ERWC Assignment Template Outline
(with Key Questions for Module Development)

Reading Rhetorically

Prereading

Getting Ready to Read (What could students do to help access background knowledge relevant to the text?)

Exploring Key Concepts (What important concepts or questions in the text could students think about before reading it? What tasks or activities would help them do this?)

Surveying the Text (What do you want students to notice in or about the text before they read?)

Making Predictions and Asking Questions (What predictions or assumptions might readers make about the content or arguments of the text?)

Understanding Key Vocabulary (What words in the text are crucial to understanding, yet might be difficult for some students?)

Reading

Reading for Understanding (What aspects of the text might contradict student expectations or otherwise cause difficulty? What might students do to better understand the meaning?)

Considering the Structure of the Text (What should students notice about the structure of the text? How can you help them analyze it?)

Noticing Language (Are there words, grammatical patterns, or turns of phrase that are potentially confusing or difficult to interpret? How can you help students notice and interpret them?)

Annotating and Questioning the Text (What can you do to help students begin a dialog with the ideas, assumptions, and arguments of the text?)

Analyzing Stylistic Choices (What did the author intend or imply by making specific choices of words, sentence structures, organizational strategies, or use of other linguistic features? How can you help students notice these effects?)

Postreading

Summarizing and Responding (How can you help students express the ideas and arguments of the text in their own words?)

Thinking Critically (How can you help students notice and respond to the rhetorical decisions made by the author, especially regarding ethos, logos, and pathos?)

Reflecting on Your Reading Process (How can you help students reflect both on the problems they had reading this text, and the discoveries they made about reading strategies?)

Connecting Reading to Writing

Discovering What You Think

    Considering the Writing Task (How do you want students to use the material from the text? What writing skills and rhetorical strategies do you want them to work on? What writing task will best help students do these things?)

    Taking a Stance (How can you help students consider possible positions on the issues raised by the text and decide what stance they will take and how they will support it?)

    Gathering Evidence to Support Your Claims (How can you help students select evidence to support their position and deal with contrary evidence?)

    Getting Ready to Write (What sort of pre-writing strategies will help students begin to compose their texts?)

Writing Rhetorically

Entering the Conversation

    Composing a Draft (How can you help students write an initial, exploratory draft in which they try on positions, work with evidence, and discover what they really think?)

    Considering Structure (How can you help students discover the most effective organizing strategy for their text?)

    Using the Words of Others (and Avoiding Plagiarism) (How can you help students learn to quote, paraphrase, and summarize their sources appropriately and document them accurately?)

    Negotiating Voices (How can you help students represent the dialog between their own views and their various sources?)

Revising and Editing

    Revising Rhetorically (How can you help your students analyze the rhetorical situation and revise their texts to fit?)

    Considering Stylistic Choices (How can you help students revise their language to make it more effective?)

    Editing the Draft (How can you help students find and correct grammatical and mechanical errors?)

    Responding to Feedback (What kinds of feedback do students need from their instructor and their peers in order to improve their texts?)

    Reflecting on Your Writing Process (How can you help students think about what they have learned from writing this assignment and how they can improve future writing that they do?)