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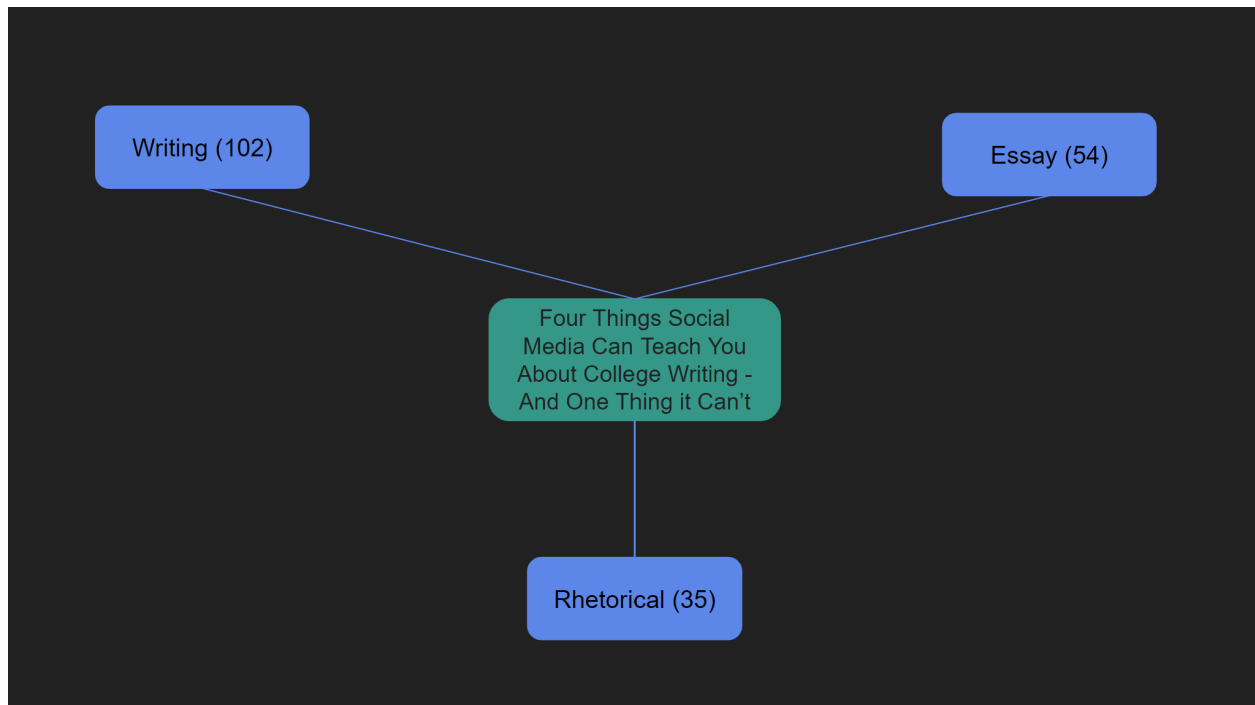
ENGL 1105

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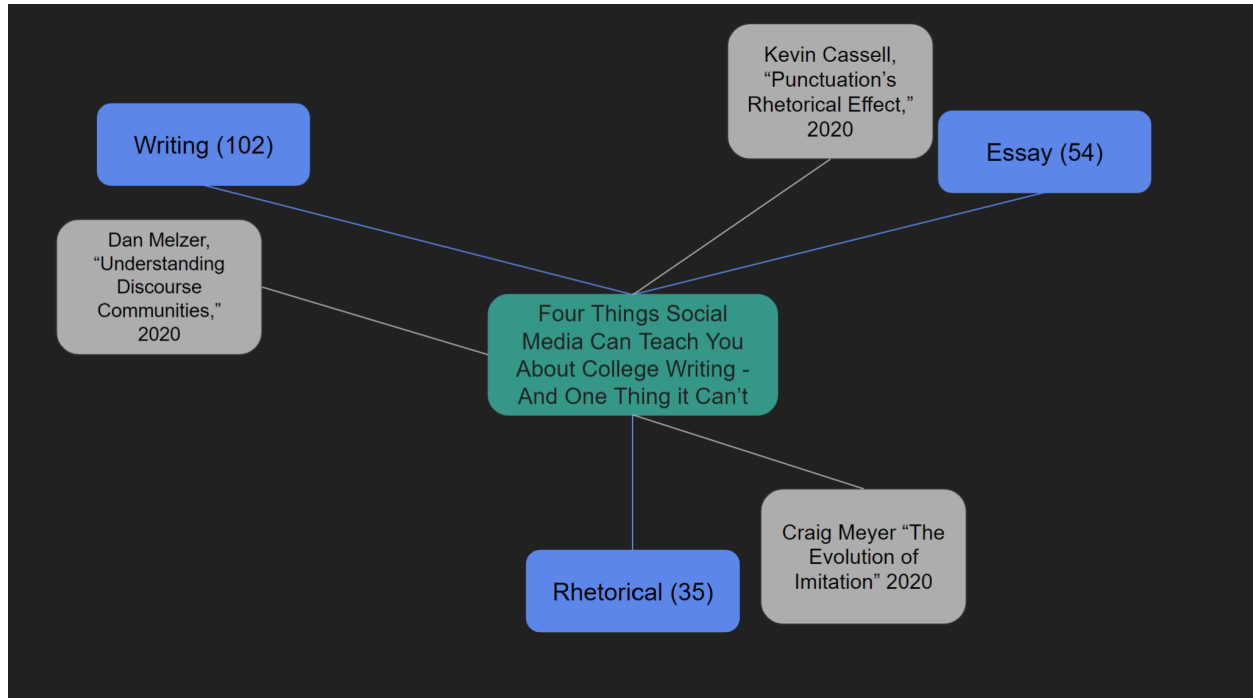
25 November, 2023

