

NAME: _____ CLASS: _____

EXPOSITORY READING AND WRITING COURSE (ERWC) MODULE 1

SCHEDULE

ALL ARTICLES FOR THE MODULE MUST BE ANNOTATED, DUE AT THE BEGINNING OF THE PERIOD.

MON 9/14	TUES 9/15	WED 9/16	THURS 9/17	FRI 9/18
Photo Journal World Café: AOW#1 AOW2 Module 1-Intro HW: AOW2	How to Annotate Act 1 Mod 1.1: "Want to Go to College" HW: Complete 1.1	DUE: MOD 1.1 Seminar Act 2: Exploring Key Concepts HW: 1.2: "Hidden Intellectualism"	DUE: MOD 1.2 Seminar The U.C. Personal Statement	DUE: AOW2 Act 3: Surveying the Text Mod 1.3: "Want to Succeed in College" HW: 1.3
MON 9/21	TUES 9/22	WED 9/23	THURS 9/24	FRI 9/25
DUE: MOD 1.3, Act 3 AOW3 Act 4 HW: Mod 1.4: "Hidden Intellectualism"	DUE: MOD 1.4 Act 4 Act 5 Seminar HW: Act 6	Writing the Précis Act 6 Mod 1.5, 1.6 HW: Act 7	Due: Précis (DRAFT); AOW3 Mod 1.7, 1.8 Act 7, 8 One-Pager, Personal Stmt HW: Mod 1.7, 1.8, Ac	Senior Assembly HW: Act 8, 9
MON 9/28	TUES 9/29	WED 9/30	THURS 10/1	FRI 10/2
DUE: MOD 1.5-1.8 <u>Lib Lab</u> : Précis, One-Pager Act 10	<u>Lib Lab</u> : U.C. Personal Statement Act 11, 12	Act 13 World Café	World Cafe Group Presentations	DUE: MOD 1 Portfolio (Précis, One-Pager, Personal Statement) Author's Chair Module 2 INTRO

WP: WORD-PROCESSED (TURNED IN TO GOOGLE CLASSROOM)

WHAT'S NEXT? THINKING ABOUT LIFE AFTER HIGH SCHOOL

MODULE DESCRIPTION

This module focuses on supporting students as they confront choices they have to make about life after high school. This module provides students with an opportunity, early in the year, to begin to consider not just what they wish to do after high school but how well prepared they are for life after high school.

The module's readings prompt students to think specifically about why they may want to go to college or pursue another kind of experience in their future. Two readings provide students with information about going to college, one reading suggests that not going to college is a viable option, and another asks students to consider "hidden" intellectual qualities that students may not recognize in their own behavior. All in all, the readings in the module serve to promote self-reflection and provide information about life after high school.

Planning for college or career after high school graduation calls for research, reflection, and preparation for any number of application processes. This module asks students

- To generate a portfolio that documents their research and findings about potential paths after high school
 - To write a final personal application letter for college or a letter of introduction to a work community
- As the opening unit for the Expository Reading and Writing Course, this module attempts to establish some basic attitudes toward college and adult language practices. Students will be asked to use reading, writing, and research to identify their post high school goals, evaluate their readiness for such plans, and then effectively represent themselves to the community they wish to join. Furthermore, research in the module allows students to gain information about application processes, career opportunities, and college life.

WRITING: STUDENT PORTFOLIO

1. Notes: Annotations (in readings and responses in this packet)
2. Précis
3. One-Pager
4. FAQ's
5. Personal Statement OR Letter of Introduction
6. Cover Letter

WHAT'S NEXT? THINKING ABOUT LIFE AFTER HIGH SCHOOL

READING SELECTIONS FOR THIS MODULE

Graff, Gerald. "Hidden Intellectualism." *They Say/I Say: The Moves That Matter in Academic Writing*. Eds. Gerald Graff and Cathy Birkenstein. 2nd ed. New York: W. W. Norton, 2010. 198-205. Print.

