Chapter 1: Writing Goals and Objectives for College and for Life

-Most discourse has a goal or purpose: to explain, to inform, to persuade, and so on. Whatever the purpose, effective writers achieve their objectives.

-Rhetoric is the use of words- either spoken or written- as well as visuals to achieve some goal.

-The first decision a writer makes is rhetorical: What would you like this writing to do for a particular group of readers- your audience- at a particular place and time? Once you have determined your goals, you are prepared to decide how much and what kinds of information your audience needs to know and what will be convincing to this audience. You also decide how to collect this information and how to present it in an appropriate format. This rhetorical approach applies to writing that you do in various settings- not just in the classroom. (p. 1)

Writing in the Four Areas of Your Life (p. 2)

The ability to write effective college papers is an important goal of this course and this text. Writing skills are vital not just in college, however, but also in the professional, civic, and personal parts of your life.

Learning Goals in This Course (p. 4)

The goals are organized into four broad areas: rhetorical knowledge and analysis; critical thinking, reading and writing; writing processes; knowledge of conventions; and composing in electronic environments.

Rhetorical Knowledge

Rhetorical knowledge includes an understanding of

-Audience

-Purpose: to learn, to share experiences, to explore, to inform, to analyze, to convince, to evaluate, to examine causes and effects, to solve problems, and to respond to creative works.

-Rhetorical situation: writer, purpose, audience, topic, context/occasion

-Writer’s voice and tone: writer’s voice is the personality or image that is revealed in the writer’s text, tone is the writer’s attitude toward the topic, the audience, and other people.

-Context, medium, and genre: Contexts- circumstances that surround the writing. Medium-physical or electronic means of communication, and it includes books, pamphlets, newspapers, magazines, CDs, DVDs, and the World Wide Web. Genre- content of texts, forms of texts.
Rhetorical Analysis (p. 9)

A Rhetorical analysis can any of the rhetorical situations: audience, rhetorical appeals, voice and tone, context, format, and genre. A rhetorical analysis is the examination of the relative effectiveness of a particular text written for a particular audience for a particular purpose. (p. 9)

Critical Thinking, Reading, and Writing

In general, you engage in critical thinking when you examine an idea from many perspectives—seeing it in new ways.

Writing Processes (pp. 10-11)

Although writing processes vary from writer to writer and from situation, effective writers generally go through the following activities:

- Generating initial ideas
- Relating those ideas to the writing situation or assignment
- Conducting research to find support for their ideas
- Organizing ideas and support and writing an initial draft
- Revising and shaping the paper, frequently with the advice of other readers
- Editing and polishing the paper

The order of these processes can vary, and often you will need to return to a previous step.

- “When writers revise, they add or delete words, phrases, sentences, or even whole paragraphs, and they often modify their ideas. After they have revised for multiple times, they then edit, attending to word choice, punctuation, grammar, usage, and spelling—the “surface features” of written texts. Writers also revise and edit texts to meet the needs of particular readers” (p. 10).

- “Effective writers also ask others to help them generate and refine their ideas and polish their prose. Published writers in academic, civic, professional fields rely heavily on others as they work, often showing one another drafts of their writing before submitting a manuscript to publishers” (p. 10).

- “One key to working productively with others is to understand that they bring different backgrounds, experiences, knowledge, and perspectives to the writing task, so it is critical to treat what others think and say with respect, no matter how much you agree or disagree with them. You should also remember when working with others that the suggestions and comments they make are about your text, not about you” (p. 10).
Knowledge of Conventions

Conventions are the table manners of writing. Sometimes they matter; other times they do not.

-“To make their writing more appealing to reading, punctuation, sentence structure, and word choice. While some conventions are considered signs of the writer’s respect for readers (correctly spelling someone’s name, for instance), other conventions, such as punctuation, organization, tone, the use of headers and white space, and documentation style, help your readers understand what you are saying” (p. 10).

Becoming a Self-Reflective Writer (p. 11)

Writing in the Twenty-First Century (p. 12)

-Writing Responsibly- establishing ethos

-Composing in Electronic Environments

Writing Activity (p. 14)

Assessing Your Uses of Technology

Think about the ways in which you have used digital technologies in the past year. In the grid below, list a few tasks that you have done with technology. Compare your list with those of several classmates.

<table>
<thead>
<tr>
<th>Technological Tool</th>
<th>Academic situation</th>
<th>Professional, Civic, or Personal Situation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Email</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Word-processing software</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Web browser (e.g. Mozilla Firefox, Internet Explorer)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Web site composing tools (e.g., Dreamweaver)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Web logs (blogs)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Chapter 2: Reading Critically for College and for Life

-“To read critically means to read thoughtfully, to keep in mind what you already know, and to actively interact with the text. Critical readers underline, make notes, and ask questions as they read” (p. 15).

Why Read Critically? Integrating Sources into Your Own Writing
In addition to reading to understand the information, a key reason to read critically and thoughtfully is so that you will be able to put the information and concepts you read about into your own writing, to support your own ideas.

As you read for your college classes, consider how you might use that information in your own class paper or examinations.

- What is the main point, the thesis? How does it relate to what I already know? To what I’m reading for this class?

- How are the main terms defined? How do the author’s definitions compare to what I think the terms mean? What terms or concepts are not explained (and so I’ll need to look them up)?

- How effective is the supporting evidence the author supplies?

- What did the author leave out? How does that affect his or her argument?

- What information in this text will help me construct my own paper?

**Using Prereading Strategies** (p. 17)

Before you start to read any written work, take a few minutes to preview its content and design. Look for the following elements:

- The title of the work, or of the particular section you are about to read

- Headings that serve as an outline of the text

Boxes that highlight certain kinds of information

- Charts, maps, photographs, or drawings

- Numbered or bulleted lists (such as this one) that set off certain information

- “Think about what you bring to your reading task: In what ways does the text seem similar to or different from others of this type or on this topic what you have already read” (p.17)?

- “Next, skim the text by reading the first and last sections or paragraphs, as well as any elements that are highlighted in some way, such as boxes, section titles, headings, or terms or phrases in bold or italic type” (p. 17)

- As a final step before you start to read, consider again what you are hoping to accomplish by reading this particular text. Ask yourself:

- What information have I noticed that might help me with my writing task?

- How have I reacted so far to what I have seen in the text?
-What questions do I have?
-What in this text seems to relate to other texts that I have read?

**Reading Actively** (p. 18)

Now that previewing has given you a sense of what the text is about, you are ready to read actively. Here are some questions to ask yourself as you read:

- What is the writer’s thesis or main point? What evidence does the writer provide to support that point? Does the writer offer statistics, facts, expert opinion, or anecdotes (stories)?

- How reliable is the information in this text? How conscientiously does the writer indicate the sources of his or her data, facts, or examples? How reliable do these sources seem?

- What else do you know about this topic? How can you relate your previous knowledge to what this writer is saying? In what ways do you agree or disagree with the point the writer is making?

- Has the writer included examples that clarify the text? Are there photographs, drawings, or diagrams that help you understand the writer’s main points? Graphs or charts that illustrate data or other statistical information? In what way(s) do the examples and visuals help you better understand the text? What information do they give you that the written text does not provide? What is the emotional impact of the photographs or other visuals?

- What information or evidence is not in this text? (Your past experience and reading will help you here.) Why do you think that the author might have left it out?

- If what you are reading is an argument, how effectively does the writer acknowledge or outline other points of view on the issue at hand?

**Annotating Effectively**

**Constructing a Rhetorical Analysis** (p. 20)

A rhetorical analysis includes a search for and identification of what are called rhetorical appeals: the aspects of a piece of writing that influence the reader because of the credibility of the author (ethos), an appeal to logic (logos), and/or an appeal to the emotions of the audience (pathos). The relationships among ethos, logos, and pathos can be represented as a triangle in which the author is related to an appeal to ethos, the audience or reader to the appeal of pathos, and the purpose of the text to the appeal of logos:

<table>
<thead>
<tr>
<th>Rhetorical Triangle</th>
<th>Rhetorical Appeals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Author</td>
<td>Ethos (Credibility)</td>
</tr>
</tbody>
</table>
Audience  Purpose  Pathos (Emotion)  Logos (Logic)

**Writing a Rhetorical Analysis (p. 21)**

In a rhetorical analysis, you generally will: (pp. 22-23)

- Contextualize a piece of writing (author, audience, and purpose).
- Identify the structure of the piece (chronological, cause/effect, problem/solution, topical, and so on).
- Identify the rhetorical appeals of the piece (ethos, logos, pathos)

Ethos appeals to one’s beliefs, ethics, and credibility, and to the trustworthiness of the speaker/author. When you read a text to identify the writer’s ethos, look for the following characteristics:

- Language appropriate to the audience and subject
- A sincere, fair presentation of the argument
- Grammatical sentences
- A level of vocabulary appropriate for the purpose and formality

When you read a text to identify the rhetorical appeal of logos, look for the following characteristics:

- Denotative meanings or reasons (literal, dictionary definitions rather than metaphorical or connotative meanings)
- Factual data and statistics
- Quotations
- Citations from authorities and experts

When you read a text to identify the rhetorical appeal of pathos, look for the following characteristics:
- Vivid, concrete language
- Emotionally loaded language
- Connotative meanings (beyond the basic meaning)
- Emotional examples
- Narratives of emotional events
- Figurative language

Also read pages 458-460 for Rhetorical Appeals: Logical Appeals, Ethical Appeals, and Emotional Appeals

Here are some questions you might consider when you read a text, questions that will help you pinpoint the rhetorical appeals: (p. 23)

- Who is the intended audience? How do you identify the audience?


- Can you identify the rhetorical appeals of this piece of writing (ethos, logos, pathos)? What would you add or omit to make the rhetorical appeals more effective?

- How does the writer develop his or her ideas? Narration? Description? Definition? Comparison? Cause and effect? Examples?

- What is the tone of the text? Do you react at an emotional level to the text? Does this reaction change at all throughout the text?

- How does the writer arrange his or her ideas? What are the patterns of arrangement?

- Does the writer use dialogue? Quotations? To what effect?


Reading Text and Visuals in an Advertisement (p. 24)

- What is this advertisement trying to tell?

- What kinds of evidence does the advertisement use to convince you to buy the product or service?
-Does the advertiser use the rhetorical appeal of ethos (see page 22), and if so, how?

-Does the advertiser use the rhetorical appeal of logos (see page 22), and if so, in what way?

-In what ways does the advertisement appeal to your emotions (the rhetorical appeal of pathos- see page 22)?

-What strategies does the advertiser employ to convince you of the credibility of the ad’s message?

-How might the various elements of the advertisement- colors, photos or other visuals, background, text-be changed to make the ad more, or less, effective?

-How much does the advertisement help potential buyers make informed decisions about this product?

**Reading Visuals** (p. 23-24)

As you read visuals, here are some questions to consider (p. 24):

-How can you use words to tell what the visual shows?

-If the visual is combined with written text, what does the visual add to the verbal text? What would be lost if the visual were not there?

-Why do you think that the writer chose this particular format- photo, line drawing, chart, graph- for the visual?

-If you were choosing or designing a visual to illustrate this point, what would it look like?

-How accurately does the visual illustrate the point?

-What emotion does the visual evoke?

**Reading Web Sites** (p. 25)

To read Web sites actively and critically, you need to examine the information on your screen just as carefully as you would a page printed text or a visual in a magazine or newspaper. Consider the following additional questions when you are reading a Web page:

-The uniform resource locator (URL) of a site, its address, can you give clues about its origin and purpose. For any page you visit, consider what the URL tells you about the page, especially the
last three letters- edu (educational), gov (U. S. government), org (nonprofit organization), or com (commercial). What difference does it make who sponsors the site?

-How reputable is the person or agency that is providing the information on this page? You can check the person’s or agency’s reputation by doing a Web search (in Google, Bing, or Yahoo!, for instance).

-What clues do you see as to the motives of the person or agency that is providing this information? Is there a link to an explanation of the purpose of the site? Usually, such explanations are labeled something like “About [name of organization or person].”

-How current is the information on this page? Can you find a date that indicates when the page was last updated?

-Can you identify any of the rhetorical appeals (ethos, logos, pathos)?

-How does the structure of the Web site impact its message?

-If there are links on the page, how helpful is the description of each link? Are the links working, or do they lead to dead ends?

**Using Postreading Strategies (p. 27)**

After you have read an essay or other text actively and annotated it, spend a bit of time thinking about what you have learned from it and even writing in response to it. Review your annotations and answer the following questions:

-What is the main point or idea you learned from working through this text?

-What did you learn that surprises or interests you?

-How does the information in this text agree with or contradict information on this topic you have already read or learned from your own experience?

-What questions do you still have about this text?

-Where can you find answers to those questions?

-What in this reading might be useful in your own writing?

-“One useful method for storing and keeping track of what you have learned from your reading is to keep a writer’s journal. … Other effective postreading strategies include writing summaries, synthesizing information, and using your reading in your writing” (p. 27).

**Starting Your Writer’s/Research Journal (p. 27)**
A writer’s journal is a place where you keep track of the notes, annotations, and summaries that you make from your reading.

- It is usually a good idea to keep a journal of some sort for each writing project you are working on. Consider the following questions for each journal:

  - What kinds of information (data, charts, anecdotes, photos, illustrations, and so on) should you collect for this project?
  - What information will help you get your message across to your intended audience?
  - What information might you jot down that may lead to more complex ideas? Why would more complexity be desirable?
  - What questions do you have and how might you go about finding answers to those questions?
  - What kinds of illustrations might help you show what you mean?

**Synthesizing Information in Readings** (p. 30)

Synthesis calls for the thoughtful combination or integration of ideas and information with your point of view.

**Chapter 3: Writing to Discover and Learn** (p. 33)

**Using Invention Strategies to Discover Ideas** (p. 34)

As you begin to explore your subject, it is a good idea to use more than one invention activity to generate ideas. No matter what your purpose is for writing, you will need to generate information and knowledge about your topic is through invention activities.

- Listing
- Freewriting
- Questioning
- Brainstorming

Clustering: clustering is especially useful for figuring out possible cause-and-effect relationships.

**Writing an Audience Profile** (p. 36)
An audience profile is a genre that helps writers understand their audience’s needs as part of the rhetorical situation. … In fact, one of the first things experienced writers do when they start a writing project is to identify and analyze their audience.

Main Audience

Secondary Audiences

Audience’s Knowledge of the Field

What the Audience needs to Know

**Keeping Notebooks and Journals** (p. 37)

-Dialectical notebook or journal

Rewriting Your Class Notes (p. 39)

Minute Paper (p. 40)

Muddiest Point (p. 40)

Preconception Check (p. 41)

Paraphrasing (p. 41)

**Organizing and Synthesizing Information** (p. 42)

Finding and collecting information is part of learning, but effective learners need to organize and synthesize information to make it usable. As you conduct research and locate information that might be useful for your writing, do the following:

-Organize what you learn in a logical manner. Often an effective way to organize your notes is to put them into a digital document; you can then use its search function to locate particular words or phrases.

