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Writing To Learn: Paper #1

Bittersweet Symphony: A Day in Math Class

Part A : 176

Daffodil colored sun beams shine through the immaculate white windows filling the room with golden light. Calmness sets in as we we sit in our cozy wooden, desks, waiting for class to begin. Our bright eyed, enthusiastic professor parades into the sunlit room with a smile so big it looks as if he has won the lottery. Throwing his hands into the air, he preaches to us about what he knows, directing the class like someone would direct a concert choir. Gliding nonchalantly back and forth, his khaki pants sweep across the speckled floor, while his half-untucked, sky blue shirt gracefully flutters through the air. Curiosity brings us all together as we continue to sit still in our desks. All around the room, students are hypnotized by the freshly drawn out white chalk that is slowly being transformed into equations from left to right across the dark green chalk board. As unfamiliar melodies, orchestrated by the tapping of pencils flow through my ears, I begin to wonder, “What is not to love about math class?”

Part B : 177

I am blinded by the dark crimson sun, as it burns brightly through the monstrous windows. We, students, sit impatiently in our diminutive desks, which seem tiny enough for five year old children. The agony of my eight a.m. math class churns my stomach as my annoying professor stampedes into the over-lit jail cell of a class room. All around, students make faces as if their bodies are on fire. The hoarse voice of our professor becomes deafening as I notice his

wrinkled, untucked blue shirt and the way his khaki pants drag dirtily along the dusted ground. Stomping around like a drill sergeant, he throws his hands in the air while he speaks, attempting to explain the lesson, but looking as if he is swatting bugs away from his unshaved white face. Confusion brings us all together as we sit paralyzed by boredom in our desks. Across the room, impatient thuds of pencil taps repetitively smack a desk making my brain swell to the point of explosion. I begin to wonder, “Why am I here?”

#### Part C: 501

This assignment instructed me to write a positive and negative description of a place where people are not having a good time. After thinking about this, I chose a place where I absolutely dread going: math class.

In writing the descriptions, I incorporated strategies for creating rhetorical effects to persuade my audience on my positive and negative views. The connotation of individual words was especially significant in conveying particular ideas. For example, in my positive description I wanted the audience to feel empowered by the sun, so I described it as “daffodil colored,” saying it fills “the room with golden light.” However, in the negative description I wanted the audience to feel distracted and overwhelmed by the “dark” sun so I describe it as “blinding,” saying it “burns” through the “monstrous windows.” The negative connotation is also apparent when discussing my professors’ clothing. In the positive description, his “pants sweep across the speckled floor, while his half untucked, sky, blue shirt gracefully flows through the air.” I chose these words so the audience sees him as carefree. This was difficult for me because, in reality, he dresses grungily. His grungy appearance was easier to describe in the negative paragraph. Here. “his wrinkled untucked, blue shirt, and the way his khaki pants drag dirtily along the dusted ground.”

I also incorporated figurative language, primarily similes, into my paper to impact how the audience views my subject. In both parts, I paralleled my professor and how he speaks with his hands. In the positive description, I describe him as preaching “to us about what knows, directing the class like someone would direct a concert choir.” At first, I simply said that my professor spoke with his hands however, after thinking about it, using a simile creates a more detailed image for the audience. In my negative description, I said the way he moves his hands is as if he is swatting bugs out of his face.

The most significant part incorporated into my writing was my use of parallelism to emphasize the main ideas of each description. At the end of each description I talk about how two ideas bring the entire class together, curiosity and confusion. Curiosity is meant to give the audience a feeling of hopefulness, whereas the word confusion is meant to give the audience a feeling of doubt and disappointment. To bring pathos into my paper, and really captivate the audiences’ feelings I ended each paragraph with a question. By asking “what is not to love about math class” and “why am I here?” I am able to use a question to influence the audience.

With this assignment, I have seen how important it is to consider the audience when perceiving my subject. The way writing techniques are incorporated throughout a paper can alter the perception of the reader and be used to manipulate different situations. Ultimately, by choosing certain words, figurative language and altering sentence structure, I am able to influence the audiences whole opinion of any subject.