Chapter 1: Why We Write

🚀 Project Assignment

Project Goal

In this chapter, you have studied the three major writing situations: academic, professional, and everyday. You have also studied eight of the most common purposes you will encounter as a reader and writer: response, summary, proposal, discussion, description, argument, analysis, and evaluation. The goal of this project is to demonstrate your understanding of these situations and purposes. First, you will complete a table of these purposes and situations; then, you'll work with the information in that table to demonstrate and explain how purposes may intersect and cooperate with each other to best accomplish the goals of a text.

Directions

This project has three parts. Parts 1 and 2 should be completed in groups of three or four students, depending on the class size. Part 3 should be completed independently by each member of each group, using the table produced during Part 1.

Part 1

With your group, complete the following table to demonstrate understanding and application of the most common writing situations and purposes.

In each cell, provide an example of a document that represents each intersection of purpose and situation. For example, in everyday writing, you might write a text *responding* to a wedding invitation. In academic writing, you might compose an essay for a psychology class *responding* to a specific theory.

	Academic Situation	Professional Situation	Everyday Situation
Writing to Analyze			
Writing to Argue			
Writing to Describe			
Writing to Discuss			
Writing to Evaluate			
Writing to Propose			
Writing to Respond			
Writing to Summarize			

Part 2

Collaboratively with your group, discuss and identify three of the eight purposes to explore further. Using the internet, library catalogs, and online databases accessible through your school, find one document for each of the three purposes your group has chosen. Then, complete the following chart with information about that document, including the title, author, and purpose, and record two sentences from the document that demonstrate its purpose.

Document Title/Author	Document Purpose	Sentence #1	Sentence #2

Part 3

Individually, compose a paragraph reflecting on what you have learned during this project. Your paragraph should include a topic sentence, support sentences, and a concluding sentence. It should follow all rules of standard academic English. Respond to the following questions in your reflection paragraph.

- What writing purpose(s) do you anticipate using most in your academic life?
- What writing purpose(s) do you anticipate using most in your professional life?
- What writing purpose(s) do you use most in your everyday life?
- In what situation(s) (academic, professional, or everyday) do you find it easiest to write?
- What writing purpose(s) do you find most challenging?
- What can you do to improve your writing for these purpose(s)?

Project Materials

No additional materials are required.

Student Checklist

Part 1
Group

- ☐ Review writing situations and purposes.
- ☐ Complete the table with your group.
  - ☐ Make sure table information demonstrates understanding of three situations and eight purposes.

Part 2
Group

- ☐ Identify three writing purposes to explore further.
- ☐ Through online research, identify one document for each of the three identified purposes.
- ☐ Complete table information for each document, including author, title, purpose, and two supporting sentences.
- ☐ Revise/proofread work.

Part 3
Individual

- ☐ Write a reflection paragraph about what you learned from the project.
  - ☐ Include a topic sentence, supporting details, and a concluding sentence.
  - ☐ Address the provided reflection questions.
  - ☐ Use standard academic English rules.
- ☐ Revise/proofread work.

✏️ Writing Assignment

Writing Assignment Goal

In this chapter, you have studied the three writing situations: academic, professional, and everyday. The goal of this writing assignment is to explore writing situations and purposes by creating and modifying an original piece of writing.

Directions

Part 1

Write a mock e-mail informing your instructor that you are sick and unable to attend class on a particular day. It should be a full paragraph that includes a topic sentence, supporting evidence, and a concluding sentence thanking your instructor for their time.

Next, rewrite that e-mail twice, modifying it accordingly for the following audiences.

- The first revision should be addressed to your supervisor at an off-campus job, explaining why you will not be at work on a given day. This e-mail should include a topic sentence, supporting evidence, and a concluding sentence.
- The second revision should be addressed to a friend, explaining why you cannot meet that person for your original plans. This e-mail can be of varying length depending on your interpretation of informal writing.

Annotate each e-mail to identify and clearly label your use of formal and informal words and phrases. Underline or highlight formal language in one color and informal language in a different color.

Part 2

Write a paragraph reflecting on the writing situations and purposes you just practiced. Respond to the following questions in your paragraph.

- Which writing situation/purpose did you find easiest?
- Which writing situation/purpose did you find most challenging?
- Why do you think that is?
- What did you learn that you might apply to future writing experiences?

Writing Assignment Materials

Two different colored pens or highlighters (optional)

Student Checklist

Part 1
Individual

- ☐ Write a formal e-mail for an academic situation.
- ☐ Write a formal e-mail for a professional situation.
- ☐ Write an informal e-mail for an everyday situation.
- ☐ Identify and label informal and formal language in each of the three e-mails.
- ☐ Revise/proofread work.

Part 2
Individual

- ☐ Write a reflection paragraph.
- ☐ Address the provided reflection questions.
- ☐ Use standard academic English rules.
- ☐ Revise/proofread work.