

In order for writing to be effective, several questions must be answered during the writing process. Answering these questions is essential to writing and for establishing goals that you intend to achieve. This hand out will be used as a guide throughout the writing process.

<b>Motivation</b>  You must be able to answer why you're writing. You need to have a purpose to fill, otherwise it's hard to convince your readers it's worth reading. If you find yourself unable to answer the questions below, then you need to reconsider what your motivation is and what you want to accomplish.  To help you identify your motivation for writing, you should answer the following questions: <ul style="list-style-type: none"><li>● What is it about?</li><li>● Why is it needed?</li><li>● What is it trying to accomplish?</li></ul>	<b>Speaker</b>  In order to make your writing achieve its goal, you need to identify who the author is. It's not as simple as the person writing, but is the role they are filling as an author. For example, a person can write to their students as a teacher, or they can write to their kids as a parent. It's still the same person, but the role they fill greatly affects the outcome, tone, and vocabulary used in the writing.  You must use the roles of the speaker to guide the writing to your goals.
<b>Audience</b>  Identifying the target audience is a key to writing. It ensures that the writing is accessible and easy to read. If you fail to identify the audience, then the writing will have little impact on the reader.  The audience sets the tone and scope of your writing. If you are writing a math textbook for a third grade class, you know what their current level of knowledge and mastery of the subject is.	<b>Constraints</b>  You need to identify the factors that can influence, positively and negatively, the writing. Some examples of factors include cultural differences between readers, differences in education, religious backgrounds, or political beliefs. If you are writing to coworkers, then you want to avoid adding opinions that can create conflict. The fact that the writing is professional is a constraint. Constraints are any conditions that can be used by the author to improve their writing. They can either hinder or support the writing.

**DATE:** 24 March 2015  
**TO:** Ashley Rives  
**FROM:** Michael Shihrer  
**SUBJECT:** **Rationale for Rewriting Analysis**

I have provided a summary of my rationale for my rewrite assignment. It covers what I decided to remove, why I felt they weren't necessary, my formatting, and my overall goal I am aiming to achieve.

### **Items Removed From Original Document**

I removed examples that I deemed irrelevant. I decided they were irrelevant based on whether or not the example was modern, if there was already a stronger example, or if I thought of one that was more relevant to the audience. I also removed any words that I felt were likely to be unknown to most WRIT 221 students. I decided to remove many of the words that Grant-Davie used since I felt that he had to use much of his writing to provide simpler definitions. Students that want to use the information he's presenting do not need to know the word "exigence" when the definition is simpler to understand. I removed references to previous writings on the subject. Students do not need to know the history behind the topic or why previous attempts weren't sufficient.

### **Formatting Choices**

I designed my formatting to be easy to read, brief, and present all necessary information in a logical and clear manner. I wanted to avoid having large batches of text, and I wanted to utilize as much white space on the page as possible. Furthermore, I decided it was best to avoid making the document look like an essay or journal article. I wanted my document to be accessible to students and present the information in such a way that they would use it whenever they had to write. My goal with my formatting choices is to make a hand-out sheet that can be easily placed in a binder and referenced as needed.

### **Rewrite Goals**

My primary goal is to make the writing target a new audience. The original document is aimed at scholars and teachers. The intent of the paper was to convince others of a better way to teach their students a writing process. I decided that much of the writing was unnecessary in my rewrite because it was aimed at proving and gaining acceptance to the ideas presented in the paper. My document does not attempt to convince readers that it's correct or the best method. Instead, I am taking on the role of an authority on the subject. I expect the audience to accept that so I can focus on making the document explain important concepts. I used the current textbook as a basis for my rationale. The textbook speaks with an authoritative tone and tells the reader what to do rather than convince them that it's correct.