What to Do:

For the Unit 6 essay, you will discuss how different subjects or disciplines approach topics differently.

The three subjects or disciplines discussed in Chapter 6 are academic/scholarly; history; and pop-culture.

You will write a 5-paragraph essay discussing how the three articles approach the topic of camouflage using the

same features differently.

P.S the whole body.

1

UNIT 6 Notes for the Essay

Critical reading requires more than understanding new vocabulary

words and identifying the main idea and supporting details. Effective

readers know that they must use different strategies when they approach

different types of writing. Depending upon which academic field you

find yourself in, you will find that each discipline has its own way of

communicating. Even when writing on the same topic, historians,

scientists, artists, and psychologists will tackle the topic differently. In

this lesson, you will learn how to approach three particular disciplines—science,

history, and pop culture.

Unit 6 discussed three difference disciplines:

Science, scholarly, or academic publications are based on research. The authors

are experts in the field, and they write articles to be read by their peers, who are

also experts in the field. These publications are credible sources because they have

been thoroughly researched. Any type of journal article is a

science/academic/scholarly publication.

Example: “The Nature of Things: Biomimicry" by Lila Hogler

Historical publications provide evidence to the facts of history or is based on

people and events of the past. They are written by authors with knowledge in the

field. Example: "Don't Sink my Battleship!" by Kyle Gibson

Pop-culture publications inform and entertain readers on current events and pop

culture phenomenon. They contain articles and are typically written by a staff

writer or journalist for a general audience. The magazines and newspapers includes

many photos and ads. Example: "Razzle Dazzle! Fashion 'Stars' in Stripes" by

Samantha Owens

Directions: Read the notes below. Make sure you read the

stick notes as well. 2

Writing Features

Each discipline contains the seven writing features below. However, they

communicate each feature differently. Read how each feature is communicated in

the three articles read in this class.

1. Author’s Purpose: Authors write with three main purposes, which

are to entertain the audience, persuade the audience, and inform/

explain to the audience.

• The purpose(s) of pop-culture publications can vary depending upon the

topic. For example, the purpose(s) of "Razzle Dazzle! Fashion 'Stars' in

Stripes" by Samantha Owens are to inform and entertain how "razzle and

dazzle" and "camouflage" can be applied to style and fashion.

• The purpose of “The Nature of Things: Biomimicry" by Lila Hogler is to

inform about using biomimicry and camouflage in nature

• The purpose of "Don't Sink my Battleship!" by Kyle Gibson is to inform the

reader on how the British navy used camouflage and strips as a war strategy

during WWI.

2.Tone is the emotion or mood of the author's written voice.

• The tone of "Razzle Dazzle! Fashion 'Stars' in Stripes" is informal,

informative, and entertaining

• The tone of “The Nature of Things: Biomimicry" is formal and objective.

• The tone of "Don't Sink my Battleship!" is informative and academic.

3. Intended Audience is who the writer expects to read the text or

who the author is writing for.

• "Razzle Dazzle! Fashion 'Stars' in Stripes" intended audience is the general

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public or everyone. These are written using informal and everyday language,

so they are easily understood by all.

• "Don't Sink my Battleship!" intended audience is professionals in the field

and non-professionals interested in history.

• “The Nature of Things: Biomimicry" intended audience is researchers and3

specialists who are peers of the writer(s). Language is specific and

will be difficult for others to understand.

4. The Specific Language: All academic

disciplines have their own terminology and specific language.

• "Razzle Dazzle! Fashion 'Stars' in Stripes" uses informal, friendly, and

everyday language, so it is easy to understand.

• "Don't Sink my Battleship!" uses specialized terminology or jargon related

to time period and the event.

• “The Nature of Things: Biomimicry" uses specialized and academic

terminology related to biology and biomimicry.

5. The Organization of the reading: All disciplines are also organized

and structured in specific ways.

• "Razzle Dazzle! Fashion 'Stars' in Stripes" organization style is informal,

non-standard, and does not have references or footnotes.

• "Don't Sink my Battleship!" is organized in a chronological way and tells the

action, causes, and events of using camouflage and stripes to stop enemy

submarines.

• “The Nature of Things: Biomimicry" uses specialized and academic

terminology and is organized using paragraphs and headings.

6. The Discipline-Specific Features of the text: Each discipline has

traits that are specific to that particular field.

• "Razzle Dazzle! Fashion 'Stars' in Stripes" features are designed to attract

readers. The features include ads, glossy photos, and illustrations.

• "Don't Sink my Battleship!" features include using diagrams of navy ships

and photos showing how the British Navy used camouflage and stripes.

• “The Nature of Things: Biomimicry" features include using photos and

figures to illustrate points in the article.

