Essential Actions for Academic Writing: A Genre-Based Approach
Nigel A. Caplan and Ann M. Johns
University of Michigan Press, 2022
https://www.press.umich.edu/11481486/essential_actions_for_academic_writing

1 The Rhetorical Planning Wheel

Goals

- ❒ Understand the Rhetorical Planning Wheel's components that shape successful writing
- ❒ Analyze and write emails using the Rhetorical Planning Wheel
- ❒ Recognize the importance of context in writing
- ❒ Analyze academic writing prompts
- ❒ Respond to an "ID" question, a typical short writing task

What Is Successful Writing?

It is surprisingly difficult to define **good writing**. A great poem is very different from an excellent research paper, an effective email to a professor, or a social media post that your friends all like. Different types of writing can be successful or unsuccessful depending on what, where, when, why, and to whom you are writing. This unit explores the different components of successful writing by introducing a tool, the Rhetorical Planning Wheel, which you will use throughout the units to help you respond successfully to a variety of writing tasks.

Activity 1.1: Discussion

Discuss these questions with a partner or small group.

1. What types of writing have you done in and outside class?
2. What do you think makes some writing successful and other writing unsuccessful?
3. What do you consider when you are planning to write something new?

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Activity 1.2: Analyzing Emails

These three emails all have the same general purpose and were all sent to a university instructor, Dr. Christine Tardy. As you read, think how you would react to each of these emails if you were the instructor. Take notes as you read to answer these questions. Then share your ideas with a partner or small group.

1. What is the purpose of these three emails?
2. In what ways are the three emails similar?
3. In what ways are the emails different?
4. Which is the most successful email? Why?

Email 1:

Dear Professor Tardy,

Is it possible to request a small extension on the Class Observation paper? I have 4 assignments due at the same time and there are literally not enough hours in the day to accomplish everything, considering the fact that I am taking a full load of classes and working 20 hours a week.

Best,

(Student's name)

Email 2:

Dear Dr. Tardy,

I hope this email finds you well. I regret to inform you that due to my poor time management, I will be unable to complete the Student Feedback Assignment by the start of class tomorrow. I humbly request an extension until midnight tonight in order to complete the assignment. I am more than willing to accept whatever penalty you impose.

Regards,

(Student's name)

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Email 3:

Dear Professor Tardy,

May I please get an extension on the article annotations? I'm running out of time.

Thank you, (Student)

Some criteria for a successful request email written by a student to an instructor in the context of a university class are presented in Table 1.1. Is each email successful in meeting each criterion? Possible answers for Email 1 are provided the Table 1.1. How would you complete the chart for Emails 2 and 3?

TABLE 1.1:
Analysis of Email 1

Criteria	*Email 1*
Include an appropriate greeting and closing.	Polite greeting (Prof. is a general title for university instructors.) Best is less effective than thank you.
Prepare the reader for the request.	None—the email starts directly with the request.
Provide a specific request.	The assignment is clearly identified, but how long is a "small" extension?
Give appropriate reasons for the request.	Maybe—the writer is clearly busy, but are they giving other assignments greater priority?
Maintain a polite tone.	Yes. "Is it possible to ask?" is polite.

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Using the Rhetorical Planning Wheel

Activity 1.2 showed that there are many factors to consider even when writing a short text with a simple purpose. In fact, all writing involves consideration of a similar set of factors, which we call the components of successful writing. These components form the Rhetorical Planning Wheel (Figure 1.1), a tool that appears throughout *Essential Actions* to help you think about the many dimensions of any writing situation.

You can download a document with the Rhetorical Planning Wheel from the book's companion website.

Notice that the word *genre* is at the center of the wheel. *Genre* refers to a type or category of text. The genre of the texts in Activity 1.2 is a *request email*, and more specifically request emails written by students to their professor. Other examples of academic genres include syllabi, research papers, short-answer (or "ID") questions, class presentations, and case studies. Under the word *genre* in Figure 1.1, notice *actions;* these are what writers do in writing to achieve their goals. The principal action of request emails is, of course, to *make a request*.

