YALE UNIVERSITY PUNISHED A NUMBER OF STUDENTS FOR BUILDING A SHANTYTOWN ON BEINECKE PLAZA BY ARRESTING 76 STUDENTS AND TEARING THE SHANTYTOWN DOWN ONE MORNING IN APRIL. THE STUDENTS WANTED YALE TO DIVEST FROM COMPANIES DOING BUSINESS IN SOUTH AFRICA. FINALLY, THE UNIVERSITY GAVE IN AND ALLOWED THE STUDENTS TO REBUILD THE SHANTYTOWN.
• Time: *much*.
• Tone of interaction: *formal*.
• Speakers' opinions: *neutral*.
• Depth of acquaintance: *strangers*.
• Goal to affect hearer's opinions: *none*.

IN EARLY APRIL, A SHANTYTOWN--NAMED WINNIE MANDELA CITY--WAS CONSTRUCTED ON BEINECKE PLAZA BY SEVERAL STUDENTS, SO THAT YALE UNIVERSITY WOULD DIVEST FROM COMPANIES DOING BUSINESS IN SOUTH AFRICA. AT 5:30 AM ON APRIL 14, IT WAS DESTROYED BY OFFICIALS; ALSO, AT THAT TIME, THE POLICE ARRESTED 76 STUDENTS. THE STUDENTS REQUESTED THAT YALE GIVE THEM PERMISSION TO REASSEMBLE THE SHANTYTOWN WHILE SEVERAL LOCAL POLITICIANS AND FACULTY MEMBERS EXPRESSED CRITICISM OF YALE'S ACTION. FINALLY, THE UNIVERSITY PERMITTED THE STUDENTS TO RECONSTRUCT IT AND, CONCURRENTLY, YALE UNIVERSITY ANNOUNCED THAT A COMMISSION WOULD GO TO SOUTH AFRICA IN JULY TO EXAMINE THE SYSTEM OF APARTHEID.
AS A REMINDER TO YALE UNIVERSITY TO DIVEST FROM COMPANIES DOING BUSINESS IN SOUTH AFRICA, A LARGE NUMBER OF CONCERNED STUDENTS ERECTED A SHANTYTOWN--NAMED WINNIE MANDELA CITY--ON BEINECKE PLAZA IN EARLY APRIL. THE LOCAL COMMUNITY EXPRESSED SUPPORT FOR THE STUDENTS’ ACTION. THE UNIVERSITY TOLD THE STUDENTS TO ERECT THE SHANTYTOWN ELSEWHERE. LATER, AT 5:30 AM ON APRIL 14, THE SHANTYTOWN WAS DESTROYED BY OFFICIALS; ALSO, AT THAT TIME, THE POLICE ARRESTED 76 STUDENTS. THE STUDENTS REQUESTED THAT YALE UNIVERSITY GIVE THEM PERMISSION TO REASSEMBLE IT ON BEINECKE PLAZA; ALSO, AT THAT TIME, SEVERAL LOCAL POLITICIANS AND FACULTY MEMBERS EXPRESSED CRITICISM OF YALE'S ACTIONS. FINALLY, YALE PERMITTED THEM TO RECONSTRUCT THE SHANTYTOWN AND, CONCURRENTLY, THE UNIVERSITY ANNOUNCED THAT A COMMISSION WOULD GO TO SOUTH AFRICA TO EXAMINE THE SYSTEM OF APARTHEID IN JULY.
IN EARLY APRIL, A SMALL NUMBER OF STUDENTS WERE INVOLVED IN A CONFRONTATION WITH YALE UNIVERSITY OVER YALE'S INVESTMENT IN COMPANIES DOING BUSINESS IN SOUTH AFRICA. THE STUDENTS CONSTRUCTED A SHANTYTOWN--NAMED WINNIE MANDELA CITY--ON BEINECKE PLAZA IN ORDER TO FORCE THE UNIVERSITY TO DIVEST FROM THOSE COMPANIES. YALE REQUESTED THAT THE STUDENTS ERECT IT ELSEWHERE, BUT THEY REFUSED TO LEAVE. THE UNIVERSITY INTENDED TO BE REASONABLE. THE UNIVERSITY GAVE IT PERMISSION TO EXIST UNTIL THE MEETING OF THE YALE CORPORATION, BUT EVEN AFTER THAT THE STUDENTS STILL REFUSED TO MOVE. AT 5:30 AM ON APRIL 14, OFFICIALS HAD TO DISASSEMBLE THE SHANTYTOWN. FINALLY, YALE, BEING CONCILIATORY TOWARD THE STUDENTS, NOT ONLY PERMITTED THEM TO RECONSTRUCT IT, BUT ALSO ANNOUNCED THAT A COMMISSION WOULD GO TO SOUTH AFRICA IN JULY TO EXAMINE THE SYSTEM OF APARTHEID.
• Natural Language Generation
  – *topic collection*: for a given topic, collect its aspects and related items as candidate topics for other sentences;
  – *topic organization*: find appropriate groupings and interpretations of the candidate topics; find appropriate ways to juxtapose them in multi-predicate phrases; find ways of expressing relationships among them;
  – *sentence organization*: for each topic, select an appropriate subject, presentence adjunct groups (adverbials, circumstantial, etc.), verb, predicate constituents, etc., and order them;
  – *content and organization of sentence constituents*: determine and order the contents of adjunct groups and noun groups within sentences;
  – *word choice*: select appropriate words and phrases.
Input Topics

