Abstract, of case problem solution, 325–326
Act, in dramatism, 29, 30, 31
Active listening, in classroom, 36–37
Active-voice constructions, passive voice versus, 185
Agency, in dramatism, 30, 31
Agent, in dramatism, 29, 30, 31
Agora, origin of rhetoric and, 7
Agreement, as essay exam task, 137
American Psychological Association (APA) style, for giving credit, 246–247
in-text parenthetical references, 246
Works Cited/References, 246–247
Analogy, argument by, 351–352
Analysis, 192–218
from biology, 197–201
from business, 212
from chemistry, 201–202, 212
in classroom, 196
computer and, 205–206
definition of, 193
from earth sciences, 212
from English, 203–204, 211–212
as essay exam task, 137
genre and, 209–210
key features of, 193–196
from literature, 203–204, 211–212
methods of, 205
from political science, 213–214
procedures for, 207–209
student’s authority and, 204–205
Anthropology, real-life situation relating to, 164–165
APA, see American Psychological Association (APA) style, for giving credit
Apposition, for combining sentences, 131–132
Archival research paper, see Library research paper
Argument, 343–364
by analogy, 351–352
building idea into, 350–354
classical rhetoric using, 7
common places and, 354–356
complexity of, 345–346
ethos and, 346–347
for ideas, 347–348
identification and, 349–350, 353
ideology and, 355
intertextuality and, 231–232, 353
logos and, 346
over cause, 351–352
over definition, 351
over evaluation, 352
over policy, 352
pathos and, 347
by patterns, 351
rhetorical situation and, 41–43, 352
samples of, 358–360
stasis and, 302, 353
value of, 344–346
writing process for, 350–354, 356–358
Aristotle, 346–347
Assigned readings, use of in classroom, 33–35
At-home essays, 146–148
Autobiographical writing, see Personal experience papers
Bibliography, see Works Cited/References
Biology, analytical essay from, 197–201
Block quotes, 113, 240
Brainstorming, invention and, 49, 75–76
Burke, Kenneth, 29–31, 349
Business, analytical essay from, 212
Case problems, 316–342
abstract for, 325–326
answer format for, 323
example of, 319–321, 326–327
facts presented by, 323–324
plan for, 324
problem formulation and, 322–323
samples of solutions to, 326–329
solutions to, 321–329
Case problems (cont.)
writing process for, 324–326
see also Real-life situations
Cause, arguments over, 351–352
Charts, for note taking, 106
Chemistry, analytical essay from, 201–202, 212
China, rhetoric and, 7
Chunking, memory improved with, 97
Citations, 51, 113, 242–247
American Psychological Association style, 246–247
Modern Language Association style, 242–245
Classroom, 20–43
analysis in, 196
assigned readings in, 33–35
as communication system, 26–31
discussion in, 38
interacting with written material in, 34–35
involvement in, 15–17, 21, 25
lectures and active listening in, 36–37
note taking in, 37
open-ended writing in, 24–25, 39–41
as rhetorical situation, 20, 41–43
rhetorical timing in, 42–43
sizing up class versus psyching out
teacher and, 22–23, 24, 25
student’s role in communication in, 39–43
teacher’s role in communication in, 32–38
textbooks used in, 32–33, 34–35
College
advice about writing in, 22–23
difference made by, 17–18
involvement and success in, 15–17
as rich and confusing environment, 73
Common places, argument and, 354–355
Common sense, essays comparing disciplinary thinking to, 181–189
writing process for, 183–184
Communication system, classroom as, 26–31
dramatism and, 29–31
Comparison, as essay exam task, 137
Complex events, 281–315
with conflicting opinions (open questions), 294–295, 300–301, 303–315
having many aspects, 282–284, 291–293, 294, 295–299
presented to student, 284
purpose of addressing, 293–294
reading about, 284–291
sample essays on, 296–299, 303–306
stasis and, 302
student analyzing, 284–286
writing process for, 295–296
Computers
analysis and, 205–206
for note taking, 106
real-life simulations using, 342
revising with, 159
spell- and grammar checkers and, 146
writing and, 11
see also Electronic communication
Conjunctions
coordination with, 130–131
subordination with, 131
Connections, memory improved with, 97
Contrast, as essay exam task, 137–138
Controversy, see Argument; Complex events
Coordination, for combining sentences, 130–131
Core question, identification of, 135
Course requirements, 124
Court decisions, problems and solutions presented in, 320
textbook examples of, 140–145
Courtroom rhetoric, 9
Credit, giving. See Citations
Criticism, as essay exam task, 137
"Cultivating of the Mind and the Carving of the Dragon, The" (Liu Xie), 7
Current events, see Real-life situations

