

## ERWC 3.0 Assignment Template Outline with Key Questions

*Note to module writers: After you have chosen rhetorically interesting texts and issues relevant to the students you are writing for, and considered your learning goals, you should go directly to the “Preparing to Respond” section and think about the questions in “Considering Your Task and Your Rhetorical Situation.” The reading activities you design should not only help students read, understand, and question the texts, but should also support and directly lead up to the writing task you design.*

**Teacher Version Only: Setting Teaching Goals for this Module** (How can you help teachers reflect on past teaching experiences with this class or classes like it to set goals and priorities for teaching this module?)

**Setting Learning Goals for the Module** (How can you help students understand why they are working on this module and what they will learn from it? List the learning goals for the module here, and design activities that will help students engage with them.)

### Reading Rhetorically

#### Preparing to Read

**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? How can you help students make useful predictions?)

**Understanding Key Vocabulary** (What words in the text are crucial to understanding, yet might be difficult for some students? How can you help students gain experience with these words?)

**Creating Personal Learning Goals** (How can you help students situate themselves within the learning goals of the module and set their own personal learning goals? You might ask questions such as “What do these learning goals mean to you?” and “What do you want to work on while you do this module?”)

#### Reading Purposefully

**Reading for Understanding** (As students read “with the grain” to understand the text, are there key points or features you want them to notice? How can you help students grasp these key points?)

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

**Negotiating Meaning** (How can you help students identify and overcome the features of the text that cause them difficulty, in both individual and group contexts?)

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

**Considering the Rhetorical Situation** (How can you help students identify the basic elements of the rhetorical situation of the text and make connections between that situation and the rhetorical choices made by the author?)

**Analyzing Rhetorical Grammar** (Which words, grammatical patterns, sentence structures or other linguistic features that are prominent in this text that would be productive to analyze? How can you help students notice these features, model them, and use them in their own work?)

**Analyzing Stylistic Choices** (Considering the audience for this work, what are the likely effects of the author's specific choices of words, sentence structures, organizational strategies, or use of devices such as symbolism, metaphor, metonymy, synecdoche, irony or other tropes and figures? How do narration and point of view affect the reader's engagement with the text? How can you help students notice these features?)

### **Questioning the Text**

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

**Thinking Critically** (How can you help students notice and question the arguments, evidence, and rhetorical decisions made by the author?)

**Synthesizing Multiple Perspectives** (How can you help students track the different positions taken by different authors? How can you help students analyze differences and similarities in the assumptions, values, and worldviews of the authors of the texts they are reading while also clarifying their own perspectives?)

**Reflecting on Your Reading Process** (How can you help students reflect on the problems they had reading this text, the discoveries they made about reading strategies, and their progress on their personal learning goals?)

### **Preparing to Respond: Discovering What You Think**

**Considering Your Task and Your Rhetorical Situation** (Considering the issues and questions of the texts and the learning goals of the module, what type of writing assignment will be most effective in helping students participate in the ongoing conversation? How can you design the assignment to create a believable rhetorical situation in which students can find a voice and a purpose? How can you help students analyze the task for clues about audience, purpose and occasion for composing? How can you help students analyze the knowledge, values, and assumptions of their audience in the context of the task?)

**Gathering Relevant Ideas and Materials** (How can you help students revisit their notes, summaries, annotations, and other materials to find ideas, expert opinions, statistics and other facts relevant to their rhetorical situation?)

**Developing a Position** (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?)

## Writing Rhetorically

**Composing a Draft** (Note: The composing process unfolds differently for different writers. The concerns in this section may be fulfilled in a non-linear fashion. In whatever order the process unfolds, students should have a draft of their document by the end of this section.)

**Making Choices about Learning Goals** (How can you help students revisit the goals they set earlier in the module and set new learning goals for their development as writers?)

**Making Choices as You Write** (How can you help students make moment-by-moment choices about implementing genre conventions, selecting relevant and compelling evidence, and discovering the most effective organizing strategy for their text?)

**Negotiating Voices** (How can you help students learn to quote, paraphrase, and summarize their sources appropriately and document them accurately? How can you help students represent the dialog between their own views and their various sources?)

## Revising Rhetorically

**Analyzing Your Draft Rhetorically** (How can you help students identify and evaluate the rhetorical choices made in their draft in light of their rhetorical situation?)

**Gathering and Responding to Feedback** (What kinds of feedback do students need from their instructor and their peers in order to improve their texts? How can students learn to turn feedback into revision?)

## Editing

**Editing Your Draft** (How can you help students find and correct grammatical and mechanical errors? How could students connect the rhetorical grammar analysis they did earlier in the module with sentences in their own draft?)

**Preparing Your Draft for Publication** (How can you help students effectively format their work in their chosen medium to share with their intended audience?)

**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?)

**Reflecting on Learning Goals** (How can you help students reflect on their progress on the learning goals of the module and their own their personal learning goals?)

**Teacher Version Only: Reflecting on Your Teaching Process** (How can you help teachers reflect on the effectiveness of their teaching of the module and set goals for the next teaching cycle?)