

Revising for a New Rhetorical Situation - Faculty Worksheet

In any writing task, four domains of knowledge are required (Anne Beaufort, 2007):

- **Content** — what is being written about
- **Genre** — the medium, structure, or constraints of the specific text
- **Rhetorical Situation** — purpose, audience, context; how we say what we say; the choices writers have to make as they create a written form that fits the situation
- **Writing Process** — the steps needed to produce a written product; planning, drafting, revising, editing

When students address a new audience for a new purpose and use a different genre or medium of communication, they not only learn the content at a deeper level, but they also practice shifting language, tone, and style.

Consider these questions for developing this new assignment:

1. What skills do my students most need to practice?
(e.g., too wordy → revise to condense; use of jargon → explain to a public audience; poorly organized → revise into an infographic)

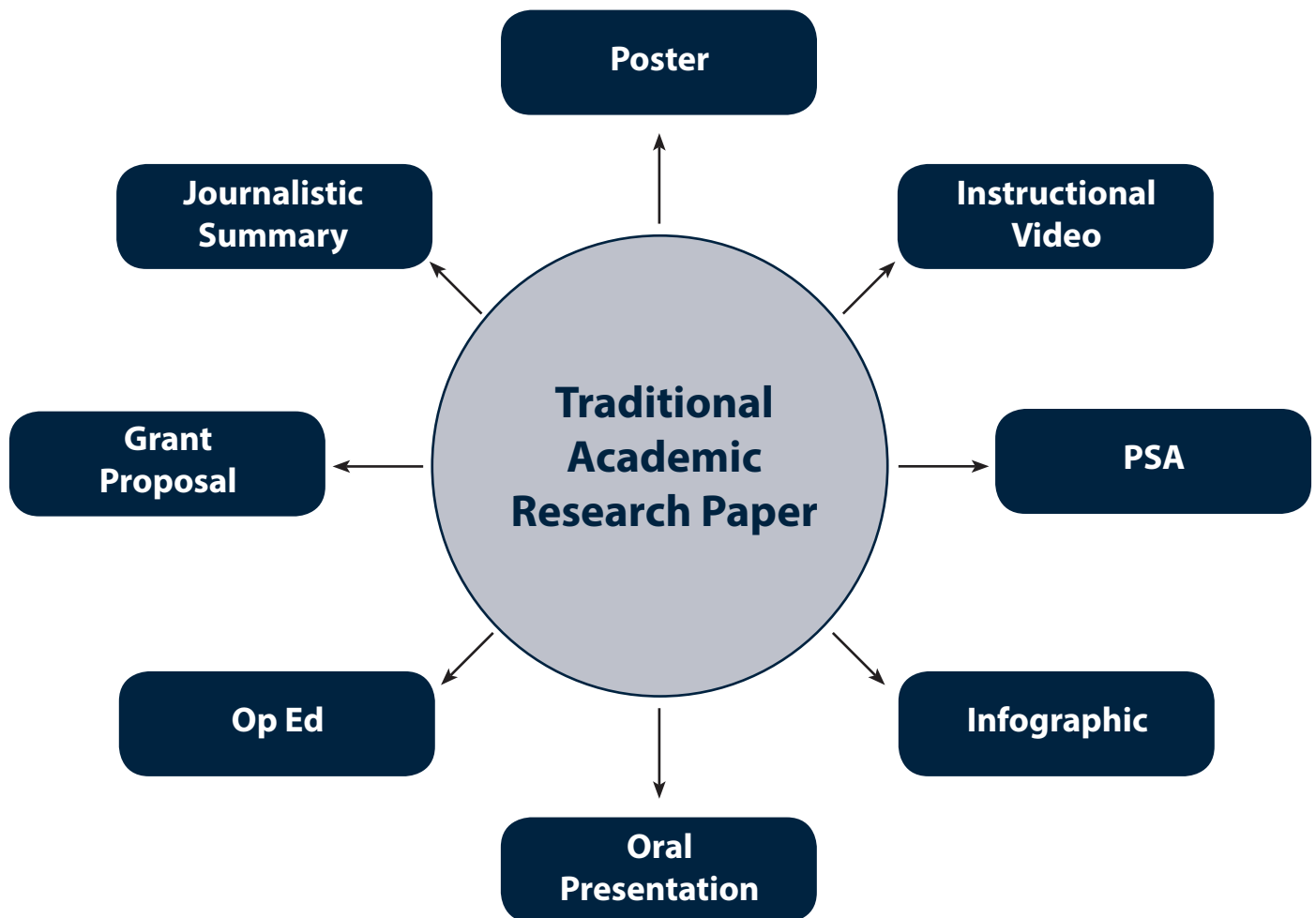
2. What genres/forms will students use in their post-graduate careers?

3. What skills will I need to teach my students in order for them to successfully work within this new rhetorical situation?

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A traditional academic research paper can be revised for many different rhetorical situations. With this kind of revision, many elements are likely to change:

1. Shift Genre & Conventions
2. Refocus Audience
3. Expand/Reduce Content
4. Adjust Language/Tone/Style



You may also find that your students can begin with a more public piece of writing (a PSA or poster, for example) that can then be revised (and expanded) for a more academic audience (such as the traditional academic research paper).