

#### **C4**

I can write an argumentative essay based on a careful observation of textual details, considering the work's social and/or historical values it reflects or embodies.

I demonstrated target C4 while annotating Gish Jen's short story, *Who's Irish?* When reading and annotating for the first time, I observed repeated phrases and words throughout the short story such as "fierce," and "I never see a Chinese girl act that way before..." I took notes on the social and historical values that I often observed in the short story. Some values that I took notes of were the values of Chinese collectivism rather than individualism and family values of interdependence. I kept those values in mind when researching about Gish Jen's personal life. Many of the values I saw in *Who's Irish* mirrored her personal life and Chinese values which she would speak about on numerous interviews. In the PBS Interview with Bill Moyers, Jen spoke about how her family was extremely upset with her when she pursued writing as it was seen to be selfish and individualistic. She often spoke about how she rebelled at home, and how her parents knew she was far from the "Chinese American ideal." This interview made me see Jen in a different light as I noticed a bit of Jen's character and persona in both Natalie and Sophie. Both characters are headstrong individuals like Jen. For example, Sophie would often disobey her grandmother and I observed that in Jen, such as when she dropped out of Stanford Business School to pursue writing. Natalie is also Chinese-American, and her mother is a 1st generation immigrant which is similar to Jen's family. I didn't realize until after I researched and looked through interview transcripts of Gish Jen that learning about her personal life and upbringing enhanced my understanding of *Who's Irish*.

#### **C9**

I can revise (or rehearse) to develop a wide-ranging vocabulary used appropriately and effectively.

When creating my script, I used new cultural values I had learned from Jen's interview and from further research on Chinese values and family tradition. On our group calls, I also helped out Marcus and Alex in deciding on the thesis. After we all annotated the story and had a group discussion about the story, we agreed that the narrator's POV/Perspective revealed her cultural upbringing (Chinese values and beliefs), and her characterization through broken English. As a group, we wanted to delve more into the first person point of view in *Who's Irish*. We felt it was vital to the story when trying to learn about the narrator. Jen's choice to create a first person point of view in the story gives us a good idea on the narrator's internal monologue and decisions she makes (ie. hitting Sophie with a stick, or leaving her in the foxhole until dark). In my script, I wanted to talk about Chinese values with which Jen was raised and how it had influenced her writing of immigrant themes and cross-cultural relationships. As a group, we also noticed the gaps or lack of communication between the daughter and the narrator, which divided them. I later added this issue to my script. Our thesis includes the first person perspective of the grandmother as well as Sophie as a symbol to represent the cultural rifts and disagreements between Natalie, her mother, and Natalie's family.

Thesis: Through the grandmother's voice and the symbolism of the granddaughter, Sophie, Jen explores the effects of cultural and generational differences within a family.

### **C11**

I can revise (or rehearse) to utilize logical organization and demonstrate coherence, enhanced by such things as repetition, transitions, and emphasis.

After writing my script, we wanted to make sure that our scripts flowed and transitioned smoothly to the next person. We looked over each other's scripts and edited unnecessary details and deleted details that would make our video go a bit overtime. At the end of the script, (ie. page 6-7 on the Script google doc), this is the script we used in the video. We looked over each other's scripts to make sure that we weren't overlapping or repeating each other. Both Marcus' and Alex's parts were to directly touch on what our thesis statement/argument presented. I wanted to emphasize the theme of cultural identity, immigrant narratives, and values so I used a few direct quotations and words from Gish Jen's interviews and connected it back to Who's Irish by stating that those became themes and topics that she addressed in her short story collection "Who's Irish.

### **C12**

I can revise (or rehearse) to create a balance of generalization and specific, illustrative detail.

I looked at specific details in Jen's family life and personal life that she shared in interviews that gave me clues on understanding some of the general values and themes that were brought up in the story, Who's Irish. As a group, we looked at specific quotes that revealed the narrator's character. When observing the character's broken English, it was later revealed to us that the narrator is a Chinese immigrant, and when we learned more about her daughter and her daughter's intercultural marriage, we learned that her daughter married an Irishman. Researching and learning about Jen's personal life was helpful when I wanted to showcase detailed findings and general observations about Chinese values and tradition. Writing my script about Jen's personal life and comparing it to the Chinese values in the story enabled me to balance both the general and specific details I felt needed to be addressed hand in hand with each other.

### **C13**

I can revise (or rehearse) to develop an effective use of rhetoric including tone, voice, diction, sentence structure and precise language.

I felt that I demonstrated rhetoric in group discussions and throughout the supporting Google documents. When rereading the short story, I was trying to find examples of interdependence as Jen mentioned it on her interview. Although I missed it on the first read through of Who's Irish, my second read through of the story allowed me to find textual evidence that I could use to support my ideas and research of various Chinese familial

values. I developed a sense of rhetoric that way by being able to support my ideas with textual evidence and close observation of the familial relationships between Natalie, Sophie, the grandmother, John, and Bess. I observed interdependence between Natalie and the narrator (her mother) as Natalie showed filial piety by living with her mother as the narrator only had her daughter and Sophie. The Chinese value of interdependence is weaved throughout *Who's Irish* which was one of Jen's family values.