“Ask What Social Media Can Do For You, Not What You Can Do For Social Media”

“Four Things Social Media Can Teach You About College Writing - And One Thing It Can't” by Ann N. Amicucci analyzes the larger picture similarities between writing essays in college and reading or watching posts over social media. This is done by looking through a very broad scope, and is intended not to demean the student from using social media, or seeing it as a negative, but drawing connections between the two and allowing the use of social media to actually help the student to grow. This article is analyzed through a worknet, which is done in four different stages.

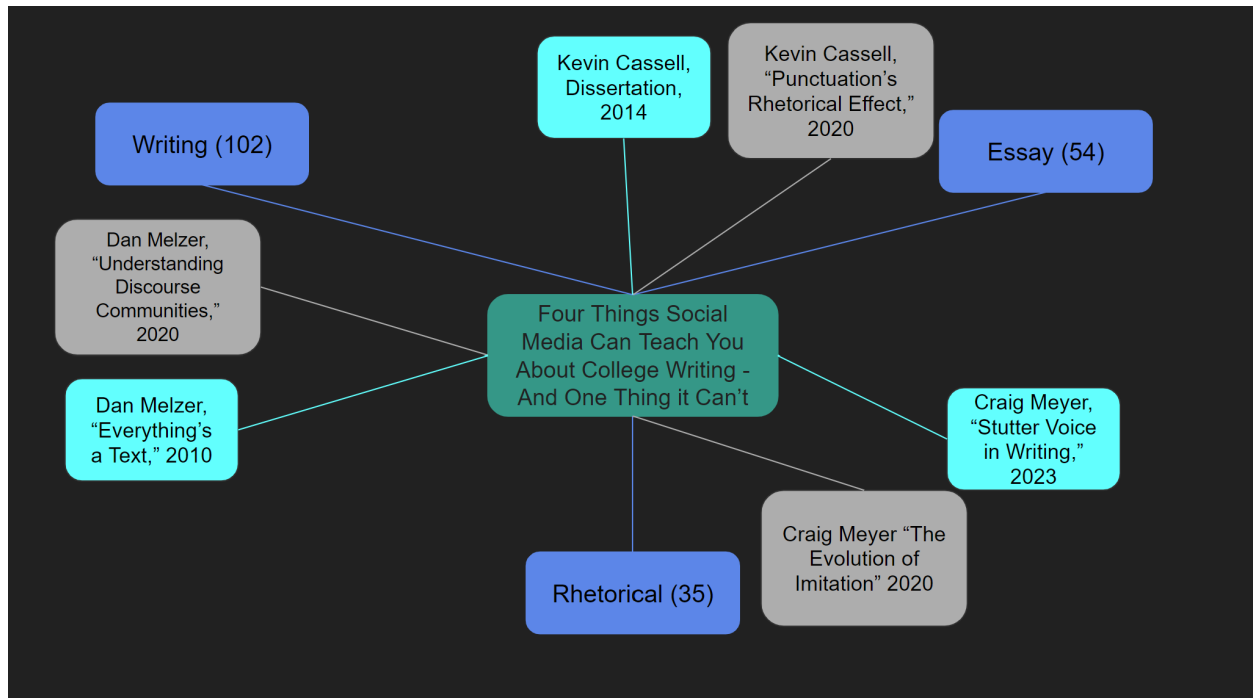


The first stage is the semantic stage. In the stage the words and phrases of the article will be analyzed. In this context, it will be done through determining the three most popular words used in the article, and analyzing why these three words are the most prevalent within the article. In this article, “essay,” “writing,” and “rhetorical” are the three words used the most within the article. The word “essay” in terms of the article is very poignant, and the repeated use of it does make sense. In the article, the author's purpose is to explain the connection between essays and social media, which concurrently connects to the second word, “writing.” Out of the three words these two go the most hand in hand. You can't have one without the other when talking about an English class in college. It helps bring to the reader's attention the importance of the writer's style of writing and making that writing their own, especially if they are given the task of writing something similar; they want to be able to correctly analyze the writer's habits, style, etc. and then emulate that and make it their own. “Essay” in the context of the article is pretty