ABSTRACT
         A case study investigated how writers use information
from reading for writing. Specifically, it examined what happens when
writers are asked to read about an unfamiliar topic and then use that
information to write an argument. A student was requested to complete
four tasks that represented stages one might go through to write an
argumentative essay: reading a passage, recalling the passage,
planning the argument using the reading material, and writing the
argument. Results of this case study show that there are certain
things to consider in writing based on reading. For example, text has
such an influence that it is often difficult for writers to move
beyond the ideas and even the original language of a text. In
addition, the ways writers generate and elaborate ideas from reading
for writing show the influence of the writers' real world knowledge
and experience. The knowledge writers have about events and
situations plays an important part in comprehension and production.
The ability to comprehend unfamiliar information from reading and
then to use it to write for a different purpose requires calling upon
existing knowledge structures to accommodate and assimilate new
information. Also, reading and writing interact and influence each
other. A strategy that helps promote the creation and elaboration of
ideas in writing, analogical reasoning, encourages writers to reason
from the familiar to the unfamiliar. Given that most learning at the
college level involves reasoning from reading for writing, students
must learn how to write and reason with information from their
reading. (EI)
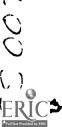
STALKING IDEAS: THE GENERATION

AND ELABORTION OF ARGUMENTS

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I recently asked the freshman in my Reading Improvement 101 class to read an unfamiliar informational passage and then to write an argument based on the information from their reading. When I began to read the written arguments, I found that some of the essays were mere summaries of information from the original reading passage. Others seemed to have the format of an argument although they kept repeating the same argument over and over again. Only one or two were real attempts to develop unique arguments based on the information from reading. Why do so many students fail at this task? Because, for the most part, the instruction in reading and writing we give ur students bears little relation to the academic work they do in their other college courses.

COLLEGE LEVEL READING AND WRITING COURSES

The reading improvement class mentioned earlier is offered as part of the Academic Skills Program, a university-wide academic support program at the University of Illinois at Chicago (UIC), offering a variety of skills development courses designed to help students compete more successfully at the college level. The Academic Skills Program is responsible for teaching basic reading improvement courses designed to teach students how to comprehend what they read better and more efficiently. The composition courses, offered by the UIC English Department, cover basic composition, the research paper, and other specialized courses in writing. In addition, as is traditional, the English Department teaches the beginning courses in literature.

The reading and writing courses offered by these programs try
to develop basic competency in the skills of comprehension, literary interpretation, and writing. In our reading improvement classes we tend to focus on the basic skills of comprehension -- main
ideas, facts, details, inferences, drawing conclusions and vocabulary. In beginning literature classes the emphasis is on "explication de text" or how to do a close reading of a text, analyzing
the language, structure and symbols of a text to interpret its
meaning. In our English Department composition classes, we teach
students how to argue persuasively in writing based on their own
personal experience and knowledge of topical subjects.

The aim in our reading improvement courses has been to determine, through direct question asking, whether students understand
the text. In writing classes, the aim has been to evaluate how
successfully students argue from personal experience. These classes discourage the extensive use of literary or prose sources for
learning to write arguments for fear that the writing course will
become a reading course, usurping time needed for practice in writing. But neither of these aims prepares students for the type of
reading-writing task I set for my students. My students were not
reading and writing to demonstrate an understanding of a text or
to support an interpretation of a text's meaning. They had to critically evaluate what they learned from reading informational prose
in order to generate and elaborate arguments in writing. This
task required applying a wider range of higher-order critical reasoning skills than are customarily taught in reading and writing
courses. Higher-order critical reasoning skills move beyond the
basic thinking processes involved in everyday, plain, natural, concrete communicative understanding to encompass the formal, abstract,
logical thinking and problem-solving processes involved in comprehension (Freedman & Calfee, 1984).

I do not mean to suggest that students are not taught higher-order critical reasoning skills. Students are taught such higher-order critical reading skills as evaluating in reading improvement

classes; they are taught such higher-order critical writing skills as argument in composition classes. But at the college level, students are expected to demonstrate higher-order critical reading and writing skills together, not separately as they are taught. Students must combine these higher-order critical reading and writing skills for the tasks of evaluating, criticizing, reporting, summarizing, or synthesizing information from reading for writing. As students reason from reading for writing, the processes involved in these higher-order critical thinking skills influence the ways students read, write, and ultimately, learn. But because reading and writing are taught separately, the higher order reasoning skills involved in reasoning from reading for writing are rarely stressed, yet this is precisely the kind of intellectual activity students must engage in in a variety of courses throughout their college careers.

