and the discussion of these processes will stimulate your best writing in and out of school.

Chapter 3 focuses on the relationship between reading and writing. It reviews writing as a process and shows how much richer the process becomes when you see your writing process as a rhetorical one as well. Then it offers case studies of student writers who work to put into practice many of the concepts and principles considered in the first two chapters.

Chapter 4 turns its attention to a subject rarely examined in discussion of rhetoric but central to all the ways you use language—reading. This chapter explains how readers read rhetorically and how they analyze the "landscape" of a text, the rhetorical moves a writer makes to communicate intentions to readers. The activities in this chapter help you understand that reading itself is a kind of writing; you must actively construct what you read, not passively wait to have some one-and-only meaning provided to you.

Chapter 5 builds on the earlier chapters by showing the organic connection between reading and writing. The chapter demonstrates how reading rhetorically helps you become a more skilled, aware writer, and how writing with a conscious sense of your rhetorical strategies can lead you to become a more observant and perceptive reader.

Chapter 6 helps you apply many of the principles of rhetoric, which have been developed in the previous chapters, to reading literature—particularly, short stories, novels, and plays—and writing about it. Working with activities in this chapter, you see literature not as rarefied or difficult or far removed from real-world concerns but as writing that represents real people’s responses to a world of real problems, desires, and delights.

Each chapter in the book is followed by an interchapter, which invites you to get to know three texts well, drawing on the variety of perspectives and ideas that each chapter discusses. The three works are "Civil Disobedience," the famous essay by Henry David Thoreau; "It’s a Woman’s World," a wonderful and challenging poem by the contemporary Irish poet Eavan Boland; and "Everyday Use," the marvelous short story (whose title we gratefully borrowed for the title of this book) by Alice Walker. These three works appear in their entirety in the "Readings" section, pages 209–234. We hope that by reading Thoreau, Boland, and Walker intensely, you will learn to see all the texts you read and writing, in school and beyond it, as acts of rhetoric.
For users who wish to connect the content in *Everyday Use* with Advanced Placement* English Language and Composition courses, the chart below illustrates how the book accommodates the objectives outlined for the course in the course description on the College Board Web site. The next chart illustrates how this textbook responds to the advice of AP teachers who have written essays for the AP Web site about teaching AP students.

### Correlation of *Everyday Use: Rhetoric at Work in Reading and Writing* with the Advanced Placement* Course Description for English Language and Composition, 2003–2004

<table>
<thead>
<tr>
<th>Course Description for AP English Language and Composition calls for students to:</th>
<th>Coverage in <em>Everyday Use: Rhetoric at Work in Reading and Writing</em> (with some example pages)</th>
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</thead>
<tbody>
<tr>
<td>engage in informal and formal writing contexts.</td>
<td>The text advises writers to examine the context before they begin writing so that they know how informal or formal the piece should be (page 56).</td>
</tr>
<tr>
<td>keep a journal.</td>
<td>Journal writing is mentioned as an activity for both writers and readers.</td>
</tr>
<tr>
<td>• Journal writing is explained as a way to generate material for writing at a later date (page 51).</td>
<td>• A model from a student’s journal leads into an activity that asks students to produce reading journals (page 105).</td>
</tr>
<tr>
<td>write collaboratively.</td>
<td>A case study illustrates the advantages of discussing a writing project with others and working on it with them (page 106).</td>
</tr>
<tr>
<td>read pieces from many subject areas and many periods.</td>
<td>Besides the Thoreau, Boland, and Walker pieces, readings include a sports-magazine editorial (page 8), op-ed pieces about race relations (page 111), an introduction to chaos theory (page 124), and a reflection on family life in the Middle East (page 141). Readings range from a speech by Shakespeare (page 170), through 18th-, 19th- and 20th-century writing (pages 156, 10, 158), to prose written in the last few years (pages 14, 22, 26).</td>
</tr>
<tr>
<td>develop a more mature prose style, one marked by • varied sentence structures. • organization and coherence based on repetition, transitions, and emphasis. • balance between generalizations and specifics. • control of tone and voice.</td>
<td>The first three bulleted items get major focus on pages 60, 72, and 67. The fourth item is a topic that comes up throughout the textbook—for example, on page 102.</td>
</tr>
</tbody>
</table>

The next chart illustrates how this textbook responds to the advice of AP teachers who have written essays for the AP Web site about teaching AP students.

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**Correlation of Everyday Use: Rhetoric at Work in Reading and Writing with Suggestions from AP* Teachers**

<table>
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<tr>
<th>AP teachers published on <a href="http://apcentral.collegeboard.com">http://apcentral.collegeboard.com</a> encourage students to:</th>
<th>Coverage in <em>Everyday Use: Rhetoric at Work in Reading and Writing</em> (with some example pages)</th>
</tr>
</thead>
<tbody>
<tr>
<td>read not only broadly but also deeply.</td>
<td>As noted earlier in this preface, the six interchapters (the first of which begins on page 29) give six separate opportunities to read and reflect on a Thoreau essay, a Boland poem, and a Walker short story. Returning to a selection to examine it from different perspectives shows the possibilities of in-depth reading. The book also explains the difference between reading for pleasure and reading for information (page 126).</td>
</tr>
<tr>
<td>make nonfiction the heart of the course but incorporate poetry, fiction, and drama as well.</td>
<td>In addition to a wealth of nonfiction, models in the textbook come from drama by Stoppard (pages 190, 206) and Ibsen (page 196), poetry by Dove (page 204) and Browning (page 203), and fiction by Dickens (pages 132, 183), Morrison (page 137), Proulx (page 185), Twain (pages 10, 199), Kingston (page 199), Hawkes (page 201), and others.</td>
</tr>
<tr>
<td>master terms and strategies to call on when analyzing or responding to texts.</td>
<td>In addition to defining and illustrating rhetorical terms and strategies in the textbook proper, a glossary of more than 200 rhetorical terms and strategies appears at the back of the textbook (page 235). Activities call on students to read rhetorical analyses and to write their own.</td>
</tr>
<tr>
<td>practice recognizing and using large-scale organizing strategies such as comparison/contrast as well as sentence-level techniques such as figurative language.</td>
<td>Chapter 2 gives practice in using the five canons, including arrangement, and covers the standard parts of various genres. Chapter 2 also covers style—the choices a writer makes in words, phrases, and sentences.</td>
</tr>
<tr>
<td>practice multiple-choice questions about the rhetoric of passages.</td>
<td>In addition to the model passage and multiple-choice questions in Chapter 5 from a recent AP English Language and Composition exam, the teacher will have other multiple-choice questions to give students more close-reading practice on passages in the book.</td>
</tr>
<tr>
<td>practice essay prompts calling for • textual analysis of a passage. • a position that supports, qualifies, or disputes an author's point in a passage.</td>
<td>In addition to the essay prompts that appear in Activities throughout the chapters and interchapters, the teacher will have other essay prompts to give students more practice with timed writing.</td>
</tr>
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