

SUBJECT INDEX

- 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
- writing process for, 50, 193–196, 208–209, 210–211
- 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 dis-
 ciplinary 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 ques-
 tions), 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 solu-
 tions presented in, 320
 examples of, 140–145
- Courtroom rhetoric, 9
- Credit, giving. *See* Citations
- Criticism, as essay exam task, 137
- “Cultivating of the Mind and the Carv-
 ing 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 compar-
 ing 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
- Epidictic 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 re-
 port
- 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 strat-
 egy, 40
- Reviews-of-the-literature papers,
 300–301
- Revision, 51, 52, 158–159. *See also* Edit-
 ing
- 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* Cita-
 tions; Quotations, in library re-
 search 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, 113
 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
- Yahoo*, 234