The components of successful writing in any genre are situated around the edge of the wheel and are explained, using the sample request emails, in Table 1.2.

FIGURE 1.1:
The Rhetorical Planning Wheel (RPW)

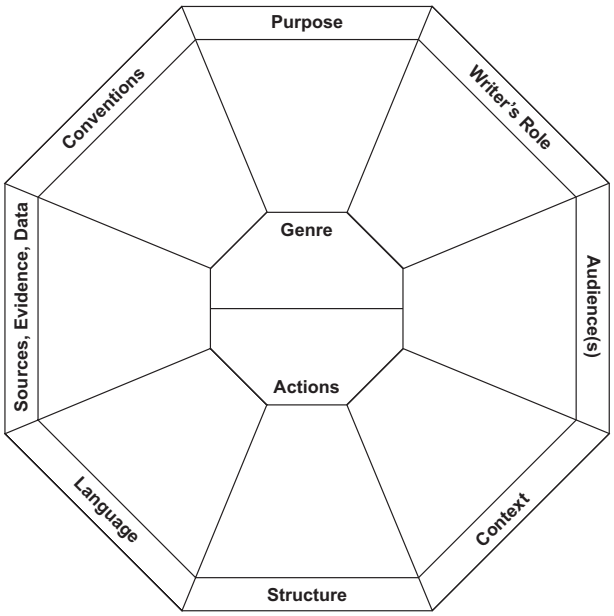

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TABLE 1.2
The RPW For Request Emails

RPW Component	*Description*	*Request Email to a Professor*
Purpose	A writer may have one or several reasons for producing a text. The **purpose** is what the text can achieve. The **actions** are the ways writers attempt to achieve their purposes.	The purpose of these emails is to ask for an extension of the deadline for an assignment.
Writer's Role	The role and status of writers are central to what they write. Writers need to ask themselves: Am I an authority on the topic, or do I bring authority to the topic through use of sources or data? What role (e.g., student, applicant, opponent) am I taking in the text?	The writer's role in these cases is *student*, specifically a student who wants something from the audience, the professor.
Audience(s)	Writers need to ask themselves: What does the audience already know? What are the audience's values and expectations? How will the text be received, evaluated, and/or used by its audience(s)?	The only audience for these particular request emails is the professor. The professor presumably values assignment deadlines and expects polite emails because an extension affects their workload.
Context	The context of writing can include the place where the writing is completed or print/online platform where it is published. It is useful to ask questions like: What is going on where the writing takes place (e.g., the classroom or workplace)? Why is the text being written now? What texts came before it? What will happen next?	The context for the request email is a class that has assignments with fixed deadlines. This text is partly a response to a prior text—such as the course syllabus—that probably contains policies and rules about late submissions. Since this is a request, the writer expects the reader to reply with an email that either accepts or denies the request.
Structure	The way in which a text is organized may be determined principally by the genre (e.g., lab reports), or it may be quite varied, depending on the purposes of the writer (e.g., personal statements).	Request emails follow a predictable pattern: greeting, optional self-introduction and background, request, reasons/justifications for the request, thanks, and closing.
Language	Different genres, and different parts of a text from a genre, require different language choices. These choices involve vocabulary use, sentence structure, and grammar. Together, they are considered the **register** of the text (Unit 2).	The register of these request emails can be described as polite and somewhat formal. The reader is addressed as Dr. or Professor, not by their first name. Full sentences are expected. Features of text messaging (e.g., abbreviations, emojis) are inappropriate.
Sources, Evidence, Data	In many academic and professional tasks, written sources or data are required. Writers may cite evidence of various types from research, articles written by experts, observations, lecture notes, visual material, or other sources. The types of sources, details, and arguments depend on the genre, the discipline or profession, and the context.	There are no sources for these texts. However, the reader will probably be more persuaded by certain types of reasons for the extension, such as the difficulty of the task or individual circumstances.
Conventions	Conventions are those features that assist readers in immediately identifying a text as representing a particular genre. Conventions may be found in the use of paragraphs, headings, and terms of address. Some conventions are required by an assigned classroom task and must be followed—for example, formatting rules (e.g., margins, line spacing, etc.) or citation formats (e.g., MLA, APA).	Email conventions in this context include a clear subject line, an appropriate greeting, the use of short paragraphs, a closing (e.g., *thank you*), and signature (the writer's name).