Decorum, rhetoric and, 12–13
Definition
arguments over, 351
as essay exam task, 138
as stasis in rhetoric, 302
Deliberative rhetoric, 9
Description, as essay exam task, 138
Disciplinary thinking, essays comparing everyday and, 181–189
writing process for, 183–184
Disciplines
  involvement of teachers in, 73, 153–154
  rhetoric and, 11
  see also specific disciplines i.e., Chemistry; English
Discussion
  in classroom, 38
  as essay exam task, 138
Discussion groups, see Electronic discussion groups
Division/identification phenomenon, argument and, 349–350
Drafting, 50–51
  first drafts, 158
  see also Revision
Dramatism, 28, 29–31
Earth sciences, analytical essay from, 212
Economical prose, for combining sentences, 132–133
Economics, real-life situation relating to, 163–164
Editing, 51, 52, 158, 184–186. See also Revision
Electronic bulletin boards, e-mail and, 90
Electronic communication, 89–93
  electronic discussion groups, 72, 89–90, 91
e-mail, 89–90, 91, 92
  hyper-text format for, 154
  local area networks, 90–91
  netiquette for, 92–93
  representations of the world conveyed via, 154
  study groups using, 116–117
  writing and, 11
  see also Computers; Internet; World Wide Web
Electronic discussion groups, 72, 89–90, 91
E-mail (electronic mail), 89–90, 91, 92
Embedding, for combining sentences, 133
English, analytical essays from, 203–204, 211–212
Epideictic rhetoric, 9
Essay exam questions
  at-home essays, 146–148
  guidelines for, 139–140
  key question words for, 137–139
  questions requiring reorganization, 134–137
  summary questions, 127–130
  writing process for, 139–140
Ethos, argument and, 346–347
Evaluation
  arguments over, 352
  as essay exam task, 137
  everyday thinking, essays comparing disciplinary thinking and, 181–189
  writing process for, 183–184
Evolution of Useful Things, The (Petroski), 282–284
Exam writing, 123–150
  at-home essays, 146–148
  key question words for, 137–139
  questions requiring reorganization, 134–137
  short-answer exams, 126–127
  summary questions, 127–130
Experience, writing from, see Personal experience papers
Experiment, 267. See also Experimental report
Experimental report, 254–255, 267–278
design for, 267–268
  experiments and, 267
  introduction for, 269–270
  issues in, 224–227
  laboratory and, 223, 268
  laboratory courses and, 271
  reports, 268–269, 271–276
  samples of, 272–276
  writing process for, 269, 271–272
Explanation, as essay exam task, 138
Extrinsic rewards, 124, 172–173
Fact, as stasis in rhetoric, 302
Feminist studies, complex readings from, 288
Field, 222–223. See also Fieldwork
Fieldwork, 254–267
  analysis of, 258
  basic question or problem in, 256–257
  design for, 257–258
  field and, 222–223
  getting story in, 255–256
  issues in, 224–227
  record keeping for, 258
  report, 258–265
  sample reports of, 260–265
Fieldwork (cont.)
  site for, 257
  writing process for, 258–260
First drafts, 158. See also Drafting
Flow charts, for writing about complex events, 296
Flower, Linda, 40–41
Footnotes, 242
Forensic rhetoric, 9
Forster, E. M., 158
Freewriting, for writing about complex events, 296

Generalizations, memory improved with, 97
Genre, 209–210
Goal identification, as writing process, 48–49. See also Task representation
Goal setting, 124
  intrinsic motivation and, 124, 172–173
  research on, 125–126
Grades
  extrinsic and intrinsic value of, 124, 172–173
  goal setting and, 172–173
  see also Exam writing
Grammar of Motives, A (Burke), 29–30, 349–350
Greece, rhetoric and, 7
Group alias, e-mail and, 90
Growth
  college contributing to, 17–18
  strategy of, 14–15
  in writing, 15–17

Hinduism, rhetoric and, 7
History, complex readings from, 287
How College Affects Students (Pascarella and Terenzini), 17–18
Humanities, Modern Language Association citation style for, 242–245
Hyper-text format, 154

