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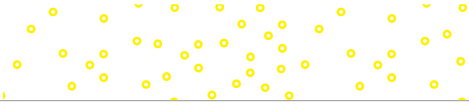
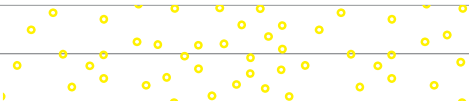
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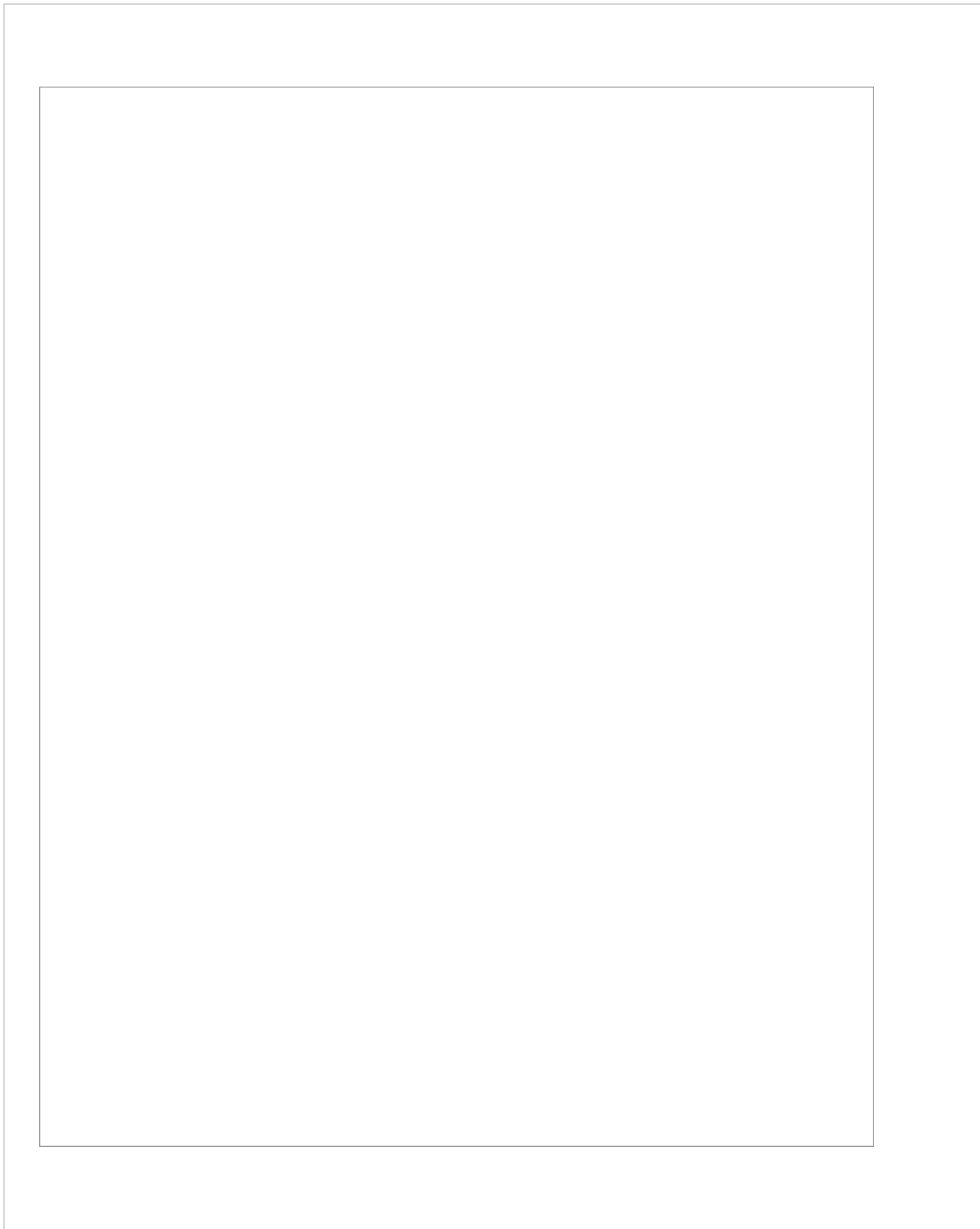


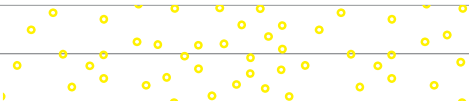
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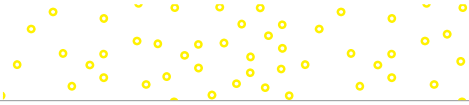
FOURTH EDITION

Karin L. Russell

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WRITE NOW

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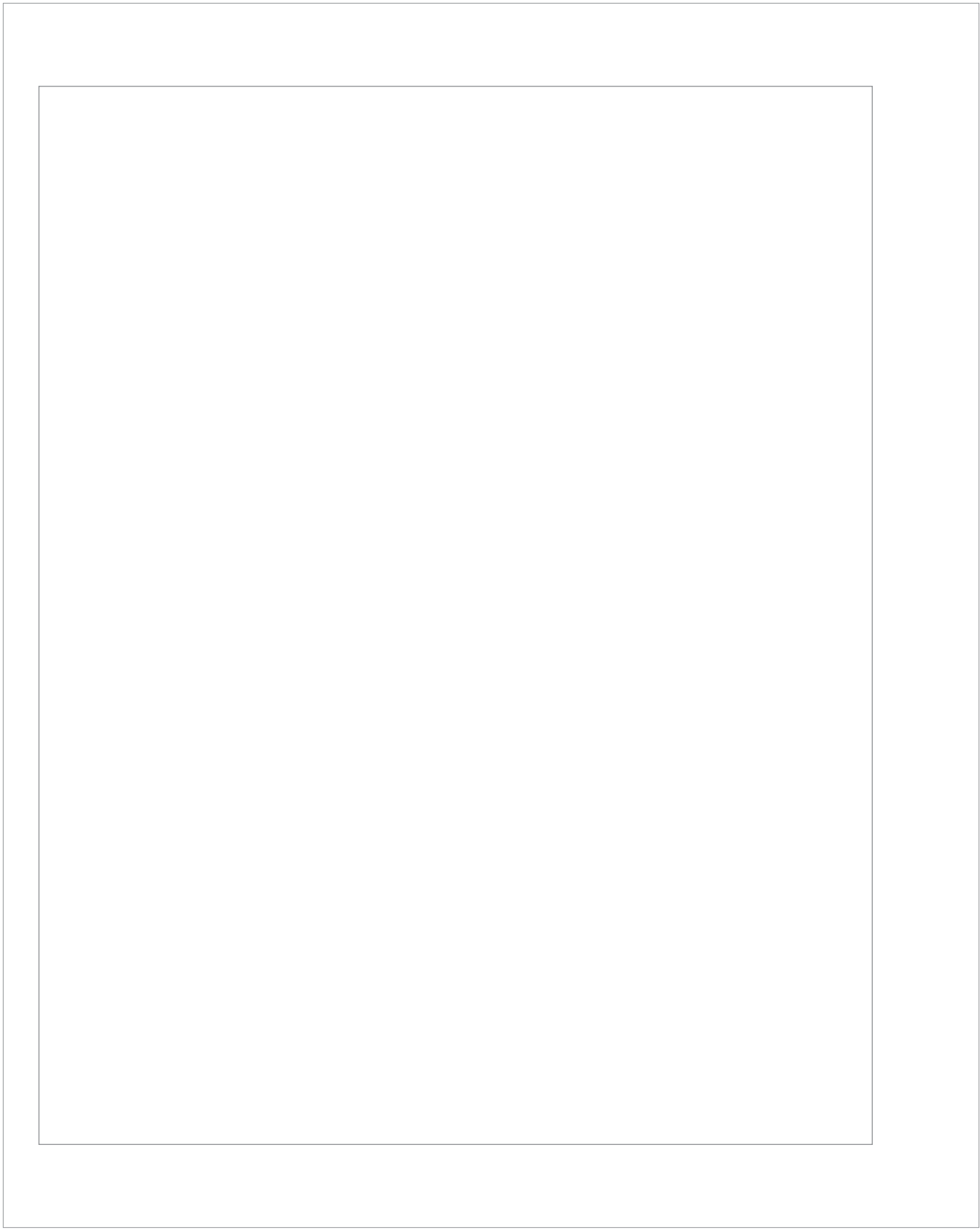


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Preface

College students taking the first-year composition course often wonder how it will benefit them. From the beginning, *Write Now* has been designed to respond to that question by demonstrating that being able to write effectively is essential for achieving success and that writing can be a worthwhile and satisfying experience. Now in its fourth edition, *Write Now* gives students greater confidence as they approach writing for college, for their careers, and for their everyday lives, while guiding them through the process of exploring ideas, drafting, revising, and editing their work. The fourth edition offers students plenty of practical, hands-on advice for dealing with any writing situation they might encounter, whether they are writing as college students or as nurses, police officers, office managers, or any other type of professional. *Write Now* provides students with the means to improve their reading, thinking, researching, writing, and persuasive skills through four key approaches:

- Rhetorical focus
- Real-life readings and examples
- Writing process guidance
- Embedded student support

These approaches are supported by McGraw Hill's Connect Platform.



connect[®] is a digital assignment and learning platform that strengthens the link between faculty, students, and coursework. With a suite of comprehensive and flexible resources designed to help students meet outcomes in first-year composition while reducing instructor workload, Connect includes *SmartBook* 2.0, Writing Assignment Plus with peer review, the McGraw Hill Composition Reader, Power of Process, the Connect Composition Essentials Handbook, Adaptive Learning Assignment, practice quizzes, and instructor resources.

