

Assignment 11

Compare, Persuade, Debate

- *picture*. The picture is of the short story writer O. Henry.
- *literature*. Read “The Wreck” and “Two Friends” by Guy de Maupassant and “Mammon and the Archer” and “The Last Leaf” by O. Henry. We will have a brief quiz on the content of the stories.
- *outline*. You will be writing an in-class expository essay on the following quotation, written by Thomas Carlyle in his work *Heroes, Hero-Worship, and the Heroic in History*. This week your assignment is to write an outline. The assignment in class will be to write a five-paragraph essay explaining the quotation’s meaning, particularly the italicized portion:



“On the whole, we make too much of faults; the details of the business hide the real centre of it. Faults? *The greatest of faults, I should say, is to be conscious of none . . .* Who is called . . . "the man according to God's own heart"? David, the Hebrew King, had fallen into sins enough; blackest crimes; there was no want of sins. And thereupon the unbelievers sneer and ask, “Is this your man according to God's heart?” The sneer, I must say, seems to me but a shallow one . . . Of all acts, is not, for a man, repentance the most divine? The deadliest sin, I say, were that same supercilious consciousness of no sin; that is death; the heart so conscious is divorced from sincerity, humility and fact; is dead: it is ‘pure’ as dead dry sand is pure.” The essay would be formatted in the following way.

INTRODUCTION (1)

Contextualize your main idea by giving information necessary for your reader to understand your discussion of the topic. You may, for instance, talk about Jesus’ compassion for sinners, such as the Samaritan woman at the well and his righteous anger expressed against the self-righteous Pharisees. The main idea that follows should encapsulate your entire composition. Example: Thomas Carlyle’s sentiment, expressed in *Heroes, Hero-Worship, and the Heroic in History* that “The greatest of faults . . . is to be conscious of none is true because it obliterates any virtue from a person’s character, prevents any possibility of self-improvement and . . .”

BODY PARAGRAPH (2–4)

The body paragraph should have a topic sentence which anchors it in the main idea and encompasses what is discussed. In the example below, the topic sentence is italicized.

(Example) *Without knowledge of one's faults, there can be no true virtue.* To be faultless is to be perfect and the one who supposes himself to be perfect arrogates for himself the distinctive trait of Almighty God. Such a sin is given the Latin term *superbus*, which the Greeks called *hubris*, and which the English language identifies as the sin of *pride*, which is a blindness to all sin. Communion with God is impossible with pride. Christian theologians say that Satan was banished from this sin, and as they strove to be like gods by eating of the Tree of Knowledge of Good and Evil, Adam and Eve were banished from Eden. Likewise, pride is a fault that banishes all virtues, such as humility and compassion, and if any virtue appears, it is merely the sin of hypocrisy masquerading as such. . .

CONCLUSION (5)

The last paragraph will be your conclusion which answers the question “What is the significance of what I just said (wrote)?”

Example: The problem with this worst of faults, is that it takes a supernatural means to amend—the agency of God. In his *Autobiography*, Benjamin Franklin states that he carried around in his pocket a checklist of vices that he attempted to overcome. A Philadelphia Quaker told him one day, however, that his list was not complete. He had forgotten the sin of *pride*, and then proceeded to give examples of the Founding Father's commission of it. Henceforth Franklin tried to ameliorate his lack of humility, but found that it was indeed one of the most difficult virtues to attain, and had to be satisfied with attaining only a semblance of it . . .