

Valentina Martinez

Professor Gregory

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Teaching Standard English: Whose Standard? -Unit 1 Reflection

After reviewing the final project, I have come to the realization that I could not have done it alone. My group analyzed an article published in *The English Journal*, *Teaching Standard English: Whose Standard?*, by Linda Christensen. My group worked a great deal on this assignment and put in maximum effort. On the day the project was assigned I immediately asked all the group members for their emails, and created the project on a google slide so that we could all work on it. I separated the project into sections, and assigned each group member a section to be responsible for. Additionally, I made sure to give feedback to my peers on their slides, and also gave ideas for what they should include. On my own, I created the summary and worked to make it clear, concise, and at the same time specific so that it would address the main idea and purpose of the article. I also contributed to the reading with the grain, where I had to pull from my personal experiences to relate to the author and support her thesis.

In consideration of the last few weeks, I have learned a lot about how to rhetorically analyze a piece of text. To begin analyzing we identify the rhetorical context and the angle of vision of the text. When you know the purpose of the text, then you can identify the strategies the author uses to achieve that purpose. To do this it's important to read with and against the grain, because it allows you to support and question the

author's thesis. This is valuable, since it allows you to listen to what the author has to say, and then develop your own thoughts on the subject. Another valuable method used to analyze is identifying the rhetorical appeals. The appeals are ethos, logos, and pathos which have to do with how the author establishes his or her credibility, logic, and emotion. As a writer I can see my growth and how much better I am at expressing my thoughts on a subject. I am developing critical skills and learning methods to rhetorically analyze and understand a piece of writing.

This particular project has taught me about the nation wide problem students are having with writing. Christensen addresses in her article that teachers are focusing more on the grammar instead of the content of student writing. In the second to last paragraph Christensen says that "we need to equip them [students] to question an educational system that devalues their lives and their knowledge." I agree with the author because many students feel judged in the classroom and have the idea that they cannot make mistakes, or else they will be considered stupid. This is a problem because students need to know that it is fine to make mistakes as long as you learn from them, this goes for writing as well as life. Moreover many students have their own dialect and accents which should be respected and not criticized, because devaluing a students writing based on their language is wrong. I agree with Christensen that it is more important what you have to say, than how you say it.

