

PRELIM 4a: ACE Stance Paragraph Peer Workshop

A writer's **Stance** refers to her/his position on an argument, and the implied relationship s/he has to the subject & the reader. When you develop your **Stance**, you position yourself in relation to your readers, becoming an analyst speaking from a particular point of view to readers who become your audience. Don't hide your position from readers. Veiling a **Stance** position can cause readers to suspect you of being disingenuous or deceptive, or even uncertain about your position on or your understanding of a topic or argument. Hiding **Stance** can negatively affect ethos. That said, there are strategic reasons for adopting a subtler stance.

I. Use the following to convey **Stance**:

- Establish **Stance** in an ACE Assertion or an essay's introduction; keep **Stance** consistent throughout.
- Use keyterms or specialized terminology suitable for the topic, focus, &/or *your Stance* position.
- Choose diction that convey particular word connotations that affirm your point of view and desire style and tone (e.g. familiar, formal, strong, inquisitive, aggressive, approachable, inviting, etc.)
- Determine your willingness or unwillingness to orient a general, non-expert reader for a particular strategy or purpose—i.e. drawing the reader in, setting up a rhetorical ambush, anticipating disagreement or reluctance in the reader, etc.

II. Reasons to develop **Stance**:

- **Stance** relates to/is an extension of, and helps establish **Motive** in the introduction. So, if **Motive** explains *how* or *why* your argument is important, **Stance** conveys the *degree* of emphasis, urgency, persistence, carefulness, or challenge, etc. with which you strategically engage your readers.
- **Stance** helps you to more emphatically develop the "I Say" parts of your argument:
 - Strong evaluative assertions/claims in an arguable, evaluative Thesis
 - Strong evaluative assertions/claims that begin ACE paragraphs
 - Stronger **Analysis** when explaining (the "E" in ACE) **Evidence** that supports an assertion.

PRELIM 4a: Stance Paragraph 4-Cornered Debate & Peer Workshop: Thursday, February 23nd

Using Chapter 10 (as well as templates from G&B Chapters 4 & 5) from *They Say, I Say* & the ACE Paragraph Handout, compose an **ACE Stance Paragraph** in which the I SAY claim in your Assertion assumes a strong Stance about the management/manipulation of our seeing vs. our agency. You can cite & explain evidence from Plato &/or Berger to support. Although you will likely agree or disagree with Plato and/or Berger, your **Stance** position is not limited to agreeing or disagreeing.

Paragraphs should begin with an I SAY Assertions (A) that convey your **Stance** position, cite **Evidence** (C) from Plato's "Allegory of the Cave" &/or Berger's "Ways of Seeing" (either the chapter or the documentary) to support your ACE Stance Paragraph Assertion. The (E) section of your **Analysis** should explain the meaning & relevance of the (C) quotations cited as evidence in your paragraph.

Part I: Stance Paragraph Workshop Questions for WW Peers: _____

Stance Assertion: Does the paragraph begin with a focused & specific **Stance Assertion**? Can the claim be more focused/specific? Is the **Stance Assertion** an "I Say"? Does the Assertion contain **Keyterms**? Identify them. How would you describe the writer's **Stance**? Is the **Stance** easily recognizable? How does the writer position himself or herself between their assertion and their audience?

Citation: Does each paragraph cite **Evidence** from Plato &/or Berger that supports each **Stance Assertion's** SAY claim? Is cited evidence introduced to maintain the same **Stance** established in the **Stance Assertion**? How? Which G&B *They Say, I Say* templates are used or needed to help maintain the writer's Stance or make it clearer to the reader? Does the paragraph continue to use **keyterms** to maintain focus & **Stance**? How?

Explanation: Does the writer *Explain* cited evidence by analyzing meaning + significance in supporting the **Stance Assertion**? Can you distinguish “I Say” analysis from “They Say” source & evidence being cited? Does explanation use **keyterms**? Does the paragraph maintain or digress from its Stance? Do you have additional suggestions to make the **Stance** of this paragraph more apparent & stronger?

Part II: Have a 4-Cornered Debate with peers' Stance Assertion (SA) in their ACE Stance Paragraphs:

Strongly Agree? _____

Why? Explain how the Stance SA might be stronger:

Somewhat Disagree? _____

*Why? Explain what can be added, deleted, revised for you to **agree/strongly agree** with the SA:*

ACE Stance Paragraph Assertion

Somewhat Agree? _____

*Why? What can be refined for you to **strongly** agree:*

Strongly Disagree? _____

Why? Explain why you disagree with this TSA:

Above comments should address & evaluate the following required criteria for ACE SSPs:

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|------------------------------|-------------------------|----------------------|-----------------------------|------|
| *I SAY Stance Assertion? | *Use of Keyterms? | *Paragraph focus? | *Stance position? | *ACE |
| *Quotation Weaving? | *Stitching Transitions? | *Analysis Explained? | *Quotations cited evidence? | |
| *I SAY Analysis/Explanation? | *Use of Meta-language | *G&B Templates | *Strong/focused diction? | * |

Part II: Assume the exact OPPOSITE Stance AGAINST the writer’s Stance below:

Peer #1: Collaborative “Devil’s Advocate” Counterargument:
