Assignment Sheet:
Analysis of Science Accommodation

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1. Background and Purpose

For this assignment, you will explore how authors can create authority within a variety of writing environments. An awareness of authority in writing situations helps as a student in academia as you work to become a member of a discourse community in your major. As a student, you have little authority in your field, but that doesn't mean you can't write as though you do.

For this assignment, you will find a scientific discovery or finding and analyze the differences between its presentation in media (low authority) and in academia (high authority). Comparing the science article with the research you've read in this class, you will see how the academic presentation of scientific ideas differs from the academic presentation of composition studies. When you write for classes in other fields, be sure to see how those fields expect you to think, to write, and to present your ideas.

Your job for this assignment is to locate a popular or non-technical report of a scientific finding, discovery, or announcement. Then find the corresponding academic journal article that reports the original research, compare the two presentations, and draw conclusions about the differences you observe in the discourses. Your ultimate goal is to answer this: ***How*** and ***why*** **do authors make adjustments for different discourse communities?**

2. Required Readings

For this assignment, you will need to read these articles from your *Writing about Writing* (WAW) text:

- Mirabelli, "Learning to Serve: The Language and Literacy of Food Service Workers" (pp. 538–56)
- Penrose and Geisler, "Reading and Writing Without Authority" (pp. 602–17)
- Wardle, "Identity, Authority, and Learning to Write in New Workplaces" (pp. 520–37)

3. Procedure

Although more detailed instructions and a menu of potential guiding questions can be found on pages 714–17 of your WAW text, the general stages of the process are these:

- Before you write,
  - **Find articles:** If you start by finding a popular genre that cites its source, finding the academic journal is simple. Browse the NPR science webpage for an article that interests you. Because NPR is good at documenting sources, you should be able to find the name of the academic

journal somewhere inside the report. Use Google Scholar or the UCF Library website to find the original article.

Analyze the sources: Read both articles, noting differences in authority, claims, lexis, and tone. Answer the questions found on WAW page 715 as a start, to help identify what you do and don't know about the sources. Recall the analysis done in class with the sample articles and repeat the process with the documents you chose.

Organize your thoughts: Based on your responses to the questions from your text, how could you organize your findings? What categories do you see? Create an organization for your paper based on the results of your analysis; it might follow the columns on the rubric in Table 1.

- In your paper,
  - Position your thinking with respect to the articles you read in your WAW text. Use Swales' CARS model to structure your beginning.
  - Explain the conclusions you reached through your analysis of the source documents. What do you know about the expectations of each discourse communities based on the writing style of the authors?
- To make your paper exceptional,
  - Connect your findings with your understanding of the discourse community in which each article exists. How does each kind of writing specifically fit its situation?
  - Identify the audience expectations addressed by characteristics of your sample articles. What do the consumers of those genres need from their sources?

TABLE 1. Analysis of Science Accommodation Grading Rubric

	CLAIMS (10 pts)	**AUTHORITY** (10 pts)
A	Evaluates the connections among the authors' claims, the audiences' expectations, and each discourse community	Evaluates why the authors' use of authority is appropriate for each discourse community
B	Illustrates how each authors' use of claims fits the purpose of the document	Illustrates how citation and authority works as a form of negotiation
C	Explains, with examples, each author's specific decisions for making claims	Explains, with examples, styles of citation, quoting, and establishing authority
D	States the different claims made by each author	States the difference in authority in articles
F	Omits mention of authors' claims	Omits reference to issues of authority or sources