- topic collection:
  CONVINCE
  RELATE
  DESCRIBE

- interpretation
- new topics
- juxtaposition
- ordering

- sentence type
- organization
- constituents
- words

Realization

Text

Goal Rhetorical Strategies

Input: Pragmatic Aspects of Conversation

Information flow: growth of text specification
Pauline System

• conversational atmosphere (setting):
  – time: much, some, little,
  – tone: formal, informal, festive,
  – conditions: good, noisy;

• speaker:
  – knowledge of the topic: expert, student, novice,
  – interest in the topic: high, low,
  – opinions of the topic: good, neutral, bad,
  – emotional state: happy, angry, calm;

• hearer:
  – knowledge of the topic: expert, student, novice,
  – interest in the topic: high, low,
  – opinions of the topic: good, neutral, bad,
  – language ability: high, low,
  – emotional state: happy, angry, calm;
• speaker-hearer relationship:
  – depth of acquaintance: friends, acquaintances, strangers,
  – relative social status: dominant, equal, subordinate,
  – emotion: like, neutral, dislike.
• hearer:
  – affect hearer's knowledge: teach, neutral, confuse,
  – affect hearer's opinions of topic: switch, none, reinforce,
  – involve hearer in the conversation: involve, neutral, repel,
  – affect hearer's emotional state: anger, neutral, calm,
  – affect hearer's goals: activate, neutral, deactivate;
• speaker-hearer relationship:
  – affect hearer's emotion toward speaker: respect, like, dislike,
  – affect relative status: dominant, equal, subordinate,
  – affect interpersonal distance: intimate, close, distant.
Stylistic goals

- formality (highfalutin, normal, colloquial): highfalutin language is used for speeches;
- simplicity (simple, normal, complex): simple text has short sentences and easy words;
- timidity (timid, reckless): willingness to spend time to consider including opinions;
- partiality (impartial, implicit, explicit): how explicitly you state your opinions;
- detail (details only, interpretations, both): too many details can be boring to non-experts;
- haste (pressured, unplanned, somewhat planned, planned): when there's little time... ;
- force (forceful, normal, quiet): forceful text is energetic and driving;
- floridity (dry, neutral, flowery): flowery text contains unusual words;
- color (facts only, with color): colorful text includes examples and idioms;
- personal reference (two ranges, for speaker and hearer): amount of direct reference to the interlocutors;
- openmindedness (narrow-minded, openminded): willingness to consider new topics;
- respect (four values): being arrogant, respectful, neutral, or cajoling.
Example Rules: Formal Text

• **topic inclusion**: to make long sentences, select options that contain causal, temporal, or other relations to other sentence topics;

• **topic organization**: to make complex sentences, select options that are subordinated in relative clauses; that conjoin two or more sentence topics; that are juxtaposed into relations and multi-predicate enhancer and mitigator phrases;

• **sentence organization**: make sentence seem weighty by including many adverbial groups; by placing these groups toward the beginnings of sentences; by building parallel clauses within sentences; by using passive voice; by using more "complex" tenses such as the perfect tenses; by avoiding ellipsis, even though it may be grammatical (such as "Joe got more than Pete [did]," "when [I was] 20 years old, I got married");

• **sentence constituent organization**: make weighty, formal noun groups, by including many adjectives and adjectival groups in noun groups; by doubling nouns in noun groups ("Government and Emperor," "statements and expressions"); by including many adverbs and stress words in predicates; by using long, formal phrases; by nominalizing verbs and adverbs ("their flight circled the tree" instead of "they flew round the tree"); by prenominalizing where possible; by not referring directly to the interlocutors or the setting;

• **phrase~word choice**: select formal phrases and words; avoid doubtful grammar, slang, and contractions (say "man" rather than "guy" and "cannot" rather than "can't").