In the next sections I discuss a new way to study the relationships between reading and writing and report on the results of a case-study that explores aspects of the cognitive relationship between what readers do as they read and what writers do when they use information from reading for writing. Finally, I conclude that the necessary preparation in college level reading improvement and composition courses must be broadened to include instruction in reasoning from reading for writing.

A NEW DIRECTION FOR STUDYING THE RELATIONSHIPS BETWEEN READING AND WRITING

Recently, researchers studying text comprehension have begun to investigate how readers learn from text. One line of research examines the importance of analogies for solving problems and increasing comprehension and background knowledge during reading. Researchers have found that analogical reasoning encourages the elaborations of new information (Schustack & Anderson, 1979) and deeper processing (Cermak & Craik, 1979) because readers assimilate

new information within the confines of existing knowledge struc-
tures by referring to analogies between old and new information
(Gentner, 1983). The ability to be able to compare and contrast
familiar and unfamiliar information by way of analogies represents
a higher-order critical reasoning skill, a skill beyond merely
recognizing or recalling information from text.

Analogies speak to the issue of writing and learning, as well.
It has generally been assumed that writing helps clarify ideas
and connections between ideas through expressing them in writing
or "shaping at the point of utterance" (Murray, 1984; Britton,
1975). Frequently, ideas do not become fully articulated until
they have to molded into language. In writing based on reading,
writers often find that the ideas from their reading provide the
inspiration for them to write, creating new ideas and new relation-
ships between ideas. At other times, writers find their writing
uninspired, hidebound by the ideas and even the language of their
reading. While there has been an intuitive understanding of this,
there have been few studies designed to investigate how writers
write based on information from reading. Such studies require ex-
amining not only how readers read and how writers write but also
how writers reason from reading for writing. Examining how such
higher-order critical reasoning skills as analogical reasoning
operate in reading and writing based on reading helps us to under-
stand more about reasoning from reading for writing, what sorts
of higher-order critical reasoning skills influence reading and
writing, and how they promote learning. At the college level this
is particularly important because here, successful, independent
learning requires reasoning from reading for writing.

THE STUDY

Research Question

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The case study I will report on investigates how writers use information from reading for writing. Specifically, it examines what happens when writers are asked to read about an unfamiliar topic and then to use that information to write an argument. Data from one student, Angela, a reasonably competent reader and writer, will be discussed.

Activities for the Study

Angela was requested to complete four tasks that represented stages she might go through to write an argumentative essay.

Reading. I asked Angela to read an informational piece describing several interview styles. The passage listed information designed to answer questions about types of interviews and interviewing techniques. Because the information was relatively unfamiliar to her, I inserted three analogies to familiar information at points in the text where they might act as cues to remembering an interview style or interview type. For example, in a discussion about the non-direct interview type, an analogy was drawn between the interviewer in the non-direct interview acting "more like a moderator, or Dick Cavett type talk-show host, than anything else."

Prior to reading, I told Angela that she would have to write an essay based on the information from reading. However, she was not told the specific writing assignment. In college classes, students frequently must read mater 1 that they know they will have to use to write term papers, critiques or essay test questions without knowing the specific nature of the writing assignment.

Recall. Immediately after reading the passage, I asked Angela to recall in writing everything she remembered from her reading. In preparation for writing papers in college courses students often take notes or write summaries of information they think they might use in their paper.

Planning. Next, Angela was given an argumentative writing task. Since argumentative discourse supports or proves a claim,

Angela was asked to choose one of the intervie ing techniques from the reading passage and to persuade her super - in favor of a specific interviewing technique. She was er. aged to explain . why the other techniques were not appropriate 'and to use her own knowledge to supplement the information from reading. Before she began to write I asked Angela to plan outloud the ideas she would . use in her essay. This is called a "thinking-aloud planning protocol", a cognitive research methodology which requires chat problem-solvers verbalize their thoughts as they solve problems. Asking students to plan orally is similar to the activity in the composing process that researchers have characterized as incubation or planning (Britton, 1975; Flower & Hayes, 1981). In everyday communication, planning aloud might function in the same way as a conversation with a friend or colleague.

Writing. Angela then wrote her argument. There was no time limit; she could write as much as she wanted.

Results and Discussion

The research question I asked was what happens when writers are asked to read about an unfamiliar topic and then to use that information to write an argument. In examining what Angela did during the activities, I was generally interested in tracking the ideas she remembered, how she used them in planning and how those same ideas were manipulated in the written argument.

Recall. Angela recalls most of the important information from the original essay. However, she does not recall much of the original reading passage which gives an extended definition of interview and some history of the uses of interviews. Almost all of the information that Angela recalls is pertinent to the ideas she will need to use for writing her argument.

In recalling the analogies, Angela only recalls one, about the interviewer being "more like a moderator or a Dick Cavett type talk-show host than anything else." In her recall protocol she

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writes that the interviewer "acts sort of like the host seen on many talk shows." The other two analogies, one relating the interviewer in a direct interview to a census taker at your door and the other comparing a board interview to a doctoral defense, are not recalled. A later discussion with Angela revealed that she did not recall these analogies because she "could not relate to them." But about the analogy to the talk show host she says,"Now that one I remembered...I remembered the shows on t.v."

Planning. A writer's planning protocol is a rich source of information about the patterning of ideas from reading to writing. Planning protocols are particularly fruitful for argumentative writing tasks because as an organizational structure, argument requires certain characteristic features, like claims and facts, that can be examined in the planning stage and then reexamined in the light of the writer's written text. In the planning protocol I was looking for evidence of how information recalled from reading the original passage is manipulated in planning to write an argument.

Examining the first part of the planning protocol, (Figure 1, III, #1), Angela starts with the direct interview, the first interview type discussed in the original passage. She immediately dismisses it, deciding it is "too limited." Her second idea, (Figure 1, III, #2), indicates that she is continuing to make decisions, this time about claims for her argument: "We'll need something that will bring the person out." This is an idea related directly to what she recalls from the original passage about the nondirect interview (Figure 1, II, #3): "The interviewee is free to express his or her ideas and personality freely." She continues with a third idea related directly back to the direct interview technique (Figure 1, III, #4): "...Yet at the same time give the appropriate information that is needed."

Angela's next two ideas in planning jump to what she recalls from the original passage about the stress technique (Figure 1,

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III, #7): I think the person would feel more comfortable definite-
ly if they don't use the stress technique and also they'd feel more
comfortable if the interviewer was not just throwing questions at
them all at once." Compare this plan with the original text about
the stress interview (Figure 1, I, #5) and with what Angela recalls
about the stress interview (Figure 1, II, #6). This demonstrates
the ways readers delete, change and augment information from mem-
ory. Angela's concern about the comfort of the interviewee, there-
fore, is perfectly understandable given what she remembers of the
stress technique. Here, in the first part of the planning proto-
col, Angela's plans center on cataloging the desireable character-
istics she would like to see in an interviewer and comparing those
to what she recalls from reading about the other interview tech
niques.

From the standpoint of the relationship between reading and
writing, an interesting interaction seems to be going on. The
last clause in the quote above, about the interviewer throwing
questions, seems to refer to what the writer recalls reading about
direct interviews. The original essay explains that the inter-
viewer in a direct interview asks specific questions within a cer-
tain time frame, has a checklist, and makes notations about the
candidate's responses like a census taker (Figure 1, I, #8). Dur-
ing recall, Angela recalls that "the interviewer has a preplanned
questionnaire that he strictly adheres to" and "there is no time
for the interviewee to express his true personality" (Figure 1,
II, #9). While planning for writing, Angela collapses all of
these ideas into the single idea of giving "appropriate informa-
tion that is needed" (Figure 1, III, #4). As Angela calls up
information from reading, she also is evaluating it and generating
claims for her argument.

This same plan reveals some other interesting information
about the way Angela uses ideas from reading in writing. Refer-
ring to Figure 2, I, #1, the original reading passage stated that

"The most effective interview is a combination of the nondirect
and the stress." Angela recalls this as well (Figure 2, II, #2).
In planning for writing her argument there. is evidence of what
Angela recalls from reading. In fact, she almost uses the same
words, verbatim, to plan her claim which were used in the origi-
nal passage about the best interview type being a combination of
the nondirect and the stress. However, catching herself before
she says stress interview, she dismisses it (Figure 2, II, #3):
"The best thing would be to use a combination of the nondirective
interview and...no,...they shouldn't use the stress technique at
all. That's out of it. The best thing would be for them to use
a combination of...um...direct interview and the nondirect inter-
view." Instead, Angela chooses to replace stress interview with
the direct interview.

This is a good example of the problem some student writers
have in divorcing themselves from the language of a text in writ-
ing. Frequently, this is because the information is so new to
them that they are unable to move beyond the ideas in the text
and consequently the language used to express those ideas. While
generally we remember the gist of our reading, vestiges of the
original language of the text may also be in memory, residually.
This may be the case, particularly, when information unfamiliar
to readers must be expressed in writing. The dynamics of self,
text, and becoming text are interesting when looked at from the
perspective of writers using information from reading.

Immediately after Angela establishes her claim for the type
of interview style she recommends as appropriate, she provides
two facts to back up her claim (Figure 2, II, #4): "It isn't so
high of a position anyway" and "I don't even know if they will be
stressful." Both of these facts come from Angela's personal
knowledge and experience as well as from her knowledge of inter-
views she learned from reading. Here the demands of the discourse
structure interact with the knowledge and experience of the wri-

er. Angela knows that arguments require claims. Yet to arrive
at her claim, she must decide on the type of interview most appropriate by reference to her experience as a student worker and
by reference to the information from reading.

The next three ideas in the plans show Angela dealing with
the demands of the writing task itself. Jotting notes as she
plans, she decides to "start out with explaining the direct interview technique." Immediately she remembers she is to argue for
only one technique: "I think I'll try and think of...now wait a
minute. She said to use only one technique." Crossing out the
words she has just written, direct interview, she says, "Scratch
the directive interview technique," and decides "the best thing
would be to use the nondirective technique" (Figure 2, III, #5).

After she makes her decision about the claim she says: "An
interviewer can always inte...interview some questions that he
has to know about background experience and so forth" (Figure 2,
III, #6). Angela seems concerned that the nondirect interview
technique will not supply her supervisor with the necessary information that he needs. Therefore, in terms of argument structure,
Angela is anticipating counter-claims, problems or holes in her
argument.

Finally, Angela arrives at a compromise claim (Figure 2, III,
#7): "O.K., so the one I decided to use was the nondirect with a
touch of the direct technique so far, asking main questions that
have to be...the information that has to be known for any kind of
job."

After Angela has arrived at the claim for her argument, the
rest of her plans concern the organization of the essay. Always
aware of the schema for argumentative discourse, Angela is concerned to convince her audience of the validity of her claim.
For example, she wants "to make sure I don't include anything that
sounds positive or has limitations in using these other types of
interviews 'cause I'm trying to convince them of using the non-

direct interview. so all I will do for the direct interview and the stress interview are the disadvantages" (Figure 2, III, #8).

Finally, examining the information in the planning protocol, it neatly divides into two planning episodes. In the first episode, Angela reexamines what she remembers from the text, testing out information against her knowledge and experience and weighing it all up as possible claims or backing. In the second episode, Angela organizes her ideas into a format acceptable for written argument. However, in both episodes the plans are general and quite undetailed. Compared to her ideas for organizing the argument, which are fairly well structured, her earlier ideas in search of a claim appear scattered and jumpy. 'Indeed, her ideas take on the characteristics of an "opportunistic" model of planning as outlined by Hayes-Roth and Hayes-Roth (1979). An opportunistic model of planning suggests that we make decisions whenever promising opportunities a. e. It seems we do not start out with an idea and then refine it successively to its logical conclusion. For example, Angela does not start with a claim and then support it with facts, adding warrants and backing. Rather, for this writer, characteristics of a desireable interview, or facts, lead to considerations of a claim which leads to backing which leads to counter-claims, ending finally with a claim. While Angela appears to plan without the benefit of a fixed pattern, her plans indicate knowledge of the important features of argument structure.

Writing. In the writing phase I was interested to see what ideas Angela uses in her argument and how they relate to ideas she recalls from reading and uses in planning. Since the written essay is an argument, I decided to use Toulmin's model of argument (1958) to analyze parts of the essay. Toulmin's model is concerned with how we produce an argument to establish a conclusion in ordinary everyday circumstances. Toulmin's analytic procedures result in a skeletal description of the three essential elements of an argument. Claims reflect the central idea of the argument.

Data are the facts. The relationship between claims and data is similar to the relationship of the premise to the conclusion. Warrants are statements of general principles that establish the relevance of the data to the claim. These central components and other related ones,like backing, comprise a "layout" for common arguments (Matsuhashi & Gordon, Note 1, 1984).

Recently, researchers and teachers have asked how this analytic tool contributes to our knowledge of process and pedagogy. Toulmin's scheme not only helps us understand how arguments may be generated but it accommodates questions posed in longer arguments: What have you got to go on? How did you get there? By what authority do you say that? For the purposes of academic writing, it helps focus not so much on the accumulation of facts in a particular discipline, but on how those facts are used to establish claims.

Before examining Angela's argument, I want to refer to one fascinating example of the function of analogy in reading and writing. While Angela was orally planning she was also making notes in outline form representing the interview types she would discuss. The outline was undetailed, including information that might act like memory cues to help her recall information while writing. In fact, to help her recall specific information about the nondirect interview, Angela wrote the name Johnny Carson, a reference to the analogy in the original reading passage which was about a different talk-show host, Dick Cavett. During recall, Angela recalled the gist of the analogy, but did not include a name, "...acts as sort of a host seen on many talk shows." However, in planning, it is clear that the analogy is memorable to Angela because she writes Johnny Carson, a name closely related to the one used in the original analogy, Dick Cavett. And, as if thinking of the amiable role of Carson, Angela acknowledges that "We'll need something that will bring the person out." Here, analogy functions in a dual role: It acts as a mnemonic while

also serving to extend and elaborate ideas.

As in the planning phase, Angela does not begin with her claim that the interviewer should use a combination of the non-direct and direct interviews, but rather with characteristics of the the interview style: "In your interviewing, I think you should try tc make the interviewee feel as comfortable as you possibly can. I think that you should act as sort of a discussion leader and not stick to a prepared questionnaire sheet that, I know, seems to always come in handy" (Figure 3, #1). Structurally, in terms of argument, these two ideas represent subclaims. They also indicate the ways the shift in discourse mode, from informational prose to argument, affects ideas in writing. For example, here in the writing there is evidence of the analogies to the talk-show host and the census taker from the original reading passage. At the same time, Angela knows she has to justify her interview choice, the nondirect, because her audience, her supervisor, may take exception to the sole use of the nondirect technique since basic information is needed. Therefore, while the choice of her claim comes from information from reading, Angela must qualify and justify her claim, given her audience and the structural demands of argument.

A fascinating aspect of this subclaim is that Angela is producing her own analogy here: "...should act as sort of a discussion leader." Further on in the essay, after discussing the many advantages of the nondirect approach, (actually facts and backing for her argument), she writes: "After all, what's wrong with playing the role of Johnny Carson once in a while -- smile" (Figure 3, #2). Earlier the function of analogy switched from a memory aid in recall to an invention aid in planning. Here, in writing the function of analogy switches, but from student as reader to student as writer. Angela recalls the gist of the original analogy to help cue information from memory about the interviewer's style. Then in planning she extends and elaborates

the original analogy to include a description of a procedure that
the interviewer should follow: "...something that will bring the
person out." And finally, in writing her argument, Angela ex-
tends the comparative function of the analogy to that of an evalu-
ation, a plea, a summing up, ("What's wrong with playing the role
of Johnny Carson..."). For Angela, the original analogy helped
elaborate an idea as well as produce a new analogy. At the same
time, it provides interesting content for a structural device, the
plea, appropriate to argumentative discourse.

Comparing Angela's claim in the planning stage to that in
the written argument, the macro or global level plans in her
planning protocol begin to be refined and elaborated on in the
actual writing of the argument. While planning, Angela says that
she will, "Start with the procedure for the nondirect technique
...explain what all of it would involve and how to go about using
it." She then decides to go with the advantages of the nondirect
and to explain why she won't use the direct or stress interviews.
Angela wants to "make sure to talk about the disadvantages of
these and to make sure not to include anything positive" (Figure 2,
III, #8).

In writing her argument, following her plans closely, Angela
describes the characteristics of the nondirect interview tech-
nique using facts and backing to support her claim. In writing,
however, her plans are elaborated on more fully. Angela details
how the interviewer should proceed to make the interviewee feel
comfortable through a series of three subclaims: "by acting as
a discussion leader"; "by not sticking to a preplanned question-
naire"; and "by interweaving official information questions into
the conversation" (Figure 3, #3, #4, #5). The first two of these
subclaims seem to be elaborations on the information from the or-
iginal text about the nondirect and direct interview techniques.
The third, however, is an idea that surfaced in the planning pro-
tocol as part of the claim by way of information from reading as

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well as from Angela's experience of the job. In the written ar-
gument, with more information, it becomes a subclaim.

We have seen how the actual wording of a reading passage
can be recalled and used in planning. Here in the written argu-
ment a similar thing occurs. Angela concludes her argument with
a sentence taken almost verbatim from her recall protocol: "In
a matter of half an hour, you can have all you need to know to hire
an appropriate person for the job" (Figure 3, #6). Angela did not
mention this during planning. Searching for an appropriate con-
clusion for her argument, she calls up from memory something re-
called earlier. Of course, it is an ideal sentence for the con-
clusion of an argument, a sentence designed to convince her super-
visor that her choice of interview type is not only appropriate
but also efficient.

I have made the argument that reading improvement and compo-
sition courses at the college level teache students a narrow
range of higher-order critical reading and writing skills. Like-
wise,because reading and writing are taught separately, the higher-
order critical reasoning skills involved in reasoning from read-
ing for writing are largely neglected. The case-study of Angela
demonstrates that there are particular types of strategies that
are peculiar to writing based on reading. For example, the ways
writers generate and elaborate ideas from reading for writing
show the influence that the text has on writing: It is often very
difficult for writers to move beyond the ideas and even the origi-
nal language of a text. Likewise, the ways writers generate and
elaborate ideas from reading for writing show the influence of
writers' real world knowledge and experience. The knowledge
writers have about events and situations plays an important part
in comprehension and production. The ability to comprehend un-
familiar information from reading and then to use it to write for
a different purpose, requires calling upon existing knowledge
structures to accommodate and assimilate new information.

Analogical reasoning is a strategy that helps promote the creation and elaboration of ideas in writing because, as a higher-order critical reasoning skill, it encourages writers to reason from the familiar to the unfamiliar.

Finally, reading and writing processes interact when readers must use information from reading one discourse type, informational prose, for writing argument, a different discourse type. Readers are not merely recalling information but molding it to fit other written discourse requirements. Therefore, not only are readers actively engaged in a more selective recall process when required to write about their reading, as writers, they change and enhance ideas learned from reading as they structure them in discourse specific ways.

These examples demonstrate how reading and writing interact and influence each other. They demonstrate how writing based on reading requires the imposition of higher-order critical reasoning skills. Given that most learning at the college level involves reasoning from reading for writing, it is time to teach students in our reading improvement and composition courses how to read, write and reason when they must use information from their reading for writing.

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ACTIVITIES FOR THE STUDY

READ

The student read an unfamiliar informational essay about interview styles which included analogies to familiar material.

RECALL

Immediately after reading, the student recalled in writing everything she could remember from the essay.

PLAN

The student was given an argumentative writing task for which she planned outloud the ideas she would use in writing her essay.

WRITE

The student wrote her argument.

Writing Assignment: Several new student worker positions have opened up at the Counseling Center. In the past, your supervisor has interviewed and selected student workers himself. This time, however, he has sought your advice about the type of interview that would be most appropriate in order to select the best students for the positions available. Recently, you have done some reading in a group dynamics course about types of interviews. Write a report to your supervisor recommending the type of interview you think would be most appropriate.

Karen B. Quinn
Conference on College Composition and Communication
Minneapolis, Minn.
March, 1985

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I ORIGINAL TEXT

[8] The directed interview...follows a definite pattern.   The interviewer works from an outline and asks specific questions within a certain time frame.   The interviewer has a checklist and makes notations about a candidate's responses.

The second type is the nondirect interview.   ...Has a loosely structured format,....   The questions are broad and general and they invite the interviewee to take control.   ....   It's an excellent format for bringing out the interviewee's personality.

[5] The stress interview was developed by the Germans   prior to World War II.   Initially it consisted of taking a close up film of a candidate's face while he was being administered painful shocks.   ...now it generally consists of attitudes directed toward making the interviewee uncomfortable.

II RECALL

[9] The interviewee has a preplanned questionnaire that he strictly adheres to.   There is no time for the interviewee to express his true personality.

[3] There is also the nondirect interview.   In this type of interview, the interviewee is free to express his ideas and personality fully.

[6] Another type of interview is the stress interview.   It was previously used to study the expressions on the face of people who were electrically shocked.   There was a large camera used to capture every glimpse of pain on the person's face. ....   Of course, the form in which it is used is not as harsh as long ago.   The interviewer does things to make the interviewee uncomfortable

III PLANNING

[1] Well, the direct interview is too limited. [2] We'll need something that will bring the person out, [4] and yet at the same time give the appropriate information that is needed. [7] I think the person would feel more comfortable definitely if they don't use the stress technique and also they'd feel more comfortable if the interviewer was not just throwing questions at them all at once.

Figure 1   Cataloging or Evaluating Information

I ORIGINAL TEXT

[1] The most effective interview is a combination of the nondirect and the stress interviews. At the hands of a skillful interviewer you can be led through a maze of ups and downs and an amazingly accurate picture of your personality will emerge within thirty minutes.

II RECALL

[2] The best type of interview that could be given is a combination of the nondirect interview and the stress interview. In a matter of half an hour, the interviewer could have all of the information that he needs to know about.

III PLANNING

[3] The best thing would be to use a combination of the nondirective interview and...no, they shouldn't use the stress technique at all. That's out of it. The best thing would be for them to use a combination of...um...direct interview and the nondirect. [4] It isn't so high of a position anyway. I don't even know if they'll be stressful. [5] O.K., let me start out explaining...um...the direct interview technique. I think I'll try and think of...Now wait a minute. She said to use only one technique. Scratch the directive technique. [6] The best thing would be to use the nondirect technique. An interviewer can always inte...uh...interview some questions that he has to know about background experience and so forth. [7] O.K. so the one I decided to use was the nondirect technique with a touch of the direct technique so far, asking questions that have to be...the information that has to be known for any kind of job. [8] O.K. so I'll start with...um...putting down the procedure for the nondirect...Then I'll put down the advantages to using the nondirect technique...Then I guess I'll explain why you shouldn't use the other techniques. For each one I'll put down the disadvantages, the drawbacks of using those...and make sure I don't include anything that sounds positive or has limitations in using these 'cause I'm trying to convince them of using the nondirect technique. So all I'll do for the direct interview and the stress interviews are the disadvantages.

Figure 2 Self, Text, and Becoming Text

[1] In your interviewing I think you should try to make the interviewee feel as comfortable as you possibly can. I think that you should act as sort of a discussion leader and [4] not stick to a prepared questionnaire sheet that, I know, seems to always come in handy. [3] By acting only as a discussion leader, I'm sure the interviewee will feel more comfortable and also will be able to express his or her own ideas freely. There will not be that thick impersonal atmosphere that occurs so frequently in most interviews. Of course, I realize that there is official information that is an absolute must in obtaining information from the interviewee (name, ss#, experience background), [5] but I'm sure those official information questions can be interwoven in the conversation. Since you are acting as the discussion leader, the important information will be easy to obtain. The important issue here is to establish an atmosphere so that the interviewee's real personality will be exposed, while at the same time acquiring the information that is needed. [2] After all, what's wrong with playing the role of Johnny Carson once in a while -- smile. Of course, there do exist other interviewing techniques but those other techniques prove to be disadvantageous from every angle. The official names... are "direct" ...and "stress".

The direct interview technique proves to be disadvantageous because the interviewee will be too restrictive in expressing his or her personality and ideas. [...] This type of interview consists in the interviewer going down the line asking prepared questions right after another.
[...]

The stress interview is also very disadvantageous. I'm sure you can imagine why it's not appropriate -- just look at the official name. It's primary goal is to make the interviewee feel uncomfortable. [...] The interviewee also is sometimes thrown into a room alone with the piercing eyes of many interviewers staring and watching his or her every move.

[...] [6] In a matter of half an hour you can have all that you need to know to hire an appropriate person for the job.

Figure 3   Angela's Argument

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