-Organize your notes by putting them into a spreadsheet like Excel. If you format the spreadsheet cells to “wrap text,” you create a database of notes.

-As you take notes, synthesize the information: Condense it into a brief form, where the important aspects are listed, along with the references, so you can easily locate the complete information.

**Invented Interview/Unsent Letter** (p. 42)
In an invented interview, you are the interviewer. The interviewee could be a person or a character whom you are studying or a person associated with a concept that you are studying.

**Using Charts and Visuals to Discover and to Learn (p. 43)**

Just as charts, graphs, tables, photographs, and other visuals help readers understand what you write about, using visuals is often a way for writers to explore ideas and really see and understand what they are writing about.

**Clustering and Concept Mapping (p. 43)**

**Process Flowchart (p. 44)**

**Studying for Exams:**

**Test Questions**

**Mnemonic Play**

**Chapter 4: Writing to Share Experience**

-“On any given day, you share your experience in a variety of ways. At breakfast you might tell your roommate about the nightmare that awakened you at 3:00 in the morning, or at dinner you might tell your family about the argument that you had with your supervisor at work. In your academic life, you might have written an autobiography for your college application packet. In your professionally life, you will need to narrate your experience in resumes and letters of application. In your civic life, you may decide to appear before the city council to describe how the lack of a streetlight at a busy intersection led to an automobile accident” (p. 47).

-“Writing about your experiences helps you as a writer because the act of writing requires reflection, which is powerful tool for gaining insight into and understanding about life. Also, when you share your experiences with others, you are offering others insight into what has worked well- and not so well- in your life” (p. 47).

**Setting Your Goals:**

**Rhetorical Knowledge**

-**Audience:** Readers may or may not know you or the people you are writing about personally, but you will want to make your experience relevant to them.

-**Purpose:** You may want to entertain readers and possibly to inform and/or persuade them.
-**Rhetorical Situation**: Consider the constellation of factors affecting what you write— you (the writer), your readers (the audience), the topic (the experience that you’re writing about), your purpose (what you wish to accomplish), and the exigency (what is compelling you to write).

-**Voice and tone**: You have a stance- or attitude- toward the experience you are sharing and the people you are writing about. You may be amused, sarcastic, neutral, or regretful, among many possibilities.

-**Context, medium, and genre**: Your writing context, the medium you are writing in (whether print or electronic), and the genre you have chosen all affect your writing decisions.

**Critical Thinking, Reading, and Writing**

-**Learning/inquiry**: Learn the features of writing to share experiences so that you can do so effectively in any writing situation.

-**Responsibility**: Represent your experiences accurately, with sensitivity to the needs of others.

-**Reading and research**: Draw on your memories, memories of relatives and friends, photographs and documents, and ideas you develop from your reading.

**Writing about Experiences**

**Writing Process**

-**Invention**: Choose invention strategies that will help you recall details about your experience or experiences.

-**Organizing your ideas and details**: You will usually be organizing a series of events.

-**Revising**: Read your work with a critical eye, to make certain that it fulfills the assignment and displays the qualities of this kind of writing.

-**Working with Peers**: Classmates and others will offer you comments on and questions about your work.

**Knowledge of Conventions**

-**Editing**: When writers share experiences, they tend to use dialogue to report what they said and what others said to them. The round robin activity in this chapter (on pages 82) addresses the conventions for punctuating dialogue.

-**Genres for sharing experience**: Genres include personal essay, memoir, autobiography, literacy narrative, magazine or newspaper essay, blog, letter, and accident report.

-**Documentation**: If you have relied on sources outside of your experience, cite them using the appropriate documentation style.
Rhetorical Knowledge

-“When you write about your experience in a private journal, you can write whatever and however you wish. When you write for other people, though, you need to make conscious choices about audience; purpose; voice and tone; and context, medium, and genre” (p. 50).

Ways of Writing to Share Experiences (Must read) (p. 52)

Genre for Your College Classes:

- Academic essay
- I-Search essay
- Academic reflection
- Oral/visual presentation
- Project report
- Literacy narrative

Genres for Life:

- Letter to the editor
- Memo
- Blog
- Web page
- Poster

Scenarios for Writing| Assignment Options (p. 51)

SCENARIO 1: A Memoir about the Impact of a Teacher

Throughout your formal education, you have studied with dozens of teachers. Some of them have been especially influential in helping you learn to succeed in academic settings- and, of course, their influence may have spilled over into the other three parts of your life. You may have chosen your future profession because of a specific teacher’s influence.

Writing Assignment: The word memoir from the French word memoire, which in turn comes from the Latin word memoria, meaning “memory” or “reminiscence.” A memoir focuses on how a person remembers his or her life. Although the terms memoir and autobiography are sometimes used interchangeably, the genre of memoir is usually considered to be a subclass of
autobiography. While an autobiography usually encompasses a person’s full life, a memoir usually on memorable moments and episodes from a person’s life.

Keeping in mind the qualities of a memoir, write about a teacher who was especially influential in your academic life. Your memoir can be designed for a general academic audience, or it can be designed for a specific course in a specific discipline. As you remember and discuss in writing how this teacher influenced you as a student, include specific examples that show that influence.

**Scenario 2: A Literacy Narrative about an Effective Writing Experience**

This scenario asks you to construct a literacy narrative, an account of a situation in which your writing worked— it did what you wanted it to do. This could have been a letter to your parents where you spelled out why you needed something, and they provided it for you. Or perhaps you could tell about a piece of writing that changed a friend’s mind about an important issue he or she was grappling with.

**Writing Assignment:** Write a narrative account of a time when you constructed a piece of writing that did what you wanted it to do. Explain how you went about constructing the text; your audience, your approach, the information you included (and left out), the form of your text, and so on. Unlike a rhetorical analysis (see pages 21-23), in which you explain how the various aspects of a text worked together, a literacy narrative is about your own writing process and how you went about constructing that text.

**Writing for Life**

**SCENARIO 3 Professional Writing: A Letter to a Prospective Employer**

In this scenario, focus a recent experience that you have had as an employee or a volunteer. Consider how that experience has made you think about your future. For example, when one of the authors of this book was in college, he worked the graveyard shift (11:00 p.m. to 7:00 a.m.) in a plastics factory. As he operated the machines each night, he was reminded that he wanted a job—a career—that would allow him to work directly with people, a job that would allow him to feel the satisfaction derived from helping people achieve their goals.

**Writing Assignment:** Write a letter to a prospective employer narrating some experience that you have had an employee, volunteer, or student. Indicate how that experience has prepared or inspired you for future work.

**Rhetorical Considerations in Sharing Your Experiences (p. 54)**

**Audience**

**Purpose**
Chapter 5: Writing to Explore

-“In addition to exploring what you already know, exploratory writing gives you the chance to ask questions and to consider what else you would like to find out” (p. 91).

-“Exploring various perspectives on issues, concepts, places or people will help you to work your way through ideas and problems in college and in the professional, civic, and personal areas of your life” (p. 91).

Setting Your Goals:

Rhetorical Knowledge

Audience: Because you are learning as you write, you will often be the main audience. Who else can you visualize reading your work? What will that person or those people expect to find in it? How can you appeal to those readers as well?

Purpose: Your purpose might be simply to learn about the topic, and often exploratory writing leads to the unexpected and unfamiliar, so you need to be prepared to be surprised.

Rhetorical situation: Consider the myriad of factors that affect what you write- you (the writer), your readers (the audience), the topic (the subject you are exploring), your purpose (what you wish to accomplish), and the exigency (what is compelling you to write). In an exploratory essay, you are writing to raise questions and to let them guide your inquiry; your readers are reading your text so that can grapple with those same questions.

Voice and tone: Generally, exploratory writing has an inquisitive tone. Of course, sometimes an exploratory essay can have a humorous tone.

Context, medium, and genre: The genre you use to present your thinking is determined by your purpose: to explore. You will need to decide on the best medium and genre to use to present your exploration to the audience you want to reach.

Critical Thinking, Reading, and Writing
-**Learning/inquiry:** By reading and writing as an explorer, you gain a deeper understanding of diverse and complex perspectives.

-**Responsibility:** You have a responsibility to represent diverse perspectives honestly and accurately.

-**Reading and research:** Your research must be accurate and as complete as possible, to allow you to consider the widest possible array of perspectives.

**Writing to Explore**

**Writing Processes**

**Invention:** Choose invention strategies that will help you thoughtfully contemplate diverse perspectives.

**Organizing your ideas and details:** Find the most effective way to present perspectives to your readers, so they can easily understand them.

**Revising:** Read your work with a critical eye, to make certain that it fulfills the assignment and displays the qualities of effective exploratory writing.

**Working with peers:** Your classmates will make suggestions that indicate parts of your text that find difficult to understand so you can clarify.

**Knowledge of Conventions**

- **Editing:** When you explore, you might tend to leave your thoughts- and sentences- incomplete. To help you avoid this pitfall, the round-robin activity in this chapter (on page 126) deals with sentence fragments.

- **Genres for exploratory writing:** Possible genres include exploratory essays, profiles, and more informal types of exploratory writing such as blogs, journals, and diaries.

- **Documentation:** If you have relied on sources outside of your own experience, you will need to cite them using the appropriate documentation style.

**Rhetorical Knowledge**

- When you write to explore, consider how your exploration will help you gain some greater understanding, how you can help your readers understand your topic in a new way, and why you want them to gain this understanding. You will also need to decide what medium and genre will help you communicate your exploration most effectively to your audience.

**Writing to Explore in Your College Classes**
Writing to Explore for Life

Ways of Writing to Explore (A must see/read page) (p. 96)

Genres for Your College Classes: Academic essay, internet exploration, emploratory paper, letter, oral presentation

Genre for Life: Poster, Blog, Wiki, Web page, E-mail profile

Scenarios for Writing/Assignment Options

Scenario 1: An Academic Paper Exploring a Career

For this scenario, assume you are taking a “career and life planning” class- a class devoted to helping college students decide what discipline they might like to major in. This class gives you the opportunity to explore different career paths, to learn what the educational requirements are for various majors, and to find out what job opportunities will be available and what salaries and other forms of compensation different jobs might offer.

Writing Assignment: Select one college major or career that you may be interested in pursuing, and construct an exploratory paper in which you consider the various aspect of that major or career from many angles, including the preparation you would need for it and the rewards and pitfalls you might encounter if you decide to pursue it. Asking and answering questions about the major or career you are considering will form the heart of your exploratory paper.

Scenario 2: A Profile Exploring a Personal Interest

In this writing option, you will explore a subject that interests you personally and write a profile of it. This assignment gives you the chance to explore something or someone you are interested in and would like to know more about.

Writing Assignment: Think of a subject that you would like to know more about- perhaps a type of music or musician, a sport, a popular singer or actor, a local hangout, a community center, or something completely different. This assignment offers you the opportunity to research and write about a topic you are interested in. Use this opportunity not only to learn about the subject but also to examine your perceptions of and reactions to it.

Writing for Life

Scenario 3 Personal Writing: An Exploration in a Letter to a Friend

Think of something you really believe in. You might want to discuss your views on raising children, supporting aging parents, choosing a simpler lifestyle, discovering some important truth about yourself, or some other quality or belief that makes you who you are. (Because religious
beliefs are so personal, you may want to select a strongly held opinion that does not involve your
religion.)

Writing Assignment: In a sentence or two, write something you believe in strongly. Now
explore the basis for your belief. Consider what in your background, education, history, family,
friendships, upbringing, and work experience has helped you come to the conclusions you have
reached about the topic. Why do you believe what you do? Put your text into the form of a letter
to a good friend.

Rhetorical Considerations for Exploratory Writing

-Audience: instructor, classmates and beyond

-Purpose: to explore the various aspects of your topic in enough detail and depth to lead you to a
greater understanding of it and what you believe about it.

-Voice, tone, and point of view: stance should be objective, and open to different possibilities
you will discover. The point of view you take should be one of questioning- what can you learn
by exploring your topic?- but the tone you use can range from humorous to serious.

-Context, medium, and genre: you might write a letter to a friend, prepare a formal report for
colleagues at work, or construct a Web site.

Critical Thinking, Reading, and Writing

Before you begin to write your exploratory paper, consider the qualities of successful exploratory
writing. Also, consider how visuals could enhance your exploratory writing, and kinds of sources
you might need to consult.

Learning the Qualities of Effective Exploratory Writing (p. 99)

Effective exploratory writing will include the following qualities:

-A focus on a concept or question: Rather than focusing on a specific, narrowly provable thesis,
exploratory writing is more open-ended.

-An inquisitive spirit: Any explorer begins with an interest in finding out more about the
subject. Ask questions that you want to answer, and let the answers lead you to further questions.

-A consideration of the range of perspectives in a subject: As you explore your subject, you
need to be willing to see it from different vantage points and to consider its positive and negative
aspects. Effective exploratory writing looks at a topic from as many angles as possible.

-Expansive coverage of a subject: Effective exploratory writing does not try to make a case or
attempt to persuade you as a writer or your reader of something. Rather, it examines all aspects
of the topic, often developing a profile of its subject.
Consider the following questions as you read exploratory writing:

- What makes this reading an interesting and useful exploration?
- After reading the selection what else do you want to learn about the subject? Why?
- How can you use the writer’s techniques of exploratory writing in your own writing?

After reading each reading, think about the following:

Rhetorical Knowledge: The Writer’s Situation and Rhetoric

1. Audience: Who is the intended audience? What makes you think that?
2. Purpose: What is the writer’s primary purpose for writing? How effectively does s/he fulfill that purpose? Why do you think that?
3. Voice and tone: What is the writer’s tone in the writing?
4. Responsibility: How has the writer acted responsibly in writing this writing?
5. Context, format, and genre: Writer writes for the particular newspaper, journal, magazine, book or so on. Would it have been different if it was written for different journal or so on, what might s/he have done differently? How does the writer take readers behind the scenes to reveal personal details about someone?

Critical Thinking: The Writer’s Ideas and Your Personal Response

6. What do you find most interesting in the writer’s essay about something? Why do you find this aspect of the essay interesting?
7. Why do you think the writer includes information about different areas of someone’s life-the academic, the professional, and the personal?

Composing Processes and Knowledge of Conventions: The Writer’s Strategies

8. Why does the writer use so many questions/quotations and so on in the text? Why do you think he uses quotations instead of paraphrases in the particular places?
9. Because s/he is writing for a newspaper/journal, the writer cites his sources within the body of his article rather than using a formal system of documentation. How do his sources lend credibility to his writing? What other sources of information might s/he have cited?
Inquiry and Research: Ideas for Further Exploration

10. Conduct research on some person/thing/idea whom/what you find interesting. Write a profile of that person/….

Writing Processes:

Remember the qualities of an effective exploratory paper, also writing is recursive. But then you might need to do more invention work to help flesh out your draft and conduct more research to answer questions that come up as you explore your ideas further. And then you’ll revise your draft and possibly find another gap or two.

