

Revising for a New Rhetorical Situation - Student Worksheet

1. Consider the rhetorical situations for your original piece of work and your new assignment for revision. Complete the table below.

	Original	Revision
Audience Who are they? (instructor, classmates, public school students, etc.) What do you know about their values, expectations, and knowledge of the content?		
Purpose What is your reason for communicating? (demonstrate your knowledge of a concept, persuade to support a cause, etc.) What will your audience expect from this kind of communication?		
Genre What form does this piece of writing take? (essay, literature review, pamphlet, etc.) What are the conventions for this form?		
Language What kind of language and tone are appropriate for my audience and context? (technical vocabulary vs. conversational tone)		
Organization How should ideas logically progress? What can be used to signal organization? (transition phrases, headings, bulleted lists, etc.)		
Content What kind of details or evidence will be expected? Which details need to be eliminated or expanded?		

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2. Given the similarities and differences between these rhetorical situations, make an action plan. Don't forget to consider these questions:
 - a. What new research might you need to do? If you do additional research, how/where will you incorporate it in the revised piece of writing?
 - b. What weaknesses appeared in your original piece of writing? How do you plan to improve them?
 - c. What skills will you use/learn to create this piece of writing?
 - d. What order should these steps go in, and how long will each of them take?
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Action Plan:

1.

2.

3.

4.

5.

6.