RHETORICAL FOCUS

By teaching students how to analyze the rhetorical situation when planning their own writing or reading the work of others, *Write Now* helps them to navigate the writing they will do in college, in their careers, and in their personal lives.

Model Rhetorical Star Analysis of “Balancing College and Work Demands”



Subject	The segment covers several specific suggestions to help working college students manage their time and prioritize work and school activities effectively.
Audience	The primary audience consists of college students. A secondary audience may include people who are close to college students, such as a parent, partner, friend, or child. People who are not college students but have busy schedules would benefit from reading the article as well.
Purpose	The main purpose is to inform readers about ways to manage their time.
Strategy	The primary writing strategy is to explain the process of managing time. The author also uses persuasive strategy to convince students to use their time wisely, keep study materials close by, and thoughtfully prioritize job- and school-related obligations.
Design	The text is blocked into paragraphs, with bullet points and italicized headings to make the material easily readable. The images are relevant and appealing, and they serve to enhance the written text.

Rhetorical Star: A Tool to Reinforce the Writing Situation—*Write Now* guides students using a unique five-point approach—the **rhetorical star**—that focuses them on their subject, audience, purpose, strategy, and design. Throughout the text, the star reminds students to consider various rhetorical situations and provides them with a tool for analyzing any type of writing and for composing their own written work. Each **Model Rhetorical Star Analysis** demonstrates the critical thinking involved in planning a written work and in interpreting texts and visuals.

PEER REVIEW QUESTIONS FOR EXPLAINING CAUSES AND EFFECTS

Trade rough drafts with a classmate and answer the following questions about your peer's paper. Then, in person or online, discuss your papers and suggestions with your peer. Finally, make the changes you feel would most benefit your paper.

1. What cause-and-effect relationship is being analyzed? Is it clearly stated in the thesis?
2. Has the author convincingly explained the cause-and-effect relationship? Why or why not?
3. Are the causes and/or effects organized logically? Is there a better way to organize them? Explain.
4. Has the author included any logical fallacies? Explain.
5. What part of the essay is most memorable? Why?
6. Is the conclusion effective? Why or why not?
7. What kinds of grammatical errors, if any, are evident in the cause-and-effect essay?
8. What final suggestions do you have for the author?

Peer Review Questions—Tailored to the writing strategies—describing and narrating, classifying, explaining a process, comparing and contrasting, analyzing causes and effects, arguing, evaluating, and solving a problem—these questions help students critique the writing of others.

REAL-LIFE READINGS AND EXAMPLES

By providing a variety of real-life essays and examples, *Write Now* gives students a range of models to inform their own writing. The breadth of topics and authorship provides a range of opportunities for students to see authors and topics relevant to their own lives.

A Wide Variety of Engaging Reading Selections—

Carefully chosen to exemplify the qualities of each type of writing, to represent a diversity of authorship—half are written by authors who are Black, indigenous, and people of color—and to reflect the theme of each chapter in Part 2, the professional selections and student essays span numerous areas of interest and disciplines. They provide opportunities for students to apply critical reading strategies as well as topics and models for their own writing.

Career-Based Writing Examples—To emphasize the centrality of writing to the world of work, each chapter in Part 2 includes at least one career-based writing example, as well as a section explaining how students will apply each writing strategy they are learning in school in their careers and in their personal lives.

Reading and Reflection EVALUATIVE WRITING



Emma McIntyre/Getty Images

[preview] MATTHEW RITCHIE is a music and sports journalist based in Chicago, Illinois. He has written articles for a variety of publications, including *Pitchfork*, *Complex*, *Audiomack*, and many others. In the article that follows, which originally appeared in *HipHopDX*, Ritchie reviews an album called *Still Over It* by Summer Walker. To learn more about Summer Walker, go to summerwalkermusic.com. If possible, you may want to listen to or watch the video for “No Love,” “Unloyal,” “You Don’t Know Me,” or another song on the album before reading the review.

Review: Summer Walker *Still Over It* Spins Personal Turmoil into Gold—or Platinum by Matthew Ritchie

The entertainment news realm revolves around gossip and spilling tea with reckless abandon. The juicy morsels that keep *The Shade Room*’s lights on weaves heartbreaking details of her relationship’s downfall into each track, backing them with great vocal moments.

STUDENT WRITING

The Ring

by Danielle Malico

People all over the world spend valuable time and cash to see championship fights. Whether it is for boxing, wrestling, or ultimate fighting, crowds gather in bars and around televisions to support their favorite fighters. Many know what it is like to be a spectator, but few know the fighter’s experience. I, on the other hand, have first-hand knowledge of what it is like to be in the ring.

The first sound I hear is the familiar bell that brings me to reality. All around me are my friends, family, and people who want to see women brawl. This is far from a quiet event. The onlookers are comparable to screeching howler monkeys with beer and snacks in their hands. My body feels heavy; I am covered in



Karin L. Russell

Career-Based DESCRIPTIVE NARRATIVE WRITING

[preview] KRIS BISHOP has an AA degree in rehabilitating assisting, which combines the fields of occupational and physical therapy, a BS degree in health services administration, and an MBA with a concentration in healthcare management. Her passion is working with older patients, and her career in occupational therapy has provided her with experience working with all age groups and in many practice settings including acute care, rehabilitation hospitals, skilled nursing facilities, and home care. Bishop wrote the following case narrative about a patient she treated, Mrs. Thompson, who was in declining health after the death of her husband and needed rehabilitation to increase her ability to manage several daily living skills.

Case Narrative by Kris Bishop, COTA/L

Each Wednesday the rehabilitation team members of the 120-bed skilled nursing and rehabilitation facility meet to discuss patients’ progress and challenges on the sub-acute rehabilitation unit. Patients who were admitted to this unit would be scheduled for daily therapies as prescribed by their Physiatrist, a physician who specializes in physical medicine and rehabilitation, or a Gerontologist,

Graduate SPOTLIGHT

Carlos Felix, Software Engineer

Carlos Felix has a degree in computer engineering. He is currently a software engineer for Harris Corporation, which is an information technology and communications company that serves government and commercial markets internationally. Here's what Felix has to say about the importance of written communication in his career:



Karin L. Russell

“Writing is a big part of what I do as a software engineer. Before I start on a development project, I have to make sure that there isn't already a product on the market that accomplishes what we need. I compare and contrast existing hardware and software with what I intend to create and write a report documenting my

Spotlights on Writing in Professional Settings—Graduate

Spotlights provide testimonials from real college graduates who emphasize the importance of writing skills in their careers.

Employer Spotlights give students additional insight into the importance of writing in the work world.



Power of Process in Connect is a critical and analytical reading platform that contains over 100 additional assignable readings. Half the readings in the text are written by Black or indigenous writers or people of color. The readings can also be assigned alone through the McGraw Hill Composition Reader, without the *Power of Process* scaffolding.

WRITING PROCESS GUIDANCE

Write Now supports student writing by providing concrete and clear guidance on the writing process.



FIGURE 11.2
The Seven Steps
of the Writing
Process

11.5 Applying the Writing Process for Evaluating

After you have completed your rhetorical star analysis, follow the steps of the writing process (Figure 11.2) to compose your evaluation.

1. Discovering: Once you have chosen a topic, you might make a list of criteria to consider for your evaluation. You could even create a checklist or graphic organizer to help you analyze your subject. (See Figure 11.3.)

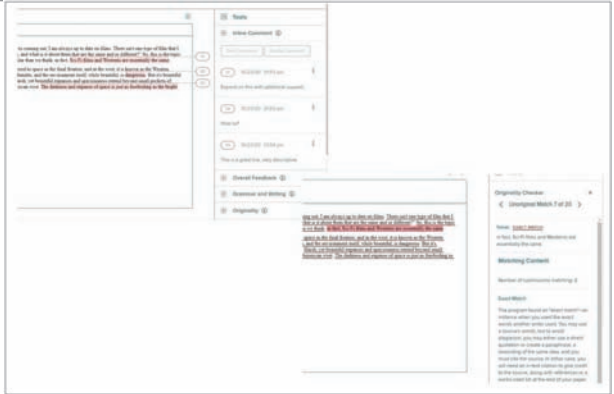
2. Planning: Decide which criteria you want to use for your evaluation.

Seven Steps of the Writing Process

For each major writing assignment, students are guided through the writing process using the same seven steps but applying them to each type of writing with specific tips.

Writing Assignment Plus in Connect

with peer review supports each chapter by providing students with low-stakes writing opportunities. In *Writing Assignment Plus* with peer review, students draft responses to writing prompts and receive feedback from instructors. The peer review functionality allows students to review and comment on each other's work directly in the tool. Instructors can review all peer commenting and provide a separate overall peer review grade. Grammar checkers and originality detection alert students to issues before they submit their work. A customizable rubric provides assessment transparency to students, and allows them to see why they got their grade and how to improve. Additionally, instructors can select from pre-loaded writing assignments or create their own.



