

**ESSAY 4: EDITORIALIZING**  
**Writing Exercise 1**  
**In-Class**

**In-Class Writing**

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**In-Class**

**In-Class Writing**

For this essay and series of writing exercises, we will discuss the editorial style. While these articles are written differently than the academic or scholarly voice, it is useful to study them for their powerful rhetoric and brevity.

Pick one of the editorials to write about. For this writing exercise, you will spend the remainder of class time writing not *what* the author wrote but *how* he/she wrote it. Consider the following questions for your response:

- How did the writer manage to get your interest?
- What kind of shortcuts does he/she have to take to develop the idea in such limited space?
- Who seems to be the intended audience?
- How does the idea in these editorials compare with the ideas you have been developing in your essays?

Select one of the editorials and write just one paragraph (no more than 150 words) that responds to the question in the preceding paragraph about \*shortcuts.\* To respond well, you will have to tell us what the editorial *claims* (what its idea is) and what the writer has left out of his/her "proof." As you prepare to write this response, you might try to uncover the unstated assumption(s) that the writer expects you to share, unquestioningly. Look too for where you disagree with the claim. What's missing? Is it the lack of concrete evidence or is it the writer's thinking that creates disagreement?

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