Invention: Getting Started (p. 113)

The invention activities below are strategies that you can use to get some sense of what you already know about a subject. Whatever invention method(s) you use (or that your instructor asks you to employ), try to answer questions such as these:

-What do I already know about my subject?

-What preconceptions- positive, negative, neutral- do I have?

-Why am I interested in exploring this subject?

-What questions about the subject would I most like answers to? Who might I be able to talk to about this subject?

-What do I know about my audience? What can I say to interest them in my subject?

-What might my audience already know about my subject? What questions might they have?

-What is my purpose in exploring this subject? What would I like the end result of my research and writing to be? More knowledge? Information that I might use to pursue some goal?

As with any kind of writing, invention activities improve with peer feedback and suggestions.

Exploring Your Ideas with Research

Although your opinions and ideas- and especially your questions- are central to any exploratory writing that you do, you need to answer the questions you raise as you explore your subject. Getting those answers usually requires research, which can include reading books and periodical articles at the library, reading articles in your local newspaper, interviewing people who know more than you do about your subject, and conducting searches online, among other means.
Conducting Research

As you generate questions about your topic, consider where you might find the answers- books, journals, databases, the internet, and so on. Begin to gather and read your sources. Manage your research by setting time (for example, two weeks) or quantity (say, ten sources) parameters to ensure that you meet your writing deadlines. Your teacher may specify the number and kinds of resources to focus on.

Constructing a Complete Draft

Parts of a Complete Draft

Introduction: There are a number of strategies for beginning your paper that will help you hook your readers:

- Take your readers on the journey
- Ask one or more questions
- Set the stage by exploring and explaining your own feelings

Body: can use different organizations: classification, comparison and contrast, cause and effect

Conclusion: Following your exploration, your conclusion should leave your readers feeling satisfied.

Title

Visualizing (p. 121)

An appropriate image can add visual appeal to any exploratory writing. Use the following questions to guide you:

- What can an image or images add that the words alone cannot show?
- How can I use the image to surprise readers- to offer them something unexpected?
- Should the image(s) I use be in color or black-and-white? What would be most effective?
- What kinds of images would draw readers into my text and make them want to read and learn more?
- How can the image(s) I select help show my exploration?
Revising

Revising means re-seeing and re-thinking your exploratory text. As you reread the first draft of your exploratory writing, here are some questions to ask yourself:

- What are the most important questions, the ones I would really like to have answered? How well have I answered them?
- How well have I answered the questions that will help me understand every facet of my subject?
- How well do I understand the draft? What parts are confusing or need more information? What research might I need to conduct to further clarify my ideas?
- What information, if any, might I provide as a visual?

Chapter 6: Writing to Inform

Rhetorical Knowledge

- “When you provide information to readers, you need to consider what your readers might already know about your topic, as well as what other information you have learned about through your research would be useful to them. You will also need to decide what medium and genre will help you communicate that information to your audience most effectively” (p. 136).

Writing to Inform in Your College Classes (p. 136)

- “The genre of a college textbook is, almost by definition, informative” (p. 136).

Writing to Inform for Life

- In addition to your academic work, you will also construct informative texts for the other areas of your life, including your professional career, your civic life, and your personal life.

- “Likewise, much civic writing is designed to provide information to residents, voters, neighbors, and other citizens to help them decide issues or take advantage of community resources and programs” (p. 137).

Ways of Writing to Inform (p. 138): A must read page/information

Genres for Your College Classes:

1. Academic essay
2. Review of literature
3. Letter to your college newspaper
4. Profile
5. Narrated timeline

Genres for Life
1. Brochure
2. Information-sharing blog
3. Fact sheet
4. Business comparison
5. Instructions

Scenarios for Writing| Assignment Options (p. 137)

Writing for College

Scenario 1 Informative Essay on Littering (p. 137)

Your sociology class has been focusing on student behavior. Just last week a classmate mentioned the problem of trash on campus: “Our campus is a big mess because students just don’t care,” she said. “They ignore the trash cans and recycling boxes and just toss their garbage everywhere!”

Although this scenario focuses on littering, if you prefer you may write about some other issue on your campus. Your task is not to propose a solution for the issue; rather, your task is to inform other members of the campus community that a problem exists.

Writing Assignment: Construct an information paper, based on sets of information: (1) your observations of the problem on campus, and (2) interviews you conduct with at least two of your classmates, asking them what their thoughts are on why some students don’t use trash cans as they should, or on the alternate problem you have chosen to write about.

Scenario 2: A Review of Literature

This scenario asks you to examine and then construct a “review of literature”- basically, what others have said and written about a particular topic. In most of your college classes, it is critical to know what others have said about any topic you might want to write on, so that you will not have to “reinvent the wheel,” so to speak. The only way to know what others have said is to read their work and see how it relates to other ideas on the same subject. And,
of course, once you know what others have written about a topic, you can then add your own ideas and thoughts to the continuing discussion.

**Writing Assignment**: Select a topic that you would like to gather more information about, and construct an informative text that outlines what others have written about the topic. You will not be able to read everything, of course, so your teacher may outline how many items to read, what kind (such as essays, books, email lists, and blogs), and so on. Your text should outline the most important aspects of each item you are asked to read—essentially reviewing the literature for your readers, in a clear and accurate manner.

**Writing for Life**

**Scenario 3 Civic Writing: Brochure for a Local Service Organization**

Many colleges and universities, have a service-learning class or component of such a class. “Service-learning” opportunities include tutoring young children, helping with food banks, volunteering at rest homes, and other ways of serving the community in some manner.

**Writing Assignment**: Select a local nonprofit service agency, and learn about services they provide to your community. Your research might include looking at the Web page for the agency, interviewing people who work there, examining any literature they provide, and volunteering with the agency (probably the best way to learn about it). Then construct a brochure for the agency that outlines the work it performs for the community. Think of this brochure as one the agency would actually provide and use. In other words, construct a brochure as if you actually worked for the agency and were asked to develop such a handout. (For more information on constructing a brochure, see “Visualizing Variations: Using a Web Site, Poster, or Brochure to inform Your Readers,” page 167).

**Rhetorical Considerations in Informative Writing (p. 140)**

1. **Audience**, 2. **Purpose**, 3. **Voice, tone, and point of view** 4. **Context, medium, and genre**

**Critical Thinking, Reading, and Writing**

Writing to provide information has several qualities— a strong focus; relevant, useful information that is provided in an efficient manner; and clear, accurate explanations that enable readers to understand the information easily. … Finally, informative writing almost always requires that you go beyond your current knowledge of a topic and conduct careful research.

**Learning the Qualities of Effective Informative Writing (p. 141)**
As you think about how you might compose an informative paper, consider what readers expect and need from an informative text. As a reader, you probably look for the following qualities in informative writing:

-A focused subject
-Useful and relevant information
-Clear explanations and accurate information
-Efficiency

Reading, Inquiry, and Research: Learning from Texts That Inform

Consider these questions:

-What makes this reading section useful and interesting? What strategies does its author use to make the information understandable for readers?

-What parts of the reading could be improved by the use of charts, photographs, or tables? Why? How?

-How can you use the techniques of informative writing in your writing?

QUESTIONS FOR WRITING AND DISCUSSION: LEARNING OUTCOMES (PAGE 146)

Rhetorical Knowledge: The Writer’s Situation and Rhetoric

1. **Audience:** Who is the audience for Ezzell’s essay? How can you tell?

2. **Purpose:** What realm (academic, professional, civic, or personal) does Ezzell’s essay best fit into? Why?

3. **Voice and tone:** How would you describe Ezzell’s tone in this essay? How does her tone contribute to her believability?

4. **Responsibility:** Ezzell discusses the notions of time across different cultures in her essay. How respectful of those cultures is she? Why do you think that?

5. **Context, format, and genre:** This essay was published during a time of worldwide fear of terrorism. How does that context affect your reading of this essay? The essay genre was developed to allow writers to discover other ways of seeing the world. How does Ezzell’s essay display this feature of the genre?

Critical Thinking: The Writer’s Ideas and Your Personal Response
6. What is the most interesting piece of information in Ezzell’s article? Why? The least interesting? Why?

7. What is the main idea- or thesis- in Ezzell’s essay? How well does Ezzell provide support for this idea? Why do you think that?

Composing Processes and Knowledge of Conventions: The Writer’s Strategies

8. Ezzell uses information and quotations from experts throughout her essay. How does she present this information? What does the presence of these experts add to the essay.

9. Prepare a quick outline of this essay, what does this outline reveal about the way Ezzell has organized her information for readers?

Inquiry and Research: Ideas for Further Exploration

10. Prepare a list of questions that you still have about time and cultures. Interview several of your friends, asking them the questions that you have listed, and then explain, in no more than two pages, their answers to your questions.

Writing an Annotated Bibliography and a Review of Literature (p. 152)

- Annotated bibliographies and reviews of literature are two forms of research that describe what is already known about a topic. These two genres accomplish the same purpose, but in different levels of detail.

- “An annotated bibliography provides the citation of a work and a brief summary or synopsis. A review of literature, or literature review, is a standard section in a scholarly research report that familiarizes readers with previous research related to the current study by summarizing findings. It provides the background and context for the paper, assuring readers that the current study is a logical next step in a line of research, that the current study is needed, and that the current study draws on the best practices used in previous research studies. You may be asked to write a review of literature in preparation for a research project. Further, as you research papers become more complex, they will often include a section devoted to this overview” (p. 152).

When constructing an annotated bibliography, a writer should:

-List the appropriate citation information.

-Briefly summarize the cited work.

Here is a typical annotated bibliography entry by student writer Larissa Venard:

Describes solutions to natural resources management and suggests that rationing is not one of them. The authors believe that rationing can cause distress to both society and the economy as it decreases the need for and use of a resource, eliminating jobs. The solution proposed is a “golden rule” that is comprised of many different solutions to each natural resource, such as marking up the price on natural goods to match their value in the economy and society. Other suggestions that they propose are to eliminate fire relief from forestry areas that are prone to fire and instead designate them as wilderness and not allow people to build houses near them.

In writing a review of literature, a writer does much more. In addition to listing the citation, writers (pp. 152-153):

- Describe the contributions of previous research.
- Critically analyze and evaluate previous studies.
- Explain how previous studies help readers understand the topic.
- Describe relationships among previous studies.
- Explain and possibly reconcile conflicting results found in previous studies.

- “In the opening paragraphs of a review of literature, the writer typically outlines the topic area for the review and notes general trends in existing research on the topic. In the middle paragraphs of the review, the writer groups studies that are similar and then summarizes, analyzes, and evaluates individual studies and groups of studies. In the closing paragraphs of the review, the writer summarizes the major contributions of the previous studies; shows gaps, defects, contradictions, and discrepancies in the existing body of research; and suggests a need for the current study” (p. 153).

Writing Processes

Invention: Getting Started

Use invention activities to explore the information that you want to include in your first draft. … Try to answer these questions while you do your invention work:

- What do I already know about the topic that I am writing about?
- What feelings or attitudes do I have about this topic? How can I keep them out of my text so many writing is as free of bias as possible?
- What questions can I ask about the topic?
- Where might I learn more about this subject (in the library, on the Web)? What verifiable information on my topic is available?
- Who would know about my topic? What questions might I ask that person in an interview?

- What do I know about my audience? What don’t I know that I should know? Why might they be interested in reading my text?

- What might my audience already know about my subject? Why might they care about it?

- To what extent will sensory details- color, shape, smell, taste, and so on- help my reader understand my topic? Why?

- What visual aids might use to better inform my readers?

**Exploring Your Ideas with Research** (p. 158)

- “Research provides you with the statistical data, examples, and expert testimony that will enable you to give your audience enough information, and the right kind of information, on your topic. As with any other aspect of your writing, the kind and amount of research you will need to do will depend on your rhetorical situation: who your audience is and what you are trying to accomplish” (p. 159).

**Reviewing Your Invention and Research** (p. 160)

After you have conducted your research, review your invention work and notes, and think about the information you have collected from outside sources.

**Options FOR Organization: Options for Organizing Informative Writing** (p. 163)

**Capture Your Reader’s Attention:** 1. Start with an unusual or surprising piece of information about your subject. 2. Present the information, starting from the least unusual or surprising idea and moving the most. 3. Use specific examples, quotations, statistics, and so on to illustrate your topic. 4. End your paper by restating a unique or surprising aspect of your topic.

**Question Your Readers:** 1. Begin with a question to help readers see why they might want to read about your topic. 2. Outline the information, starting with the least significant piece of information and working toward the most important. 3. Use specific examples, quotations, statistics, and so on to illustrate your topic. 4. Conclude by answering the question that you started with.

**Create a Context:** 1. Set the stage. What is the situation that your readers may be interested in? 2. Broaden your initial explanation with specific details, quotations, and examples so your reader can “see” what you are writing about. 3. Compare and contrast your subject with another one, to help readers understand the information. 4. Conclude your paper by reinforcing your reader’s connection to your topic.
**Parts of a Complete Draft (p. 165)**

**Introduction:**

- Define any important terms that the reader might not know.
- Start your text with unusual or surprising information.
- Get down to business by bluntly stating your thesis.
- Start with a provocative example or two.

**Body:** This is the section where you will present your data: quotations, graphs, tables, charts, and so on. The body of your paper is always the longest part, and, although you are not trying to prove anything in an informative essay, you are providing information to your readers, and most of it will appear in this section.

**Conclusion:**

- Summarize your main points.
- Explain the subject’s most critical part.
- Outline again the subject’s most important aspects.

**Title:** Think of title after the first draft. Your paper’s title should indicate what your paper is about, but it should also capture your reader’s interest and invite them to read your paper.

**Visualizing Variations|Using a Web Site, Poster, or Brochure to Inform Your Readers (p. 167)**

- If you are working with Scenario 3, which calls for civic writing, one way to present your information to your readers would be to construct a Web site, poster, or brochure instead of a newspaper article.

**Revising (p. 169)**

AS you reread the first draft of your informative writing, here are some questions to ask yourself:

- What else might my audience want or need to know about my subject?
- How else might I encourage my audience to learn more about my subject?
- What information did I find that I did not include in my paper? (Effective research always results in more information than you can include, so consider what you left out that you might include in your text draft.)
-Have I clearly explained any terms my readers might not know?

-Is it clear how I’ve formulated my synthesis from the information I’ve presented?

-Could some of my information be more effectively presented as a graph, a chart, or in a photograph?

**WRITER’S WORKSHOP| Responding to Full Draft** (pp. 170-171) (Must read pages)

**Knowledge of Conventions:** When effective writers edit their work, they attend to the conventions that will help readers- the table manners of writing. These include genre conventions, documentation, format, usage, grammar, punctuation, and mechanisms.

