

:In this chapter, students will learn how to

.Establish the purpose for their writing 1.1

.Determine the audience for their writing 1.2

.Identify the qualities of good writing 1.3

.Employ techniques to think critically about their writing 1.4

.Apply writing techniques for multimedia 1.5

.Write ethically and avoid plagiarism 1.6

Getting Students Started: The Importance of Writing

nPERSPECTIVE

Students seldom recognize how writing ability will influence their careers. Your

course will be more

likely to engage student interest if its practical value is readily apparent. To

demonstrate this value, you

might reproduce the following quotation as a class handout or on the board. We

have found that it primes

students for the upcoming term. They begin to sense the usefulness of writing in

the “real” world and

.become more receptive to the instruction that will follow

As soon as you move one step up from the bottom, your effectiveness depends on

your ability to

reach others through the spoken or written word. And the further away your job

is from manual

work, the larger the organization of which you are an employee, the more

important it will be

that you know how to convey your thoughts in writing or speaking. In the very

large

organizations, whether it is the government, the large business corporation, or

the Army, this

ability to express oneself is perhaps the most important of all the skills a

person can possess

”Peter Drucker, “How to Be an Employee

TEACHING STRATEGY

Have students interview either working professionals or their advisors on the

importance of writing and

then share their findings with the class. The interview could double as the

.first writing assignment

uCLASSROOM ACTIVITIES

Pair students and have them orally exchange a brief personal history. Next .1

,time the class meets

have students write down what they remember of their partner’s history. They

will quickly see the

.importance of an accurate written record

Bring in copies or overheads of a week’s worth of interoffice memos to .2

demonstrate the variety

of situations that require writing.38

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Have each student identify some personal situations (beyond those listed in .3

the text) that require

writing. This type of activity, along with the previous two, helps set the stage

.for a writing course

The Purposes of Writing

1TEACHING STRATEGY

Students often over generalize their purpose for writing; they merely state, for instance, that they want to inform the reader. To help students crystallize their thoughts for an essay require that they precisely state their purpose, the writing occasion, and how these variables influence their plans. You might have them complete a prewriting sheet, which you either respond to before they write or examine when you read the final copy. Or you could supply the purpose and occasion as part of the assignment and refer to them as you respond to drafts. Either approach reinforces the notion that purpose is not merely fulfilling an assignment.

MORE SPECIFIC PURPOSES

uCLASSROOM ACTIVITIES

Select any essay from the Reader, and have students (possibly in small groups) identify its purpose and the features that signal it. Have students discuss what changes would be required in a sample essay if it had a different purpose (which you could specify). Bring in samples of writing, perhaps student papers with names deleted, that fail to fulfill their purpose. Have students identify how the writing fails and suggest necessary changes. Start with a subject, such as going to college, and have students indicate how they would approach a writing project if its purpose were to (a) tell stories that make friends laugh; (b) explain to high school students how to prepare for college; or (c) explain to college professors why students have difficulty adjusting. The class will see that different purposes require different approaches.

vSUGGESTED INSTRUCTOR READINGS

Flower, L. "The Construction of Purpose in Writing and Reading." College English 50-528 :(1988) 50

Provides insights into how writers and readers work with purposes and explains how inexperienced and experienced writers "frame" their purposes differently

Kinneavy, J. "The Basic Aims of Discourse." College Composition and -Communication 20 (1969): 297

A briefer version of A Theory of Discourse, this article classifies types of discourse and how they relate to purpose

1TEACHING STRATEGY

Many students have trouble finding things to say, and as a result they believe they have no purpose for writing except to fulfill the assignment. You could have them list or freewrite things they would like to

tell people but haven't or can't: personal experiences that others might not initially understand, activities39

.Copyright © 2017, 2014, 2011 Pearson Education, Inc they believe they can do better than others, and the like. Such beginnings can often lead to a specific purpose