EMBEDDED STUDENT SUPPORT

Student learning and writing are supported through features and practice activities embedded within the text and available as part of the digital program.

Activities—Activities give students ample practice applying specific skills.

Activity Writing Topic Sentences

Brainstorm a list of at least five topics to which most college students can relate. The topics can be about music, television, movies, current events, school, careers, or other areas of interest. From that list, choose the two that you like best. Write a topic sentence for each topic you choose. Be sure each topic sentence includes the topic and an opinion and is a complete sentence.

Grammar Windows—In-chapter Grammar Windows provide brief instruction on common errors and exercises.

Grammar Window POINT OF VIEW

First person: I, me, my, mine, we, our, ours

Second person: you, yours

Third person: he, his; she, her, hers; they, their, theirs

The point of view needs to be consistent within a sentence or paragraph or readers will become confused. Watch for sentences where the point of view shifts for no reason.

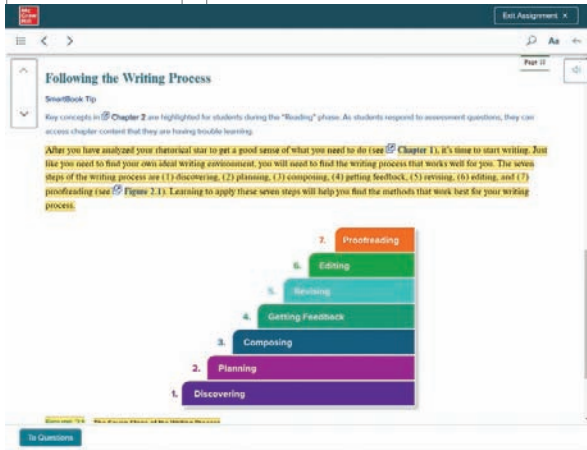
Exercise

Correct the shifts in point of view in the following sentences:

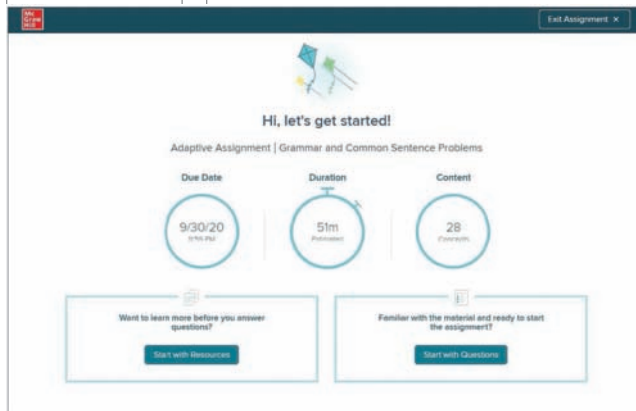
1. I looked at the spider and you got really scared.
2. You were driving along and they saw something furry cross the road.

Part 4, Editing—A comprehensive handbook section provides students with a handy reference to help them resolve specific writing issues.

Documentation—Enhanced coverage of documentation based on the most recent editions of the MLA and APA style guides includes models for new types of sources such as social media posts and formatting guidance for research papers.



SmartBook 2.0 in Connect helps students study more efficiently by highlighting what to focus on in the chapter and asking review questions. *SmartBook* creates a personalized study path customized to individual student needs, continually adapting to pinpoint knowledge gaps and focus learning on concepts requiring additional study. By taking the guesswork out of what to study, *SmartBook* fosters more productive learning and helps students better prepare for class.



Adaptive Learning Assignment in Connect provides students with adaptive, individualized support to help them with trouble spots in the reading and writing processes, grammar, and mechanics. Learning Resources provide instruction and remediation for topics as needed by the individual student.

Connect Composition Essentials Handbook in Connect—Connect includes the *Connect Composition Essentials* online handbook for students to refer to as needed. The handbook includes chapters on the writing process, argument, research, and documentation as well as grammar, punctuation, mechanics, and help for multilingual writers.

What's New in the Fourth Edition of *Write Now*?

Given the diversity of our students, we wanted the fourth edition to better reflect their lives. Thus we have given greater attention to diversity, equity, and inclusion in text and illustrations, and when choosing the authors and subject matter of readings. Half the professional readings in the text are written by Black or indigenous writers or people of color.

In addition, as information, both good and bad, continues to proliferate, we have focused on expanding and updating Chapter 13, “Planning and Writing a Research Paper,” to help students find and use appropriate sources. We have expanded coverage of evaluating sources, including using critical thinking skills and recognizing fake news. Furthermore, we have added sections explaining the difference between primary and secondary sources and how to synthesize sources with one’s own point of view.

Specific changes in each chapter are described below.

Part 1: Introduction to Writing (Chapters 1–4)

- Expanded treatment of diversity issues in audience analysis in Chapter 1.
- Additional coverage of thesis statements in Chapter 2.
- Increased coverage of applying critical thinking skills to cultural diversity, ethical issues, and accuracy issues

when interpreting texts and visuals in Chapter 4.

- A new visual text from NASA’s website for reading and interpreting in Chapter 4.

Part 2: Writing Strategies (Chapters 5–12)

- Chapter 5, “Describing and Narrating: Memories,” now includes a descriptive narrative essay by Alexis Lawson about growing up in her grandmother’s house in Ohio and having to move to North Carolina at the age of eight. It also includes new visual texts for reading and interpreting: a hotel ad and an image of a family vacation.
- Chapter 6, “Dividing and Classifying: Media and Popular Culture,” includes a new essay about six popular anime genres by Theo Ellis, and an excerpt from the story “A Carnival Jangle” by Alice Ruth Moore.
- Chapter 7, “Explaining a Process: Cultures and Traditions,” now includes an essay on flirting in the age of social media, written exclusively for this book by Christine Ng, and a new example of step-by-step illustrated instructions for celebrating Kwanzaa.
- Chapter 8, “Comparing and Contrasting: Computers and Technology,” includes a new selection comparing Zoom, Microsoft Teams, and Google Meet by Shreeya

Chourasia and a new image from the film *Free Guy* for interpreting.

- Chapter 9, “Analyzing Causes and Effects: Health and Medicine,” includes a new Nintendo Switch advertisement for interpretation and four new readings:
 - A web article about the causes and effects of cocaine addiction, written by a drug rehabilitation organization, Steps Recovery Centers.
 - An article explaining the importance of a healthy diet by Chimwemwe Kwanjo Banda and Adamson S. Muula.
 - A web article about the benefits of wearable technology by welbi.co, a platform that helps health professionals manage the recreation activities of residents of senior living facilities.
 - A poem by Bunkong Tuon, a father worrying about his family’s well-being.
- Chapter 10, “Persuading: Relationships,” now includes the résumé of Layara Mejias, a sonographer looking for a position as a health care administrator, and a persuasive essay explaining why it is important to get along with yourself by Elita Torres, a teacher and writer.
- Chapter 11, “Evaluating: Film and the Arts,” now includes these new selections:
 - A review of the Marvel superhero film *Shang-Chi and the Legend of the Ten Rings* by Angie Han.
 - A review of an exhibition of tattoos from three cultures by Fareed Kaviani.
 - A review of a Summer Walker album by Matthew Ritchie.
- Chapter 12, “Solving a Problem: Crime and Justice,” includes the following new readings:
 - A report about the problem of mass incarceration and potential solutions by Leah Wang and Katie Rose Quandt.
 - A report about problems with state prisons’ responses to the COVID-19 pandemic by Tiana Herring and Maanas Sharma.
 - An article about proposed reforms to Chicago’s traffic ticketing penalties by Melissa Sanchez.

Part 3: Research Guide (Chapters 13–15)

- Chapter 13, “Planning and Writing a Research Paper,” has been expanded and updated:
 - New section 13.5 on understanding the differences between primary and secondary sources.
 - New section 13.9 on synthesizing two or more sources with one’s own point of view.
 - Updated coverage of locating sources in section 13.6.
 - Expanded coverage of evaluating sources, including using critical thinking skills and recognizing fake news in section 13.7.