Hansen, Rick. "FAQ Guide for College or Work." 2012.

Hansen, Rick. "Web Site Resources." 2012.

Pérez, Angel B. "Want to Get Into College? Learn to Fail." *Education Week* 31.19 (2012): 23. Print.

Rodriguez, Joe. "10 Rules for Going to College When Nobody Really Expected You To." *Student Sites*. SunShine Web Enterprise, 4 June 2012. Web. 1 Aug. 2012. <<http://studentsites.net/10-rules-for-going-to-college-when-nobody-really-expected-you-to/>>.

Schlack, Lawrence B. "Not Going to College is a Viable Option." *Education.com*, n.d. Web. Mar. 2013. <http://www.education.com/reference/article/Ref_Going_College_Not/>.

"The 10 Most Common Excuses for Not Going to College and Why They're All Wrong." *everyCircle.com*, n.d. Web. Mar. 2013. <<https://everycircle.com/ec/articles/tenexcuses.htm>>.

University of North Texas. "Why Go to College?" *How 2 Choose*. University of North Texas, 23 Mar. 2010. Web. 18 Aug. 2012. <<http://www.unt.edu/pais/howtochoose/why.htm>>.

READING RHETORICALLY

PRE-READING

GETTING READY TO READ—AN OVERVIEW OF "WHAT'S NEXT? THINKING ABOUT LIFE AFTER HIGH SCHOOL"

For the last few years of your life, high school has made several demands on your time and energy. Many people—teachers, family, school figures, and others—have worked hard preparing you for life after high school; and while you may or may not have devoted as much time and attention as you would like to life after high school, the fact is that this stage of your life is drawing to a close and you are confronted with the age old question: What's next for me?

Life after high school can take many forms—some of you may be preparing for college, and others may be preparing for work of another kind. Regardless of your readiness as a student and an individual, thinking about how ready you are to enter the next stage of your life and making a few decisions about how to get started on that path are important tasks that support your potential successes. This module invites you to do just that—figure out what it is you want to do next, consider how well prepared you are for the next stage of your life, and then begin to develop plans for making the transition into life after high school.

During the next few weeks, you will be looking into your past experiences, figuring out where you excel and where you need more preparation, and then putting together a portfolio that will represent the work you have done to identify, assess, and then express your goals, plans, and readiness for whatever avenue of life you intend to pursue. The final expression of your research will be the development of one or two pieces of writing.

- 1. If you believe you are more inclined to pursue a career or enter the work force, write a "letter of introduction" to the work community or job that you wish to pursue.**

WHAT'S NEXT? THINKING ABOUT LIFE AFTER HIGH SCHOOL

OR

2. If you plan on entering college, write a personal essay for a college application.

At the end of this module you will have read about different aspects of career and college life, done some reflection and writing about your own goals and plans, and participated in research about your personal vision for the future. These activities will be documented in your portfolio, and the information you generate during these activities will help you as you compose the final text for the module—a letter of introduction for work or a personal application essay for college.

Your portfolio will include the following items:

1. A collection of **shorter writings** (présis, one-pager) you develop to help you generate ideas, think about your ideas, and finally make decisions about— or evaluate—the ideas you have
2. **Frequently Asked Questions (FAQs)** in which you provide answers to important questions regarding your application for a school or career opportunity
3. Your **letter of introduction for work or a personal application essay/statement** for college

Work in this module provides guidance and support as you investigate not just your own hopes for the next few years but also the requirements schools and workplaces will put on you as you enter the next stage of your life.

LA4 ERWC: ACTIVITY 1: REFLECTIVE QUESTIONS

THE ERWC COURSE IS DESIGNED TO INCREASE YOUR ACADEMIC PREPARATION FOR COLLEGE.

The following questions will help you think about what to expect for college and career and what you need to work on to be successful. After responding to the questions, discuss your answers with a partner.