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The Rhetorical Planning Wheel demonstrates two important facts about writing:

- ❒ There are **similarities** or "family resemblances" (Swales, 1990) between texts from the same genre. For example, many request emails have a similar purpose and structure.
- ❒ There is **variation** among texts in the same genre because all writing is **situated.** This means that the situation (audience, writer's role, and context) affects all the other components of the Rhetorical Planning Wheel. For example, a request from a student to a professor might include different language choices, sources of information, and conventions than a request email from a professor to a student, or from one professor to another. There are other factors in the contexts of these emails that might affect the language, as well. For example, in a large class, students need to introduce themselves. Some instructors want to be called "Professor" or, more informally, by their first name.

Activity 1.3: Applying the Rhetorical Planning Wheel

We can use the Rhetorical Planning Wheel to analyze a genre or an individual writing situation. Read this email written by a first-year undergraduate student, Karen Muñoz. As you read, think about the ways that this text is similar to or different from the request emails to professors you have already analyzed.

To: Leticia Casares

From: Karen Muñoz

Date: April 23, 2019

Subject: Your talk, my involvement

①My name is Karen Muñoz and I am an undergraduate student at SDSU. ②I want to thank you for coming to my civic engagement class today at SDSU. ③I appreciate you taking your time to come speak to us. ④You are a very inspirational person and made my peers and I feel empowered as young citizens.

⑤I would love to become more involved with your campaign in any way I can. ⑥Please let me know if there is any way I can be of any help. ⑦You definitely deserve to win this election and you are already changing lives.

⑧ It was great meeting you. ⑨ Thank you once again.

⑩Best Regards,

Karen Muñoz

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Answer these questions using components of the Rhetorical Planning Wheel.

1. Look closely at Sentences 2 and 5. What are Karen's **purposes** for writing this email to Leticia Cesares, a political candidate for a local elected office?
2. Look closely at Sentences 1 and 6. What different **roles** does Karen take as a writer?
3. What is Karen's relationship to her **audience**, Leticia Cesares? How well do they know each other? What clues are given to tell you that?
4. What is the **context** for this email? What happened before Karen sent the email? What does she hope the reader will do next?
5. What is the **structure** of this email? Which sentences are part of each function (or "move")?
   a. introducing the writer
   b. providing background for the request (thanking the speaker)
   c. making a request
   d. justifying the request (why is it important to the writer?)
   e. offering thanks and closing
6. Look again at the sentences where Karen makes her request. What **language** does she use to make the request? Why do you think she uses these phrases?
7. Does Karen follow all the usual **conventions** of the request emails to a professor?
8. Karen's email was successful. Leticia Cesares replied immediately and offered her a job on her election campaign. Why do you think her email was successful?
9. How is this email similar to and different from the request emails in Activity 1.2?

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Language Box: Language Conventions in Emails

The choices of language used in different situations are known as **registers** (see Unit 2). We all use different registers as we speak or write in different contexts: to different members of our family, to our friends, to those we know well, and to those we don't know well at all, like some of our professors.

In writing an email, some aspects of register to consider include:

- The greeting: Although it sounds familiar, we often use *dear* in formal contexts, perhaps because it is a convention of traditional letter writing.
- The choice of name: In North American universities, students usually refer to their teachers as Dr. Samuels or Professor Samuels. If you are writing a formal email to someone you do not know outside the university, you can use Mr. Cortes, Ms. Cortes, or the person's full name if you prefer not to specify their gender (e.g., *Dear Leticia Cortes*). You can use first names to your friends, family, and people who have told you to use their first name. We do not usually write a title with a first name (e.g., not *Dr. Ann* or *Mr. Nigel*).
- Is it appropriate in this message to ask questions (e.g., *Is there a time I can meet with you?*), give commands (*Send me some times we can meet.*), or make exclamations (*That's great!*)?
- Will the reader expect full sentences or incomplete sentences (*OK; no problem*)?
- Do you need to use longer, more polite or formal expressions (*Thanks for seeing me; Thank you for taking the time to meet me*)? Can you use abbreviations (e.g., *Weds.* instead of *Wednesday*), features of text messages (*thx, lol*), or emojis?
- What level of formality do you need for the closing of the email (*Thanks; See you in class; Sincerely; Best regards*)?