**Self-Assessment: Reflecting on Your Goals (pp.178-179)**

**Chapter 7: Writing to Analyze**

-“An analysis examines an issue or topic by identifying the parts that make up the whole” (p. 180).

**Setting Your Goals:**

**Rhetorical Knowledge**

-**Audience:** Determine who will benefit from your analysis. What do the audience members probably already know? What will you need to tell them?

-**Purpose:** When you analyze a complex situation, process, or relationship, you can help others understand the subject more thoroughly.

-**Rhetorical Situation:** In an analysis, you break down your subject into parts or categories to help your reader understand it more clearly.

-**Voice and tone:** When you write an analysis, be detailed and thorough, but avoid an all-knowing attitude that might be interpreted as arrogant.

-**Context, medium, and genre:** Decide on the best medium and genre to use to present your analysis to the audience you want to reach.

**Critical Thinking, Reading, and Writing**

-**Learning/inquiry:** By reading and writing analytically, you gain a deeper understanding of issues and the ability to make more informed decisions.

-**Responsibility:** Effective analysis leads to critical thinking. When you engage in analysis, you see the nuances of all the potential relationships involved in your subject.
**Reading and research:** Analysis can involve close observation as well as interviews and online and library research.

**Writing to Analyze**

**Writing Processes**

- **Invention:** Use invention activities such as brainstorming, listing, and clustering to help you consider the parts of your subject and how they relate to one another.

- **Organizing your ideas and details:** If your subject is large, you might break it down into more understandable parts, or you might begin with individual parts and examine each one in detail.

- **Revising:** Read your work with a critical eye to make certain that it fulfills the assignment and displays the qualities of good analytical writing.

- **Working with peers:** Listen to your classmates to make sure that they understand your analysis.

**Knowledge of Conventions**

- **Editing:** The round-robin activity on page 216 will help you check your analysis for wordy sentences.

- **Genres for analytical writing:** Usually, analyses are written as formal documents, so most times your analysis will be a formal report or an academic essay.

- **Documentation:** If you have relied on sources outside of your own experience, cite them using the appropriate documentation style.

**Ways of Writing to Analyze (p. 185) (A must read page)**

**Genres for Your College Classes:**

Behavioral analysis, Rhetorical analysis, Nutrition analysis, Letter to your campus newspaper, Chemical analysis report, visual analysis

**Genres for Life:**

Brochure, Web site, Wiki, Brand analysis, Letter

**Scenarios for Writing** | Assignment Options

**Writing for College**

Scenario 1: Analysis of a Campus Issue
“Analysis helps people understand whether an idea is a good one or not, or whether a policy should be followed or not” (p. 186).

On your campus, there are many issues that you might analyze:

-Tuition increases: Tuition increases at one school declined over a period of five years—on a percentage basis—but the cumulative increase for the five years was about 44 percent.

-Extra fees: Why are they necessary? Where does that money go?

-Availability of professors during their office hours (and at other times).

Writing Assignment: Think about what is happening on your campus. Select a complex problem that affects you or others. Construct a report that analyzes the problem and offers insights about it.

Scenario 2 A visual Analysis (p. 187)

Writing Assignment: For this assignment, select a visual image (a Web page, a photograph, or a drawing), and analyze how the aspects of that image work together. In your essay, start by outlining what you think the image is trying to do. Your analysis, then, centers on how effectively the aspects of the image function together to create that effect.

Writing for Life (p. 188)

Scenario 3 Professional Writing: A Business Report Analyzing Part of Your Future Career

Think forward to the day when you are ready to apply for jobs in your chosen field.

Writing Assignment: For this writing project, analyze the image or advertisement that you selected. Your task is not to evaluate the image or advertisement, but rather to analyze its various aspects (color, point of view, text, size, and shading) to understand how the image or advertisement works.

Rhetorical Considerations in Analytical Writing

-Audience

-Purpose

-Voice, tone, and point of view

-Context, medium, and genre

Critical Thinking, Reading, and Writing (p. 189)
Qualities of Effective Analytical Writing:

- A focus on a complex subject.

- A thorough explanation of the parts and how they relate to one another. Your first step will be to identify the component parts or aspects of your subject and then consider how those parts function separately and together.

- Research-based rather than personal-based writing.

- A focused, straightforward presentation. It is neutral in tone like informative text.

- Insights.

- A conclusion that ties parts together.

Summarize each quality of an effective analysis in your own words, and then refer to that summary as you conduct research and write your paper.

Writing a Visual Analysis (p. 198)

A visual analysis will usually include the following features:

- A copy of the image. Seeing the image will help the reader understand the analysis, and reading the analysis will help the reader gain new insights into the visual.

- A written description of the image. The description can help guide readers’ attention to specific features.

- An analysis of what the visual image is communicating— the rhetorical features of the visual. As you craft your analysis, consider the material offered in Chapter 18, “Communicating with Design and Visuals.” Also ask yourself the following kinds of questions:

  - What are the parts of the visual? How do the parts relate to the whole?

  - What story does the visual tells?

  - How do you react to the visual emotionally and/or intellectually?

  - What is the purpose of the visual?

  - How does the visual complement any verbal content in the text? (Most advertisements include both words and images.)

  - How is the visual placed in the text? Why do you think it is placed there?
-How does this visual appeal to the intended audience? For example, a photo of Steve Lake (a catcher for the Chicago Cubs, Philadelphia Phillies, and St. Louis Cardinals in the 1980s and 1990s) playing in Game 7 of the 1987 World Series might appeal to a knowledgeable connoisseur of baseball, but it might not mean much to a casual fan of the game.

-What would the text be like if the visual were missing?

-What other visuals could work as well as, or even more effectively than, the current one? For example, a diagram might be more effective than a photo because a diagram can reveal more details.

-What design principles (see Chapter 18) has the writer used in the visual?

Writing Process (p. 202)

Invention: Getting Started

Try to answer these questions while you do your invention work:

-What do I already know about the subject that I am considering for my analysis?

-What insights do I already have to offer?

-Where might I learn more about the topic I am considering? What verifiable information am I likely to find?

-What do I know about my audience?

-What might my audience already know about this topic? How can I make my insights convincing for them?

-What questions do I need to answer before I can begin (and complete) my analysis?

Exploring Your Ideas with Research (p. 203)

Conducting Research

Consider your research subject for analysis and, in no more than two pages, outline a research plan. In your plan, indicate the following:

-What you already know about your subject

-What questions you still have

-Who or what sources might be able to answer your questions
- Who (roommates, college staff, professors) might be able to provide other perspectives on your subject

- Where you might look for further information (library, Web, primary documents, other sources)

- When you plan to conduct your research

Organizing Your Information

Options for Organizing an Analysis (p. 207) (A must read page for the organization of an analysis)

Defining Parts:

- Explain why the subject you are analyzing is important to your readers.

- Provide examples of how readers might be affected by the subject.

- Provide background information so readers can see the whole subject of your analysis.

- Use a strategy of description to explain each aspect or part of your subject.

- Provide examples to show what you mean.

- Conclude by showing how each aspect or part works together.

Classification:

- Start with a question about your subject that readers probably do not know the answer to.

- Explain why knowing the answer to this question will benefit your readers.

- Use the writing strategy of classification to explain your subject, labeling and explaining each aspect or part.

- Provide specific examples to illustrate each category.

- Conclude by showing how the aspects or parts functioning together to make up the whole of your subject.

Relating Causes and Effects:

- Begin with information about your subject that may surprise your readers.

- Explain how an analysis of your subject will lead to more surprises and better understanding.
-Use the writing strategy of cause and effect to show how each aspect or part of your subject causes or is effected by the other aspects or parts.

-Provide specific examples to show what you mean.

-Conclude by outlining how parts of your subject function together.

**Constructing a Complete Draft (pp. 207-209)**

**Parts of a Complete Draft:**

**Introduction:** Begin with a strong introduction that captures your readers’ attention and introduces the subject you are analyzing. To do so, you might use one of the following strategies:

-Explain (briefly) why an analysis of your subject might be of interest.

-Provide a brief outline of what most people know about your subject.

-Explain (briefly) why your analysis is important.

-Provide a fact about the subject you are analyzing that will surprise or concern your readers.

**Body:** You can use various writing strategies to effectively analyze your subject:

-Classify and label each aspect of your subject.

-Define the various parts of your subject- explaining what each is and how it relates to the other parts.

-Compare and contrast each aspect of your subject, so readers can see the differences and similarities.

-Focus on the cause-and-effect relationship of each aspect of your subject, to show how one aspect causes, or is caused by, one or more other aspects.

**Conclusion:** In your conclusion, review the major parts or aspects of your subject, explaining the following:

-How they relate to one another

-How they function together

-How all of the aspects of your subject lead to the conclusion you have reached

**Title:** think of title after the first draft
Visualizing Variations | Using Charts and Graphs to Make Your Analysis Clear (p. 210)

Revising (p. 213)

When you reread the first draft of your analysis, here are some questions to ask yourself:

- What else might my audience want or need to know about my subject?
- How else might I interest my audience in my analysis of this subject?
- What did I find out about my subjects that I did not include in my paper?
- Have I clearly explained any terms my readers might not know?
- Could some aspects of my analysis be better presented as a graph or chart?

Writer's Workshop | Responding to Full Drafts (p. 214)

Knowledge of Conventions

Sample Analytical Paper (p. 217-219)

Self-Assessment: Reflecting on Your Goals (pp. 220-221)

Chapter 8: Writing to Convince

Setting Your Goals

Rhetorical Knowledge (p. 224)

Audience: When you write to convince your readers, your success will depend on how accurately you have analyzed your audience: their knowledge of and attitudes toward your topic.

Purpose: A convincing text is meant to persuade readers to accept your point view, but it can also include an element of action—what you want readers to do once you’ve convinced them.

Rhetorical Situation: Think about all of the factors that affect where you stand in relation to your subject— you (the writer), your readers (the audience), the topic (the issue you are writing about), your purpose (what you wish to accomplish), and the exigency (what is compelling you to write your persuasive essay).

Voice and tone: When you write to persuade, you are trying to convince readers to think or act in a certain way. The tone you use will influence how they react to your writing: Consider how you want to sound to your readers. If your tone is subdued and natural, will that
convince your readers? If you come across as loud and shrill, will that convince your readers?

**Context, medium, and genre:** Decide on the most effective medium and genre to present your persuasive essay to the audience you want to reach. Often, you can use photographs, tables, charts, and graphs as well as words to provide evidence that supports your position.

**Critical Thinking, Reading, and Writing (p. 224)**

**Learning/inquiry:** Writing to persuade helps you learn the important arguments on all sides of an issue, so such writing deepens your understanding.

**Responsibility:** As you prepare to write persuasively, you will naturally begin to think critically about your position on the subject you are writing about, forcing you to examine your initial ideas, based on what you learn through your research. Persuasive writing, then, is a way of learning and growing, not just of presenting information.

**Reading and research:** You will usually need to conduct interviews and online and library research to gather evidence to support the claims you are making in your persuasive writing.

**Writing to Persuade (p. 225)**

**Writing Processes**

**Invention:** Use various invention activities, such as brainstorming, listing, and clustering, to help you consider the arguments that you might use to support your persuasive essay or the opposing arguments you need to accommodate or refute.

**Organizing your ideas and details:** Most often, you will state the main point—your thesis—clearly at the start of your persuasive essay and then present the evidence supporting that point. Other methods of organization are useful, however, depending on your audience and context.

**Revising:** Read your work with a critical eye to make certain that it fulfills the assignment and displays the qualities of effective persuasive writing.

**Working with peers:** Listen to your classmates as they tell you how much you have persuaded them, and why. They will give you useful advice on how to make your essay more persuasive and, therefore, more effective.

**Knowledge of Conventions (p. 225)**

**Editing:** Citing sources correctly adds authority to your persuasive writing. The round-robin on page 259 will help you edit your work to correct problems with your in-text citations and your works-cited or references list.
**Documentation:** You will probably need to rely on sources outside of your experience, and if you are writing an academic essay, you will be required to cite them using the appropriate documentation style.

**Rhetorical Knowledge (p. 226)**

-“When you write to persuade, you need to have a specific purpose in mind, a strong sense of your audience, and an idea of what might be an effective way to persuade that audience. You need to make a point and provide evidence to support that point, with the goal of persuading your readers to agree with your position” (p. 226).

**Ways of Writing to Convince (p. 227) (A must read page)**

**Genres for Your College Classes:**

1. **History essay**

   Sample Situation: Your world history professor asks you to construct a paper in which you argue that specific events caused the Iraq war of 2003.

   Advantages of this Genre: Your research will provide documented details of what led up to the war. It will help your readers understand the causal relationships.

   Limitations of the Genre: Your essay may not give a broad enough overview to give readers as idea of how the war might have been prevented.

2. **Letter to your campus newspaper**

   Sample Situation: Your political science professor asks you to send a letter to your college newspaper, encouraging your classmates to change the form of student government.

   Advantages of this Genre: Anything published in a college newspaper will have a wide audience of people who have an interest in campus affairs.

   Limitations of the Genre: You will have to make your argument in a limited amount of space. It might not be published.

3. **Editorial for your local newspaper**

   Sample Situation: For your writing class, you are asked to construct an editorial responding to public criticism about your campus: Students driving fast through neighborhoods, loud parties at student-occupied apartment buildings, and so on.

   Advantages of this Genre: Editorials are read by a local audience and are therefore useful for convincing local readers about an issue that is important to them.
Limitations of the Genre: You will have to make your argument in a limited amount of space and without visuals. It might not be published.

4. Oral presentation

Sample Situation: Your environmental science professor asks you to prepare a ten-minute speech that convinces your classmates to attend a rally for a community clean-up.

Advantages of this Genre: Talking to your audience gives you the opportunity to engage them and gauge their involvement.

Limitations of the Genre: Some listeners will “tune out” so you have to work to keep their attention.

Genres for Life

1. Brochure

Sample Situation: With several of your neighbors, you want to construct a brochure that presents the benefits of raising taxes for your locals schools.

Advantages of this Genre: A brochure can provide a quick overview of the arguments in favor of a tax increase.

Limitations of the Genre: Your argument must be presented in a limited amount of space.

2. Business letter

Sample Situation: Your business is moving to a neighboring state, and you want as many employees as possible to make the move with your company.

Advantages of this Genre: A letter is personalized way to explain the benefits of the new location.

Limitations of the Genre: Asking employees to make such a move is a difficult task; a letter might be too brief to be convincing.

3. Poster

Sample Situation: To encourage people to attend an upcoming school event, you construct a poster that you will copy and place in various locations on campus.

Advantages of this Genre: A poster is visual way to get readers interested. Posters can be place in many places, ensuring exposure to your message.

Limitations of the Genre: A limited number of people will see and read the posters.
4. Web site

Sample Situation: You want to create a Web site that will convince your community to vote for a mayoral candidate.