The Audience for Your Writing
nPERSPECTIVE

Audience is a difficult concept for students since they are most familiar with writing that is aimed exclusively at their instructor. The classroom situation often ties them to that assumption. You might attempt therefore to broaden their sense of audience. Students should understand that assorted readers with a variety of characteristics will receive and react to their writing and that reader response must be anticipated

THE EFFECT OF AUDIENCE ON YOUR WRITING
1TEACHING STRATEGIES

Have students write to actual readers who might supply a response. They could .1 complain about a

.defective product, request a free product, or write to a state representative Have students identify the needs, attitudes, and expectations they have as .2

readers and how these .factors influence their response

To show your class that an audience can be other than the instructor, you .3

might specify an assumed audience for a paper and then respond to student efforts as if you belonged to that .audience

Have students develop an audience profile for their papers and indicate how .4 it will affect their .planning

uCLASSROOM ACTIVITIES

Bring in writing samples aimed at a nonstudent audience. Have students .1 identify how they .respond and why

Bring in communication samples that are clearly inappropriate to the intended .2 audience. Any

faculty member's mailbox is full of examples. Have students identify the problems and suggest .changes

Bring in sale samples and have students identify the assumptions being made .3 about the intended

audience of each sample and explain how the assumptions have influenced the .writing

Bring in a writing example that has no clear sense of audience. Have students .4 identify the

problems they have with it and suggest needed changes. An excellent example appears in

Flower's article cited below.40

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- Flower, L., "Writer-Based Prose: A Cognitive Basis for Problems in Writing
:(1979) College English 41
Shows how students can go from writer-oriented prose to reader-oriented .37-19
prose and supplies
.excellent examples
- Harris, J. "The Idea of Community in the Study of Writing." College Composition
and Communication
A pivotal essay in the debate over the role of audience and .21-11 :(1989) 40
the place of student writers
.in so-called discourse communities
- Lunsford, A. A., and L. Ede. "Representing Audience: 'Successful' Discourse and
".Disciplinary Critique
College Composition and Communication 47 (1996): 167-80. Provides a critical
review of the concept of
.audience
- Maimon, E. P. "Talking to Strangers." College Composition and Communication 30
.69-364 :(1979)
Indicates how important it is for students to recognize that they are addressing
strangers who will not
.necessarily share their experiences or their present context
- DISCOURSE COMMUNITIES
1TEACHING STRATEGIES
- Ask students to list their expectations of the discourse communities they .1
plan to enter. After
discussing these expectations in class, assign students to read some of the
professional literature
in their chosen fields. Have them answer questions 1-10 on page 8 to the best of
.their abilities
- Perhaps discuss the composition classroom as a discourse community. Have .2
students individually
list what they think are its goals, values, assumed knowledge, rules, and
nature. Then discuss and
.compare students' expectations with yours
- ANSWERS TO EXERCISES (P. 8)
ANSWERS FOR EACH PARAGRAPH IN THE 11TH EDITION EXERCISE
- The target audience is made up of more educated and possibly technically .1
savvy people with
some engineering or science knowledge but without specialty knowledge. They use
the broader
terms of the field, such as "physical, chemical, biological," and stress the
.potential benefits
- This is for a more general audience without expert background. It uses simple .2
analogies such as
the LEGO blocks and nontechnical language. It talks about applications such as
computers to
.which most readers can relate
- The Qualities of Good Writing
nPERSPECTIVE
- .Good writing, of course, depends on the writer's grasp of purpose and audience
No one would expect a
letter to a friend to approximate a magazine article. You can help students

understand that good writing is a function of context. Students and instructors often have a different sense of what makes good writing. What instructors see as well developed and significant might seem tedious and pompous to students.⁴¹

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Good writing instruction helps students to understand that a sense of good writing is not arbitrary but stems from how readers receive the writing

uCLASSROOM ACTIVITIES

Bring in a newspaper article, magazine article, and professional essay on the same topic. Have students identify textual differences, account for them, and identify what is common to the texts. Suggest that the common qualities are features of good writing; also suggest the qualities that are specific to particular writing situations.

