**Says/Does**

One great and productive way to *see* a writer’s structure and rhetorical strategy is to map out an essay, paragraph by paragraph: what it **says** and what it **does**.

Says/Does: Robinson’s “Save Our Public Universities: In Defense of America’s Best Idea"

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| **¶** | **What it says** | **What it does** |
| 1 | Introduces historical speech, makes a point about how generations develop; suggests “frontiers” are linked to progress – Emerson made a speech about making things “new” | **Situates** readers as part of the history we are reading about, **suggesting that** we are implicated in what we choose to believe (assumptions) |
| 2 | Introduces another historical figure, Tocqueville, who admires Americans’ poetry, memory, wit, imagination, depth of thought | **Criticizes** the lack of those uses now: poetry, memory, wit, imagination, depth of thought |
| 3 | American colleges were being built in the early and mid-19th century and the quick spread of them resulted in a celebration of learning | **Implies** that that celebration of learning has been diminished by a focus on business life and curricula; **creates contrast** between then and now |
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