Advantages of this Genre: Your Web site can provide useful information for a particular demographic that is otherwise difficult to reach.

Limitations of the Genre: Some readers will only skim a Web site and not all have access.

5. Job application

Sample Situation: You need to construct a cover letter in response to a job ad.

Advantages of this Genre: A cover letter lets you discuss and explain your background and experiences in a positive way, specific to the particular job.

Limitations of the Genre: Your background might not be a good match for the job forcing you to “stretch” in your letter.

Scenarios for Writing| Assignment Options (p. 228)

Writing for College

Scenario 1 Academic Argument about a Controversial Issue

What controversial issues have you learned about in other college classes? Here are some possibilities:

- Political Science: In what ways did the ethical issues some senators and members of the House of Representatives faced immediately before the 2006 election affect the results of that election?
- Business ethics: How effective is the threat of criminal punishment in preventing insider trading of stocks?
- Psychology: How should the courts use the concept of insanity to determine culpability in criminal cases?

Writing Assignment: Select a controversial issue or problem from one of your classes, and compose a paper convincing readers in that class that your position on the issue is valid.

Writing for Life

Scenario 2 Civic Writing: An Editorial about a Campus-Community Problem
Every college campus has problems, ranging from scarce parking to overcrowded computer labs, to too much vehicle traffic, to too little community involvement. Many of these problems, such as too much traffic, extend into the neighborhoods near the campus.

**Writing Assignment**: Using the list of features of an editorial on page 239, write an editorial for your school newspaper in which you identify a campus problem that also affects the surrounding community and then persuade your readers that the problem exists and that it needs to be taken seriously. Although you need to do more than simply provide information about the problem (that is an informative paper, covered in Chapter 6), you do not need to suggest detailed solutions to the problem (that is a proposal, covered in Chapter 11). Your goal is to convince your readers that your campus has a problem and that this problem has a negative impact on the surrounding neighborhoods.

**Rhetorical Considerations in Persuasive Writing (p. 229)**

**Audience**: Although your instructor and classmates are your initial audience for this assignment, you might also consider other audiences for your persuasive writing. What would you like them to believe or do? How might they respond to your argument? How might you best convince them?

**Purpose**: Your main purpose is to make your audience aware of the issue and to convince them that it is significant and that your position is the most reasonable one. How can you do this? You might also want to convince them to do something about it. What are different ways to accomplish this?

**Voice, tone, and point of view**: Why are you interested in the issue? What are your attitudes toward the issue and the audience? How will you convey those attitudes to your audience?

**Context, medium, and genre**: Although you are writing this persuasive paper to fulfill a college assignment, most issues worth writing about are important beyond the classroom. How might your views make a difference to your community? Keeping the context of the assignment in mind, decide on the most appropriate medium and genre for your writing. If you are writing for an audience beyond the classroom, consider what will be the most effective way to present your argument to this audience. You might write an e-mail message to a friend, prepare a memo for colleagues at work, or write a brochure or op-ed piece for members of your community.

**Critical Thinking, Reading, and Writing (p. 229-231)**

-“When you write to convince, you will often need to draw on material from other sources by conducting research. To research effectively, you must read the material critically and evaluate it carefully, to make certain that the evidence you are offering as proof adequately supports your claims. Of course, thinking critically also means that you need to consider
other points of view about your issue and decide whether those views are compatible or in conflict with your own position” (p. 230).

Learning the Qualities of Effective Persuasive Writing

-Much of the writing that you do is intended to convince someone to agree with you about something, typically about an issue.

-An issue is a subject or problem area that people care about and about which they hold differing views.

Persuasive writing that achieves the goal of convincing readers has the following qualities:

-Presentation of the issue: Present your issue in a way that will grab your readers’ attention and help them understand that the issue exists and that they should be concerned about it… Another way to present the issue is to share an anecdote about it or to offer some statistics that clearly demonstrate the existence and danger of viruses.

-A clearly stated, arguable claim: A claim is the assertion you are making about the issue. Your claim should be clear, of course; a confusing claim will not convince readers. Any claim worth writing about also needs to be arguable: a statement about which reasonable people may disagree.

-An awareness of audience: Because your task as a writer is to convince other people, it is crucial to be aware of the needs, situations, and perspectives of your audience.

-Convincing reasons: Writers of convincing arguments offer support for what they are asking their reader to believe or to do. Think of the reasons you use to support your point as the other part of a because statement, with the claim being the first part.

-Sufficient evidence for each reason: After considering the degree to which the audience agrees or disagrees with your claim, provide enough evidence, and the right kind(s) of evidence to your readers and, if applicable, persuade them to act according. Evidence includes statistics, expert opinion, examples, and anecdotes (stories).

-Appeals based on the writer’s logic, emotion, and character: Effective persuasive writers carefully decide when to use three kinds of appeals- logos (appeals based on logic), pathos (appeals to the audience’s emotions), and ethos (appeals based on the writer’s character or credibility).

-An honest discussion of other views: For any arguable claim or thesis, there will be at least one other point of view besides yours. To be effective, the writer of a persuasive text needs to acknowledge and deal with possible objections from the other side. You already make this kind of counterargument naturally.
A desired result: The goal of persuasive writing is to convince readers to change their minds about an issue or at least to give your view serious consideration. Often the goal is to get your reader to act in some way—vote for a candidate, write a letter to the school board, or buy some product.

Reading, Inquiry, and Research: Learning from Texts That Persuade (p. 232)

The readings that follow are examples of persuasive writing. As you read the persuasive selections your instructor assigns, consider the following questions:

- What makes this selection convincing?
- To what extent am I convinced by the writer’s reasons and evidence? Why?
- What parts of the selection could be improved? In what ways?
- How can I use the techniques of persuasive writing exemplified here in my writing?

(Note: Have a look at readings, and do the activities that follow, pp. 233-238)

Writing an Editorial (p. 239)

- Writers use a range of genres to convince in professional, civic, and personal situations that include editorials/opinion pieces, position papers, job reference letters, and business letters. For example, editorials are appropriate when you want to convince readers that you have a valid position on a controversial or debatable topic. An op-ed piece one that appears on the page opposite the editorial page in a newspaper or magazine; thus “op-ed” is short for “opposite editorial.” However, it can also mean “opinions and editorials.”

Features of effective op-eds or editorial letters include the following:

- They usually respond to a previously published article in a newspaper.
- They are usually short (250-800 words).
- They include an opinion or stance.
- They make a point in the first few sentences.
- They indicate why the issue is important.
- They show respect for other points of view.
- They suggest or imply an action that readers can take.
Writing Processes (p. 243)

Invention: Getting Started

The invention activities below are strategies that you can use to help you get some sense of what you already know about the issue you have chosen. Whatever invention method(s) you use (or that your teacher asks you to use), try to answer questions such as these:

- What do I already know about this issue?
- What is my point of view on this issue?
- Where might I learn more about this issue? What verifiable information is available?
- What might my audience already know? What might their point of view be?
- What do I know about my audience? What don’t I know that I should know?
- What questions do I have about the issue?
- What are some other views on this issue?

Exploring Your Ideas with Research (p. 245)

- Research is critical to any persuasive text, for if you cannot provide evidence to support your position, you probably will not convince your reading audience.

- Although you may be able to use information from your own experience as evidence, you will usually need to offer verifiable information from sources, such as facts, statistics, expert testimony, and examples.

- To find evidence outside of your own experience that you need to support your claim, look for answers to the following questions:

  - What facts or other verifiable information can I find that will provide solid evidence to convince my readers to agree with my position?
  
  - What expert testimony can I provide to support my claim? What authorities on my issue might I interview?
  
  - What statistical data support my position?
  
  - What are other people doing in response to this issue or problem?

A Writer’s Responsibility| Establishing and Maintaining Credibility (p. 248)

- Dealing Fairly with Opposing Views
Avoiding Logical Fallacies

Organizing Your Information (pp. 248-249)

Because the purpose of writing a persuasive text is to convince your readers to accept your point of view, you will need to organize your reasons and evidence strategically. The questions that you need to ask yourself when deciding on your organization.

- Who is your audience? What is your readers’ position on your issue likely to be? If they are undecided, you might try a classical or an inductive approach, both of which are discussed below. If they are likely to hold an opposing view, then a refutation approach, also discussed below. If they are likely to hold an opposing view, then a refutation approach, also discussed below, may be better choice.

- Why might they be interested in your persuasive writing, or how can you make them interested in it?

- What is your purpose for writing- that is, why do you want to convince readers of this position?

When you construct a persuasive paper, determine the most effective organizational approach for your purpose and audience.

Options for Organization (Organizing a Persuasive Paper) (p. 249)

The Classical (Deductive) Approach

- Introduce the issue and state your thesis.

- Explain the importance of the issue.

- Present your reasons and evidence- why readers should agree with you.

- Answer objections- either incorporating or refuting other points of view.

- Conclude- often with a call to action.

The Inductive Approach

- Introduce the issue.

- Offer reasons and evidence for your claim.

- Draw your conclusion- your main claim.

- Deal with other viewpoints either before or after presenting your claim.
-Conclude- often with a call to action.

The Refutation Approach

-Introduce the issue.
-List opposing views.
-Deal with each objection in turn.
-Introduce your position and explain why it makes sense, offering reasons and evidence.
-Conclude- often with a call to action.

Constructing a Complete Draft (p. 250)

Once you have chosen best organizational approach for your audience and purpose, you are ready to construct your draft. After you have reviewed your invention writing and research notes, developed a working thesis, and carefully considered all of the reasons and evidence you generated, construct a complete first draft.

As you work, keep the following in mind:

-You may discover that you need to do more invention work and/or more research as you write.
-As you try out tentative claims and reasons, ask your classmates and other readers about the kinds of supporting evidence they consider convincing.
-Consider whether photographs or other visuals might help support your thesis.
-If you become tired and the quality of your thinking or your productivity.

Parts of a Complete Draft (pp. 250-251)

Introduction: Regardless of your organizational approach, you need to have a strong introduction to capture your readers’ attention and introduce the issue. To accomplish these goals in an introduction, you might do one or more of the following:

-Share an anecdote that clearly exemplifies the issue. Maureen Dowd begins her column on organ donation (page 233) with the story of her niece’s bravery in choosing to donate part of her liver to her uncle.
-Provide a brief history of the issue.
-Provide a fact or statistic about the issue that will surprise- and possibly concern-readers. We probably all would agree that young girls between ages 9 and 12 should not
wear inappropriate costumes, so we might be shocked to read that Emrich’s research that …” that is precisely the age that you start seeing the ‘slut-o-ween’ costumes emerge.”

-Explain (briefly) why your persuasive text is important.

-Ask an intriguing question about your subject. Student writer Santi DeRosa opens his paper (page 259) by asking a key question.

**Body:** You can use various writing strategies, including defining all terms your reader might not understand within the body of your text, to effectively persuade your reader. This is the area of your paper where you will provide supporting examples or evidence for each reason you offer, use visual aids (photographs, charts, tables) to support your position, and use rhetorical appeals—ethos, logos, pathos (page 20)—to help convince your readers.

**Conclusion:** In your conclusion, you need to restate or allude to your thesis and let your readers know what you would like them to do with the information they learned from your essay. Conclusions in persuasive writing often do the following:

- Explain your main thesis or point—what you want to persuade your reader about.

- Summarize how each supporting point adds evidence to support your main point. In a long, involved argument, a summary can help readers recall the main points that you are making.

- Reach out to the audience.

- Include a “call to action.” Maureen Dowd ends “Our Warrior Princes” with a description of herself filling out an organ donor card and the strong implication that readers should do so as well.

**Title:** Think of appropriate title at least you have completed your first draft.

**Knowledge of Conventions (p. 258)**

When effective writers edit their work, they attend to the conventions that will help readers process their work. These include genre conventions, documentation, format, usage, grammar, and mechanics. By attending to these conventions in your writing, you make reading a more pleasant experience for readers.
Chapter 9: Writing to Evaluate (pp. 266-309)

Setting Your Goals:

Rhetorical Knowledge

- **Audience**: Determine who will benefit from your evaluation. Who needs to make decisions about the subject of your evaluation? What do the audience members probably already know about your subject? What will you need to tell them?

- **Purpose**: When you evaluate, you make a judgment based on specific criteria. Your purpose is not simply to say, “I think the Toyota truck is better than the Chevy,” but to convince your reader to agree.

- **Rhetorical situation**: Consider the many factors that affect where you stand in relation to your subject. If you have some personal interest in your evaluation, you will have a different stance than a more neutral party might.

- **Voice and tone**: When you construct an evaluation, you are trying to explain your reasoned judgment. If you come across as a know-it-all, your readers may lose interest or suspect your judgment.

- **Context, medium, and genre**: Decide on the best medium and genre to use to present your evaluation to the audience you want to reach.

Critical Thinking, Reading, and Writing

- **Learning/inquiry**: By observing, listening to, and/or reading about the subject of your evaluation, and then by writing about it, you gain a deeper understanding of its qualities and the ability to make more informed judgments about it.

- **Responsibility**: Effective evaluative writing leads naturally to critical thinking. When you engage in evaluating something, you have to consider all aspects of that item, not only to determine the criteria on which you will base your evaluation but also to construct a reasoned argument for your evaluation.

- **Reading and research**: To evaluate a subject, you need not only to examine it in detail but also to examine similar items.

Writing to Evaluate

Writing Processes:

- **Invention**: Various invention activities can help you consider all aspects of the subject you are evaluating.
-**Organizing your ideas and details**: The act of evaluating necessarily means that you think about the various aspects of your subject. That process can help you organize your thinking, and later your writing, into categories, based on your criteria.

-**Revising**: Read your work with a critical eye to make certain that it fulfills the assignment and displays the qualities of effective evaluative writing.

-**Working with peers**: Listen to your classmates to make sure that they understand your evaluation.

**Knowledge of Conventions**:

-**Editing**: Effective evaluations usually require careful word choice.

-**Genres for evaluative writing**: In many situations, your evaluation will be a formal report or an academic paper. Evaluations written about movies, restaurants, or other products or services are not quite as formal as college assignment, however.

-**Documentation**: If you relied on sources outside of your experience, cite them using the appropriate documentation style.

**Rhetorical Knowledge**

**Ways of Writing to Evaluate (p. 272) (A Must Read Page)**

**Genres for Your College Classes**

1. **Career assessment**
   
   **Sample Situation**: In your career and life planning class, you are asked to construct an evaluation focusing on possible careers after you graduate: the kind of work, the pay, the job possibilities for the future, the qualification, and so on.

   **Advantages of the Genre**: This formal assignment insists that you explain your personal evaluative conclusions in a well-reasoned manner.

   **Limitations of the Genre**: You might not have time to gather really meaningful data if you lack the time to interview people in those careers.

2. **History Essay**
   
   **Sample Situation**: In your world history class, you are asked to evaluate whether one or more of several possible causes were the reason for an historical event.