1. Through your high school experiences up to this point, what have you learned about your own strengths as a *reader*? As a *writer*?
2. What, if any, specific *reading and/or writing strategies* do you regularly use or find most helpful?
3. In what areas of your *reading and writing development* do you still see room for *improvement*? What *specific goals* could you set for yourself to achieve this improvement?
4. What are your perceptions about *the academic reading and writing demands* and expectations you will face in college? On what are these perceptions based?
5. How well do you believe you are prepared for the academic reading and writing you are likely to encounter in college? Explain your grounds for that belief.

WHAT'S NEXT? THINKING ABOUT LIFE AFTER HIGH SCHOOL

6. Given your *academic, career, and personal goals*, what do you perceive to be *the value* of being able to read and write effectively? Explain your answer.

7. How do you think this course will help you in being prepared for college?

8. As you look back at your years in high school, what were the frustrations and difficulties? Why?

9. What is the best thing about high school?

10. As you arrive to your final year, what do you hope this year will provide? In other words, what are your expectations of this class, the teacher, and fellow students?

WHAT'S NEXT? THINKING ABOUT LIFE AFTER HIGH SCHOOL

ACTIVITY 2: EXPLORING KEY CONCEPTS

Words are more than lists to memorize for a test; they are concepts, the ideas that allow us to distinguish ourselves from one another. Some of us feel "courageous," others feel "cautious," and yet others may feel "indifferent" or "unconcerned."

THE TASK HERE IS

- (1) to find the words that best match ideas about who you think you are at this stage of your life; and
- (2) to begin to unpack these words for the information they provide about your attitudes and assumptions, skills and abilities, plans and goals. The more language you have to describe yourself and what you are bringing to the next stage of your life, the more opportunities you have to represent yourself accurately.

What follows is a rather brief list of words, certainly not a comprehensive list, that will help you find words that name the values and abilities you are bringing to the next stage of your life.

Look through the list, and choose & highlight 10 words that best fit your sense of self.

absent-minded	self-aware	inarticulate	light-hearted
active	self-promoter	indispensable	low self esteem
adventurous	self-reliant	influential	mindful
analytical	self-starter	inquisitive	motivated
angry	selfish	intellectual	optimistic
appreciative	serious	kind	organized
artistic	shine at work	social person	outgoing
book smart	shy person	street smart	passionate
complicated	small steps	stressed	patient
cool	enterprising	talkative	persuasive
curious	enthusiastic	trustworthy	pessimistic
dependable	family person	truthful	positive self esteem
determined	fearful	underachiever	procrastinator
developed	goal-setter	valiant	realistic
devoted	habitual	warrior	<i>compassionate</i>
disciplined	happy	wishful	<i>courageous</i>
respectful	helpful	worrier	<i>faithful</i>
responsible	hungry	leader	<i>independent</i>
scientific	impatient	life of the mind	<i>powerful</i>
			<i>resilient</i>

Now rank your 20 words from most important to least important in describing who you are right now (number from 1-20)

WHAT'S NEXT? THINKING ABOUT LIFE AFTER HIGH SCHOOL

MAKING PREDICTIONS AND ASKING QUESTIONS

After gathering vocabulary, take some time to write about your word choices. This activity should help you consider the significance of the words you chose by asking questions about them as key concepts and then making predictions about what you will need to do to best represent yourself in your letter of introduction or your application essay:

- Why did you rank them as you did?
- What do your words tell you about your opinion of yourself in terms of readiness for work or college?
- What would someone who knows you well think of the words you chose?
- Based on your analysis of your key concepts, predict what you will need to learn more about to achieve your goals.
- Predict how well your key concepts will work for you as you move into the next stage of your life. For example, if one of your words is “stubborn,” write about how that concept may work for you or against you as you consider your future. The more you reflect on the significance of the words you choose to identify yourself, the more information you will have as you build your final portfolio.

