

Best in Class

<http://www.newyorker.com/magazine/2005/06/06/best-in-class>

How to cite an online magazine article

<https://owl.english.purdue.edu/owl/resource/747/08/>

See the following electronic assists

<http://www.easybib.com/>

<http://www.citationmachine.net/>

Write supported (textually) responses/documentated

- 1. Margret Talbot spends a great deal of time at the onset of the essay describing the situation at Sarasota High School and then returns to it at the end; however her primary subject is neither that school nor its students. What was her rhetorical strategy in examining this one school on such depth?**
- 2. In paragraph 14, Talbot refers to her own high school experience. What is the effect of this experience?**
- 3. In this essay Talbot surveys a range of perspectives on the issue of valedictorians. Identify at least four of them.**
- 4. Why does Talbot rely so heavily on interview with students? Why would this approach appeal to her audience?**
- 5. Does this essay rely more on logos or pathos? Cite specific examples to illustrate your response. (At least three examples)**
- 6. Where do Talbots sympathies lie? Does she believe that naming a single valedictorian is right or wrong? Identify passages that support your answers.**