

## Reading Quiz—Part I Scott, Foresman Handbook (9<sup>th</sup> ed.)

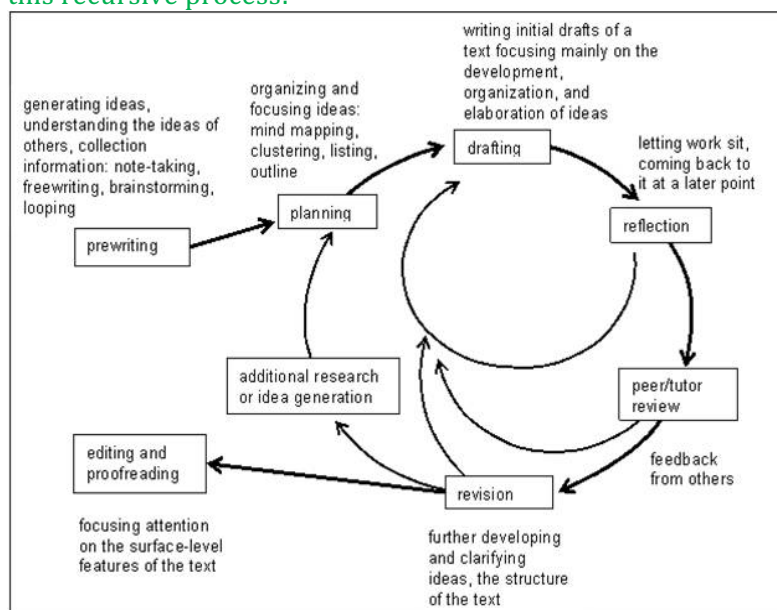
You may look at your book when answering these questions.

1. In 1c, the authors of our handbook state that “most people, when they write, follow general thinking patterns similar to those that occur in other creative activities.” They present this “thinking pattern” as a set of stages that describe activities writers do when they write. You will recognize this set of stages as the “writing process.” But the authors state, “Don’t think of the writing process as a lockstep march from outlining to proofreading.” If it isn’t a “lockstep march,” then what do the authors say is it? How is it different?

The Writing Process involves a “flexible network of choices and skills.” (5) A “lockstep march” approach to writing will not be adequately adaptable to the specifics of the writing context which is different with each writing task.

2. In my Powerpoint on the Writing Process, I use a word to describe what the writing process is like (that is opposed to the linear sequence model of the writing process). What is that word, and how would you say in your own words what it means in terms of describing what the writing process is?

The word that describes the writing process is “recursive.” Rather than being a linear process, writing is much more complex and “recursive.” Writing is recursive because the many different activities of writing are repeated and cycled through multiple times. The graphic below illustrates this recursive process:



The one part I would adjust in this graphic is to put the activities of “prewriting” inside the recursive loop, and I might change the name “prewriting” to “invention.” We generate ideas and collect, select, and sort information all through the writing process.

3. What are the elements that define the “rhetorical situation” (also called “the writing situation”)?

Message—what you have to say

Audience—who you are sending your message to

## Answers

Purpose—why you are sending THIS message to THIS PARTICULAR audience

Occasion—the circumstances surrounding the communication

4. The checklist 1.3 on presenting yourself to readers highlights three qualities that you must show your readers that you possess as a writer. What are these three things you must show your reader about yourself?

You need to show your reader that you are

--knowledgeable about your subject

--trustworthy

--reasonable and fair

5. In 2c, the authors list seven “invention” techniques to help you explore and develop your thinking on a topic. What are these seven techniques? List them.

--freewriting, journalistic questions, questioning from different perspectives, writing a zero draft, reading, talking to others, visiting the campus writing center

6. In the section discussing thesis statements, the authors say that most academic papers place the thesis statement where?

At the end of the introduction –the very LAST sentence.

7. In chpt. 4 talking about writing a draft, the authors say not to criticize or edit yourself as you write an early draft. What do they say not to worry about? And why is it important not to “bog down” in doing these things?

In an early draft, don't worry with grammar, mechanics, or formatting, or even exact word choice. You can go back and fix those in later drafts. If you focus on these too early, it may interrupt your momentum in writing or cut short your ideas and their growth.

8. What is the different between revision, editing, and proofreading? State this difference in your own words.

--Revision focuses on higher order concerns of ideas, content, adjusting to the writing situation, and organization.

--Editing focuses on sentence level issues of word choice, sentence construction, style and grammar.

--Proofreading is a last review of the draft for surface errors.

*from the Writing Guides handout and powerpoint*

9. In a broad sense, what are the two things we do when we write, and how do we avoid writer's block in relation to how we engage in these two activities?

In a broad sense, when we write we engage in two activities: we are being creative, and we are being critical. Problems can arise when we are trying to do both at the same time: being critical as we are being creative can tend to cancel out the creativity. One approach to avoiding the resulting

## Answers

writer's block is to separate the creative and critical as we work on a piece of writing. In particular, it helps to begin writing by being in a creative phase where we are not worried with correctness. Then, later we need to bring up important critical concerns to finish our piece successfully.

10. What are the three questions to consider when considering writing and whether is successful and works?

Does this piece of writing achieve its desired effect upon its intended audience?

Is it true?

Is it correct?