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WRITING TASK 1.1: Write a Request Email

Use your analyses of request emails in Activities 1.2 and 1.3, as well as your understanding of the Rhetorical Planning Wheel, to write your own request email.

A. Choose one of these situations.

1. You have started a paper for a class, but for personal or professional reasons, you have been unable to complete the final draft by the due date. Write an email requesting permission to turn the paper in late.
2. You have been working in a lab for a professor and would like to continue this work next semester. However, the professor can only accept a limited number of students in their lab. Write an email asking if you can continue, giving reasons why the work is important and why you should be allowed to stay in the lab.
3. You have read a news article or heard a podcast that you really enjoyed and that is relevant to a paper you are writing. In an email, tell the author why you liked their work and request an interview you can use to support your paper.

B. Plan your request email by answering these questions based on the Rhetorical Planning Wheel. You may know the answer to the questions if you are writing to a current instructor, lab professor, or the author of an article you have actually read. If not, discuss realistic answers with a partner.

1. Who is the audience for your text? What do you know about them? What are their values and expectations, particularly in terms of the request you are making? For Situation 1, what are the policies about late assignments in the syllabus?
2. What are your roles as writer?
3. What are your purposes for this email?
4. What is the context for the email? What's going on in your life or in the classroom that is relevant to your request?
5. What reasons and requests do you think the reader will accept? What information would be relevant and irrelevant?
6. What do you expect to happen if your reader accepts your request? What will you do? Or what are you asking the reader to do?

C. Draft your email after considering the questions in Part B and the Language Box.

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D. Peer Review: Share your draft email with one or two partners. Read your peers' emails as if you were the audience for the email. Use these questions to give peer feedback:
   1. Is the email appropriate and effective for the audience and context?
   2. Does the email achieve its purpose(s)?
   3. Has the writer taken on an appropriate role?
   4. Is the register (language use) appropriate for the context?
   5. Does the text meet the conventions for an email in this context?
   6. Would you respond positively to this email if you received it?
   7. How else could the writer improve the email?

E. Self-Review: Revise your email using your peers' feedback. Have you done everything on this checklist?
   - ☐ My email is appropriate for the audience and context.
   - ☐ My email achieves its purposes.
   - ☐ As the writer, I have taken an appropriate role.
   - ☐ My use of language (register) is right for the occasion.
   - ☐ I have followed all the conventions of a polite request email.

What else do you need to work on? Make further revisions to your email if necessary.

Understanding the Importance of Context

The **context** for writing influences all aspects of the text you write. For example, although request emails have family resemblances, they also vary depending on the situation. This principle applies to all academic writing. Many assignments are called *essays* or *research papers,* but the requirements of each task can vary greatly depending on the level of knowledge you have as a writer, the expectations of the instructor, the type of class you are taking, the discipline (subject) of the course, and the conventions you need to follow. Therefore, you cannot simply learn a few patterns of organization and apply them to every assignment. Sometimes the same writer will produce two very different, but successful, texts in similar genres to similar audiences because of important differences in the context.

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Activity 1.4: Analyzing Context

As you read the letter, think about the role of context in the Rhetorical Planning Wheel.

West Coast University
COLLEGE OF LETTERS AND SCIENCES

February 6, 2021

Dear Mr. Solis:

①Congratulations! On behalf of the faculty and staff at West Coast University, I am pleased to offer you admission to the Spanish major in the College of Letters and Science for the Fall 2022 quarter. Your selection from a pool of thousands of qualified applicants recognizes your extraordinary academic accomplishments and exceptional personal qualities.