Text–“Want to Succeed in College? Learn to Fail” Pre-reading

ACTIVITY 3: SURVEYING THE TEXT

Before we read Angel Pérez's article, take a little time to preview it by responding to the following questions:

1. Look at the title, and make predictions about what you think will be Pérez's message.
2. Take a look at the length of the article, and decide if your predictions can be fulfilled in this length of the article—752 words.
3. Skim through the first two paragraphs, and read the final paragraph. Once you have done that, can you add anything to your predictions about Pérez's message?

READING: READING WITH THE GRAIN

We are always reading to gather information for our writing. But sometimes we read to extend our thinking. Just as you did when you shared your key words with another person to get more information for your writing, you are using reading as a stimulus for more thought. Good reading should cause you to consider ideas or perspectives that you may not have considered on your own.

That is the case in this reading when we are “playing the believing game” to understand the specific advice Pérez offers about how to represent ourselves to an audience.

As you read, underline (or put a check next to) the best advice Pérez gives about how to represent yourself, believing that the advice he gives is good advice. During the first read, simply mark the ideas or sentences where you think Pérez is giving advice you can use as you consider the best way to represent yourself to the community you want to enter.

After reading the essay the first time, go back through it again and choose a few of the sentences you marked. Copy them down on the left side of the dialectical journal provided below. Once you copy the sentence in the left-hand box, write for a few minutes on the right about what the quote made you think about or why you chose the quote.

WHAT'S NEXT? THINKING ABOUT LIFE AFTER HIGH SCHOOL

ADVICE PÉREZ GIVES ABOUT HOW WE REPRESENT OURSELVES TO OTHERS (NOTE PARAGR. #)	WHAT HIS COMMENTS MAKE ME THINK

POST READING: RESPONDING TO PÉREZ

Write a one-page description of an event or moment when you were less than perfect and explain to a reader what your response to that moment says about your character, values, or potential for work or study.

WHAT'S NEXT? THINKING ABOUT LIFE AFTER HIGH SCHOOL

TEXT—"HIDDEN INTELLECTUALISM"

PRE-READING

ACTIVITY 4: GETTING READY TO READ AND EXPLORING KEY CONCEPTS

1. Take out a sheet of paper, and write down three people you feel are intellectuals.
2. In groups of three or four, share your list and choose three from the combined list that all of you can agree are intellectuals.
3. After a class discussion, write down your definition of an intellectual.
4. Your teacher will now pass out three quotations about intellectuals. Select the quote that best matches your definition of an intellectual.
5. Why did you select this quote? Share your answer in your group or as part of a class discussion.

UNDERSTANDING KEY VOCABULARY

Understanding—before reading—selected key vocabulary crucial to the concepts of the text and then applying that understanding as you read is an important strategy for all successful readers. Knowledge of word meanings can significantly shape how well you read a text and comprehend the writer's message as well as the arguments the writer makes in support of that message.

The list of words and phrases below should support reading comprehension by allowing you to address unfamiliar or difficult concepts prior to reading the text. This list features several key ideas, difficult phrases, or challenging words that may present some obstacles to you as you read.

Working in groups, predict what you all think each word you are assigned may mean before you go to the paragraph where you will find the word or phrase. As a group,

1. Predict the meaning of the word or phrase by discussing what you all believe it may mean.
2. Once you have predicted a possible meaning for the word or phrase, go to the paragraph listed and find the word or phrase.
3. Once you find the word or phrase, read the sentences or section that surrounds the word and see if you can figure out the meaning of the word or phrase as it is used in context.
4. Then look at the function of the word or phrase (what it is doing in the section where it is used). See if you can add to your understanding of the word or phrase.
5. Finally, if needed, use a dictionary or other resource to finalize your understanding of the word or phrase. The dictionary definition you select for the word should match the context for the use of the word or phrase in the passage where it is located.
6. After you have filled out your part of the vocabulary worksheet, prepare to inform the rest of the class about the meaning of the words or phrases you have been assigned.