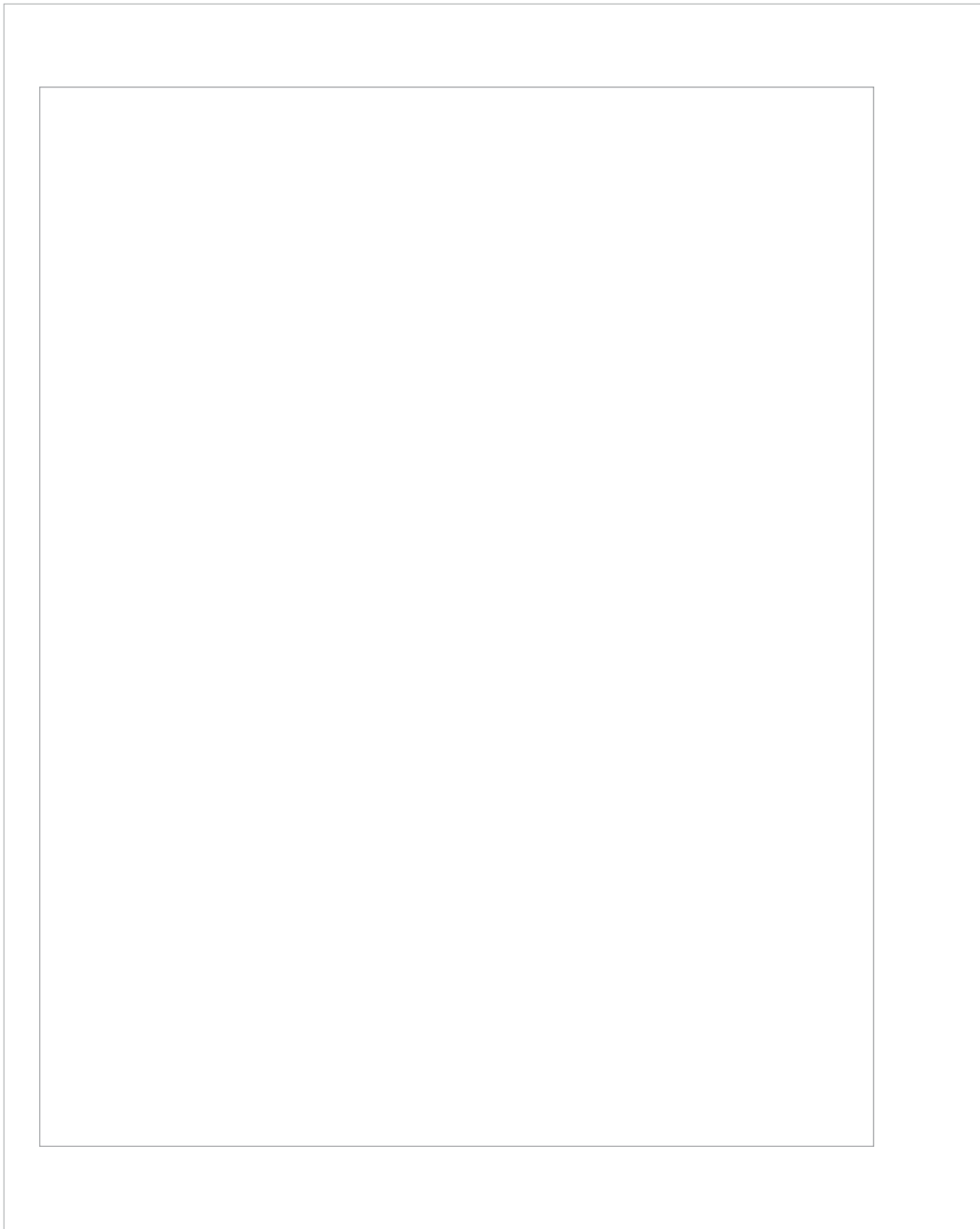
- Chapter 14, “Documenting a Research Paper,” has been extensively revised:

- Completely updated coverage of APA style—including advice, in-text citations, references lists, and sample paper—based on the 7th edition of the *Publication Manual of the American Psychological Association* (2020).
- Updated APA and MLA models for in-text citations and references/

works-cited lists for sources including social media posts, podcasts, games, software, YouTube videos and streaming content, and legal and business documents.

Part 4: Editing Guide

- The Editing Guide has been updated to reflect the evolving nature of language, including the gender-neutral use of the singular *they*.



Instructor Support

ANNOTATED INSTRUCTOR'S EDITION: TEACHING TIPS RIGHT ON THE PAGE

The *Annotated Instructor's Edition* includes classroom tips, tips for using *SmartBook* 2.0 and adaptive assessment, as well as classroom tips and answers to activities and Grammar Window exercises. It also provides tips for teaching co-requisite sections of first-year composition.

INSTRUCTOR'S MANUAL

The *Instructor's Manual* provides a wealth of material to draw on, including the following:

- Chapter outlines
- Lecture notes
- Vocabulary review
- Class activities
- Sample assignments and writing topics
- Connect resources
- Discussion questions for online/hybrid classes
- Graphic organizers that can be used as handouts
- Grading rubrics
- Peer review worksheets
- Co-requisite support

POWERPOINTS

The accessible PowerPoint presentations are designed to give new teachers confidence in the classroom and can be used as a teaching tool by all instructors. The slides emphasize key ideas from *Write Now* and help students take useful notes. Instructors can alter the slides to meet their own needs and, because the PowerPoints are WCAG compliant, the presentations can be shared with students using screen readers.

LMS AND GRADEBOOK SYNCHING

McGraw Hill offers deep integration for a range of LMS products. Deep integration includes functionality such as single sign-on, automatic grade sync, assignment level linking, and calendar Integration.

REPORTING

Connect Composition generates a number of powerful reports and charts that allow instructors to quickly review the performance of a specific student or an entire section.

CUSTOM OPTIONS FOR USING MCGRAW HILL CREATE®

With McGraw Hill Create, instructors can easily arrange chapters to align with their syllabus, eliminating chapters they do not wish to assign and adding any of the content available only from the McGraw Hill Create platform to build one or more print or eBook texts—including *Connect Composition* access codes—for their program. Instructors can also add their own material, such as the course syllabus, course rubric, course standards, or specific instruction, from which they want their students to benefit. For more information, go to <https://create.mheducation.com> or contact your McGraw Hill representative.

CO-REQUISITE COURSE SUPPORT

Co-requisite course support is available through the *Write Now* Pacing Guide. Within this resource, pacing guides for each chapter of the text offer co-requisite class support activities, as well as a chart to help instructors align co-requisite instruction with the goals of the composition course. Please contact your sales representative, or a member of the McGraw Hill English team, at english@mheducation.com, for more information.

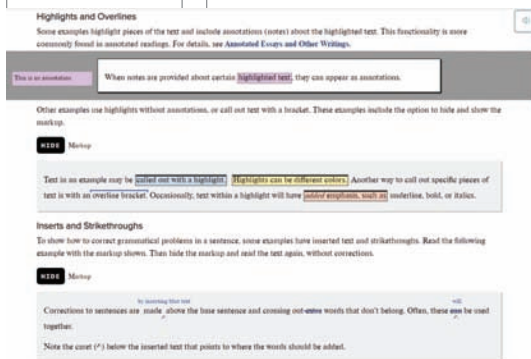
LEARNING FOR EVERYONE

At McGraw Hill Higher Education, our mission is to accelerate learning through intuitive, engaging, efficient, and effective experiences, grounded in research. To this end, assignments in Connect are WCAG compliant and updates to the ebook and *SmartBook* in the fourth edition go beyond WCAG compliance to create an

improved reading experience for all learners. These enhancements include improved functionality for reviewing annotated readings and editing marks.

We are committed to creating universally accessible products that unlock the full potential of each learner.

In addition, McGraw Hill works directly with Accessibility Services Departments and faculty to meet the learning needs of all students. Please contact your Accessibility Services office and ask them to email accessibility@mheducation.com, or visit www.mheducation.com/about/accessibility for more information.



A Word from Karin Russell

For more than three decades, I have taught college-level writing courses and observed students and how they learn to become better writers. I chose to create Write Now because I felt there was a need for a complete yet concise four-in-one (rhetoric, reader, research guide, and handbook) textbook that incorporates sound pedagogical theory, appeals to students' interests, and demonstrates the relevance of being able to write clear, effective documents. Write Now emphasizes a process-oriented approach to writing that focuses on revision and the recursive nature of writing. One of the unique features of Write Now is the Rhetorical Star, which I developed to help students analyze their rhetorical situation. Building on Aristotle's rhetorical triangle, the Rhetorical

Star guides students through each writing assignment by encouraging them to consider their subject, audience, purpose, strategy, and design.

In addition to providing students with a variety of engaging readings, images, and activities to stimulate critical thinking and writing skills, I have included Graduate Spotlights, Employer Spotlights, and Career-Based Writing examples to emphasize to students just how important writing is, not only during their college experience but also in their careers and personal lives. Above all, Write Now sends students the message that being able to write effectively is essential for achieving success and that writing well can be a worthwhile and satisfying experience.

Acknowledgments

The fourth edition of *Write Now* would not be possible without the tremendous effort put forth by the McGraw Hill team. First of all, my thanks go to Mike Ryan, president, and Katie Stevens, vice-president, for their leadership. I'm very grateful to Erin Cosyn, portfolio manager for composition, for her wisdom and guidance in shaping this edition. Thanks as well go to Marion Castellucci, product developer, for her vast knowledge, attention to detail, high standards, and insightful suggestions for improving every aspect of the text, as well as to Cara Labell, lead product developer, for her advice and support. I'm grateful as well to Oakley Clark, senior product developer, for overseeing the preparation of the Connect course, Instructor's Manual, and supplements for the fourth edition. I'd also like to thank Kim Schroeder-Freund, marketing manager for composition, for expertly marketing the fourth edition. Jeni McAtee, content project manager, has attended to the many details necessary to get this edition ready. My thanks also go to Sarah Flynn, content licensing specialist, for overseeing the text permissions and photo research, and to Karen Sanatar, photo researcher, for giving me amazing options for the new images that appear in this edition. I'd also like to thank Beth Blech for overseeing the design and cover of the text. She has done wonders with the visual appeal of *Write Now*.