Have students rank three versions of a paper or memo. One version might be vague and general, another ineffectively organized, and the third a clear example of good writing. Compare student rankings and discuss the reasons for their decisions

vSUGGESTED INSTRUCTOR READINGS

Appleman, D., and D. E. Green. "Mapping the Elusive Boundary Between High School and College Writing." *College Composition and Communication* 44 (1993): 191-99. Provides a concise account of the trade-offs involved in establishing what constitutes good college writing

Booth, W. C. "The Rhetorical Stance." *College Composition and Communication* 14 (1963): 45-139. Defines the quality of writing as a balance among subject, object, and the writer's persona

Carter, M. "The Idea of Expertise: An Exploration of Cognitive and Social Dimensions of Writing." *College Composition and Communication* 41 (1990): 265-86. Offers a useful perspective on the skills instructors may need to develop in students

:Lawson, B., S. S. Ryan, and W. R. Winterowd, eds. "Encountering Student Texts: Interpretive Issues in Reading Student Writing." Urbana, IL: NCTE, 1990. Offers a good overview of the issues involved in how teachers read student writing

Writing and Critical Thinking; Perspective Writing necessarily involves critical thinking. Your assignments the processes of brainstorming, drafting, responding to peers, and revising; the assigned reading and discussion promote critical thinking. Sometimes, however, we need to assist students to recognize what they are learning

:Classroom Activities

Have students write down their own definitions of critical thinking, place the definitions on the board

.and discuss
Have students bring in examples of the ways they have read or heard the .2
"phrase "critical thinking
used. Discuss the uses of the term, why it might be important to higher
education, and how the writing
.class can help them develop critical writing skills
Have students brainstorm a list of the ways that writing may require and .3
enhance critical thinking.42
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Writing in Multimedia World
1TEACHING STRATEGY/E-MAIL
Students often send e-mails. One strategy is to assign 10 points for e-mail
communication. Students
receive or lose points depending on the quality of their e-mails. They also lose
points if they do not e-mail
by the time they should have. Students who have not e-mailed the faculty member
by the end of the
semester can be given an e-mail assignment, such as one where they need to
e-mail the faculty member
.about a current campus or class related issue
1TEACHING STRATEGY/TEXT MESSAGING
It can be difficult to have students actually exchange text messages since it .1
requires people to
enter phone numbers into a phone capable of text messaging. One strategy is to
play a version of
phone tag where students either pass around an e-mail outside of class and must
respond to the
previous message in a way that would be appropriate to a text message, or
actually pass a paper
".around in class where students respond to the previous" text message
Have students bring to class examples of what they think are effective or .2
ineffective text
messages, share on the board, and then discuss what makes them effective or
.ineffective
1TEACHING STRATEGIES/TWITTER
Increasingly teachers are creating a twitter feed for their class so that .1
they can remind students of
.assignments and have concise discussions of readings and other course material
Often a faculty
development center or IT department can help faculty members set up a twitter
account and show
.them how to use it for their course work
Writing tweets can be a useful way to help students learn to be more concise .2
in their writing. You
can have students tweet or e-mail a tweet form of their thesis statement or a
tweet summary of a
reading assignment. You may want to discuss in class the advantages and
disadvantages of such
.brief statements
1TEACHING STRATEGIES/BLOGS
Have students identify their favorite and least favorite blogs. Share the .1
blogs in class and discuss

.why some blogs are effective and others are not
.One of the key advantages to blogs is that it makes student writing public .2
Students should then
develop or identify a theme or area of interest for their blogs, then create a
blog spot. The various
writing assignments can be tied to their blogs. Drafts and the development
drafts should be to
prepare for a blog posting and culminate in a blog posting. By the end of the
semester, the
students should have developed several blogs in their area of interest. It is
crucial to stress to
students that since their blogs are public, there is absolutely no room for
plagiarism.43

