Mentor texts help us to understand the modes of writing by providing professional, “real world” examples for the types of texts we create in class. To learn from a mentor text, you’ll have to first anchor yourself in the genre. Get to know the descriptors for each of our modes of writing, and then read some professional examples (hyperlinked below).

## Subtle, but Significant differences between Persuasive Writing v. Argumentative Writing

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<thead>
<tr>
<th>Persuasive Writing</th>
<th>Argumentative Writing</th>
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<td><strong>Goal</strong> of persuasive writing: To get reader to agree with you/your point of view on a particular topic.</td>
<td><strong>Goal</strong> of argumentative writing: To get reader to acknowledge that your side is valid and deserves consideration as another point of view.</td>
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<td><strong>General technique</strong> of persuasive writing: Blends facts and emotion in attempt to convince the reader that the writer is “right.” (Often relies heavily on opinion.)</td>
<td><strong>General technique</strong> of argumentative writing: Offers the reader relevant reasons, credible facts, and sufficient evidence to honor the writer has a valid and worthy perspective.</td>
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<td><strong>Starting point</strong> of persuasive writing: Identify a topic and your side.</td>
<td><strong>Starting point</strong> of argumentative writing: Research a topic and then align with one side.</td>
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<td><strong>Viewpoint</strong> presented in persuasive writing: Persuasion has a single-minded goal. It is based on a personal conviction that a particular way of thinking is the only sensible way to think. Writer presents one side—his side. (Persuasive writing may include ONE opposing point, it is then quickly dismissed/refuted.)</td>
<td><strong>Viewpoint</strong> presented in argumentative writing: Acknowledge that opposing views exist, not only to hint at what a fair-minded person you are, but to give you the opportunity to counter these views tactfully in order to show why you feel that your own view is the more worthy one to hold. Writer presents multiple perspectives, although is clearly for one side.</td>
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<td><strong>Audience</strong> of persuasive writing: Needs intended audience. Knowing what they think and currently believe, the writer “attacks” attempting to persuade them to his side.</td>
<td><strong>Audience</strong> of argumentative writing: Doesn’t need an audience to convince. The writer is content with simply putting it out there.</td>
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<td><strong>Attitude</strong> of persuasive writing: Persuasive writers want to gain another “vote” so they “go after” readers more aggressively. Persuasive writing is more personal, more passionate, more emotional.</td>
<td><strong>Attitude</strong> of argumentative writing: Simply to get the reader to consider you have an idea worthy of listening to. The writer is sharing a conviction, whether the audience ends up agreeing or not.</td>
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Step 2: Annotate & Analyze

First, choose a piece from the list above that resonates with you. Please annotate the text. You can either do this all electronically, or you may print, annotate by hand, and use Scanbot to create a pdf. What I want you to look for in your annotations is covered here and here.

Essentially, you are not interacting so much with the subject matter of your text as much as you are noticing the writer’s style—look for patterns in syntax, tone, word choice, use of detail, etc. Think of your annotation as answering these essential questions: “How does this particular text serve as a master example of the mode of development we’re exploring (description, narration, classification, etc.)? What can I learn as a writer from this author’s style—specifically, as it applies to argumentation (classical vs. Rogerian, Toulmin, induction vs. deduction, etc.)?” Ideally, your annotation should enable you to diffuse your author into 3-4 salient stylistic features that you could easily explain to others.

Here’s what good annotation of a mentor text might look like:

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**Read aloud:**

The Outer Mongolian plateau in the north continues a slow rise, blocking Indian Ocean monsoons; the northern plateau, devoid of water, forms a vast desert. The very air contains cloud particles and dust, probably a few large dust clouds every year. Desert dust plumes are driven by dust storms, which occur several times a year. The dust storms are characterized by strong winds, low visibility, and temperatures that drop significantly. The dust storms can last for several days, and the winds can reach speeds of up to 100 km/h.

Telford found a twentieth-century Mongol family living in the steppes of Inner Mongolia. Their home was a simple structure made of wooden poles and animal hair. The family lived in a small, round house that was heated by an open fire in the center. The house had no windows, and the family slept on the floor. The family’s diet consisted of milk, cheese, and meat, and they also grew vegetables in small gardens. The family was self-sufficient and worked hard to provide for themselves. They made their own clothes, and the women wove cloth on looms. The family had several children, and they all helped with the work. The father was a herder, and he spent most of his time with the animals. The mother was the cook, and she prepared meals for the family. The children helped with the chores and played with each other. The family was close-knit, and they spent most of their time together. They were happy and content with their simple lives.
Annotations will be worth **20 points** and will be scored according to the following criteria:

**Step 3: Agitate and Apply**

Choose a passage from your own essay (the one we’re currently drafting in class) that you feel needs some work. Using the Agitate & Apply handout on my website, use what you’ve learned from your writing mentor to shake up your own writing a little bit.

Your Agitate & Apply is worth **20 points** and will be scored holistically: 10 points for your revised paragraph(s), and 10 points for your reflection. *I will be looking to see that you have thoughtfully analyzed your mentor text and made appropriate, purposeful, strong and/or creative choices in revision.*

**Step 4: Audience (only 1x per semester)**

For one of our modes of development, you will be expected to share out your writing mentor passage, your original unrevised paragraph(s), and your revision. In a short (roughly 3-5 minute) presentation, you will discuss:

- Salient features of your mentor text’s style
- What you liked about your mentor writer
- The revisions you made to your own writing based on what you learned from the mentor text
- CONCLUDE BY talking about what you learned as a writer
Please make your writing mentor passage (annotated or not), your original paragraph(s) and your revision visually available to your audience via any of the many technologies that are available to you through your iPad: Keynote, Prezi, HaikuDeck, etc. This presentation will be worth 40 points. Please use the checklist rubric on my website to plan your presentation. You will be given a presentation schedule in class and at least 3 days’ notice before your presentation date.

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HOW TO TURN THINGS IN:

Annotations go to CANVAS under [Mode of Development] Mentor Text Annotations

Agitate & Apply also goes to CANVAS under [Mode of Development] Mentor Text Agitate & Apply

*You do not need to turn in your presentation; simply have it ready to go on a drive, a Prezi, or via Apple T.V. (when we are hooked up). I am not responsible for technological failure; please check your tech, plan ahead and back up your back up! You must have all technology working on your presentation day in order to get full credit.