   **Advantages of the Genre**: This evaluation will require you to develop and apply valid criteria to reach a historical conclusion.
**Disadvantages of the Genre**: Historical events rarely occur in isolation, and no set of criteria will be all inclusive.

3. **Letter to your campus newspaper**

   **Sample Situation**: Your mathematics professor asks you to write a letter using statistics drawn from interviews to evaluate a specific aspect of campus life (dining, parking, and so on campus)

   **Advantages of the Genre**: Anything published in a college newspaper will have a wide audience of people who have an interest in campus affairs.

   **Disadvantages of the Genre**: A letter to the editor gives you limited space for your evaluation, and you may not have enough room to adequately make your case. It might not be published.

4. **Business report**

   **Sample Situation**: Your business instructor asks you to evaluate several marketing plans for a new product for college students.

   **Advantages of the Genre**: An evaluative report allows you to create criteria and then research what students might and might not purchase.

   **Limitations of the Genre**: It does not allow for extraneous factors that may not be included in your research.

**Genres for Life**

1. **Brochure**

   **Sample Situation**: As part of a community group, you want to publicize your evaluation of a sales tax increase that will be voted upon.

   **Advantages of the Genre**: Your evaluation, often with illustrations and in a compact form, will provide readers with evaluative criteria in order to make a more informed decision.

   **Limitations of the Genre**: A brochure provides limited space for your evaluation.

2. **Letter**

   **Sample Situation**: You are planning a family reunion, at which you expect nearly a hundred family members from around the country, and you want to evaluate possible locations.
Advantages of the Genre: A letter is an effective way to share information, and to explain the criteria on which you are basing your evaluation.

Limitations of the Genre: Letters and responses to letters are slow; sending the letter by email or posting it to a Web site is another option but that may exclude some family members.

3. Blog

Sample Situation: You start a blog that evaluates software programs used for education.

Advantages of the Genre: A blog is an easy and uncomplicated way for you to share your evaluations with a wide and interested audience.

Limitations of the Genre: Blogs often need monitoring for improper comments; sometimes there is a lot of information generated that takes time to read through.

4. E-mail

Sample Situation: You send an email to coworkers that evaluates several digital storage options for your company.

Advantages of the Genre: An email allows you to input links to the prospective companies’ Web sites and ask for feedback.

Limitations of the Genre: Some people might feel they need more information than the email includes.

5. Performance review

Sample Situation: You are required to submit a performance review for several employees whom you supervise.

Advantages of the Genre: Often there is a form which provides specific criteria on which you construct your evaluation.

Limitations of the Genre: Sometimes the criteria for an evaluation no longer fits the work the employee does; forms provide limited room for originality or extra comments and suggestions.

Chapter 11: Writing to Solve Problems (pp. 358-405)

-“When you write to propose solutions, you first identify an existing problem and then suggest one or more possible ways to solve it” (p. 358).
“When you propose any solution, however, others may already have suggested different solutions to the problem. Therefore, you must support your own proposal with convincing evidence—not just opinions—and demonstrate that the proposal has a reasonable chance of success” (p. 359).

Setting Your Goals (pp. 360-361)

Rhetorical Knowledge

Audience: To convince your audience to accept your solution, pay careful attention to your readers’ views on and attitudes toward the problem. Who will be interested in your solution? What are their needs, values, and resources? What arguments are most likely to convince this audience?

Purpose: One purpose of any proposal is to convince readers of the existence of a problem and the need for a solution. Another purpose is to convince readers that the solution(s) you propose is (are) the best one(s) possible.

Rhetorical situation: Think about the factors that affect where you stand in relation to your subject. What is compelling you to write your proposal essay?

Voice and tone: When you write to solve problems, you will need to be persuasive. As a result, make sure your tone engages your readers and does not in any way threaten or offend them.

Context, medium, and genre: Decide on the most effective medium and genre to use to present your proposal to the audience you want to reach. Visuals such as charts, graphs, and photographs may help you make your case.

Critical Thinking, Reading, and Writing

Writing to Solve Problems

Writing Process

Knowledge of Conventions

Writing to Solve Problems in Your College Classes and Life

Ways of Writing to Solve Problems (p. 364) (A must read page)
Chapter 13: Using Strategies That Guide Readers

-Thesis or Controlling Idea:

A thesis announces the main point, major claim, or controlling idea in an essay. A clear thesis helps readers because it prepares them for what they will be reading. (p. 430)

-Writing Paragraphs:

A paragraph is a collection of connected sentences that focus on a single idea. With few exceptions, your writing projects will consist of paragraphs, each developing an idea related to your topic. In your writing, you need to think about both the effectiveness of individual paragraphs and the way they are organized and connected to support your purpose. Although the specifics may vary, effective paragraphs generally have the following features:

Focus on a single main idea, Have a topic sentence, Use different levels of specificity, Use of connective words and phrases, Include a logical connection to the next paragraph (pp. 431-432)

-Placement of Topic Sentences:

Topic sentence generally comes at the beginning of the paragraph.

-Moving to a New Paragraph:

Paragraph breaks signal that a writer is moving from one idea to another. (p. 433)

-Opening Paragraphs:

The opening paragraphs of an essay announce the topic and the writer’s approach to that topic. In the opening paragraph the writer needs to establish a relationship with readers and help them connect the topic to what they already know and care about. Some common strategies for opening paragraphs include the following:

Tell an interesting anecdote, Raise a thought-provoking question, Provide salient background information, Offer a view that the writer and readers hold in common, Forecast the rest of the essay (p. 433)

-Concluding Paragraphs:

Readers remember best what they read last. Although it is not that helpful to simply restate what your essay is about in your conclusion, you can use it to do the following:

Restate your thesis and remind readers of your key points, Emphasize the significance of your perspective on your topic, Bring your writing to closure (pp. 434-435)
-Using Cohesive Devices:

You can guide readers with logically connected sentences and paragraphs, making these connections explicit through the use of connective words and phrases. These connections fall into three main categories: temporal, spatial, and logical. (p. 435)

**Chapter 14: Using Strategies for Argument (pp. 457-478)**

-“… the term argument in many academic, professional, and civic settings and in most writing situations means to debate with someone about an issue or to attempt to convince someone to accept your point of view” (p. 457).

-“The fundamental aim of an argument is to move the audience along this continuum of responses toward agreement. Effective arguer get to know their audience well enough to understand where on this continuum their responses are likely to lie, and they choose argument strategies based on that knowledge” (p. 458).

**Argument and Persuasion (p. 458)**

-“In a sense, an argument is the means of persuasion: You cannot persuade someone about anything without an effective argument” (p. 458).

**Rhetorical Appeals (pp. 459-460)**

-“The philosopher Aristotle was one of the first to notice that effective speakers use three kinds of appeals to help make their arguments convincing. An appeal in this sense is a means of convincing your audience to agree with your argument, and perhaps of convincing them to do something” (p. 458)

Also refer to chapter two for rhetorical appeals (MH)

**Logical Appeals**

-“Logical appeals, or using the Greek word, logos, are appeals made through your use of solid reasoning and appropriate evidence, including statistical and other types of data, expert testimony, and illustrative examples” (p. 459).

-“Always consider what kind(s) of evidence will best convince your audience. For example, if you are writing to evaluate something (perhaps a film, a restaurant, or an art museum), quoting known and accepted authorities on the subject is often persuasive. If you are writing to solve a problem, historical information also can be useful, showing, for instance, how other communities have dealt with similar issues or problems” (p. 459).

**Ethical Appeals**
- Ethical appeals, or appeals to ethos, focus on your character. When you establish your ethos, you communicate to readers that you are credible, intelligent, knowledgeable, fair, and perhaps even altruistic, concerned about the welfare of others. You can establish your ethos by doing the following:

- Perhaps yourself as knowledgeable about your subject matter.

- Acknowledge points of view that differ from yours, and deal fairly with them. For example, you might write, “Other people might say that -------- is less costly than what I’m proposing, and they would be right- my plan does cost more. But the benefits far outweigh the cost, and here is why …”

- Provide appropriate information, including facts and statistics. Some audience will be receptive to statistical information; others will be more receptive to quotations from experts in the field. Still others might look for both types of evidence. (p. 459)

**Emotional Appeals**

- Appeals to readers’ emotions, or pathos, can help readers connect with and accept your argument. However, effective arguers use emotional appeals judiciously, avoiding appeals that astute readers might consider exploitive.

There are many ways to appeal to readers’ emotions. Here are some possibilities:

- Identify who is or will be affected positively or negatively by a situation or course of action that you are arguing for and ask the audience to identify with them.

- Show how the situation or course of action has emotionally affected people elsewhere.

- Arouse indignation over a current situation by showing how it is inconsistent with a community’s value or concerns.

The Rhetorical Triangle: Considering the Appeals Together (p. 460)

- “Most effective arguments combine rhetorical appeals because audiences respond to a variety of appeals. The three kinds of appeal complement one another, as is suggested by the rhetorical triangle shown in Figure 14.1. Each aspect of an act of communication- the writer, the reader, the message- is connected to the other two aspects.
Three Approaches to Argument (p. 461)

1. Classical Strategies for Arguing

- The Greek philosopher Aristotle formalized about 2,400 years ago

- The classical scheme includes: Introduction, Main claim, Evidence supporting claim, Discussion of other perspective, Conclusion

- This approach is called the deductive way to reason

- Example of how the deductive approach might work in asking for a raise:

Introduction and main claim- I’d like to talk with you about getting a raise. I’ve been with the company for two years now, and for several reasons I feel that I deserve a raise at this points in my career here.

Evidence supporting claim- First, I am very effective now at doing work in the office as well as working with customers outside the office.

- Second, I’ve taken classes to learn several new software programs, and I’m now fully proficient at using them.

- Third, I’ve shown that I can take on lots of responsibility because I’ve handled several important projects in the past two years.

- Fourth, my end-of-year ranking have consistently improved.

Discussion of other perspectives – Now, I know there was that one dissatisfied customer, but if you’ll recall, I managed to satisfy her (at last!) by providing extra service.

Conclusion - Therefore, I deserve a raise.

The advantage of the deductive method is that you state your position and make your case before your reader starts thinking about other perspectives. Because readers understand what your point is early in your text, they find it easier to follow your argument.

- If you are using another method, commonly known as the inductive approach, you first present and explain all of your reasons and evidence, then draw your conclusion- your main claim.

Parts of Classical Argument

The classical argument as presented here has five parts occurring in a certain order. However, as you writer your own arguments, you may find that not every part is essential in every case and you may also find it useful to rearrange or combine the parts. The five parts are as follows:
1. Introduction (exordium): In the introduction, you gain the attention of the audience and begin to establish your credibility. To accomplish this, you need to have analysed your audience. Your overall goal in the introduction is to prepare your audience to be receptive to your case. Here are some strategies that can work well in introduction for arguments:

- Show how the issue affects the audience.
- Show how the issue affects the community in general.
- Outline what a reader might do about the issue.
- Ask a question to grab the reader’s attention.
- Explain what will happen if the reader does not get involved and take action.
- Begin with a compelling quotation.

2. Narration (narration): Here you briefly explain the issue and provide some background or context for the argument you will make, as well as explain why it is important. You can use a narrative to do the following:

- State the crucial facts that are generally agreed on.
- List the main issues or aspects that you will consider in your argument.
- Introduce the main reasons that support your argument.

3. Confirmation (confirmation): This is the main body of your argument. Here you offer evidence to support your thesis or claim. Evidence can consist of facts, statistics, expert opinion, and other information. For example, if you are arguing that students should get involved in the upcoming campus elections, data relating to issues that are part of the election campaign can help them understand how the issues affect them personally.

4. Refutation (refutation): If you can argue about a statement, that means ideas or values are in dispute— that is, an issue is undecided and there is another side to your argument. Dealing with that other side, or counterargument, is a crucial step: If you fail to deal with the opposition’s counterarguments, your readers may think that you are unaware of them or that you are trying to conceal their existence. ... Other ways to deal with objections to your argument include the following:

- Agree that part of the opposing view is valid, and then demonstrate how the rest of the argument is unsound.
- Accept that the opposing view is valid, but note that what the opposition suggests costs too much/ is impractical/ will not work because .... Has been tried and been unsuccessful in other places or has some other problem.
- Discredit any authorities they cite in their favor (“Since Jones wrote that, three studies have been published showing that his conclusions were incorrect ...”).

5. Conclusion (peroration): Here you conclude your argument and, possibly, call for action. In the conclusion, you can do one or more of the following:
-Summarize your case.
-Stir reader’s emotions.
-Suggest an action or actions that the audience might take.
-Refer back to the start of your essay, tying everything together.
-List your main points, touching on your evidence for each.

2. Toulmin Strategies for Arguing

-Developed by philosopher Toulmin in his 1958 book *The Uses of Argument*

-Toulmin called assertion a **claim** and the because statement **data**.

-In Toulmin’s model of argumentation, three components are considered essential to any argument:

  - **Claim**: the conclusion or point that you will argue and hope to convince readers to agree with. For example, your claim might be “A major objective of this country’s space program should be to land a crew of astronauts on Mars.”

  - **Data**: the reasons you give to support your claim. Your data may take the form of because statements. You might support your claim about Mars by saying “because knowing about Mars will help us understand our own planet and the life it supports because Mars may have had water- and life- at one time.”

  - **Warrant**: the connection between the claim and the data, explaining why the data support the claim. Often this connection is obvious and can go unstated. For example, the data and claim above are connected by the idea that it is important that we understand our planet.

Three other components of an argument are considered optional: the backing, the rebuttal, and the qualifier:

- **Backing**: If you are not sure that your readers will see the connection between data and claim, you need to state the warrant and support it as well.

- **Rebuttal**: When you rebut the opposition’s position, you prove that your position is more effective- for example, that it is acceptable to more people.

- **Qualifier**: In response to opposing positions and points, you may need to in some way limit or modify, or qualify, your claim. You can do this by indicating precisely the conditions under which your claim does and does not apply. Qualifiers often include words such as *sometimes, possibly, may, and perhaps*.

3. Rogerian Strategies for Arguing
Based on the work of psychologist and mediator Carl Rogers, allows for the fact that at times we take perspectives on issues that conflict with the views of people with whom we have important relationships.

The ultimate goal of Rogerian argument is to negotiate differences and cooperate to reach a resolution that benefits or is in some way acceptable to both parties. Thus, in Rogerian argument, it is useful to begin by thinking about commonalities— that is, by thinking about and understanding opposing views and asking for yourself “Even though we may have some differences, what do we have in common?” or “Even though we may not think alike, how can we work together effectively to solve this problem?” Rogerian argument asks you to “feed back” opposing arguments. This requires you to understand the other person’s position, and to think enough about that position to articulate it. This does not mean that you agree with the other position, of course, but that saying (or writing) it shows you understand and that you recognize the other of the argument. In a way, Rogerian arguments sound something like, “I understand your position on this point,” which is much softer than saying, “I think your position is dead wrong!”

