

David Brooks—“Honor Code” is an Op-Ed piece from The New York Times (2012).

David Brooks is a political and cultural commentator as well as a columnist for the New York Times. He has written for numerous publications, including the Washington Times, Wall Street Journal, Weekly Standard, Newsweek, and Atlantic Monthly. He graduated from the University of Chicago with a degree in History and later taught at Duke University in Public Policy. His books include *Bobos in Paradise: The New Upper Class and How They Got There* (2000); *On Paradise Drive: How We Live Now (And Always Have) in the Future Tense* (2004); and *The Social Animal: The Hidden Sources of Love, Character and Achievement* (2011).



In your notes

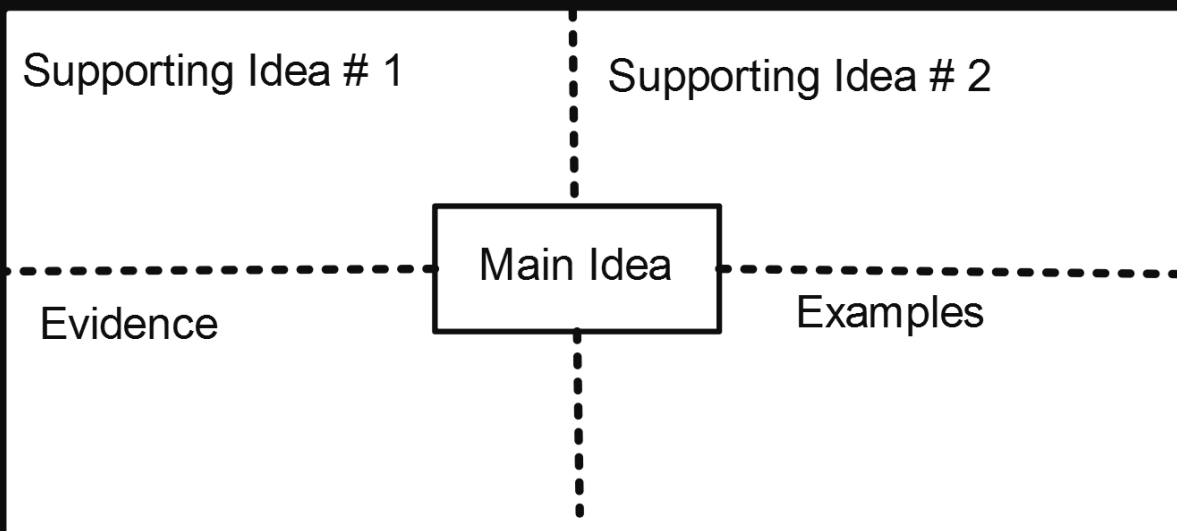
Activity 14: David Brooks "Honor Code"

Google: david brooks honor code. The first listing is a link to the article on NYT online. Complete the following on a separate sheet titled David Brooks Honor Code

- Personal connections that support or refute the author's points
- Reflections on the quality of the evidence or examples (taking note, for example, how the author is using ethos, pathos, and/or logos)
- Questions about the author's ideas or assumptions
- Challenges to the author's inferences or conclusions
- * Summary (3-4 sentences)
- * Response (7-9 sentences)

Activity 15: Mapping the Organizational Structure of Brooks's Article

Create an idea map of Brooks's article, putting the main ideas into bubbles with supporting ideas, evidence, and examples connected to those bubbles. Complete this map for the Honor Code article



Activity 16: PAPA Square

Purpose

Argument

Persona

Audience

Complete the PAPA Square handout for "Honor Code"

Activity 17: Ethos, Pathos, Logos

Questions about Logic (Logos)

1. What is Tannen claiming, specifically about male and female behavior?
2. What is Brooks arguing? Is his argument limited to boys?
3. What evidence does Tannen offer to support her claims?
4. At what point does Brooks begin using evidence? How does he use that evidence?
5. How relevant and valid do you think the evidence is for both authors? How sound is the reasoning?
6. What function does the Hal story serve in Brooks's argument?
7. What counterarguments has each author addressed?
8. Why does Tannen focus her discussion on women?
9. Why does Brooks focus his discussion on boys?
10. How have each author's ideas developed over the course of the text?

Questions about the Writer (Ethos)

11. What can you infer about Tannen from her article?
12. Why does she refer both to her own research and the research of other authors?
13. What can you infer about Brooks from his article?
14. Why does he use a character from Shakespeare to make his point?
15. Based on what you read in her chapter, does Tannen have the appropriate background to speak with authority on this subject?
16. Based on what you read in his article, does Brooks have the appropriate background to speak with authority about educational policy?
17. What does each author do to appear knowledgeable?
18. Based on the biographies you read at the beginning of this module, does each author have appropriate background to write with authority about these issues?
19. What does Tannen's style and language tell the reader about her?
20. What does Brooks's style and language tell the reader about him?
21. Do the authors seem trustworthy? Why or why not?
22. Do the authors seem deceptive? Why or why not?
23. Do the authors appear to be treating the issue seriously? Does Brooks or Tannen seem to be more serious?

Questions about Emotions (Pathos)

24. Does one of the two pieces affect you emotionally more than the other? Which one? Which parts of the piece affect you? In what ways?

25. Do you think Tannen is trying to manipulate the readers' emotions? In what ways? At what points?

26. Do you think Brooks is trying to manipulate the readers' emotions? In what ways? At what points?

27. Do your emotions conflict with your logical interpretation of the arguments?

28. How does Brooks use humor or irony? How does that affect your acceptance of his ideas?

29. Does Tannen use humor or irony? How does that affect your acceptance of her ideas?

Activity 18: The Rhetorical Precis