Your job is to come away from this work with a sense of what others need to know about the words or phrases your group is looking into and how these words relate to what you think Graff might be saying about "intellectualism."

WHAT'S NEXT? THINKING ABOUT LIFE AFTER HIGH SCHOOL

The word or phrase	Our prediction	Its meaning in the essay
<p>Group 1 educational depth and weight (¶3) retrospect (¶8) interminable (¶9) to exploit its game-like element and turn it into arresting public spectacle (¶12) domain (¶16)</p>		
<p>Group 2 cogitations (¶3) it's more complicated (¶8) philistine (¶9) intellectual thirst (¶11) school</p>		
<p>Group 3 life of the mind (¶2) anti-intellectualism (¶5) negotiating this class boundary (¶6) public argument culture that transcended the personal (¶12) a sociologically acute analysis on an issue</p>		
<p>Group 4 book smart (¶6) egghead world (¶9) propose a generalization (¶10) analysis (¶11) literacy training (¶16)</p>		
<p>Group 5 inarticulate (¶7) ambivalent (¶8) Adlai over Ike (¶8) rudiments of the intellectual life (¶10) school culture (¶11)</p>		
<p>Group 6 the trouble with this assumption (¶3) grist for their mill (¶3) the intellectual bit (¶8) invidious (¶14) see those interests through academic eyes (¶16)</p>		

WHAT'S NEXT? THINKING ABOUT LIFE AFTER HIGH SCHOOL

READING

ACTIVITY 5: READING FOR UNDERSTANDING—STOP AND RESPOND

Gerald Graff's essay "Hidden Intellectualism" poses questions about the way we see "intellect" in and outside of school. In this essay, Graff argues that a student's intelligence may be "hidden" when viewed only from the perspective of school learning. He prompts all of us to look again at the intellectual abilities we possess, even if a person is not so proficient at school learning.

As you and your classmates read this essay together, your teacher will stop at various points and ask you to respond, not by talking but by writing on a separate sheet of paper. You will be given a few minutes to write down whatever thoughts you have—questions, observations, ideas, comments, stories, things the text reminds you of, whatever comes to mind as you read.

Allowing yourself to actively respond to the text is important—thinking about what it means and how you are responding. Once you have had a few minutes to write a response to the reading, you will discuss what you have written with the class. This discussion will give you the opportunity to say what you are thinking about the reading.

Don't wait for your teacher to answer or respond to what you have to say. He or she is simply reading the essay and providing you with places to stop, write, and then discuss the reading. The more you say about the reading, the deeper your understanding of what Graff has to say and how this work relates to your own writing project will be.

You will repeat this process several times during the reading. At the end of your reading, you will discuss with the class what you have discovered and how the text relates to your thinking about the next stage of your life.

If you do this with an open mind about making sense of the text, your writing should provide plenty of information for you to use in the development of your letter of introduction or your college application essay at the end of this module.

POST READING: THINKING CRITICALLY

In response to Pérez's and Graff's essays—as well as your list of key concepts and key vocabulary—write three separate "idea chunks" that respond to these thoughts. Idea chunks are short pieces of writing, maybe one to three paragraphs long, that attempt to capture an idea you have, find some support for that idea, and explain the importance of the idea. These are not essays; you are still writing to figure out what you are thinking. In this activity, you are primarily making connections between what Pérez and Graff have written and aspects of your own life and experience.

Idea chunks are just that—chunks of ideas that you are trying out for the purpose of using in your writing. The more you write about the idea you have chosen, the easier it will be to understand and explain its significance. Push yourself to be as specific as you can be.

Summarizing and Responding

In the space below, write a letter (or text message) to a trusted person about how well you are—or are not—prepared for the next stage of your life.

