

**Winterowd's "The Rhetorical Transaction of Reading"
Berthoff's "A Curious Triangle and the Double Entry Notebook"**

Objectives

1. Students will practice making distinctions between informative and issue questions.
2. Students will recognize the connections between reading and rhetoric in terms of *logos*, *ethos*, and *pathos*.
3. Students will discuss the rhetorical triangle of Winterowd's article connecting *logos* with pure meaning of the text, *pathos* with the meaning in the reader's mind, and *ethos* with the author's intentions.
4. Students will understand the intentional fallacy in terms of literature and rhetoric.
5. Students will practice double-entry notebook and discuss its relation to making meaning.
6. Students will explore how expanded experience provides expanded meaning through John Updike's poem.

Materials

- Winterowd's "The Rhetorical Transaction of Reading" PowerPoint
- Berthoff's "A Curious Triangle and the Double-Entry Notebook" handout
- Rocking Chair
- Roger Bobo Presentation

Methods

- Rocking Chair
 - Distribute handout
 - What does this activity have to do with making meaning?
- Roger Bobo
 - John Updike poem "Recital"
 - OED for terms
 - *New York Times* article
 - Tuba Playing Techniques
 - *Tonight Show*
 - Sheet Music
 - Performance 1
 - Bobo Blog
 - Updike's "Recital"
- Winterowd's "The Rhetorical Transaction of Reading" PowerPoint
 - What connections does Winterowd make about making meaning?
 - What connections does Winterowd make about *logos*, *ethos*, and *pathos*.
 - *Logos*—pure meaning
 - *Pathos*—meaning in reader's mind
 - *Ethos*—author's intention
 - Writers project meaning and intentions as raw information.
 - Readers reconstruct information as meaning and intentions.
 - Readers reconstruct meaning independent of information.
 - Reading = mechanical skill + rhetorical transaction

- “Rhetorical transaction—a writer influencing the beliefs, actions, attitudes, etc. of an audience through the medium of the printed page.”
- Reading ease/difficulty depends on reader experience.
- Readers must supply the intention of the writer; intention becomes the fulcrum of meaning. “The meaning is meaningful only in terms of our own beings.
- Poetry reading forces us to return to reading basics.
- In non-literary discourse, language doesn’t shift meaning; in literary discourse language shifts meaning.
- Speech Act Theory
 - *Utterance act*—sounds
 - *Propositional act*—reference and prediction
 - *Illocutionary act*—intention
 - *Perlocutionary act*—effect
- Berthoff’s “A Curious Triangle and the Double-Entry Notebook”
 - How do readers make meaning from squiggles?
 - Distribute handout and have students write two quick responses to Berthoff quotations
 - How did you make meaning of these quotations? How does the act of writing help you make you think? How does class discussion help you make meaning.

Assignments

- Goodman, Ch. 2, “What is Language,” 11
- Goodman, Ch. 3, “How Language Works,” 21
- Ramage 5, Ch. 5, “The Logical Structure of Arguments,” 78