

WRITE

How might the use of sources help boost — or undermine — your ethos as a composer? Brainstorm a quick list of five ways the sources you choose could boost your ethos and five ways the sources could undermine your ethos.

CHECKLIST | Reading Genres

Are you looking at a text and wondering what genre it is? Ask yourself the following questions.

- ☐ **Common elements.** What do you know about this genre already? What are some of the typical features of this genre? How is the content organized? How does the author use words, images, or other media to convey a purpose and reach an audience?
 - ☐ **Style.** What is the author's tone? How would you describe the language of the piece? How much detail does the author use?
 - ☐ **Design.** What does the composition look (sound, feel, smell) like? How do words and visuals and other media work together in the genre, physically? How would you describe the format of the composition? Would the format change if the mode were changed? For example, if a newspaper editorial moves from a print medium to an online medium, what changes occur in the genre?
 - ☐ **Sources.** What sources does the author draw on? How do you know? How does the author incorporate and give credit to sources? Is there documentation? Hyperlinking?
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PRACTICE

Choosing a Social Response

Think back to the opening discussion about identifying different social responses to the situation of being confused about your biology homework. Now write down a challenging situation you've encountered recently. List five different actions you could have taken in response. Which actions would have generated a form of communication? Which would have been most effective? Why?