I am grateful to Heather Burke of Hondros College of Nursing for updating the Instructor's Manual and updating the sections on the resources available on Connect.

My thanks also go to the following reviewers, who have provided helpful comments and suggestions as we developed the fourth edition of *Write Now*:

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Anthony Edgington, University of Toledo

Danielle Williams, Baylor University

Anne Helms, Alamance Community College

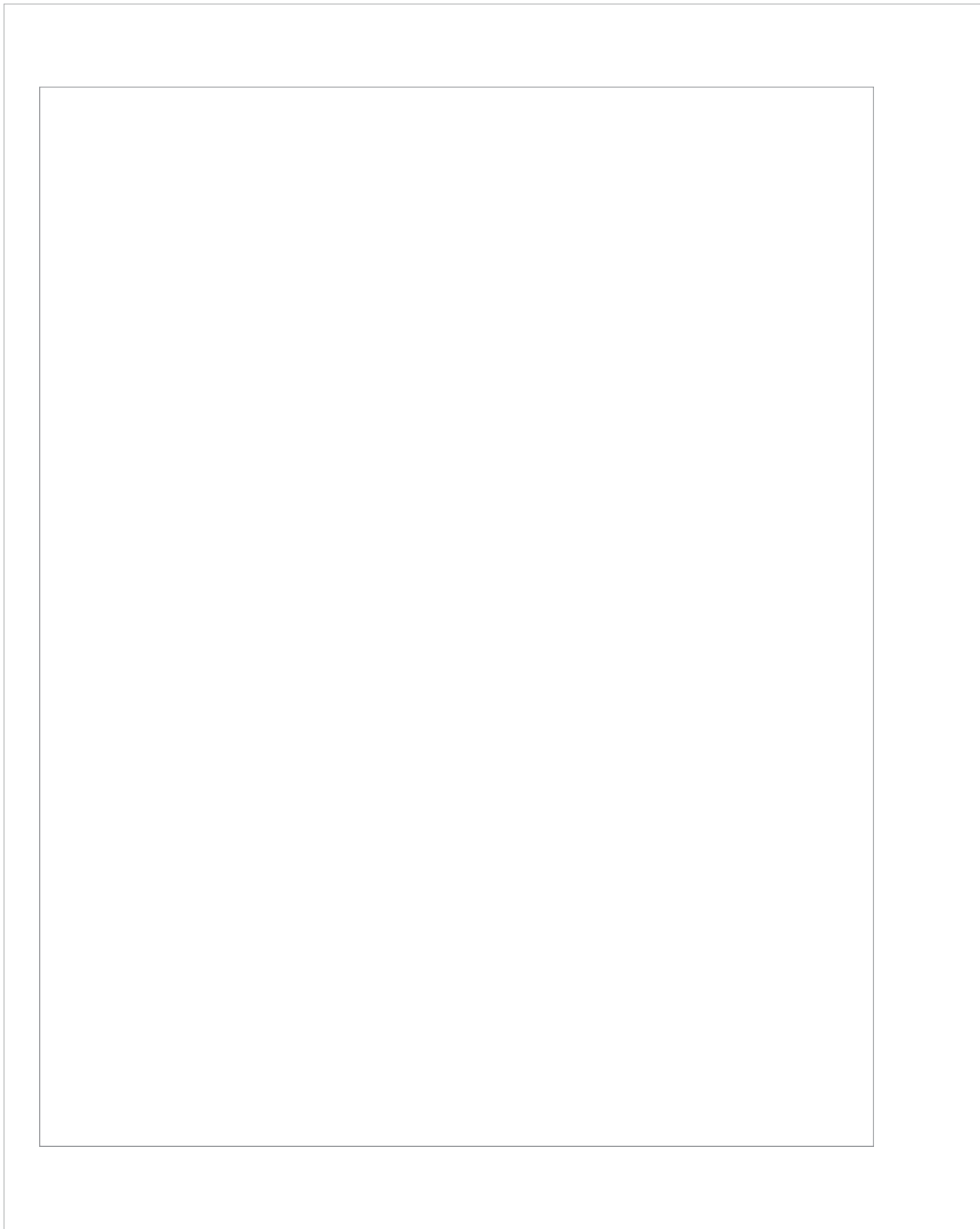
About the Author

Karin Russell is a college English teacher whose experience in helping students achieve success has spanned more than three decades. Russell earned her undergraduate degree in elementary education at Stetson University and her master's degree in reading and language arts education at Florida State University. She continued her education in the English field by earning thirty-six graduate credit hours beyond the master's degree. She has taught composition, literature, humanities, research and writing, technical writing, developmental English, professional writing, and business writing courses for various Florida schools, including Eastern Florida State College (formerly Brevard Community College), Nova Southeastern University, and several career colleges.

For more than twenty-five years, Russell has been a full-time English instructor for Keiser University, where she also served as the university department chair for English, humanities, and communications for 12 years. Russell is especially interested in enabling students to develop their writing skills through a process-oriented approach and showing students how writing is applicable to their future careers. She passionately believes that nearly anyone can become a good writer with the right instruction and enough practice.



Rhonda Wetherington



PART 1

Introduction to Writing

Why Writing Is Important for Success

Writing effectively is an important skill, one that you can take with you and use for the rest of your life. To be successful in college, in your career, and in your life, you will need to be able to communicate effectively through writing. Whether you are composing a report for your boss, a paper for an instructor, or a letter to resolve a personal matter, being able to write well is essential. The good news is that you don't have to be naturally gifted to learn to become a strong writer. You

can develop your writing skills by studying and practicing writing. Whether you are 17 or 77, you have something worthwhile to say that others will be interested in reading. As you read this fourth edition of *Write Now*, you will learn and practice many valuable techniques that will help you to become a better reader, critical thinker, and writer so that you are able to interpret and communicate messages in an effective manner. Those skills will help you to accomplish your educational, career, and personal goals.

OVERVIEW of Part 1

Chapter 1

You will have an opportunity to create a writing environment that best suits your personality. Also, you will learn how to assess your rhetorical (or writing) situation. Finally, you will take a writing attitude survey.

Chapter 2

You will discover some strategies that work for you

as you work through the steps of the writing process to produce a final, polished document. You will also see how a student writer went through the entire writing process.

Chapter 3

You will learn some methods for writing well-organized sentences, paragraphs, and essays.

Chapter 4

You will gain a better understanding of the connection between critical thinking, reading, and writing, and you will learn some strategies for applying critical thinking skills to analyze written and visual texts as well as websites.

Getting Started: The Rhetorical Situation



Creativa Images/Shutterstock

learning outcomes

In this chapter you will learn techniques for achieving these learning outcomes:

1.1 Create an ideal writing environment. *p. 3*

1.2 Analyze the rhetorical situation: the star approach. *p. 5*

1.3 Take a writing survey. *p. 15*

1.1 Create an Ideal Writing Environment

Even if you haven't had much success with writing in the past, you can become a good writer at school, on the job, and in your personal life. Your academic history doesn't define your future as a writer. Through this course, you will learn and apply many strategies that will strengthen your writing skills so you can say something worthwhile in a way that readers will find interesting. Instead of feeling overwhelmed by writing assignments, you will learn to break them into manageable tasks. Take a moment to visualize yourself writing a strong paper, one that you can proudly submit to your instructor or boss.

One way to help you achieve success is to create a comfortable writing atmosphere that contains everything you need to accomplish your task. Whether you are taking your class on campus or online, here are some steps to help you find your writing groove.

1. Find a Good Place to Write

Try writing in different places to discover where you experience the most success. Do you work better at home, in a library, in an empty classroom, outside, or in a café? Choose a place that won't be too distracting, whether at home or away from home. If you can't find a peaceful place, try listening to something soothing on your phone or tablet to reduce outside interference.

2. Plan Your Time to Write

What time of day are you the sharpest? Do you like to compose first thing in the morning, or does your brain get fired up in the middle of the night? Try to schedule your writing time when you are likely to develop your best work. If your busy life prevents you from writing at the opportune time, then learn to adapt your writing habits to your schedule. Though it may not be ideal, you can write a little bit at a time if necessary. For example, you might be able to write during your commute (if you're not driving) or even while waiting at the dentist's office. With the right attitude, you can be productive in nearly any environment at any time. Instead of making excuses for not having time to write, use the time that you do have wisely. Consider using a paper or digital calendar to plan time to write. Look for gaps in your schedule. If your writing time is on your calendar, you are less likely to fill that time with other, less productive tasks such as hanging out with friends or watching television.

3. Select Your Materials

Before you begin writing, assemble the materials you will need. Some writers like to brainstorm ideas on paper. If that's your style, do you prefer a legal pad, spiral notebook, or fancy journal? Do you have a favorite pencil or pen? Also, you should have a dictionary and thesaurus nearby. *Dictionary.com* and *Thesaurus.com* are excellent Web-based resources.

Other writers are comfortable starting right in with a computer. Make sure you have enough battery strength or a power supply so you won't lose momentum by having to

stop writing. Choose a font style, color, and size that make you comfortable during the composing process. You can always change them before you submit your work.

