2 Questions

How is a student supposed to effectively communicate with prestige when they do not know how to do so?

How can we effectively teach them to do so, where do we solve the problem, in high school, in introductory English courses?

2 Quotes

“Or they must dare to speak it, or to carry off the bluff, since speaking and writing will most certainly be required long before the skill is "learned." And this, understandably, causes problems.”

“Expert writers, in other words, can better imagine how a reader will respond to a text and can transform or restructure what they have to say around a goal shared with a reader.“

Summary

The main topic of this article is a discussion on how students are to assume the dialogue and role in academic writing discussions. It seems that students, by definition, as outsiders to the academic writing, as they are being initiated, are expected to be able to manipulate their audience, while not knowing how to do so. Students will assume inside privileges in an attempt to have their writing validated, but often it is clunky and and like the student who struggled with the clay paper, and in the end they look more clearly like outsiders

Other common problems seen was personalizing information, or relating the topic to the personality of the author. The commonplace nature of the music article takes away the power of its response because it does not arguing for something, but stating something almost universal, or in the very least difficult to argue and back up with reasoning and facts. The issue with the football paper is one of authority, the author is speaking to themselves as the authority, and academic writing takes on a more neutral tone, a third person argumentation of what is being presented. The last piece, while it does use the first person tone, it also incorporates a wider tone of authority and the overall argument is more reflective of the author, while also maintaining some prestige and complexity demanded.