WHAT'S NEXT? THINKING ABOUT LIFE AFTER HIGH SCHOOL

TEXTS—

1. **"10 Rules for Going to College When Nobody Really Expected You To"**
2. **"Not Going to College is a Viable Option"**
3. **"Why Go to College?"**
4. **"The 10 Most Common Excuses for Not Going to College and Why They're All Wrong"**

PRE-READING

ACTIVITY 6: SURVEYING THE TEXT

The class will be reading four essays that address decisions about whether to start working or go to college. You will be assigned one text to read, analyze, and then summarize for its relevant information. In preparation for reading, survey the text and then make predictions about its value in terms of the usefulness of the information it provides.

- What kind of information do you think the article will provide?
- What value do you think the article will have in relation to your own research needs?
- What do you think is the purpose of the article?
- Who do you think is the intended audience for the article?
- What do you think the writer wants you to do or believe?

READING

ACTIVITY 7: READING FOR UNDERSTANDING

As we have discussed, the activities in this stage of the module signal a shift in focus and emphasis in the module. Our work is moving away from the kind of self-assessing, identification, and generative qualities of the first part of the module to a more research driven focus—a focus that requires you to continue to gather information about your plans and draw conclusions about your own readiness for life after high school as it also emphasizes learning about the requirements, processes, and expectations of work or college communities.

In short, this segment exposes you to the social requirements you will encounter as you move to the next stage of your life.

You are going to begin your investigation into these questions by taking part in a jigsaw activity. As a class, we will be reading four documents that provide information and opinions about both going to college and entering the workforce. You will break into groups of five or less, read the document you have been assigned, and prepare a report for the class that delivers the following:

- **A brief summary of the document's argument**
- **Important quotes or information the writer provides**
- **An explanation of what you think is important about the document.**

Once you have completed your reading and discussion of the text, be prepared to present your information about the article to your class.

POST READING: SUMMARIZING AND RESPONDING: WORLD CAFÉ

After all groups report their findings, spend some time writing about whether it is best to go to college right away or move into work. This should generate some comments about what you are carrying away from the discussion and how it relates to your sense of what you want to do next.

WHAT'S NEXT? THINKING ABOUT LIFE AFTER HIGH SCHOOL

CONNECTING READING TO WRITING

Discovering What You Think

ACTIVITY 8: CONSIDERING THE WRITING TASK

During the past few weeks, you have read about different aspects of career and college life, done some reflection and writing about your own goals and plans, and participated in research about your personal vision for the future. The final expression of all this reading, research, and writing will be the development of a letter or essay you will use to apply for acceptance into the community you wish to enter.

1. If you believe you are more inclined to pursue a career or enter the work force, write a “letter of introduction” to the work community or job that you wish to pursue.
OR
2. If you plan on entering college, write a personal statement / essay for your college application.

Remember the final letter or essay needs to be around 1,000 words, typed, proofread, and ready to send out to either a school or employer.

Consider the following questions as you begin to plan your writing.

1. What do you think is your job in this assignment?
2. What do you think may be most difficult about writing this piece?
3. Who is the audience for this writing?

ACTIVITY 9: TAKING A STANCE—ELEMENTS OF THE RHETORICAL FRAMEWORK

1. **PURPOSE:** Identifying the purpose of your writing means that you are able to say what you are trying to do to an audience through your writing. What effect do you want your writing to have on the reader?

Here are some questions you can use to figure out your purpose:

- What are you trying to accomplish in this essay?
- What do you want your readers to experience when they read your essay?
- What do you want this audience to understand as a result of reading your writing?

Here is some important information to remember about purpose:

- Sometimes purpose isn't clear until after you have done some writing.
- Purpose is always related to your sense of audience.
- Sometimes analyzing audience in detail helps you figure out purpose.
- Sometimes writing about purpose before you draft your response can help you find a thesis, or a structure, or a plan.
- Your sense of purpose can change as you move toward your final draft and understand more about what you are writing.