4. Establish a Method for Saving Your Work

What happens if you lose the folder or notebook that has your assignment in it? Whether you are writing on paper or on a computer, you'll need a backup system for situations like this one. Make a copy of written assignments. If you compose your assignment on a computer, then don't just trust your hard drive. Save a copy to the cloud, a flash drive, or another data-storage device. You can even email your assignment to yourself as an extra precaution so that it is stored safely.

For an online class, compose your assignments in a word processing program (such as Microsoft Word or Pages). Then copy and paste them into the online course platform. That way if you lose your Internet connection, or if the course system goes down while you are trying to post your assignment, you won't lose your work.

5. Create an Inviting Atmosphere

Determine what kind of environment most inspires you to write. Do you prefer order or chaos? Do you like bright or soft lighting? Do you prefer complete silence, or does listening to music help you to think clearly? Are you most comfortable sitting at a desk, or are you more creative on the sofa? Try different scenarios to see what kind of ambience helps you produce your best work.

6. Minimize Distractions

If you live with other people, ask them to give you some time for writing without interruptions. If you have children, arrange to have someone else watch them while you write. Turn off your TV and cell phone. Try to focus all of your energy on what you are writing so that you can concentrate and do your best work.

Sometimes you won't have an opportunity to choose your writing environment, such as when you're writing an in-class essay or when you're at work. If that's the case, do what you can to minimize distractions. Try to distance yourself from people with annoying habits, such as pen clicking or humming. Sit away from the door if noises from the hallway are likely to bother you. As you develop your writing skills, also work on learning how to tune out distractions so that you are able to write in a variety of circumstances.

Activity Imagining Your Ideal Writing Environment

Make a collage that represents your ideal writing environment. Include what you would see, where you would write, the materials you would use, and anything else you would need to create the right atmosphere for you. Write a brief description explaining the collage. You may be asked to share your ideal writing environment with a few classmates.

1.2 Analyze the Rhetorical Situation: The Star Approach

The term **rhetoric** simply refers to the art of communicating effectively through writing or speaking. The **rhetorical situation** refers to the circumstances that bring your communication into existence. Whether you are writing an essay for school, a report for your boss, or an email to your friend, your goal is to convey a message to the reader. You want to be sure that your reader understands the intent of your message. Therefore, every time you sit down to write, you need to consider five points of the rhetorical situation: subject, audience, purpose, strategy, and design.

rhetoric The art of communicating effectively through writing or speaking.

rhetorical situation The circumstances that bring written or spoken communication into existence.

These five points make up the “rhetorical star” (Figure 1.1). Each point of the star is an essential component of your final written product. Using the rhetorical star will help to ensure that you communicate effectively.

Subject

For some writing projects, you will need to determine what **subject** to cover. A subject is a general concept, such as health, technology, or crime. Choose an appropriate subject that fits within the parameters of your assignment (Figure 1.2). After you have selected a broad subject, you will need to narrow it to a specific topic, such as nutritional shakes, tablet features, or home security systems. Make sure your topic is narrow enough that you can adequately cover it in your document. For example, you wouldn’t be able to cover the entire subject of “staying fit” in a short paper, but you could adequately cover a few specific fitness techniques.

As you consider what you want to say and how much detail you want to include, keep your purpose and audience in mind. You might think about what your readers will already know about your subject and what they might want to learn. Also, consider whether research is necessary for you to adequately cover your topic. See Chapter 2 for more details about discovering and narrowing a topic for your paper.

Audience

Consider the readers who make up your **audience** (Figure 1.3). Are you writing for a particular *discourse community* (a group of people who share common interests, knowledge, and values related to a particular subject)? Each of us belongs to a number of discourse communities such as school clubs, social or religious groups, and professional organizations.

FIGURE 1.1
The Rhetorical Star



FIGURE 1.2
Subject

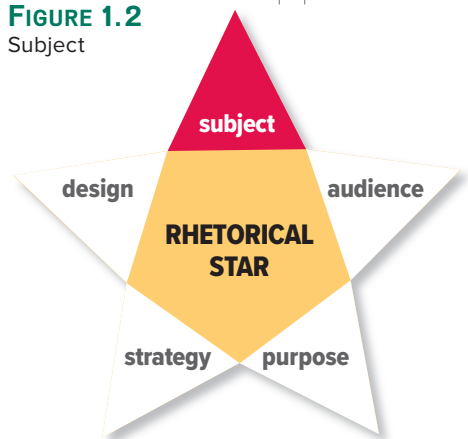
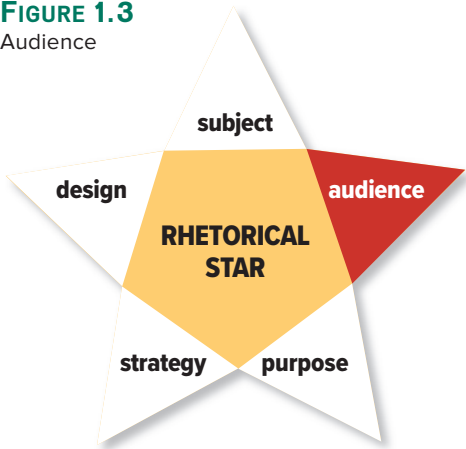


FIGURE 1.3
Audience



Each group has its own vocabulary and conventions of communication, called *jargon*. For example, if you are writing a software review for members of the computer club, you can probably safely assume that they will understand terms that are specific to the computer world, such as *bits* and *bytes*. Similarly, if you are writing a letter to members of a certain professional field, such as health care or homeland security, you won't need to explain concepts related to that field.

Keep in mind the needs and interests of your primary audience, but realize that others (your secondary audience) might also read your document. See Box 1.1 for audience characteristics to consider when you are writing.

Some audience characteristics will matter more than others depending on your subject and purpose. For example, if you are writing an article about a work-related topic that will be published in your company's newsletter, your readers' interests and knowledge of the subject would be more important than their gender and cultural background. If most of the readers are employees, then you can use the vocabulary that is specific to your career field. If, on the other hand, the newsletter is geared more for your organization's clients, then you may need to explain specialized terms in more detail and consider other audience characteristics. Regardless of what you are writing, you need to be aware of the cultural diversity of your audience. You want to be consistently respectful and inclusive in the language you choose.

After you have determined who your audience will be, you will need to consider your tone and level of formality.

tone The mood or feeling a writer or speaker is trying to create.

- **Tone:** Your **tone** is the mood or feeling you are trying to create through your writing. Your tone can be businesslike (serious), academic, humorous, or opinionated. Choose a tone that is appropriate for your purpose and audience.
- **Level of formality:** Your writing style can be *formal* or *informal*. Formal writing tends to be more serious than informal writing. The use of contractions (such as *I'm* and *doesn't*) is usually limited. In formal writing you generally need to spell out complete words and choose your words carefully. On the other hand, informal writing, such as the writing in this book, tends to be

Box 1.1 Audience Characteristics

Age	Experience	Opinions
Beliefs	Gender	Political views
Cultural background	Interests	Reading ability
Education level	Knowledge of the subject	Religion
Ethnicity	Occupation	Socioeconomic status

Employer SPOTLIGHT

Murielle Pamphile, Director of Student Services

Murielle Pamphile is the director of student services for a private university that offers degrees in a wide variety of majors that prepare students for specific careers. She has a BS in biology, an MS in health management, and a PhD in educational leadership. Here's what Pamphile has to say about the skills graduates need when they enter the workforce in a new career:



Karin Russell

“ I work with students to ensure they have good employability skills. To determine exactly what skills graduates need to land a good job, I meet with employers in the fields related to students' majors. Employers frequently tell me that, in addition to developing skills related to a specific career field, students need to possess good résumé writing and job interviewing skills. Those skills are important because employees need to have good communication skills in the workplace. Also, students need to tailor their résumés to showcase the exact skills, qualifications, and certifications (if applicable) they have to demonstrate that they are a good fit for an employer. For example, graduates looking for positions in the radiology field need to include key terminology from that field on their résumés. Furthermore, employers often ask me for a list of candidates who are qualified for a specific position. The graduates I recommend are those who have the appropriate job skills as well as strong communication skills. While students are in school, I encourage them to take their composition courses seriously and to visit the writing center so that they will develop the skills they need to be successful in their careers. ”

fairly casual. Contractions are acceptable and can help the writing not to sound too stuffy. You would likely use a more formal approach in a report for your boss than you would in an email to a coworker. In school, a research essay would be much more formal than a journal entry.

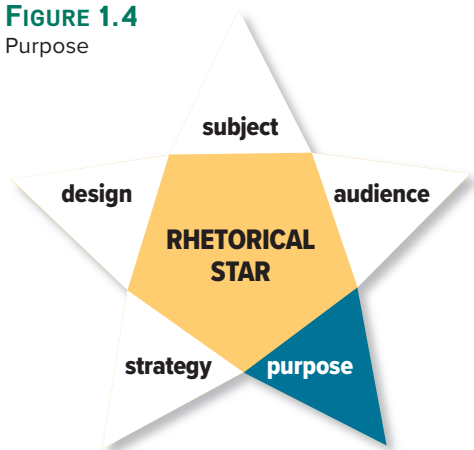
Purpose

Determine your reason, or **purpose**, for writing (Figure 1.4). Why are you writing? What are you hoping to accomplish? What effect do you wish to have on your audience? Whether you are composing a class assignment, workplace document, or personal letter, your writing will have at least one of five main purposes: to inform, to interpret, to persuade, to entertain, and to express feelings.

