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. Teresa Thonney, an English professor at Columbia Basin 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*.)

“Teaching the Conventions of Academic Discourse” in *Teaching English in the Two-Year College*

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 that the writer is writing for is academic instructors, specifically instructors teaching first year writing. The author expects the readers to teach students to understand how to respond and interpret academic discourse.

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.

I feel that I can connect to this piece, since discussing and interpreting academic discourse can be a challenge for most, especially me.

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

The writer was trying to have instructors understand the skills necessary to understand and respond to academic discourse.

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.)

One method the writer uses in this article is using section titles. This use allows the writer to discuss different points of their argument, but not have to tie in each topic to each other as a transition.

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)  One author the writer references is Joanna Wolfe. The writer discusses her opinion regarding statistics used in academic writing and how it can be manipulated. | 1. Why does this quote support the claim and why is this expert credible?  This supports the claim, since it discusses that first-year students don’t understand that statistics can be manipulated. This author is credible since, she has a doctorate in English and has written many other pieces as well. |
| 2. Name 1 **fact** that is cited by the author as evidence. What is discussed? (Cite the page.  On page 356, the writer uses the statistic of the percentage of authors that this article references use other statistics. | 2. Why is this fact important and how does it support the claim being made?  This fact is important, since it discusses the percentage of writers that use statistics as evidence. This ties into the claim, since understanding evidence is key for responding to academic discourse. |