UWRT 150

CTT Worksheet

Student Name: Nicholas Curl

1. Name the **writer** and give some details about the writer’s **expertise** (credibility, not just the PhD degree for example):

Dr. Nancy Sommers, an English professor at Harvard

Laura Saltz, a professor teaching American Studies at Colby College

1. What is the **title** of this article and where was this **published**? In MLA, a title of an article should be in plain text and should be in "quotes," but the title of a journal should be in italics and should have all main words capitalized. (For example--> "Title" in the *Journal*.)

“The Novice as Expert: Writing the Freshman Year” in *College Composition and Communication*

1. **Audience**: Who does the writer expect to read this article based on where it was published and what is written in the article? What does the author want from them? Remember, the author may not have intended students would buy or read this journal, even though the subject of the discussion is student writing.

The audience intended for this article is towards instructors, specifically first year writing instructors.

1. Even if you are not part of the intended audience for this article, what do you feel you can relate to in it? Be specific.

This relates to me because, since I struggle with writing especially when I need to adjust to different teachers expectations for writing

1. **Purpose**: What is the writer trying to achieve with this project considering these readers?

Provide insight to teachers regarding how the transition process in students first year to college writing.

1. **Method**: Name one strategy the writer has to accomplish their aim. This should be an organizational move or some other rhetorical move that helps them bring the readers into the project, and helps the author to achieve that goal. (Do not bring up "evidence" since you will be talking about evidence in # 7 below.)

The authors use some organizational moves, but specifically using section headers. With this it allows the reader to understand a subject change.

1. **Materials**: (You only have to pick 1 example of factual evidence and 1 quote from an expert for this worksheet, but you should notice all examples as you read the article.)

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| **Materials (Evidence)**  What evidence does the writer use to support and illustrate their claims? | **USES or LIMITS (*"so what"*)**  Talk about the overall impact of the evidence used by the writer you have listed in the left column. |
| 1. Name 1 **expert** whom the author quotes. What is discussed by that expert? (cite the page)  The authors use Lee Ann Carroll as an expert to discuss her research of students (148) | 1. Why does this quote support the claim and why is this expert credible?  This is important to the authors’ claim, since Carroll does similar research to the authors, therefore, helps set up her credibility as well. |
| 2. Name 1 **fact** that is cited by the author as evidence. What is discussed? (Cite the page.  The authors use many facts throughout the article, specifically they use data from their research (130). | 2. Why is this fact important and how does it support the claim being made?  This supports their claim, since it discusses the students abilities in writing pieces of writing. |