Ideas
  concise expression of, 185
  development of, see Invention
  parallel construction for, 186
Identification, argument and, 349–350, 353
Ideology, arguments and, 355
Illustration
  as essay exam task, 138
  essays of, see Personal illustration essays
Illustrative writing, see Real-life situations
Indexes, in library, 234, 236–237
Instructor, see Teacher
Internet, 91–92
  for library research paper, 234–235
  representations of the world conveyed via, 154
Interpretation
  as essay exam task, 138
  as writing strategy, 41
Intertextuality, 113, 231–232, 353
In-text parenthetical references
  American Psychological Association style of, 246
  Modern Language Association style of, 242–243
Intrinsic rewards, 124, 172–173
Introductions, to research article, 269–270
Invention, 49, 75–76
Investigation, 220–227
  basic problem or question in, 224
  design for, 225–226
  focusing or specifying question in, 224–225
  purposes of, 223–224
  report, 226–227
  sites for, 221–223, 225
  writing process for, 226–227
  see also Experimental report; Fieldwork; Library research paper
Involvement
  in classroom, 15–17, 21, 25
  through writing, 15–17
Jargon, avoidance of, 185
Journal articles, use of in classroom, 34
Journals, 72, 74–88
  invention and, 49, 75–76
  purpose of, 74
  reading journals, 74, 76–80, 83–84, 107
  response journals, 107
  study journals, 106–108
  writing process for, 75–76, 81–83
Justification, as essay exam task, 138
Key question words, exam writing and, 137–139
Kohn, Alfie, 172–173

Laboratory courses, 271. See also Experimental report
Laboratory research, see Experimental report
Laboratory, 223. See also Experimental report
LANs, see Local area networks
Large overview question, for at-home essays, 147

Law
argument and, 356
problems and solutions presented in, 140–145, 320
Lectures, in classroom, 36–37
Legislative rhetoric, 9
Library, 222, 234–237. See also Library research paper
Library research paper, 221–222, 228–253
American Psychological Association citation style for, 246–247
basic problem or question in, 232
design for, 233
evaluating sources for, 238–239
focusing or specifying question in, 232–233
footnotes for, 242
indexes for, 234, 236–237
as interactive discovery process, 229–231
Internet for, 234–235
intertextuality and, 231–232
in-text parenthetical references for, 242–243, 246
introduction of, 269–270
issues in, 224–227, 232–234
library and, 222, 234–237
mention of sources in, 241–242
Modern Language Association citation style for, 242–245
paraphrasing sources in, 240–241
primary sources for, 238
quotations from sources in, 113, 114, 240
referring to sources in, 240–242. See also Citations report, 233–234
revealing sources in, 51, 112–114, see also Citations; Quotations, in library research paper; Works Cited/References sample of, 248–252
secondary sources for, 238–239
site, 232–233
summaries of sources in, 241
Works Cited/References in, 243–247
World Wide Web for, 234, 235–236
writing process for, 233–234, 240–242

Life events, see Case problems; Real-life situations
List, as essay exam task, 138, 139
Literacy, rhetoric and, 10–11

Literature
analytical essays from, 203–204, 211–212
complex readings from, 288
Liu Xie, 7
Local area networks (LANs), 90–91
Locke, Edwin, 125, 172
Logos, argument and, 346

McCarthy, Lucille Parkinson, 22–23

Matrices
for note taking, 106
for writing about complex events, 296

Memory, improving, see Remembering, methods for
Mental hospitals, treatment of patients in, 272–274

MLA, see Modern Language Association (MLA) style, for giving credit

Mnemonics, memory improved with, 97
Modern Language Association (MLA) style, for giving credit, 242–245
in-text parenthetical references, 242–243
Works Cited/References, 243–245

Motivation
extrinsic/intrinsic, 172–173
goal setting and, 125–126
Music, complex readings from, 287–288

Netiquette, 92–93
Network diagrams, for note taking, 104
Newsgroups, e-mail and, 90
Newspaper articles, use of in classroom, 33–34
Note taking, 103
charts and matrices for, 106
in classroom, 37
computer for, 106
network diagrams for, 104
outlining for, 104
tree diagram for, 104
writing process for, 103–104, 106