Rogerian arguments have several components:

-Introduction: The introduction includes a description of the issue you hope to come to a consensus on. As you state goal, keep your tone positive and invite others to participate in solving the problem or reaching agreement.

-Summary of opposing views: Be as accurate and as neutral as you can in stating the views of those who may disagree with you. Show that you have the skills, character, and fairness to see and appreciate the merits of opposing view.

-Statement of understanding: After you have stated the opposing views, demonstrate that you understand why others might hold such views. If possible, indicate the conditions under which you too could share those views.

-Statement of writer’s position: The previous three parts have prepared your readers to listen to your views, and here is the place to state them. Invite your audience to consider your views in the same way that you have considered others.

-Statement of contexts: Building on the statement of your position, be specific about the kinds of conditions under which you hope others will find merit in your position.

-Statement of benefit: Explain how your position or solution will benefit those who might oppose you. End on a positive and hopeful note.

Some Common Flaws in Arguments (pp. 475-478)
Any argument, no matter how effective, can be marred by logical fallacies, or flaws in reasoning. The following list includes the most common and easily avoided fallacies.

- Appealing to irrational fears
- Appealing to pity
- Appealing to prejudice
- Appealing to tradition
- Arguing from a lack of knowledge or evidence
- Attacking the opponent’s character
- Attributing false causes
- Bandwagon appeal
- Begging the question (circular reasoning)
- Complex question
- Either-or reasoning
- Faulty analogy
- Guilt by association
- Overgeneralization
- Oversimplification
- Red herring (or non sequitur)
- Slippery slope
- Stacking the deck
- Straw person
- Universal statements

Chapter 16: Making Effective Oral Presentations

“Along with invention, arrangement, memory, and style, delivery— the way you present a message— is one of the five canons of rhetoric” (p. 485).
As with written communication, oral presentations are rhetorical acts. To prepare an effective oral presentation, you need to ask yourself the same questions that you would ask for any writing situation:

- What do I want to accomplish? In other words, what is the purpose of this presentation?
- Who is my audience? What do they already know about topic?
- What is the context surrounding this presentation?
- How much do I already know about my topic, and what else do I need to learn about it?

Developing Your Presentation

Establishing a Clear Structure (p. 486)

As with any piece of discourse that you construct, an oral presentation needs to have a clear organization that helps you to achieve your purpose. For most oral presentations, you will need to do the following:

- Construct an effective, thought-provoking, and attention-grabbing introduction. Remember that during your presentation, your listeners may be tempted to let their attention wander. Therefore, part of your job is to draw them in, to tell them something that will interest them, and to indicate quickly how your topic affects them.

- Let your audience know the main point(s) that you plan to make. Often called forecasting, this technique is especially important in oral presentations. If you have five main points that you want to cover, name them. Each time you move to the next point, make note of that, too (“The third point I want to make is …”). It often helps to provide the audience with a written outline of your points.

- Include sufficient evidence to support each one of your claims. You will be much more credible as a speaker if you support your claims with facts, examples, statistics, and testimony from experts.

- Be sure to point back to your main point so that it will be easy for your listeners to understand exactly how each point that you make or piece of information that you provide relates to your thesis.

- Use visual aids to outline the structure of your talk, if the situation calls for them. Your PowerPoint or overhead slides should outline the points you want to make, which you will then elaborate on. The message of each visual needs to be readily apparent.

- Use your conclusion to summarize and emphasize your main point, and to outline briefly how everything in your presentation supports it.
Consider the most ineffective ways to use overhead slides or a PowerPoint presentation:

- The speaker uses very small type, so any text would be hard for the audience to read.

- The speaker spends part of the designated speaking time setting up or becoming familiar with the projection equipment.

- The speaker simply reads the visuals to the audience.

- The speaker uses every PowerPoint special effect on every slide.

- The speaker faces away from the audience while reading the text on the screen.

- The speaker walks to the screen and uses a finger to point to words on the screen.

Now contrast that to a presentation with effective qualities:

- Each visual aid uses appropriate type sizes, colors, and graphics to illustrate the speaker’s main points.

- Before the presentation, the speaker learns how to use the equipment and sets it up.

- The speaker talks directly to the audience, using the text on each visual only as starting points, which he or she then elaborates and explains.

- The speaker uses PowerPoint special effects sparingly.

- The speaker talks directly to the audience, making eye contact and looking for signs that the audience is “getting” what the presentation is about.

- If necessary, the speaker uses an inexpensive laser pointer to point to specific words on the screen.

Eliminating the Fear of Speaking in Public

Here are some techniques that can help you overcome stage fright: (p. 491)

- Be overprepared.

- Practice out loud several times before your presentation.

- Time your presentation, so you know that it fits whatever time parameters you have been given.

- Another way to eliminate the fear of speaking, or at least to avoid showing that fear, is to use a clipboard to hold your notes.
-Visualize making a successful presentation before you make it. See yourself in front of your audience.

-As you speak, do not let minor distractions bother you.

Other Tips for Making Effective Oral Presentations (pp. 491-492)

-Show enthusiasm.

-Use hand gestures purposefully.

-Become aware of any tics (such as, saying “um,” playing with your hair, or rubbing your nose) and eliminate them. One strategy is to video record your speech and then watch it with a friend or classmate. Another strategy is to watch for these distracting behaviors while practicing in front of a mirror.

-Before a presentation and immediately following it, invite members of the audience to ask questions at the end of the presentation.

-Do not rely solely on visuals, especially a PowerPoint presentation. Because digital technology can fail, be prepared to give a presentation even if the computer or the projector fails to function properly.

-After practicing your presentation with a script or notes, also practice giving it with a bulleted list of your main points. Put that list on a 3” x 5” card.

-Always say “thank you” at the end of your presentation. You will find it to be surprisingly effective (and thoughtful).

Chapter 17: Choosing a Medium, Genre, and Technology for Your Communication (pp. 493-)

-“When writers use a specific communication technology, they need to understand the impact that the technology will have on that communication. You do not always have a choice of which technology or medium you can use. But when you do, you need to understand the potential and limitations of each, and you need to make your choice in a rhetorically sound way” (p. 493).

Communication Technologies (p. 494)

-“Communication technology is not necessarily an electronic device. Because writing is itself a technology, every tool that we use to write is a kind of communication technology. Some communication technologies, such as word processing software, encourage revision while others, such as pen and paper, act to discourage it” (p. 494)
Publishing Your Work (p. 494)

-“If you publish to a broad audience, and especially if you publish on the Web, you need to remember that those who view your work will be forming an opinion of you and your ideas that is based solely on what they see and read” (p. 494).

-“Whether you publish in print or in an electronic medium, you will enhance your credibility if you choose an appropriate genre” (p. 495).

Selecting a Genre and a Medium (p. 495)

-“In choosing a genre and medium, you need to consider carefully the audience, the context, and the purpose for your writing” (p. 495).

Deciding on a Genre for Your Work (p. 495)

-The genre you use for your writing is usually determined by your rhetorical purpose: Who is your audience, and what are you trying to accomplish with that audience? Sometimes, of course, whoever asks you to write will dictate the genre:

-Your employer asks you to construct a formal proposal.

-Your art teacher asks you to construct and present an oral report that uses visuals in the form of handouts, overhead projector slides, or a PowerPoint presentation (for more on presentation software, see page 503).

-Your Aunt Hanna asks you to send her a letter outlining your recent move to a new city, and she especially likes photographs printed in the letter.

-Your college president requests e-mail responses to a proposed new student fee.

Much of the time, though, you will select the appropriate genre based on your audience and rhetorical purpose:

-If you want to suggest to the president of your college that your campus library needs longer operating hours, a formal letter or proposal is probably the best approach (chapter 8 focuses on persuasive writing).

-If you want to provide information to your community about an upcoming campus art exhibit, a brochure or poster might be the best genre (Chapter 6 focuses on informative writing).

-If you want to analyze an upcoming school bond tax proposal, a wiki or blog might be useful genres with which to present your analysis- and ones that allow others to also chime in (Chapter seven focuses on analytical writing; for more on blogs and wikis see page 499).
Once you have decided on the genre, you will have to decide which medium will be the most effective in presenting the information (or your argument, evaluation, request, and so on). And your writing might take several forms. For example, if you are writing to share an experience (see Chapter 4), you might outline your shared experience in one of these forms:

- In print form, as an essay for your writing class
- On the Web, including several pictures, to share with family and friends
- As a PDF file on the Web that readers can download and print
- In an audio or video clip that you can e-mail readers and/or make available as a Web link

**Writing Activity (p. 497)**

**Selecting a Medium**

With several of your classmates, consider the following writing tasks. For each one, decide what medium might be appropriate to get your message across to the audience.

- A group consisting of you and your neighbors wants to collect comments and information on a problem with an illegal dump near a school and present them to the town council.

- To increase public awareness of the different organizations on campus, your group has been asked to send information to various civic clubs such as the Rotary, Kiwanis, and Elks. With the material will be a request for donations to your school organizations.

**Considering Design (p. 497)**

- “In addition to choosing a genre and medium for your work, you will need to decide on a design for it” (p.497).

**Technologies for Computer-Mediated Communication (pp. 497-)**

- “Your choice of a medium for your work may depend not only on the writing situation and the genre you have chosen but also on the availability of computers and the Internet to you and your audience, and on your- and their- comfort level with using them” (p. 49seven).

The following technologies give you additional tools and options for writing and publishing your work in different media.

**E-mail (p. 498)**

Tone: Be aware of basic rhetorical issues: tone, audience, and ethos.

Audience: Since e-mail message can be forwarded to anybody, be aware of and cautious about it.
Ethos: Consider using different addresses for different purposes.

**Threaded Discussions (p. 498)**

-“A threaded discussion is simply e-mail that, instead of being sent to individual address, is posted on the virtual equivalent of a bulletin board. Participants add their comments in the appropriate place—either as an extension of a previous message or as a new topic or “thread.” The advantage is that everyone can see what the other participants are saying” (p. 498).

-“Threaded discussions can help instructors and students perform a variety of writing tasks. If the class is being offered entirely online, threaded discussions are a substitute for in-class discussions. If the class meets face-to-face, threaded discussions are one way to work collaboratively on a class assignment or participate in a discussion outside of class” (p. 498).

**Synchronous Chat (p.499)**

-“At its most basic level, synchronous chat is simply a way to communicate with someone else in real time using text. Two types of synchronous chat are the virtual text-based worlds in MUDs (Multiple User Domains) and MOOs (MUDs Object Oriented). These days most people who use synchronous chat are likely to be using some kind of instant messaging (IM)” (p. 499).

-“Synchronous chat provides an incredibly powerful environment for brainstorming” (p. 499).

**Blogs (p. 499)**

-“Blogs are a type of online journal. Line pen-and-paper journals, blogs often feature personal, reflective writing, but blogs are posted on the Web and are therefore public documents” (p. 499).

**Wikis (p. 499)**

-A wiki is “a page or collection of Web pages designed to enable anyone who accesses it to contribute or modify content” (http://en.wikipedia.org/wiki/Wiki). A wiki allows readers not only to read what is posted (as in a blog) but also to add or modify the content.

**Word-Processing Software (p. 500)**

-Word processors such as Microsoft Word, OpenOffice, and WordPerfect have always performed four basic functions: inserting text, deleting text, copying and moving text, and formatting text. One important advantage that word processors offer is that they are a very forgiving technology. Changes are easy to make. This ability to revise texts easily opens up all kinds of possibilities for writers. Major revisions become easier because moving chunks of text from one place to another takes only a few simple manipulations of the mouse. Editing your text becomes easier because you can make minor changes with just a few keystrokes, instead of having to retype the entire paper. In addition, other functions allow a writer or writers to edit a text and peer reviews to make comments on it.
Peer-Review Applications (p. 501)

-As increasing numbers of writers use computer software to collaborate, the software keeps improving. The programs that writers use for this purpose fall into two distinct categories: collaborative tools built into standard word-processing programs, as discussed on page 500, and Web-based editing programs.

Graphics Software (pp. 501-502)

Desktop Publishing Software (p. 503)

Presentation Software (pp. 503-504)

Technologies for Constructing Web Pages (p. 504)

-Web pages are computer files that can be viewed using software called a browser. Examples of browsers are Internet Explorer, Safari, and Firefox.

Chapter 18: Communicating with Design and Visuals

-Whether you are designing an elaborate poster or a simpler one, use the same standard design principles that are the focus of this chapter.

-Consider the following principles of design and make rhetorical situations:

  - What are you trying to accomplish with your text, and how might design images help you achieve your goals?

  - What kind(s) of design elements and images might appeal to your audience?

  - How can the available technology affect the design and image choices you make?

Principles of Document Design:

Whatever their rhetorical choices might be, writers can use the design principles of proximity, contrast, alignment, and repetition to craft more effective texts.

Proximity

Whenever you vary the amount of space between and around text elements so that related items are close to one another, you are employing the principle of **proximity**.

Contrast

**Contrast** is the design features that sets some aspects of a page from others. Primary colors: red, yellow, and blue. **Secondary colors** are formed by combining primary colors. **Complementary colors.**
Alignment

Alignment is the design feature that provides a consistency in the placement of text and graphical elements on a page.

Repetition (or Consistency)

When you use repetition or consistency, you apply the same design features to text elements with similar rhetorical functions, doing so consistency throughout the text.

USING A SINGLE DOCUMENTATION FORMAT

DESIGNING TO MAKE DOCUMENTS EASIER TO READ

USING TYPEFACES AND TYPE SIZES CONSISTENTLY

USING BULLETS, NUMBERS, ROMAN NUMERICALS, AND LETTERS CONSISTENTLY

USING WHITE SPACE CONSISTENTLY

USING GRAPHICS EFFECTIVELY

Common Kinds of Visual Texts

Tables

Tables organizes information in columns and rows for readers, helping them make comparisons between or among pieces of information or sets of numerical data.

USING TABLES EFFECTIVELY IN YOUR TEXTS

Bars and Line Graphs

USING GRAPHS EFFECTIVELY IN YOUR TEXTS

Charts

USING CHARTS EFFECTIVELY IN YOUR TEXTS

To use charts effectively in your texts, consider the following questions:

-Is there a process, a key relationship, or the components of something within my text that I could illustrate with a chart?

-How will the chart help my audience better understand a particular point in my paper?

-How can I organize the chart so that readers can see patterns in the information?
-Do I have access to the technology (a color printer, for example) that will enable me to construct the chart and/or present it effectively?

**Photographs**

**USING PHOTOGRAPHS EFFECTIVELY IN YOUR WRITING PROJECTS**

To decide when and how to use photographs in your writing, consider the following questions:

-What kind of photograph will most effectively support my purpose?
-What impact will a photograph have on my text?
-How will my audience respond to each of the photographs that I am considering?
-Where might I place the photograph in my text? Why?
-Do I need permission to use a particular photograph?
-How might I ethically manipulate the photograph to use in my text? For example, can I crop, or cut out, part of the photograph that includes extraneous material?
-If the photograph is an electronic document, is the resolution high enough for use in a print document?
-Will the technology that is available to me accurately reproduce the photograph?