②West Coast University has much to offer you, and we look forward to welcoming you to our vibrant educational community. We believe that our impressive academic reputation, scientific innovation and pre-professional opportunities, coupled with our spectacular campus location, will encourage you to achieve your highest dreams. At the university you will find world-renowned faculty who will challenge you to think critically and independently. As part of our community of undergraduate scholars, you will engage in educational, cultural and recreational life with the Pacific Ocean as an ideal backdrop.

③Your first step in becoming part of our university family is to reserve your space in the Fall 2022 class by submitting your Statement of Intent to Register by 5/01/22. To finalize your admission, complete the Steps to Enrollment. This site also contains a wealth of information about academic programs, resources and student services. We invite you to visit the campus in person to see for yourself all that the university has to offer.

④Again, congratulations on your admission to one of the finest institutions of higher education in the United States. West Coast University is ranked as one of the top public universities in the nation and is home to six Nobel Laureates. You and your family have every reason to be proud of your tremendous accomplishments. We sincerely hope that you will join us and make the university's vast possibilities and beautiful surroundings your own. Welcome to the WCU community!

Sincerely,

Estella Stone
Director of Admissions

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1. How would you complete the analysis chart (Table 1.3)? Some of the answers are completed for you. Download a handout with the analysis chart to complete from the companion website.

TABLE 1.3:
Analysis of an Admissions Letter

Component	*Description*	*Admissions Letter*
Purpose	What are the purposes of this text?	Inform the reader that their application was successful Persuade the reader to accept the offer
Writer's Role	Who wrote the letter? What is their relationship to the reader?	
Audience(s)	Who are the audiences for this letter? What do they want to know? How might they react to this text?	
Context	What is the context for this text? What happened before it was written? What might happen next?	
Structure	How is the text organized? What types of information are included?	Greeting Paragraph 1: Announce the decision Paragraph 2: _____ Paragraph 3: _____ Paragraph 4: Repeat congratulations and make final appeal to accept the offer Closing
Language	What types of language are used? Does the text sound formal or informal? Why? What kind of persuasive language does the writer use? Does the writer ask questions, give commands, or make exclamations?	
Sources, Evidence, Data	What types of evidence does the writer give to show the quality and attractions of West Coast University?	
Conventions	What are the conventions of a formal letter?	

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2. Compare Table 1.2 with Table 1.1. How is an admissions letter similar to and different from a request email? Consider these components of the Rhetorical Planning Wheel:
   a. Purpose
   b. Relationship between the reader and writer
   c. Structure
   d. Conventions

Activity 1.5: Variation in Context

Now read a different letter from the same university sent at the same time but to a different applicant. As you read, think about how the purposes, structure, and language of this letter are different from the letter in Activity 1.4.

West Coast University
COLLEGE OF LETTERS AND SCIENCES

February 6, 2021

Dear Ms. Robins,

①We have arrived at the end of our applications review period, and I am sorry to say that we are unable to offer you a space in this year's incoming class.

②Please understand that our decision is in no way a statement about your ability to succeed in college, nor is it any kind of judgment about you as a person. Be proud of your accomplishments and press on in your pursuit of higher education.

③This year, admission to West Coast University was more competitive than ever before. We could not accommodate an unprecedented number of outstanding candidates, including many students with outstanding academic records, remarkable talent, strong character, enriching experiences, and unique perspectives. I hope that you can find some comfort in knowing that none of us enjoys turning away exceptional students.

④Numbers do not tell the whole story, but I hope you find the context helpful: We received about 59,500 applications for admission, but we only have the capacity to enroll fewer than 3,100 students in our entering class. Of those offered admission, most achieved nearly straight-A averages and presented standardized test scores at or above the 98th percentile.

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⑤Beyond grades and test scores, we considered many other factors presented in your application materials. Ours is a qualitative process, in which opinions are weighed with facts. Your application was carefully, respectfully, and thoughtfully reviewed multiple times, by many individuals.