“On Being Sane in Insane Places”
(Rosenhan), 272–274
Open-ended assignment, task representation and, 40–41
Open ended summary question, for at-home essays, 147–148
Open-ended writing, in classroom, 24–25, 39–41
Open questions, writing process for, 294–295, 300–301, 303–315. See also Complex events
Organization, 207. See also Planning to write
Outlining
as essay exam task, 139
for note taking, 104
for writing about complex events, 296
Overview summaries, 110–112

Paper clip, invention of, 282–284
Parallel grammatical constructions, for parallel ideas, 186
Paraphrase, in library research paper, 240–241
Pascarella, Ernest, 17–18
Passive-voice constructions, active voice replacing, 185
Pathos, argument and, 347
Patterns, memory improved with, 97
Pentad, of dramatism, 29–31
Periodicals, use of in classroom, 33–34
Personal experience papers, 166–191
as comparison of everyday and disciplinary thinking, 181–189
privacy and, 167–168
sharing with class, 168–169
sharing with teacher, 169
see also Personal illustration essays
Personal illustration essays, 174–178
writing process for, 174–175
Personal journals, see Journals
Persuasion, classical rhetoric using, 7
Petroski, Henry, 282–284
Physics, complex readings from, 290–291
Plagiarism, 112–113, 231
avoiding, 51, 113–114, see also Citations; Quotations, in library research paper; Works Cited/References
Planning to write, 50, 206–207
Policy, arguments over, 352
Political rhetoric, 9
Political science
analytical essay from, 213–214
complex readings from, 289–290
Prepositional phrases, avoiding multiple, 185
Primary sources, for library research paper, 238
Privacy, autobiographical writing and, 167–168
Procedure, as stasis in rhetoric, 302
Professor, see Teacher
Proof, as essay exam task, 138
Proofreading, 51–52, 145–146, 158
symbols for, 136, 145
Psychology
complex readings from, 286–287
real-life situation relating to, 164
Public speaking, origin of rhetoric and, 7
Punished by Rewards: The Trouble with Gold Stars, Incentive Plans, A's, Praise, and Other Bribes (Kohn), 172–173
Purpose, in dramatism, 30, 31