self-explanatory. As a reader you are trying to understand that the values used in your social media posts can be the same ones that are used when you write. It can be useful to realize that and have a better grasp of who you are as a writer. The last word, “rhetorical,” also serves a higher purpose in this article. The author makes it abundantly clear that everything we do as students serves some rhetorical purpose. And they are also intertwined more than we would think. The rhetoric we post on social media can be seen through the same lens and mimicked in our writing.



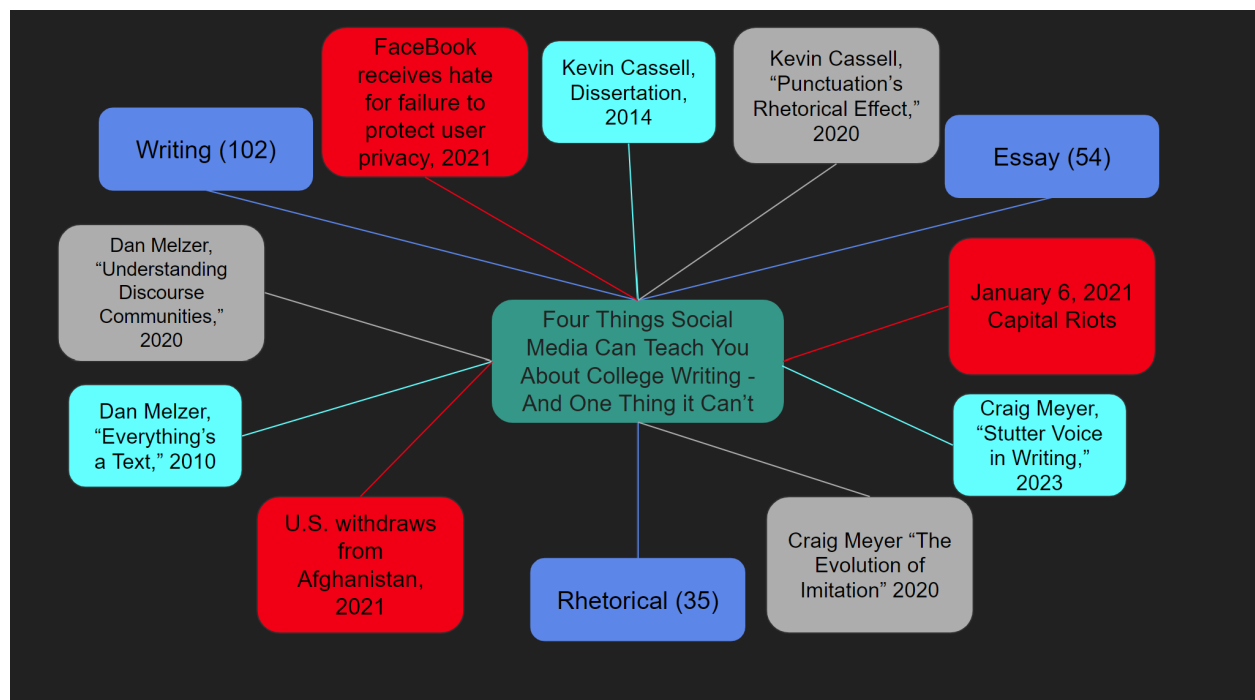
The second of the four stages is the bibliographic stage. This stage is where the efficacy of the author's sources are analyzed, and the contribution that it made to the article is weighed. The first bubble for my bibliographic is Dan Melzer's, "Understanding Discourse Communities." This portion of the article, the author cites a paragraph he wrote that connects to the point she is trying to make, that on our own, there is no connection, but once we have been given that means of connection, the collective can now intermingle with one another on a larger scale. And what that means in the context of this article, is that if the writer knows their audience they can reach a bigger group of people and have that audience be affected by what they are writing about. The second bubble was when the author cited Kevin Cassell's, "Punctuation's Rhetorical Effect." In this citation she uses a paragraph of what the intended purpose of punctuation is, like how commas separate clauses. This is explained in the context of the article to mean that when this punctuation is noticed by the reader it helps to achieve new meaning to the reading for them. For example, if you are trying to make an argument about something, you could use question marks