WHAT'S NEXT? THINKING ABOUT LIFE AFTER HIGH SCHOOL

2. **AUDIENCE:** Identifying and analyzing audience help you develop a clearer understanding of your purpose. Your knowledge about your audience functions as an important guide for you when you are trying to decide what to put in your essay and how you are going to sequence your information.

Here are some questions to ask about audience:

- What do they know about your topic?
- What do you want them to know about your topic and your message?
- What interests do they have in your topic?
- Why do they need to read your writing?
- What does your audience believe about the topic?
- What makes your audience a group or a community?

Here is some important information to remember about audience analysis:

- Be specific as you take inventory of their interests, their knowledge, their sources, their agenda, and their worldview.
- Try to summarize their argument or the ideas they contribute to the conversation about your topic
- Be aware of the language and knowledge the audience favors: what kind of facts they like, what sort of values they insist upon, what their expectations are?
- Remember that your writing moves from a kind of internal focus (where you are writing more to yourself) out to a specific focus on audience (where you are focused on how your writing affects the reader). How is your writing supporting a shared understanding of what you want to communicate?

3. **SITUATION:** Understanding the situation in which you are producing writing helps you understand the kind of rules you need to follow or the genre conventions that are most important to your writing. We always write in a specific context; understanding how the writing takes place in a particular context helps you understand what you need to show through your writing. For example, you may write to simply summarize a reading for yourself, or you may write to prove to the teacher that you have read something well; these two scenarios constitute two different writing situations and call for different processes and different products. Thus, the context, or situation, of the writing will influence the way you perform the writing.

Here are some questions that will help you analyze the writing situation:

- What does this writing have to do with your current situation as a writer/student?
- How does your writing relate to what others have written?
- How does your writing relate to the curriculum in your class?
- How does your writing relate to other work in the class?
- For whom are you writing?
- Are you supposed to demonstrate anything through this writing?
- What in this situation has prompted you to choose your topic?

Here is some important information to remember about the value of analyzing situation:

- Understanding situation helps you develop a clearer sense of purpose.
- Knowing the context for your writing helps you develop better ideas for the writing, allowing you to write in relation to some other ideas; it helps with topic selection, research, composing, and revision. You need

WHAT'S NEXT? THINKING ABOUT LIFE AFTER HIGH SCHOOL

information about the writing situation to be able to make key decisions about both the content and the sequence of information you choose.

- Analyzing audience helps you understand the influence situation has on your writing choices.

4. **PERSONA/ETHOS:** This simply refers to the way you are representing yourself in the writing. As people who write, we have lots of ways of presenting ourselves: as experts on family, as experts on law, as someone searching for truth. There is an infinite number of ways we present our identity through writing. Ethos refers to the way you build credibility through your writing. It is the way you represent yourself in the writing to gain trust from the reader.

Here are some questions to ask about ethos:

- What impression do you want to make on the reader?
- What tone of voice do you want to use?
- Who are you speaking for when you write?
- Are you part of a larger community when you write?
- How can you let the reader experience your competence?

Here is some information to remember about ethos:

- Readers will pay attention to the language you use in making a judgment about your credibility.
- Readers will notice the kind of examples you use as those examples say something about your level of engagement with the topic, about your expertise, or about the amount of research you have done.
- Readers will notice how well you explain things. Your ideas find their clearest expression in your explanations. The more developed your explanations about the truth-value of your claims, the more credibility you have with the reader.
- Readers will detect inaccuracy or lack of engagement with a topic

5. **MESSAGE:** In its most elemental form, message consists of what you want to say about a particular topic, event, or idea. It is the controlling idea of the essay. Message is the product of your thinking about purpose and audience; it is what you want to say to the reader or the point you want to get across. It is your most dominant claim.