Questions
dramatism and, 31
key question words and, 137–139
open, 294–295, 300–301, 303–315, see also Complex events
for remembering, 114–116
reorganization required by, 134–137
short-answer, 126–127
summary, 127–129
see also Exam writing
Quotation marks, for quotations in library research paper, 113, 114, 240
Quotations, in library research paper
block quotes for, 113, 240
quotation marks for, 113, 114, 240
Reading journals, 74, 76–80, 83–84, 107
Real-life situations
teacher conveying, 153–155
writing about, 156–163
writing process for, 156–158
see also Case problems; Fieldwork
References, see Works Cited/References
Reflective writing, 72–93
benefits of, 93
definition of, 72
see also Electronic communication; Journals
Relate, as essay exam task, 139
Remembering, methods for, 95, 96–103
overview summaries, 110–112
personal summary statements, 106–108
questions and answers, 114–116
study groups, 115, 116–117, 140
see also Note taking
Repetition, memory improved with, 97–98
Research article, introduction of, 269–270. See also Experimental report
Research design, for investigation, 225–226
Resources, finding and gathering as writing process, 49–50
Response, as writing strategy, 40
Response journals, 107
Review, as essay exam task, 139
Review and comment, as writing strategy, 40
Reviews-of-the-literature papers, 300–301
Revision, 51, 52, 158–159. See also Editing
Rewards, intrinsic versus extrinsic, 124, 172–173
Rhetoric
argument and, 346–347
in changing world, 10–11
classical, 7, 9, 10
common places and, 354–356
decorum and, 12–13
definition of, 2, 6
deliberative (legislative), 9
dramatism and, 28, 29–31
epideictic (political), 9
ethos and, 346–347
forensic (courtroom), 9
genre and, 209–210
identification and, 349–350, 353
intertextuality and, 113, 231–232, 353
key question words and, 137–139
literacy and, 10–11
logos and, 346
origins of, 7–8
pathos and, 347
research article introductions and, 269–270
rhetorical timing and, 42–43
sentence combining and, 130–133
specialization and, 11
stasis and, 302, 353
technology and, 11
topics (common places) and, 354–355
types of, 9
writing as, 4–5
see also Rhetorical situation
Rhetoric (Aristotle), 346–347
Rhetorical situation, 6, 42–43
argument and, 352
in classroom, 30, 41–43
Rhetorical timing, 42–43
Rome, rhetoric and, 7
Rosenhan, David, 272–274
Scene, in dramatism, 30, 31
Secondary sources, for library research paper, 238–239
Sentences combining, 130–133
indicating deleted material from, 240
varying length of, 185
Short-answer exams, 126–127
Simulations, computers creating, 342
Slang, avoidance of, 185
Social sciences, American Psychological Association citation style for, 246–247
Sociology
complex readings from, 288–289
real-life situation relating to, 164
Sources referring to, 240–242
revealing, 51, 112–114, see also Citations; Quotations, in library research paper; Works Cited/References
Specialization, see Disciplines
Stasis, 302, 353
State, as essay exam task, 138
Strategic writing, 2–19
  definition of, 4
  see also Rhetoric
Study groups, 115, 116–117, 140
Study journals, for remembering, 106–108
Study techniques, see Remembering, methods for
Style, editing improving, 185–186
Subordination, for combining sentences, 131
Summary(ies)
  as essay exam task, 139
  in library research paper, 241
  for others, 127–130
  overview, 110–112
  personal summary statements, 106–108
  revealing sources and avoiding plagiarism in, 51, 112–114. See also Citations; Quotations, in library research paper; Works Cited/References
  sentence combining for, 130–131
  writing process for, 107, 129–130
  for yourself, 106–108, 110–114
  see also Summary questions
Summary questions, 127–129
  open-ended, 147–148
Superordination, for combining sentences, 133
Swales, John, 269–270
Synthesis, as writing strategy, 40–41
Task representation, 39, 40–41, 48–49
Teacher
  accomplishments and skills of, 73
  discussions led by, 38
  electronic communication and, 90–91
  growth encouraged by, 14–15
  involved students and, 15, 25
  involvement of in discipline, 73, 153–154
  journals assigned by, 74
  lectures by, 36–37
  personal experience essay shared with, 174–178
  readings and resources assigned by, 32–35
  real-life situations conveyed by, 153–155
role of in classroom communications, 26–28, 32–38
  sizing up class versus psyching out teacher, 22–23, 24, 25
  students taken beyond classroom learning by, 148–149, 154
  student writing self-presentation assignment for, 3–4
  textbooks assigned by, 32–33, 34–35
Technology, rhetoric and, 11. See also Computers; Electronic communication
Terenzini, Patrick, 17–18
Tests, see Exam writing
Textbooks
  intertextuality and, 231–232, 353
  as reference points for argument, 353
  use of in classroom, 32–33, 34–35
Thailand, rhetoric and, 7
“There is/are”, limiting use of, 186
Topics, see Common places
Tree diagram, for note taking, 104
Turkey, rhetoric and, 7
Unfolding situations, writing process of, 48
Value, as stasis in rhetoric, 302
Verbs, use of strong, 186
Word processors, see Computers
Works Cited/References
  American Psychological Association style for, 246–247
  Modern Language Association style for, 243–245
World Wide Web, 91
  for library research paper, 234, 235–236
  representations of the world conveyed via, 154
Writing assignment, case study of development of, 53–68
Writing processes, 44–70
  for analysis, 50, 193–196, 208–209, 210–211
  for argument, 350–354, 356–358
  for case problems, 324–326
  case study of writing assignment as example of, 53–68
  for comparing everyday and disciplinary thinking, 183–184
Writing processes (cont.)
for complex event, 295–296
drafting, 50–51, 158
editing, 51, 52, 158, 184–186
for essay exam questions, 139–140
for experimental report, 269, 271–272
for fieldwork, 258–260
finding and gathering resources, 49–50
having trust in, 45–46
invention, 49, 75–76
for investigation, 226–227
for journals, 75–76, 81–83
for library research paper, 233–234, 240–242
for note taking, 103–104, 106
for open questions, 294–295, 300–301, 303–315
for personal illustration essays, 174–175
planning, 50, 206–207
proofreading, 51–52, 136, 145–146, 158
for real-life situations, 156–158
receiving responses and moving on to next statement, 52
revealing sources and avoiding plagiarism, 51, 112–114, 231. See also Citations; Quotations, in library research paper; Works Cited/References
revising, 51, 52, 158–159
for summaries for others, 129–130
for summaries for yourself, 107
task representation, 39, 40–41, 48–49
unfolding situations, 48
variety of, 46–47

Ynhoo, 234