[purpose] Reason for writing.

FIGURE 1.4

Purpose



1. Writing to Inform Most writing is informative in some way. When you write to inform, your goal is to provide readers with useful information about your subject or teach them how to do something. For example, you might write an essay summarizing an article or a story you have read, a set of instructions explaining how to perform a workplace procedure, or a recipe for making your grandmother's special chili.

2. Writing to Interpret Sometimes writing can help you or your audience better understand something. For example, you might write an essay interpreting (analyzing) a poem for a literature class, or you may write a comparison of two software packages that your boss is considering implementing. When you write interpretatively, you are giving your opinions about the subject rather than just reporting information. Sometimes your interpretation may include an evaluation of your subject. For instance, you might write an evaluation of an employee or a review of a movie you have seen.

3. Writing to Persuade Although almost any type of writing needs to be convincing, sometimes your main purpose is to argue a point. For example, you might write an essay arguing for or against a proposed law, or you might submit a convincing letter to your boss explaining why you deserve a raise. Other times you may want to persuade your readers to actually do something. For instance, you might challenge your readers to do more than just recycle bottles, cans, and paper products to help preserve the environment for future generations.

4. Writing to Entertain Some types of writing are primarily intended to entertain readers. You might choose to write a story, a poem, a cartoon, or song lyrics to move your readers or make them laugh. Often you can entertain your readers at the same time that you address another purpose. You might want to use humor in an informative or a persuasive paper to help engage your readers in the material being covered.

5. Writing to Express Feelings You can use personal expression in many ways. You might write a note to someone special, an essay about an exciting or a scary event you experienced, a reaction to a magazine or newspaper article, or a letter to your apartment manager expressing your dissatisfaction with the length of time it is taking to get your leaky faucet repaired.

Combined Purposes The five purposes for writing are not mutually exclusive; they overlap. For instance, if you are writing an essay as part of an application for a scholarship, you may address three purposes by informing the readers about your background and situation, expressing your feelings about how much you need the scholarship and how grateful you would be to receive it, and persuading your readers that you are a worthy recipient of the scholarship.

Activity Writing a Professional Email

You should always use proper tone and language when communicating with your instructor (or boss or colleague) by email.

1. Use an appropriate screen name (email address) that includes your name.
2. Write a clear subject heading.
3. Address your instructor professionally.
4. Write your message clearly and concisely. If you have questions, make them specific.
5. Use standard grammar, capitalization, and punctuation.
6. Avoid using all capital letters. This can be considered shouting.
7. Maintain a professional tone.
8. End with a polite closing and your name.

Unprofessional Email

From:	hotsexymamma@email.com
To:	mwilliams@starsuniversity.edu
 Subject:	class

hey teach
i'm confuzed bout the paper cuz i stayed up partyin' 2 late and blew off class what am i
sposed to do i can't afford to fail this class again HELP ME!!!!!!!!!!
BTW u better not bust me for turning it in late

Professional Email

From:	rmartin85@email.com
To:	mwilliams@starsuniversity.edu
 Subject:	ENC 1101 Essay Assignment

Dear Professor Williams,

I am sorry that I was unable to attend English Composition I class on Monday.

I have two questions about the essay assignment:

1. May I write about the effects of teenage pregnancy?
2. How long does the final essay need to be?

Please allow me to turn in my draft one day late. I realize that I will lose points because I did not complete the assignment on time. I will submit my final paper by the deadline.

Thank you for your help!

Sincerely,
Rose Martin

—continued

► Activity Writing a Professional Email (cont.)

In pairs or small groups, write a short email to an instructor (or boss or colleague) using unprofessional words and tone. Trade papers with another pair or group, and revise the other paper so that it is a more professional communication.

FIGURE 1.5
Strategy

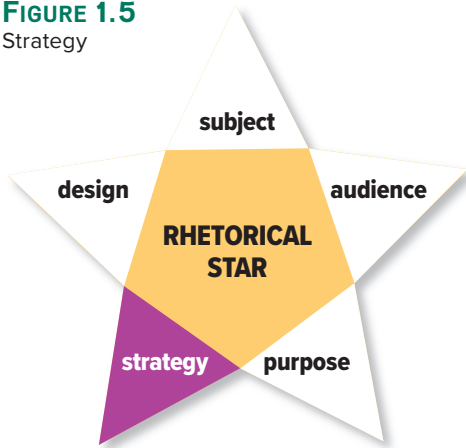
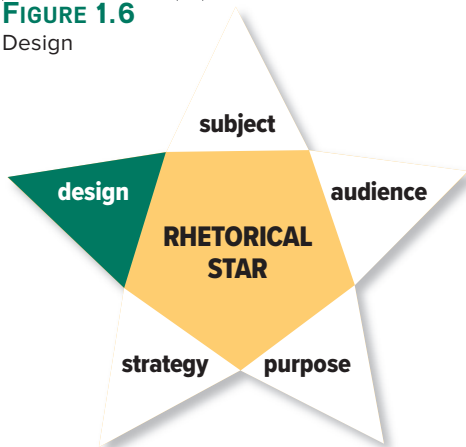


FIGURE 1.6
Design



Strategy

You'll need to choose an approach, or **strategy**, that best serves your purpose and audience (Figure 1.5). In this textbook you will learn about eight major writing strategies: describing and narrating, dividing and classifying, explaining a process, comparing and contrasting, explaining causes and effects, persuading, evaluating, and solving a problem. You may be able to combine writing strategies as well. Table 1.1 offers a quick overview of the different strategies. Whatever strategy you choose, you should write ethically.

Design

Finally, think about how you are going to **design** your document (Figure 1.6). Consider the design expectations of your instructor or boss and the discourse community for which you are writing. Determine the genre, format, length, appearance, and visual aids that are appropriate for your document.

- **Genre:** What type of document do you need to write? Determine the genre that is most appropriate for your task: story, essay, research paper, letter, email, memo, advertisement, flyer, website, blog, multimodal project, and so on. Much of the writing you do in college will be in essay form.
- **Format:** How should you structure your writing? Some instructors may allow you to turn in handwritten informal assignments, but others will require that you use a computer to write all assignments. Be sure to follow your instructor's

guidelines very closely. Also, you may need to adhere to guidelines provided by the Modern Language Association (MLA) or the American Psychological Association (APA), especially if you are writing a paper based on research.

Table 1.1 Writing Strategies

Describing and Narrating	Tell a descriptive story about something that happened. Usually you will present the details of the event in chronological order, but occasionally a flashback can be useful. Be sure to cover <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , and <i>how</i> . Also, use plenty of sensory appeal (sight, sound, taste, smell, touch) to help your reader envision what happened.
Dividing and Classifying	Divide a concept into groups with common traits or principles and explain the significant elements of each group.
Explaining a Process	Tell how something works or what something does. You may give step-by-step instructions so your reader can perform the task, or you can write an explanation so that your audience is able to understand your subject.
Comparing and Contrasting	Show how two people, places, or objects are similar and/or different. Be sure to make a worthwhile point while using this strategy.
Explaining Causes and Effects	Examine how one event or situation caused another to occur, or determine the effects of an event or situation. Be careful to apply sound logic as you analyze causes and effects.
Persuading	Take a stand about an important or controversial issue, and convince your reader that your position is valid. You may use personal experience or research to support your main idea.
Evaluating	Make a judgment about your subject by determining how well it meets specific standards that you feel are important for that subject.
Solving a Problem	Explain a problem to your reader and offer several solutions. You may evaluate each possible solution before persuading your reader that one specific solution is best.

See Chapters 13 and 14 for more information about writing and documenting research papers.

- **Length:** How long should your document be? Is there a word or page minimum (or limit)? If your instructor does not specify a length, then let the topic guide you. Be sure to fully develop each point that you want to make.
- **Appearance:** How should your document look? Find out if you need to single-space or double-space your papers. Typically, if you single-space a paper, you will begin each paragraph at the left margin. However, if you double-space a paper, you will need to indent each paragraph. Choose a font size, style, and color that are appropriate for your writing situation. Also, determine if you can use headings, bullets, columns, or boxes to emphasize your main points.
- **Visual aids:** Would adding visual aids enhance your paper? Often pictures, diagrams, charts, or graphs will help get your ideas across to your audience.

For example, if you are including a variety of statistics in a research paper, then you may decide to include a chart or graph to help the reader visualize the impact of the concept you are discussing.

Note: For more details on design, see the section on multimodal composition (15.5) in Chapter 15.

Applying the Rhetorical Star Analysis

You can apply the rhetorical star analysis to all types of writing. Whether you are composing a paper for school, writing an email message to your boss, or creating a flyer for an event you are hosting, you will benefit from considering the five points of your rhetorical star: subject, audience, purpose, strategy, and design. Also, being aware of how other writers apply the rhetorical star can help you understand your own rhetorical star as you write. Whether you are reading a textbook for school, a professional journal for work, or a magazine or newspaper for pleasure, understanding the writer's rhetorical star can help you to interpret the material and comprehend it on a deeper level.