⑥Ms. Robins, this decision was especially difficult for us given your ties to the university. Your eventual enrollment at West Coast University is of great interest to us, so I invite you to consider our Transfer Plan, which will assist you in gaining admission as a transfer student within the next two or three semesters. We have set aside time during the month of June for you to meet one-on-one with a member of our admission staff to learn how to maximize your chances of admission for a future term.

⑦If you would like to take advantage of this opportunity, please visit your applicant portal in early May to schedule an appointment. I hope you will consider this option.

⑧Thank you for considering West Coast University. We wish you all the best in your college plans.

Respectfully,

Estella Stone
Director of Admissions

In what ways are the admissions letter (Activity 1.4) and rejection letter similar and different? Discuss the letters in a small group. Consider the purpose, context, structure, supporting information, language, and conventions of the letters.

Analyzing Academic Writing Assignments

The Rhetorical Planning Wheel is a very flexible tool that can help you understand how to start any writing task, including the writing assigned in your academic courses. The purpose of academic writing is often to demonstrate understanding and knowledge of the content of the course, but it may also be to express opinions, reflect on your learning, or generate and share new knowledge. The purpose depends on your role as a writer, the audience's (instructor's) expectations, and the context. These will shape the structure, claims, evidence, language, and conventions of your writing.

To achieve the purpose of the task, you need to take certain actions in the text. These may include defining, comparing, contrasting, listing, summarizing, arguing, analyzing,

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and reflecting. For example, here is an in-class writing prompt from an undergraduate course in ethics; the **action words** appear in bold:

> Medical researchers, cosmetic companies, and others often perform experiments on animals. Many people feel that experimentation on animals is wrong and should be stopped immediately because animals do feel pain and there are other alternatives. **Identify** the groups that take both sides of this issue, and **list** the reasons for each side's point of view.

We can analyze the prompt using the Rhetorical Planning Wheel, as shown in Table 1.4.

TABLE 1.4:
Analysis of a Writing Prompt

Component	*Description*	*Ethics Writing Prompt*
Purpose	What is the purpose of the text to be written based on this prompt? What actions will the writer take?	To demonstrate knowledge about course content. The writer will identify two groups and list the reasons for their positions.
Writer's Role	Who is the writer? What is their relationship to the reader?	A student who is learning about animal testing for a course in ethics.
Audience(s)	Who is the reader? What do they want to know?	A course instructor, an expert in the field of ethics, who wants to see if the student has understood and can apply the course content.
Context	What is the context for this text? What happened before it was written? What will happen next?	A university course. The student has read about the topic, heard a lecture, participated in a discussion, and possibly conducted independent research.
Structure	How is the text organized? What types of information are included?	The prompt asks writers to identify the two groups taking sides and then list the reasons for and against animal testing.
Language	What types of language should be used in response to this prompt? Should the writer use every day or technical vocabulary?	The student should use some technical vocabulary from the readings and lectures as well as the specific names of groups and organizations that have taken sides on the issue.
Sources, Evidence, Data	What are appropriate sources and types of supporting information?	The arguments presented should represent the opinions of groups on both sides, not the writer's personal opinions.
Conventions	What are the conventions of the task?	The student should read the syllabus and the test directions or ask the instructor about the conventions. For example, is a list of bullet points acceptable? Does the student need to write full sentences? Are there requirements for writing, typing, or submitting the answer?

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Activity 1.6. Analyzing Prompts

Read these writing prompts from university classes. As you read, think about the components of the Rhetorical Planning Wheel.

A. Define procedural knowledge and relate this term to the studies of amnesic patients. (Psychology)

B. Scholars of the 18th and 19th centuries frequently used a tripartite scheme for social evolution. Some described material culture; others defined the history of society, and some looked at family structure. List the names given to each of these groups, and connect them to museum artifacts, culture, and family organization. (Anthropology)

C. Explain why Modernism is so pessimistic. (Philosophy)

D. After reading and viewing the various sources about the Invisible Hand, discuss your position on the free market vs. government intervention. (Economics)