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1TEACHING STRATEGIES/WRITING FOR A WEB PAGE

Students can be asked to identify successful and unsuccessful websites, or .1
you may find a few
representative samples, and the websites can be shared and discussed to identify
criteria for
successful websites. This can be combined with a number of possible writing
.assignments
.Students can write a comparison of two or more websites on the same topic
Students could also
be asked to develop their classification of types of websites and write a paper
on their
.classification model

Some teachers have successfully involved students in the creation of a .2
website for the class where
students are assigned responsibilities for writing different sections of the
page. This does require
.the faculty member to have fairly good Web skills or strong technical support

1TEACHING STRATEGIES/USING GRAPHICS AND TEXT

Have students find examples on the Web of graphic text they think is .1
effective. Have them bring
copies to share in a small group and discuss whether the graphics are or are not
effective and what

.makes particular graphics and text combinations effective or ineffective
,Have students read the graphic argument in this section. Working in groups .2
have the students
rewrite the argument as if it were to appear as a standalone text. Discuss
whether the text
argument alone or the graphic plus text is more effective and why. Discuss the
advantages and
.disadvantages of such a form

As an alternative assignment, you may want to have the students use one of .3
the many available
programs to create an illustrated “paper,” or allow the students to use a
collage or other media to
create a graphics plus text paper. Use the projects as the basis to discuss
basic principles of
.writing such as audience, purpose, and organization

ANSWERS TO EXERCISES (P. 13)

FPCFromClipboardUntitled

The response is too incomplete and needs context. Professor Rogers, Attached .1
you will find my
.paper 2 for ENGL 111, e-mailed as you requested
This is too informal and too incomplete. Professor Rogers, I understand that .2
I have exceeded the
number of absences allowed for this class. Unfortunately, my father has been
having severe
health problems. He was admitted to the hospital Tuesday night, so I will not be
able to attend
class this Wednesday. I will get notes from one of the other students. I would
also like to make an
appointment with you during your office hours to discuss my attendance this
.semester
The e-mail doesn't provide enough context for the reader. Robert, would you .3
be able to write a
letter for recommendation for the tenure track position at Saginaw Valley? The
position
description is attached. You know I have taught here as an adjunct for the last
six years while I
completed my doctorate. You have had a chance to observe my teaching and
conferencing of
students, and it would be helpful if you could discuss my teaching. You are also
familiar with my
committee work on campus and my scholarship, and you sponsored a panel on aging
and
literature, and I was a participant. Please let me know if you would be able to
write a letter of
support. Joan.44
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This is too incomplete. The negative language is not appropriate in a .4
.professional situation. Dr
Smith, Would it be possible for me to drop my Chemistry 121 course, since I find
that my
learning style is not compatible with the faculty member's teaching style. I
currently have 17
credits. Dropping chemistry would bring me to 12. I understand that dropping
this course would
delay my progress toward my degree. My plan would be to retake the course in the
.next semester
The response isn't clear about the confusion or what the student is .5
proposing. Dr. Halliday, "I am
confused by our discourse analysis assignment for ENGL 301: Introduction to
Linguistics. I
.understand that we are to transcribe a conversation we over hear and analyze it
However, I am
living alone and my health problems prevent me from getting out. Would it be
possible for me to
transcribe a conversation that I hear on television and analyze that
, conversation instead
"?consistent with the question and the sample you provided
ANSWERS TO EXERCISES (P. 14)
No surprise. Mercy's battling river monsters on her honeymoon. Catch the .1

action with River
.Marked
Want a jump for future. Register for two semesters. Check out link to find .2
.out more
Writing and Ethics
THE PRINCIPLES OF ETHICAL WRITING AND PLAGIARISM
TEACHING STRATEGY
Ethical issues can make for lively class discussion. Each writing strategy
chapter, as well as the chapters
on writing about literature, the library research paper, and primary research
strategies, contains an
Ethical Issues” section and accompanying “Teaching Strategies.” You can use“
these teaching strategies
to help students understand the ethical implications involved in each kind of
.writing