repeatedly and ask a lot of rhetorical questions. The last bubble is Craig Meyer’s, “The Evolution of Imitation.” This is a small citation, but it serves as an important part of what the author is trying to convey. The gist is that the author is showing that when you analyze a writer’s style, you not only gain knowledge of their style of rhetoric, but you can then use that knowledge to imitate it, but that go further still, and make it your own, make it better.



The third of the four stages is affinity. This is the stage where the efficacy of the author’s sources, the people referenced in stage two, are taken into consideration. This is done by analyzing what else these people may have written or been a part of writing. Dan Melzer was also the author of “Everything’s a Text” which contains a plethora of different styles of rhetoric where the reader can learn to better think creatively about different styles of writing. This definitely relates to the article written by Ann N. Amicucci in large part to the fact that both articles are used for analysis and to strengthen the readers as writers. This makes using Dan Melzer as a source very efficacious, and as a reader you know the information being told to you

is reliable. The second bubble is Kevin Cassell’s dissertation. He is a professor of English at the University of Arizona, and has a lot of other institutions under his belt. But his dissertation is written on rhetorical pedagogy, the teaching of writing and speaking through analyzing and creating. Given all his experiences teaching, and how complex his dissertation is, Kevin Cassell would have to be a reputable source. The last bubble is Craig Meyer’s “Stutter Voice In Writing” where the author, Craig Meyer, talks about his personal experiences with writing, and how his voice while writing was influenced by his dysfluent way of talking because of a stutter. He emphasizes that while he doesn’t write or think with a stutter, he still does in a way. He states he writes in a way that makes him think in advance how it would be affected by his stutter. This article is a first hand account of someone’s experiences, and can be connected back to the main article and his contribution to that where he talks about imitation. These ideas aren’t totally dissimilar. Meyer’s voice shows that he is passionate about what he is talking about and that he cares, making him a reputable source for Amicucci.



The last stage is the choric stage. This stage examines what was going on in the world around the time that the article was written. In the context of this article, written in 2021, events from that year will be analyzed, and connected in a way to the article. The first event is FaceBook receiving hate for failing to protect their users' privacy. This event has the clearest connection to the article, as they both pertain to social media. FaceBook failed to not only prevent massive data theft, but knew about it and let it happen. Numerous articles were written and connected to writing in essays/articles and writing through social media just like "Four Things Social Media Can Teach You About College Writing - And One Thing It Can't." In descending order of relevance, the second event is the January 6 Capital Riots. This was one of the only things being reported about at the time. It occurred right before Joe Biden was inaugurated, and far-leaning right-wing republicans decided to riot and storm the capitol building to protest Joe Biden being elected to president. This was all heavily newscasted through social media, television, and news articles. The last and least relevant to Amicucci's article is the U.S. deciding to withdraw from Afghanistan. This was done because Joe Biden thought the war in Afghanistan was senseless violence, with little to no progress, and only led to the pointless deaths of American troops. This was also heavily newscasted, but didn't feel like it was to the extent of the capitol riots, so therefore less relevant in that sense. All three of these events may have sparked the author's interest in writing about social media, because of how heavy an influence it had on these events.

Amicucci's article was directed towards students in college wanting to get better at writing and in my opinion it achieved that goal. This article does a great job of not misleading the reader into thinking everything about social media translates to writing essays in college. She does give strong reasons for her claim, but also understands that there is dissent, and appears

them with the reasons for why social media can't help you write college essays, or what habits shouldn't translate to your essays. This article is meant to build upon the reader's ethos, and help to develop them into the best writer they can be.