

Summary and Response Essay Sample



Summary:

In Laurie Ouelette and Susan Murray's piece "Reality TV: Remaking Television Culture," the elements of this new medium of entertainment are explored. Much of the exploration seems to analyze and reiterate how much this type of entertainment is new and yet it has been around since 1950. The writers examine the structure of reality programming and how it has adapted to contemporary viewing habits. The commercial implications are also examined in that these shows make a large amount of profit for a small investment. The sum of the total parts leads the reader to question not the role of television reality, but really why does it draw in so many viewers.

The concept of reality television can be seen in early television programming in the quiz shows of the 1950's. The core elements involved in reality television were: the hiring of non-actors, or "contestants", who are not in any way scripted, there is also an "unpredictable outcome" (Silverman, Rader 160), and this is what viewers tuned in for. In the case of the quiz shows there were prizes as there are in many of the current shows, but this is not a core element for reality television. The continued history of reality television's conception and growth can be seen in programs like *Star Search* which established the talent search genre of reality television. The same core elements of unscripted non-actors who performed in a capacity to win a prize with outcomes being unpredictable can be seen shows like in *Star Search*. One only needs to point to contemporary television programming to see the correlation, or perhaps the template set by *Star Search*, shows like *American Idol*, *The Voice* and *The X Factor* contain all the same core elements. Other television shows

How To Write A Summary Analysis Response Paper

Chao Zhang



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Exploring the Dynamics of Second Language Writing Barbara Kroll, 2003-04-14 The book addresses issues in the field of teaching academic writing to non native speakers This book provides a series of discussions about multiple aspects of second language writing presenting chapters that collectively address a range of issues that are important to new teachers at the post secondary level The 13 chapters provide scholarly visions insight and interpretation oriented toward explaining the field of teaching academic writing to non native speakers The book is designed to provide foundational content knowledge in this area with each chapter authored by recognized experts in the field In addition to helping train new teachers the book will serve as an updated reference book for practicing teachers and scholars to consult **Handbook of Research on Writing Instruction Practices for Equitable and Effective Teaching** Hodges, Tracey S., 2022-05-27 Writing is a critical component for teaching children about advocacy and empowering student voice as well as an essential tool for learning in many disciplines Yet writing instruction in schools often focuses on traditional methods such as the composition of five paragraph essays or the adherence to proper grammatical conventions While these are two components of writing instruction and preparation in education they only provide a small glimpse into the depth and breadth of writing As such writing instruction is increasingly complex and requires multiple perspectives and levels of skill among teachers The Handbook of Research on Writing Instruction Practices for Equitable and Effective Teaching serves as a comprehensive reference of issues related to writing instruction and leading research about perspectives methods and approaches for equitable and effective writing instruction It includes practices beyond K 12 including best writing practices at the college level as well as the development of future teachers Providing unique coverage on culturally relevant writing socio and racial linguistic justice and urgent writing pedagogies this major reference work is an indispensable resource for administrators and educators of both K 12 and higher education pre service teachers teacher educators libraries government officials researchers and academicians **Writing in Anthropology** Shan-Estelle Brown, 2017 Writing in Anthropology is the ideal pocket sized manual for undergraduate students and emerging anthropologists who wish to improve their writing Anthropology is a rapidly changing global social science that encompasses a wide range of subfields including archeology cultural anthropology

biological physical anthropology linguistic anthropology medical anthropology and applied anthropology It is also a growing field While the economic downturn might motivate many college students to seek majors they perceive as more practical the United States Bureau of Labor Statistics projects job growth for anthropologists and archaeologists through 2020 at 21% which is faster than the average for all other occupations 1 And more undergraduate students in the United States are majoring in the social sciences and history than ever before 175 000 students were social science and history majors in 2009 10 the specific number of anthropology majors is not available 2 In Canada another 134 700 undergraduates major in Social and Behavioral Sciences and Law 4 000 of them in anthropology 3 Beyond serving their own majors anthropology departments offer many courses for non majors indeed at many universities it is one of the go to fields for students seeking to fulfill both general education and W writing intensive course requirements Writing is central to the work of anthropologists and they employ a wide range of genres including fieldnotes ethnographies journal articles reviews reports essays personal narratives and grant proposals Most anthropology courses both those in the major and for general education and W requirements include substantial writing assignments Those assignments often align with the professional genres listed above but perhaps more are framed as school or apprentice genres reading responses summaries literature reviews personal reflections and research papers designed to help students process course content While anthropologists appreciate good writing and occasionally focus explicitly on it each year for example the American Anthropological Association holds a workshop on writing for graduate students and professionals there is no compact practical writing guide that meets the needs of undergraduates and beginning graduate students This Brief Guide aims to address that gap by pursuing four goals Introduce the major genres and habits of writing in anthropology Explain how reflexivity expression and interpretation are vital to the field Convey insider strategies for writing and editing in the discipline Describe the basic conventions for using sources and to model a scholarly yet accessible style

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