Here are some questions to ask about message:

- Can you summarize the main point of your essay in a short paragraph?
- Does your message support the purpose of your writing?
- Do all the evidence and explanations you use in your writing relate to your message?
- Does the audience need to hear your message?
- Is your message meaningful?
- Is your message self-evident?
- What happens when you apply the "So what?" question to your writing?

Here is some important information to remember about message:

- Remember to ask the age-old question about your writing: So what?
- Message is often not discovered until after you have done quite a bit of writing

WHAT'S NEXT? THINKING ABOUT LIFE AFTER HIGH SCHOOL

- Another way to think of message is as the largest claim of the writing.
- Remember that we pass along a lot of messages in our writing, but in academic writing, one message seems to prevail as the most important.

Now that you have considered the “rhetorical framework” for your writing, develop a set of instructions for yourself about how you will use this information in your first draft.

WRITING RHETORICALLY

Entering the Conversation

ACTIVITY 10: COMPOSING A DRAFT

Today you are going to write a first draft. You have two choices for how to proceed, but you have one responsibility—you must bring a first draft of your writing to class tomorrow.

Option 1: Just start writing. In this option, your plan is to just write and then figure out, once you have written, what your structure and organization is going to be. Writers who take this route should feel like they are ready to write, which means you have done plenty of thinking and have a good sense of how you want your letter/essay to develop. Writers who take this route should be able to describe their paper to another person, telling them what the paper is going to say and what it is going to do to the reader. After you have completed your draft, you should be able to fill out the organizational planning chart we are using to identify what you want to write about in each section of your paper and what effect you want that section to have on the reader

Option 2: In this option, you take a little time, maybe 20 minutes, to sketch out your paper using the planning chart provided below. This option is good for writers who have a sense of what they want to say but may need a little rehearsal for their paper by getting some ideas down before they begin composing. Using the chart below, think about the different sections of your paper and write to yourself about what each section is going to say and what effect you want each section to have on your reader. Filling out this chart should help you reach a point where you can describe what you think your paper is going to say after you have completed your first draft.

Planning Chart

What I will write about in this section...	The effect this section will have on the reader...
What I will write about in this section...	The effect this section will have on the reader...

WHAT'S NEXT? THINKING ABOUT LIFE AFTER HIGH SCHOOL

REVISING AND EDITING

ACTIVITY 11: REVISING RHETORICALLY

Today the class will work in small groups to assess the openings to your writing. We are going to look for two key elements as you evaluate the effectiveness of your openers:

1. How introductions invite the reader to get to know you
2. How effectively your introduction will help your readers distinguish you from the rest of the letters or applications they are reading

Revise your draft and bring a hard copy to class.

ACTIVITY 12: EDITING

Editing is different from revising. When you edit, you are paying attention to sentence level concerns in the writing. That does not mean you ignore any content or organizational issues that surface, like problems with continuity between sentences or the development of ideas.

We are going to edit our papers for two important elements:

- Spelling and word choice
- Sentence variety

ACTIVITY 13: REFLECTING ON YOUR WRITING PROCESS

Now that you have completed your writing, having improved it as much as you could over the past few weeks, it is time to put the final touch on your portfolio. After you have assembled your portfolio, take 15 minutes or so to discuss with a partner what you have learned during this unit about some of the following ideas:

1. What are some things that good writers do as they prepare, generate, draft, and revise writing?
2. What have you learned about being an effective reader?
3. What have you learned about using writing to discover what you think?
4. What have you learned about writing as a process of decision-making?
5. What have you learned about reading and its relationship to effective writing?

Once you have discussed some of these questions in small groups, compose your own "cover letter" for your portfolio in which you explain what you have learned about reading and writing during this module. Answering any or all of these questions will not only provide your teacher with an understanding of the learning you are carrying away from this module but also give you the opportunity to say what you are learning and keep a record of the strategies and assumptions that shape the habits of effective readers and writers.

WHAT'S NEXT? THINKING ABOUT LIFE AFTER HIGH SCHOOL

NOTES: