

## Quiz overview: Academic Writing, Genre, and Clarity

Please review the following articles for the quiz in Week 7.

[Understanding Writing Situations - The WAC Clearinghouse.pdf](#)Download

[Understanding Writing Situations - The WAC Clearinghouse.pdf](#)

[What is academic writing Irvin.pdf](#)Download [What is academic writing Irvin.pdf](#)

[What is a genre.pdf](#)Download [What is a genre.pdf](#)

[Navigating Genres.pdf](#)Download [Navigating Genres.pdf](#)

[Writing Clearly and Concisely.pdf](#)

### Part I. Term Explanation (4 points)

In the quiz, you'll be asked to explain **four** terms in 2–3 sentences and use examples. Three of them are from the following and one will be from the readings.

1. Academic writing
2. Genre
3. Rhetorical situation
4. Rhetorical move
5. Audience awareness
6. Claim / Thesis
7. Evidence
8. Conventions
9. Discourse community
10. ?

### Part II. Open Questions (3 points)

Answer briefly with 3-5 sentences to one of the questions. Your answer should be written in complete sentences that are clear, logical, and free of grammatical errors.

1. According to Irvin, what are some myths about writing? What are your previous misunderstandings about writing? List two and explain why they cause problems for college writers?
2. How does understanding genre help writers respond to rhetorical situations in college writing?
3. Dirk argues that genres are “actions.” What does he mean by that?
4. Why is it important for academic writers to consider audience expectations?
5. From the tips on Concise and Clear Writing, what strategies can help make sentences shorter and clearer? Please name at least two specific strategies and explain.

### Part III. Rhetorical situation analysis (3 points)

Choose one of the genres below (you'll see the options in the real quiz). Reflect on each question to analyze the rhetorical situation, i.e., your *role*, *purpose*, *audience*, and *context*. Your answer should be written in complete sentences that are clear, logical, and free of grammatical errors.

### 1. Your role as a writer

- What is your role as the writer in this situation (a student, researcher, advocate, storyteller, job applicant, etc.)?
- What authority, experience, or perspective do you bring to this writing?
- What image of yourself do you want readers to see?
- How will you use tone, language, or design to create that image?

### 2. Purpose

- Why are you writing this? What do you hope to achieve (to inform, persuade, reflect, entertain, connect, etc.)?
- What do you want your readers to think, feel, or do after reading?
- How does your purpose shape the way you organize and present information?

### 3. Audience

- Who will read, view, or listen to your work? What do they already know or believe about your topic?
- What are their expectations, values, or beliefs?
- How might your audience's background affect how they interpret your message?
- How can you adapt your tone, style, or evidence to connect with them?

### 4. Context

- What situation or problem called for this piece of writing?
- Are there cultural, academic, or institutional expectations to consider?
- How does the context affect your choices of words or style?