7. Reader’s Goal: Why is the person reading the material? Readers read with

specific goals in mind. Usually, a reader’s goal matches the writer’s goal. For4

example, authors of historical publications write to inform readers on past events.

And readers of historical publications read to be informed on a past event.

• The reader’s goal of "Razzle Dazzle! Fashion 'Stars' in Stripes" is to be

informed and entertained how "razzle and dazzle" and "camouflage" can be

applied to style and fashion.

• The reader’s goal of “The Nature of Things: Biomimicry" is to be informed

about using biomimicry and camouflage in nature.

• The reader’s goal of "Don't Sink my Battleship!" is to be informed on how

the British navy used camouflage and strips as a war strategy during WWI.1

The Essay

Listen to message from your instructor: https://voca.ro/1b2SrTI5R5o2 You will write a 5-paragraph essay discussing how the three articles approach

the topic of camouflage using the same features differently.

Each paragraph must have at least 7 sentences. Essay must be at least 800

words.

First, select three features to use. In your notes, there are seven features. You need

to select ONLY three. You will discuss how each article communicates the three

features.

I. Introduction Paragraph:

• Define the topic

Example: Each discipline has its own unique way of communicating.

• Introduce the three disciplines (science, history, and pop-culture) and state

which article belongs to which discipline.

• Summarize each article in 1-2 sentences

• Provide the thesis. In the thesis, you need to state the three features that you

will discuss about each article. Your notes cover 7 features; select three of

them to discuss in your essay.

Example thesis: The three articles utilize purpose, tone, and reader's goals

differently in order to analyze the same topic.

II. Body paragraphs: You will have three body paragraphs. Only discuss two

articles per paragraph. Mix and match so that you use each article twice.

• The first sentence of each body paragraph is the main idea sentence that tells

what the paragraph will be about. Use transitions (first of all, also, in

addition, second, etc).

• The first sentence of each paragraph needs to state the articles and the

feature that are being discussed in the paragraph.

• Next, define the specific feature; see the notes

• Then, define the feature for the two articles; see the notes

• Give at least 1 example of that feature from each article.2

• In the body, you only need to provide/write the authors’ last names. You do

not have to write the names of the articles once they are written one time.

Make sure the articles are in quotation marks. Also, mix and match articles

to make sure the articles are used at least twice.

• Example of Body Paragraph 1:

First, the purposes of "Razzle Dazzle! Fashion 'Stars' in Stripes" by Samantha

Owens and "Don't Sink my Battleship!" by Kyle Gibson differ. Writers have three

main purposes such as to inform, explain, and entertain. The purpose of Gibson’s

article is to \_use the notes under Author’s purpose. Give 1-2 specific examples

from the article. The purpose of Owen’s article is to use the notes under Author’s

purpose. Give 1-2 specific examples from the article.

• Example of Body Paragraph 2:

Next, the tone in "Razzle Dazzle! Fashion 'Stars' in Stripes" and “The Nature of

Things: Biomimicry" Lila Hogler differ. Tone is \_define tone using the notes. The

tone in Owen’s article is use the notes under tone. Give 1-2 specific examples

from the article. On the other hand, the tone of Hogler’s article is to use notes

under tone. Give 1-2 specific examples from the article.

• Example of Body Paragraph 3:

Furthermore, the reader’s goals for “The Nature of Things: Biomimicry" and

"Don't Sink my Battleship!" differ. Define reader’s goals from the notes. The

reader’s goals for Holgler’s article are use the notes. Give 1-2 specific examples

from the article. On the other hand, the reader’s goals of Gibson’s article are to

use the notes under tone. Give 1-2 specific examples from the article.

III. Conclusion: Restate thesis, summarize body, provide a final though

Before you start writing, click on and complete NROC Section 6 ONLY

Next, view the attached handout-Unit 6 Notes and Guidelines. View the video while viewing the notes for a better

understanding of how to write your essay.

Then, you will review the three articles below that you will use for the essay

Next view “WritingtheIntro” notes, write, and submit the introduction part of the essay below

Next, view the “WritingtheBody” notes, write, and submit the introduction and the body sections of the essay below

View the sample essay

After revising, proofreading, and editing, you will write/submit your essay in the space below (with the introduction,

body, and concluding paragraphs). Submission will become available once you have submitted the introduction and

body sections.

P.S introduction...

A. State the Topic: Different disciplines use different strategies and features

when writing.

B. Define the three disciplines you will be using in this paper (science, history, and

pop-culture)

C. State which articles belong to which discipline and give a brief 1-2 summary of

each article. Make sure you provide the full title of the article in quotation marks

and the name of the author.

