

Audiences and Purpose of Writing: Journalism v. Work v. Academic Writing

Example 1: *New York Times* Sept 2, 2013

Braintree, Mass. -- Conventional wisdom and popular perception hold that American students are falling further and further behind in science and math achievement. The statistics from this state tell a different story.

If Massachusetts were a country, its eighth graders would rank second in the world in science, behind only Singapore, according to Timss — the Trends in International Mathematics and Science Study, which surveys knowledge and skills of fourth and eighth graders around the world. (The most recent version, in 2011, tested more than 600,000 students in 63 nations.)

Example 2: Medical Report

There is severe mucoperiosteal thickening of the right frontal sinus with a bubbly appearance of sinus disease suggesting acute on chronic sinusitis. The left frontal sinus is clear. Severe disease is seen affecting the right anterior ethmoid air cells with near complete opacification of the anterior ethmoid sinuses and opacification of the right frontal recess. There is mild mucoperiosteal thickening of the left ethmoid air cells. The left frontal recess remains patent. There is mild right and moderate left sinus disease affecting the posterior ethmoid sinuses. The sphenoid sinuses are clear bilaterally. Mild polypoid mucosal thickening is seen in the left maxillary antrum. Mild mucosal thickening is seen in the right maxillary sinus. There is opacification of the right ostiomeatal unit. The left ostiomeatal unit is patent. The mastoid air cells are clear. The osseous structures are otherwise intact. There is minimal rightward nasal septal deviation anteriorly.

Example 3: Mounsey, Rebecca, Michael A. Vandehy, and George M. Diekhoff. "Working And Non-Working University Students: Anxiety, Depression, And Grade Point Average." *College Student Journal* 47.2 (2013): 379-389. *Academic Search Premier*. Web. 4 Sept. 2013.

The number of students who decide to attend a university and attempt outside employment has increased over the years, and now most students choose to work while attending school (Broadbridge & Swanson, 2005; Curtis, 2007; Holmes, 2008; Swanson, Broadbridge, & Karatzias, 2006). Reasons students work include: (a) opportunity, (b) previous employment experience, (c) necessity, and (d) worries about post-graduation loan repayment.

Students work while going to school because there is an opportunity to do so. Jobs requiring manual skills have dissipated, and service jobs have become more prevalent. Many of these service jobs have extended hours, which affords great flexibility in the work schedule (Broadbridge & Swanson, 2005; Holmes, 2008). Swanson, et al. (2006) suggested that some students work because they were employed through high school and are used to balancing employment and coursework. These students continue to work during college because extra income maintains a desirable lifestyle. Robotham (2009) found that as many as 38% of students said working helped uphold the quality of life they were accustomed to before attending a university.

Some students require employment in order to provide for basic needs, such as rent and food (Curtis, 2007). Students who come from lower social classes were twice as likely to work when compared to their financially better-off peers (Callendar, 2008).

Example 4: OCC Student

The writers feel that college, in addition to knowledge, will increase intelligence by promoting socialization. This is done by giving individuals a place to reflect their thoughts and peers to share those thoughts with. The Director of American Studies at Columbia University, Andrew Delbanco, introduced the thought of "college as a place where young people encounter ideas and ideals from teachers, and debate them with peers." He believes this information is not only taught, but learned through interaction: "students have something to learn not only from their teachers but also from each other." Perhaps this is the reason that Menand believes "there is stuff that every adult ought to know, and college is the best delivery system for getting that stuff into people's heads" - suggesting that when people are constantly being forced to learn new knowledge, they retain it. While human interaction is a main part of learning in college, time spent alone allows people to reflect on what they have learned. College is a place where people can, as University of Phoenix director says, "sit down and think" (qtd. in Delbanco).

Richard Freeland, former president of Northeastern University, introduces a different point with the way

college socializes: he feels that, as students, "we free the mind from bias, that we cultivate rigorous thought, that we teach not only tolerance of difference but appreciation of diversity, and that we give our students the tools they need for a lifetime of intellectual adventure and social contribution." Freeland believes that if we open our minds and attempt to learn, we will carry that information throughout our lives. College is the basis of "discovering that others see the world differently" (Delbanco). Due to increased diversity, students have to be taught "to interact with people different than themselves," (Kahlenberg) as well as a "tolerance of different but appreciation of diversity" (Freeland). This skill connects with Kahlenberg's idea that even if it is not immediately relevant, it will be used and useful in their lifetime.

- What's the differences in these kinds of writing?
- How is academic writing different from writing you're used to? How is it similar?