**Drawings**

**USING DRAWINGS EFFECTIVELY IN YOUR TEXTS**

To use drawings effectively in your texts, consider the following questions:

-What in my text could I illustrate with a drawing?
-How could a drawing meet the needs of my audience?
-Can I use an existing drawing, or do I need to construct one?
-Do I need permission to use an existing drawing?
-Do I have access to software that I can use to construct the drawing?

**Diagrams**

*Diagrams* are drawings that illustrate and explain the arrangement of and relationships among parts of a system.

**USING DIAGRAMS EFFECTIVELY IN YOUR WRITING**
To use diagrams effectively in your writing, consider the following questions:

- What in my text could I illustrate with a diagram?
- What effect will the diagram have on my readers?
- Can I use an existing diagram, or do I need to construct one?
- Do I need permission to use an existing diagram?
- Do I have access to software that I can use to construct the diagram?

Maps

Cartographers use maps to record and show where countries, cities, streets, buildings, colleges, lakes, rivers, and mountains are located in the world or in a particular part of it.

**USING MAPS EFFECTIVELY IN YOUR TEXTS**

To use maps effectively in your texts, consider the following questions:

- What information could a map offer to my audience?
- If there is an existing map that will serve my purpose, do I need permission to use it?
- If I have to draw my own map, what tools do I need?
- What data do I need to construct the map?
- What information do I need to include in the caption for the map?
- What technology do I need to present the map effectively?

Cartoons

**USING CARTOONS EFFECTIVELY IN YOUR TEXTS**

To use cartoons effectively in your texts, consider the following questions:

- How will a cartoon support my purpose?
- Given that readers usually associate cartoons with humor and/or satire, how might humor or satire affect my readers?
- Do I need permission to use a published cartoon, or is it in the public domain?

Designing New Media
Most of the principles of good design for print texts still hold for new media with minor exceptions. For example, serif fonts appear to be more readable in print while sans serif are more readable to online. Whether you are crafting Web pages, PowerPoint presentations (meant to be presented as static presentations or as videos), or any other forms of new digital media, you should keep basic principles of effective design in mind.

Using Visuals Rhetorically

As you consider using visuals, think about using them rhetorically to achieve some specific purpose with a specific audience.

**Considering Your Audience**

Readers are more likely to expect visuals in some genres than in others. Lab reports, for example, commonly include tables and graphs. This principle applies to any visuals that you plan to use in your writing. As you consider using a particular visual, ask yourself the following questions:

- Does my audience need this visual, or is it showing something that my readers already know very well? What information might a visual add?
- How will this audience respond to this visual?
- What other visual might they respond to more favorably?
- Will this audience understand the subtleties of this visual?
- How do I need to explain this visual for this particular audience?

**Considering Your Purpose**

- You will have a general purpose for any writing project— to record and share experience, to explore, to inform, to analyze, to convince or persuade, to evaluate, to explain causes and effects, to solve problems, or to analyze creative works.

Before using any visual, ask yourself these questions:

- How will this visual support my purpose?
- How might this visual detract from my purpose?
- Why is this visual necessary?
- What other visual or visuals might support my purpose more effectively?

**Using Visuals Responsibly**
Chapter 19: Finding and Evaluating Information (MH)

-“In the past, research meant searching through actual library stacks” (p. 533).

- “Before the advent of electronic sources, researchers usually assumed that they could generally rely on the accuracy of the printed texts found in college or university libraries” (p. 533).

-These days “So much information is available on the Internet that it is vital to focus your research carefully as possible so that you turn up only the most critical than ever for you to evaluate the quality of what you do find” (p. 533).

-“Also, researchers still go out into the field to conduct other kinds of research. In this kind of hands-on investigation, you gather information through observation and experimentation as well as, when working with humans, interviews and surveys” (p. 533).

Conducting Effective Library and Web-Based Research: An Example (p. 534)

-“The research that you do for any writing task is a rhetorical act. That is, you conduct research for a specific purpose, with a particular audience in mind, in a specific writing situation” (p. 534).

-Often it will be your responsibility to formulate research question. When you find yourself in that situation, keep these principles in mind:

  -Keep the question focused. For example, “What caused the Civil War?” is a huge question. However, “Why did Confederate forces fire on Fort Sumter on April 12, 1861?” is much more manageable.

  -Make sure you will be able to get good information on your question. You may be interested in the role Venezuelan perspective. However, if you discover that most of the information for this topic is in Spanish and you can’t read that language, you will probably not be able to go forward with this question.

  -Consider whether you can find an adequate number of resources to answer your question. For example, are the people you hope to interview available and willing to speak with you? Can you really arrange to do field research at some far-off location?
Library Research (pp. 534-535)

- Often the first place to look when conducting research to answer a question is the reference section of your college library.

- All college libraries have a book catalog of some kind.

- In addition to the book catalog, your library probably subscribes to various electronic databases such as Academic Search Premier.

Digital Literacy (p. 535)

Using Academic Databases

- Academic Search Premier

- ERIC

- General Science Index

- Google Scholar

- Humanities Index

- JSTOR

- LexisNexis Academic

- ProQuest

- Social Science Index

SEARCHING A LIBRARY CATALOG (p. 535)

- For any electronic search, you need to come up with an appropriate word or phrase, or keyword, that will be found in the kind of source you are seeking.

- Whenever you find a book on your research subject in your college library, spend a few minutes examining the other texts that surround the one you just located.

SEARCHING AN ONLINE DATABASE (p. 536)

- You should also search one or more of the databases your college’s library subscribes to.

- Academic Search Premier, LexisNexis are some of the examples of online databases.

Research on the Web (pp. 537-538)
You continue your search on the Web, which is the largest part of the global network of computers known as the Internet. The Web is hyperlinked, which means that one useful site will often provide links to many more.

- Search engines: Yahoo, Bing, Google
- Meta-search engine: Dogpile

Books

Academic Journals

Newspaper

Popular Magazines: TIME, Trade or Commercial Magazines, Public Affairs Magazines, Specialty Magazines

The Internet: Web sites, Online periodicals and newspapers

Blogs

Wikis

**Evaluating Your Sources: Asking the Reporter’s Questions (pp. 546- )**

-Finding sources is only the beginning of your task in conducting research; you also need to evaluate the information you locate. Asking following questions will help you to evaluate the source:

1. Who is the Author? (p. 546)
2. What is the Text About? What is the quality of the Information? (pp. 546-547)
3. When Was the Text Published or the Web Site Last Updated? (p. 548)
4. Why Was This Information Published? (pp. 548-549)
5. Where Was the Item Published? (pp. 550-551)
6. How Accurate Is the Information in This Source?
   - Who published?
   - Author’s track record?

**Evaluating Web Sites (p. 552)**

Ask yourself the following questions when evaluating the credibility of a Web site:
-Who is the author or sponsor of the site? What can you find out about the author or sponsor? Why might they sponsor the site? What benefit might the sponsor receive from the Web site?

-What does the site’s address tell you about it? What does the suffix that appears at the end of the address tell you about it: .edu for educational, for example, or .com for commercial? Is there a tilde (~) in the address, which indicates a personal site?

-What is the purpose of the site? Is the purpose to provide information? To sell a product or service? To persuade readers to accept a particular point of view?

-How professional is the tone, and how well designed is the site? How carefully has it been edited and proofread? How many grammatical and spelling errors are there?

-Consider the quality of the author’s arguments. Does the content contain logical fallacies? How fairly does the author deal with opposing views?

-Can you find a date when the site was published or most recently updated?

-What kinds of links does the site provide? How legitimate or credible are the sites the links lead to?

Field Research (pp. 553-)

-As we have seen, much of the time you will gather information for your research projects from books, periodicals, the Web, and other preexisting sources.

-At other times, you may need to gather first-hand information. Sometimes you can get the information you need by simply observing people, wildlife, or natural phenomena. At other times, the best method of gathering information from human subjects may be to ask questions of individual people or groups of people, either directly or in writing. However you do it, the act of gathering information on your own is called field research because you need to go out “into the field.” The most common kinds of field research you might find yourself doing are observation, personal interviews, and surveys.

OBSERVING OTHER PHENOMENA (PP. 554-558)

Interviews

You can employ several strategies to prepare and conduct a successful interview:

-Call ahead to make an appointment instead of just showing up in your subject’s office. You might obtain more information than you might otherwise have been able to get.

-Do your homework ahead of time so that you have good questions ready to ask, have anticipated the nature of the responses, and have good follow-up questions at hand. Being
able to anticipate the nature of the interview will enable you to steer the interview in the
direction in which you need it to go.

-Be prepared to take notes. Before you interview someone for an assignment, practice
(using your interview questions) with a classmate or a friend.

-Consider bringing along some kind of recording device. If you plan to record the
interview, make sure you have your subject’s permission before the interview begins.
Some people are willing to talk but do not wish to be recorded.

-Be polite and friendly during the interview. It is usually a good idea to follow up an
interview with a thank-you note.

Interview Questions:

- Determined by topic and the person being interviewed.

- Two kinds of questions: open-ended and directed

- Avoid “forced-choice questions,” questions that presuppose only a few specific choices
  and force your subject to answer one of them.

Surveys:

-To get information from a large number of people quickly and efficiently, you can use a survey.

- Although on the surface a survey may look like just a set of questions, an effective survey is
carefully designed, and its questions are very specifically framed. A good survey will either
target a particular group of people or solicit information about the participants to provide you
with a context for their answers.

CONSTRUCTING A SURVEY (PP. 556-557)

Several strategies will enable you to put together an effective survey:

- Keep the survey a reasonable length. Ask only those questions that are necessary. Many people
think that all surveys need to start with questions that ask for certain basic demographic
information, but you need to gather only information that is important for your research.

- Make sure the questions you ask call for an appropriate response. If a reasonable answer to the
question is “yes,” or “no,” make sure there are only two possible responses. If a wider range of
responses is appropriate, a scale such as “strongly agree, no opinion, disagree, strongly disagree” may be more useful.

- Consider whether you want to ask only closely-ended or directed questions that call for specific answers, such as “List your age,” or if you also want to ask open-ended questions, such as “Describe your experience at the Math Testing Center.” Closed-ended questions are easier to tabulate, but open-ended questions will provide you with more examples and narrative detail.

- If you ask open-ended questions that call for written responses, give your respondents enough room on the form to answer fully.

- The question itself should not influence the response. Asking a question like “Do you think there are not enough parking spaces on campus?” leads the respondent to say “yes.” A more effective way to get the same information would be to ask, “What is your opinion of the campus parking situation?”

- Have a strategy for tabulating the open-ended responses. Are you going to try to categorize them? Are you planning to use them as anecdotal examples?

- Consider using an electronic survey, such as those provided by surveyMonkey.com. These companies often allow you to conduct free surveys but limit the number of responses you can receive to 100 or so. An electronic survey lets you reach a wider audience: You can simply e-mail the survey are more likely to fill out an electronic form than a paper one- and the electronic survey will help you collect and collate your data.

ADMINISTERING YOUR SURVEY (p. 558)

- “Test your survey before you administer it. That way, if a question or two proves to be faulty, you can make changes. Have several people respond to your survey, asking them to indicate any confusing questions. Also consider whom you would like to respond to your survey, targeting your audience as specifically as possible. A general rule of thumb is that the more people you can ask to take your survey- the larger the data set- the more useful the results will be. It is also important for information on what kind of coffee drinks are most popular on your campus, for example, you should survey only coffee drinkers” (p. 558).

Chapter 20: Synthesizing and Documenting Sources

- “Effective academic writing does not just emerge out of a writer’s mind. Academic writers are expected to know what others have said on their topic, using the work of other writers to help establish a foundation for an argument, substantiate an argument, or set up a point that they will then challenge or support. This process of building your own arguments using support and arguments from other writers is called synthesis. As they synthesize ideas, academic writers need to use sources, acknowledging the thinking that already exists on an issue and giving credit to those who developed it. When developing an argument in an academic essay, for instance, you
will be expected to review the relevant work of previous researchers and summarize their results. You will then be able to build your own arguments, working from theirs. And you will need to give these researchers credit. To help you synthesize other people’s writing and documenting sources, this chapter covers plagiarism, quotations, paraphrasing, and summaries, as well as MLA and APA documentation styles” (p. 559).

Plagiarism (p. 561)

Inadequate or Incorrect Citations (p. 561)

Patchwriting (p. 561)

-“Rhetoric and composition scholar Rebecca Moore Howard uses the term “patchwriting” to describe when students unintentionally put passages from sources into their own writing without proper attribution” (p. 561).

Quotations (p. 562)

-When the most effective way to make point is to use another author’s exact words, you are using quotation. Use a direct quotation in the following situations:
  -When the exact wording is particularly striking
  -When the author is considered to be especially authoritative
  -When you take issue with the author’s statement

-Using verbs such as notes, comments, observes, and explains, will help you introduce quotations smoothly and meaningfully.

-MLA: When a quotation is shorter than five lines, there will be intext citation, and enclosed in quotation marks. When it is longer than four lines, the quotation will be on a new line and indent all lines of quotation one inch.

-APA: Quotations of fewer than forty words should be enclosed in quotation marks and incorporated into the text. Block quotations are used in APA style when the quotation is at least forty words long. They are indented only five spaces and double spaced, and are not enclosed in quotation marks.

Paraphrases (pp. 563-564)

-Use paraphrases when you put someone else’s into your own words. Because you are using someone else’s ideas, you need to make appropriate citations. However, you will use your own words and sentence structure. If you choose to borrow unique phrases from the original, those phrases should be placed in quotation marks.
**Summaries** (pp. 565-566)

- When you include a summary of your source’s ideas, you condense the material presented by another author into a briefer form. While similar to paraphrasing, summaries condense information into a substantially smaller number of words.

**Syntheses** (pp. 566-567)

- “Syntheses is the act of blending information from multiple sources and melding it with the writer’s own ideas. A syntheses could involve quoting, paraphrasing, and/or summarizing source material. To avoid plagiarism when synthesizing source material, you need to clarify which ideas are taken from which sources and which ideas are your own” (p. 566).

**Ellipses** (p. 567)

- “If you decide that a quotation is too long and want to condense it, you can do so by placing an ellipsis (three periods with a space between each) in place of the omitted words. If the ellipsis occurs at the end of the sentences, you will need to place the sentence’s period preceding the first ellipsis with a space between the first ellipsis point and the period of the sentence. Make sure when you use an ellipsis that you do not change the meaning of the original quotation” (p. 567).

**Brackets** (p. 568)

- If you find that something within a quotation is not clear and you need to add information so that readers will understand it better, you can do so by using square brackets [ ].