1. Choose one of these prompts or choose an assignment from another class you are taking now. Answer the questions based on components of the Rhetorical Planning Wheel.
   a. Purpose: What is the purpose of your writing? What actions would you take as a writer?
   b. Context: What is the context for the prompt? What do you think the class has studied? Do you think this question comes from a test or a homework assignment?
   c. Structure: How could you organize your writing? Do you need to write an introduction and conclusion? How much do you think you would need to write to answer the prompt?
   d. Sources, Evidence, Data: What are appropriate sources and types of supporting information for your answer?
   e. Language: Are there terms in the prompt or from a textbook that have to be copied because they are technical? What can be paraphrased and what must be exactly as written?
2. Compare your answers with a classmate who analyzed a different prompt. How are they similar and different?

A simpler way to prepare for a writing assignment is to complete a **do what/with what analysis** (see Figure 1.2).

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FIGURE 1.2:
Do What/With What Analysis of a Writing Prompt

PROMPT: Identify the groups that take both sides of this issue [animal testing] and list their reasons for each side's point of view.	
DO what actions?	**WITH what information?**
IDENTIFY	groups on both sides
EXPLAIN	their points of view
LIST	reasons supporting each point of view

3. Make a **do what/with what** chart for the prompt you analyzed in Part A. Common actions in ID questions include *identify, explain, list, define, compare, contrast, give an example, connect,* and *apply*.

Download a **do what/with what** chart to complete from the companion website.

Responding to Short-Answer (ID) Questions

Short-answer questions, also called **ID (identification) responses**, are among the most common and important writing assignments in undergraduate classes (Melzer, 2014). ID responses usually ask you to respond in a few sentences or a paragraph by identifying, explaining, and sometimes applying a concept from your reading or lectures. Answers usually directly respond to the prompt without an introduction or conclusion. You should use your own words and not copy from the textbook or other sources, although you should also try to use the correct technical vocabulary to show you understand the content. In fact, demonstrating understanding of the course content is usually the most important purpose of an ID response.

For example:

Prompt: What are the principal differences between a university acceptance letter and a rejection letter?

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https://www.press.umich.edu/11481486/essential_actions_for_academic_writing

***Response*:** Acceptance and rejection letters vary in terms of structure and language use because their purposes vary. In an acceptance letter, the writer's purpose is to persuade the reader that they should enroll at the university. Rejection letters, on the other hand, need to be very audience-centered and compassionate, with an attempt to persuade the readers that they are among the many accomplished students who have been rejected despite their academic records. Thus, acceptance letters are structured to congratulate the student and praise the university; rejection letters are organized to soften the blow of rejection and then sometimes mention alternatives for future enrollment.

WRITING TASK 1.2: Answer an ID question

A. Choose one of these prompts, which refer to this unit:

1. What is the Rhetorical Planning Wheel? Why is it important to writers?
2. Name at least three purposes for writing you have studied in this unit. Explain why understanding the purpose of a text is essential for writers.
3. How is writing an email to a professor different from writing a text message to a friend? Explain your answer using components of the Rhetorical Planning Wheel.

B. Complete a **do what/with what** chart for the prompt you chose (see Figure 1.2). Download a do what/with what chart to complete from the companion website.

C. Draft your response. Write a paragraph, giving as much detail as you can. Write in your own words, quoting from this unit if necessary.

D. Peer Review: Share your draft response with one or two partners. Read your peers' responses, and use these questions to give peer feedback:

1. Does the response fully answer all parts of the prompt?
2. Does the writer give enough information?
3. Is the answer mostly in the writer's own words, quoting the chapter if necessary?
4. How could the writer improve the response?

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E. Self-Review: Revise your response using your peers' feedback. Have you done everything on this checklist?
   - ☐ I identified the actions in the prompt (*do what?*). My response achieves its purposes.
   - ☐ I located the information from the chapter I needed (*with what?)*.
   - ☐ I wrote enough to fully answer the prompt.
   - ☐ I wrote several sentences or a paragraph in an academic register using the conventions of an ID response.

What else do you need to work on? Make further revisions to your response if necessary.

Reflection

What was the main goal of this chapter? How can you use this goal in your writing?

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