Activity Applying the Rhetorical Star to Your Own Writing

Choose three specific hypothetical writing situations that you could encounter (currently or in the future): one for school, one at work, and one in your personal life. For each scenario, determine your rhetorical star:

1. What is your subject?
2. Who is your primary audience? Is there a secondary audience? If so, who? What does your audience expect from your document?
3. What is your primary purpose? Do you intend to inform, to interpret, to persuade, to entertain, or to express feelings? Would you use a combination of purposes? If so, which ones?
4. What primary writing strategy would you use: describing and narrating, dividing and classifying, explaining a process, comparing and contrasting, explaining causes and effects, persuading, evaluating, or solving a problem? Would you combine strategies? If so, which ones?
5. How would you design your document? What specific design features related to format, appearance, and visual aids would be appropriate for your document?

article

BALANCING COLLEGE AND WORK DEMANDS

Preview

Robert Feldman is dean in the College of Psychological and Behavioral Sciences at the University of Massachusetts, Amherst. He earned a BA from Wesleyan University and an MS and a PhD from the University of Wisconsin—Madison. He has written more than 100 books, book chapters, and scientific articles. The following is an excerpt from his textbook *P.O.W.E.R. Learning and Your Life: Essentials of Student Success*, 4e, from Chapter 2: “Making the Most of Your Time.” As you read, notice the five points of the rhetorical star: subject, audience, purpose, strategy, and design. After you finish reading the article, look at the rhetorical star analysis that follows it.



AntonGrachev/Shutterstock

BALANCING COLLEGE AND WORK DEMANDS

Juggling college and a job can be exhausting. Not only must you manage your time to complete your schoolwork, but in many cases, you'll also face time management demands while you are on the job.

Here are some tips to help you keep everything in balance:

- *Make to-do lists for work, just as you would for your schoolwork.* In fact, all the time management strategies you use for

school can be applied to on-the-job tasks.

- *If you have slack time on the job, get some studying done.* Try to keep at least some of your textbooks, class notes,

—continued

—continued

or notecards always with you so you can refer to them. Of course, you should never do schoolwork without your employer's prior agreement. If you don't get permission, you may jeopardize your job.

- *Use your lunch or dinner hour effectively.* Although it's important to eat a nutritious lunch and not to wolf your food down, you may be able to use some of the time allotted to you for lunch to fit in some studying.

- *Ask your employer about flextime.* If your job allows it, you may be able to set your own hours, within reason, as long as the work gets done. If this is an option for you, use it. Although it may create more time management challenges for you than would a job with set hours, it also provides you with more flexibility.
- *Always keep in mind why you're working.* If you're working because it's your sole

means of support, you're in a very different position from someone who is working to earn a bit of extra money for luxuries. Remember what your priorities are. In some cases, school should always come first; in others, your job may have to come first at least some of the time. Whatever you decide, make sure it's a thoughtful decision, based on consideration of your long-term priorities.

SOURCE: Robert Feldman. *P.O.W.E.R. Learning and Your Life: Essentials of Student Success*. New York: McGraw-Hill, 2020. Used with permission.

Model Rhetorical Star Analysis of “Balancing College and Work Demands”



Subject	The segment covers several specific suggestions to help working college students manage their time and prioritize work and school activities effectively.
Audience	The primary audience consists of college students. A secondary audience may include people who are close to college students, such as a parent, partner, friend, or child. People who are not college students but have busy schedules would benefit from reading the article as well.
Purpose	The main purpose is to inform readers about ways to manage their time.
Strategy	The primary writing strategy is to explain the process of managing time. The author also uses persuasive strategy to convince students to use their time wisely, keep study materials close by, and thoughtfully prioritize job- and school-related obligations.
Design	The text is blocked into paragraphs, with bullet points and italicized headings to make the material easily readable. The images are relevant and appealing, and they serve to enhance the written text.

► Activity Applying the Rhetorical Star to the Work of Others

Choose an article or essay in a popular print or online newspaper, magazine, or professional journal. Determine the five points of the rhetorical star by answering the following questions:

1. What is the subject?
2. Who is the primary audience? Is there a secondary audience? If so, who? What does the audience expect from the document?
3. What is the primary purpose? Does the author wish to inform, interpret, persuade, entertain, or express feelings? Has the author combined purposes? If so, which ones?
4. What strategy does the author use? Is the author describing and narrating, dividing and classifying, explaining a process, comparing and contrasting, explaining causes and effects, persuading, evaluating, or solving a problem? Is more than one strategy used? If so, what are they?
5. How is the article designed? Are headings, bullets, or visual aids included? How effective is the design?



1.3 Writing Attitude Survey

How do you feel about writing? Do you find it to be painful? Or do you get excited about the prospect of creating a new written work? Take this attitude survey to explore your thoughts on writing. There are no right or wrong answers, but you may learn something about yourself as a writer when you review your answers. Figure 1.7 is an example of one student's writing attitude survey.

1. How do you feel about writing in general?
2. What are characteristics of good writing?
3. Why is effective writing important?
4. How confident are you in your writing abilities?
5. What are your strengths and weaknesses with writing?
6. What kinds of writing do you enjoy?
7. What kinds of writing do you dislike?
8. How much time do you spend writing each week for work, school, and yourself?
9. What joys or challenges have you faced as a writer?

FIGURE 1.7
Completed
Writing Attitude
Survey

Matthew Ruffell

Writing Attitude Survey

How do you feel about writing? Do you find it to be painful? Or do you get excited about the prospect of creating a new written work? Take this attitude survey to explore your thoughts on writing. There are no right or wrong answers, but you may learn something about yourself as a writer when you review your answers.

1. How do you feel about writing in general?

I feel that I spend too much time on wording my writing. I also put a lot of effort into writing, making it entertaining.

2. What are characteristics of good writing?

Good characteristics in writing:

- *Organization: Thoughts, not random babbling*
- *Flow: Is it easy to read, no reading twice*
- *Grammar: Is it written well, does it sound good read out loud?*

3. Why is effective writing important?

Effective writing is important to:

- *Convey information about a topic*
- *To catch the reader's interest*

4. How confident are you in your writing abilities?

I'm not as confident as I'd like to be. I haven't written a paper since 10th grade of high school. I'm challenged when it comes to choosing my words, using a better choice per se.

5. What are your strengths and weaknesses with writing?

I have the basics of writing down. I'm terrible with the flow of information and spelling.

6. What kinds of writing do you enjoy?

I enjoy poetry. It's kind of like writing lyrics to a song; plus it's easy to put my emotions behind it. I also like writing research papers because I learn a lot from them.

7. What kinds of writing do you dislike?

I don't like to write novels or short stories. I cannot keep the plot going, and I struggle to stay on topic.

8. How much time do you spend writing each week for work, school, and yourself?

I don't write much in my spare time. I do write for my classes. So far, I'm actually enjoying it, but I'm worried about writing in psychology class.

9. What joys or challenges have you faced as a writer?

Poetry is personal expression; I can do that pretty well.☺ My challenges are working on patience, organization, and word choice.

Activity Responding to the Writing Attitude Survey

Use some of the ideas from your responses to the writing attitude survey to write an essay about how you perceive yourself as a writer. Your thesis statement should state your overall view of how you see yourself as a writer. To support your main idea, be sure to include specific details about your past writing experiences.

For example, if writing is one of your favorite activities, you might include details about how you have always kept a journal or how you have received recognition for your excellent writing abilities. You may also choose to include what you like about writing and why it is important to you. If your feelings about writing aren't favorable, you might write about some of the experiences you have had that have led to your discomfort with or dislike for writing. You might also explore what it would take for you to become more confident in your writing abilities.

Another option is to focus on a pivotal experience that changed your perception of yourself as a writer. Maybe you always hated (or loved) to write until you encountered a particular teacher, boss, or assignment. Exploring your perceptions of yourself as a writer will help you to make the most out of your composition class.

STUDENT WRITING

Matthew Ruffell completed a writing attitude survey (see page 16) as part of his discovery process. The following is Matthew's final essay about how he perceives himself as a writer.

A Literary Genius I Am Not

by Matthew Ruffell

When it comes to writing, I'm about as dumb as a bag of hammers. In other words, English composition is not my strongest course of study. I have always dreaded tackling anything that had to do with demonstrating my writing skills. The reason for this is that there are a number of challenges I face when it comes to writing.

The first challenge I face when writing is having the patience to actually sit down and do the assignment. I don't typically write for any other purpose than an assignment for school or work. The truth is, I have never really had an interest in writing. I guess I have always thought of it as boring, just not for me. By nature, I'm more of a visual person. I prefer pictures and movies to written words. As a result, I always procrastinate when I have to write a paper, waiting until the day before the assignment is due to work on it. I always manage to get my assignments completed, but I find it difficult to be patient enough to write them.

The next challenge I experience when writing is organizing my thoughts. Finding a topic is easy for me. There are plenty of things that I can rant and rave about. The struggle is collecting my thoughts on a particular subject matter. I have so many thoughts pin-balling around my head at any one given moment. To collectively organize