-State your thesis: You can feel free to use the thesis (or similar version) below

In “The Nature of Things: Biomimicry,” “The Early Days of World War I,”

and “Razzle Dazzle: Fashion ‘Stars’—in Stripes,” the writers use specific

features such as author’s purpose, tone, and reader’s goals to discuss the

same topic.

Sample Introduction Paragraph:

Readers need to learn how to read and understand different disciplines.

Writers use different writing features for different academic disciplines.

Science/academic publications are factual, peer-reviewed, researched information.

For example, Lila Hogler’s “The Nature of Things: Biomimicry” is a scientific

publication that discusses the relationship between biomimicry and camouflage.

Pop culture publications discuss current events. Samantha Owens’ “Razzle

Dazzle: Fashion ‘Stars’—in Stripes” is a pop culture article that talks about

fashion trends that incorporate stripes. Historical publications discuss imporant

events in history. Kyle Gibson’s "The Early Days of World War I” is a historical

publication that discusses how camouflage and stripes were utilized during WWI.

Listen to message from your instructor: https://voca.ro/16eKBZkYzb7A

Introduction Paragraph:

Make sure to view Unit 6 Guidelines and Unit 6 Essay Notes.In "The Nature of Things Biomimicry,” “The Early Days

of World War I,”

and “Razzle Dazzle: Fashion ‘Stars’—in Stripes,” the writers use specific

features such as purpose, specific language, and reader’s goals to discuss the

same topic

P.S how it should look when you have done.

Rochelle McKendall

Mrs. McIver

ENG 002

December 9, 2019

Characteristics of Writing in Different Disciplines

Readers need to learn how to read and understand different disciplines. Writers use different writing features for

different academic disciplines. Science/academic publications are factual, peer-reviewed, researched information.

For example, Lila Hogler’s “The Nature of Things: Biomimicry” is a scientific publication that discusses the

relationship between biomimicry and camouflage. Samantha Owens’ “Razzle Dazzle: Fashion ‘Stars’—in Stripes” is

a pop culture article that talks about fashion trends that incorporate stripes. And, Kyle Gibson’s The Early Days of

World War I” is a historical publication that discusses how camouflage and stripes were utilized during WWI. In “The

Nature of Things: Biomimicry,” “The Early Days of World War I,” and “Razzle Dazzle: Fashion ‘Stars’—in Stripes,” the

writers use specific features such as purpose, specific language, and reader’s goals to discuss the same topic.

For one, each of the writers has a distinctive purpose. Lila Hogler’s purpose in “The Nature of Things” is to inform the

reader about biomimicry, which is “the practice of adopting natural structures and strategies to solve problems.” She

fulfills this purpose by going on to explain biomimicry through an easily understood example: the camouflage used by

animals such as zebras replicated in camouflage used by humans such as tree-like cell phone towers. In “The

Early Days,” Kyle Gibson’s purpose is to inform the reader about how Great Britain used stripes and camouflage as

a war strategy during WWI. He fulfills this purpose through describing the solution devised by British artists; “dazzle”

(also known as “razzle dazzle”) designs on ships imitated animal camouflage to throw off the German attackers.

In addition to having different purposes, each article uses discipline specific language to communicate. Gibson’s

article is a historical publication, which uses specialized terminology related to the time period discussed. For

example, Gibson’s uses specialized terminology when discussing WWI like “Allied,” “periscopes,” “World Wars,” and

“Navy.” On the other hand, Owens’ article is a pop-culture article, which discusses current events and pop-culture

phenomenon. Pop-culture writings are informal and written for the general audience. Owens uses informal and

colloquial vocabulary such as “go-to tools,” “shapewear,” “cinch,”

“stilettos,” “statuesque,” “silhouette,” and “midriff.”

Finally, different academic disciplines will have different readers’ goals. Looking at the intended audience and

purpose of a publication will help to determine the reader’s goals. The purpose of Gibson’s historical publication is to

inform and report on how Great Britain's Navy used stripes and camouflage to confuse and gain the upper hand on

their enemy. His intended audience are professionals in the field and interested non-specialist. As a result, the

reader’s goal will vary depending upon who is reading. Professionals are reading to be informed on the topic, but

interested non-specialists are reading the information for entertainment. Hogler’s intended audience are researchers

and peers of the contributor, and the purpose of her article is to inform and report. As a result, her readers’ goals are

to be informed and to analyze her information.

Writers write using features that are discipline specific. The purpose is to effectively communicate with readers. Each

writer had distinct purposes, discipline specific language, and different reader’s goals. Effective readers and writers

are able to understand and see how different academic disciplines are able to tackle the same topic using different

features as illustrated with Owens, Gibson, and Hogler. Although Hogler, Gibson, and Owens wrote on the same

topic, each author had distinct purposes, language, and readers’ goals.