

College Prep English - Updated Winter 2016
Writing Approaches Worksheet
COMPLETED

Expository Writing Approaches

| | Characteristics | | | |
|--------------------|------------------------------|--|---|--------------------------------|
| Definition | Explain word or concept | About preventing reader misunderstanding | Give etymology of concept/word (origin and history) | Distinguishing characteristics |
| Description | All about sensory details | Dominant impression, not facts | Help reader come to a logical conclusion | Little or no sense of time |
| Narration | Time sequence or chronology | Pivotal moment or conflict | Sensory details | Show, don't tell |
| Example | Define and explain a concept | Each example distinct from the others | Supporting details given about each example | Specific, not vague examples |

Technical Writing Approaches

| | Characteristics | | | |
|--------------------------------------|---|-----------------------------|--|--|
| Process | How to do or make something | Steps given in order | Explanation given for the reasons behind each step | Safety or pitfall warnings |
| Classification & Division | Group by shared characteristics | Start with a group | Sort and name sub-groups | Logical explanations basis for clarification |
| Comparison & Contrast | Serves an identifiable purpose | Parallel points | One at a time, or point by point | Points are useful to the reader |
| Cause & Effect | True and logical cause and effect relationships | Order of importance or time | If/then logic | Only 2 possible directions, C to E or E to C |

Rhetorical Writing Approaches

| | Characteristics | | | |
|----------------------|--|--|-------------------------------------|---|
| Argumentation | Purpose is get the reader to agree | Appeals to logic and reason | Builds up to strongest point | Acknowledges merits of opposition |
| Persuasion | Purpose is to motivate the reader | Appeals to emotion and human values | Builds up to strongest point | Acknowledges merits of opposition |
| Analysis | Divide subject into parts | Examine one part at a time | Complex exposition | Clear purpose, explaining something new |
| Synthesis | After analysis, combine info in new ways | Interpreted from your own perspective and background | Make new connections for the reader | Generate new conclusions |



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Writing Situations

| | Characteristics | | | |
|---|---|---|---|---|
| Recalling an Experience | Connect events to your argument (i.e. different from narration) | Articulate lessons learned | Story of personal change | End with a sense of finality |
| Interviewing a Subject | Connect firsthand knowledge to your arguments | Show subject's character and personality through conversation | Dominant impression of the subject | Accurate quotations |
| Taking a Stand | No logical fallacies | Win readers' respect for your opinion | Consider, respect, and concede opinions of opposition | Present persuasive, effective, multi-sided evidence |
| Proposing a Solution | Start with explanation and analysis of a problem | Consider multiple solutions before choosing final solution | Outline steps necessary for recommended solution | Use theory instead of "preachy" elements like "should" and "must" |
| Evaluating & Reviewing | First decide on criteria for judging | Second, use evidence to defend judgment | Author needs to establish authority to judge | Articulate recommended qualities of final choice |
| Supporting a Position with Sources | Clearly stated thesis (position) statement | Cite a variety of reliable evidence to support position | Give specific examples | Use your own voice to give dominant impression, not the sources |
| Responding to Literature | Identifying themes, images, symbols, and figures of speech | Critique using literary analysis techniques and terms | Demonstrate both literal and critical reading | Written in the present tense |
| Responding to Visual Representations | Observations of image characteristics | Critique using observational analysis techniques and terms | Describe literal, suggested, and impressionistic meanings | Written in the present tense |

