

Draft #2

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Title

*Introduce topic (How ocean pollution effects animals) and talk about what a genre is (add quote from WaW?). Also talk about how the different genres accomplish different goals (work in the definition of genre). Introduce the references and the author/directors of each. Explain the basics of each source?*

Thousands of marine animals die each year due to human pollution. (Kilduff) Plastics and metals being dumped into the oceans create detrimental conditions for the mammals and fish that live there. Many people have chosen to write about this topic, but they don't all use the same techniques or even make the same points. "Garbage Guts" by Heidi J. Auman is a children's book that describes the journey of a seagull, who interacts with many animals negatively impacted by oceanic pollution. This is a mainstream source, available to the majority of the public and easy to read. "Interactive effects of metal pollution and ocean acidification on physiology of marine organisms" is a scholarly journal article that details how CO<sub>2</sub> and metals combine in the ocean to disrupt the homeostatic functions of marine organisms. It is an academic source meant to inform the reader about the mechanisms of that process. Finally, "The Extent of Marine Pollution is Overwhelming, but Art Can Help Prevent It." is an online article that depicts

a series of informational sculptures from a volunteer group based out of Oregon. This source is popular while the sculptures themselves are visual. Although these three sources speak on the same subject – the effects of ocean pollution on marine animals - their genres are very different. A genre is “”(). All three articles even have similar goals (informing the public about the problem at hand), but the way they shape the material to the audience and the way the audience reacts to the material separates them into different categories.

*1<sup>st</sup> Point-Audience (who, language, sentence structure, abstraction, documentation)*

Audience is a key factor that impacts how the writer styles their work into a final product. The scholarly article assumes that the people reading the article are as educated as the people who performed the experiment, or participate in the discourse community of scientists. This means that uneducated people will not have access to this work as much, whereas the book *Garbage Guts* is aimed toward a child-based audience. The title is meant to sound disgusting. While the book talks about the same topic, the scholarly article would use the term “entrails” or “innards”. This advanced vocabulary is intimidating to people who read for fun instead of for knowledge. The sculptures are able to be understood by everyone, because they are pictures. The article’s title is very straight forward, and appeals to all audiences. Even if someone is blind, or has trouble seeing, chances are that the companion they went to the zoo with will point it out to them and describe the animal and the items used to create it. The language and sentence structure is more advanced in the scholarly article. The book is simple in vocabulary and abstract concepts are used in excess.

*2<sup>nd</sup> Point-Portrayal (cover, title, location of where you can find them, stereotypes of the genres and how those works fit into that)*

When distinguishing between genres, what one sees influences the reader's perception of the work. The title of the scholarly article is long, and contains some high level vocab. This indicates to others the work will probably be lengthy and challenging to read, unless they are a part of the discourse community. The language in the title also notifies us that it is a more formal work. The book's title is only two words in comparison, with very simple grammar and vocab. Also, the larger than normal print and pictures on the cover exude a childlike feel. The article about the sculptures' title is in all caps; this is to catch the attention of a web-surfer and emphasize that the topic at hand is important. The places one is able to locate the three works further separate the audience. The sculptures can be found in highly trafficked areas, and the article about them online. The scholarly article can be found through databases in high school or college. The children's book can be found at a book fair or a library. The book and article also utilize pictures. For the book, the pictures are there for illiterate people, mainly babies or children, and to add color for entertainment value. For the article, it allows the reader to see what the author is talking about directly without having to create an image inside their mind (Figure 1).



*Figure 1: A great white shark made from collected bits of trash. (Croissant)*

These pictures are utilized differently depending on the targeted audience, and even can invoke different feelings depending on what text accompanies them.

*3<sup>rd</sup> Point-Pathos, Ethos, Logos (relatable, pop culture references, emotions, logic, statistics/facts)*

The use of *ethos*, *logos*, and *pathos* within literacies is very common and allows the person who creates the work to almost mold the viewer's thoughts in the direction that they please. The sculptures and the children's book use colors to attract attention from a specific audience (children or visually inclined individuals). The implemented visuals also utilize *pathos* by allowing the reader to see what happens to animals or what the trash looks like. However, they also use *ethos* and *logos*. The article provides pictures of the sculptures, which are made out

of pieces of trash collected from the beach that could potentially harm the beach and marine animals that live there. The children's book talks about the dangers of pollution and how bad it is so that parents who read the book to their children will internalize these thoughts and later think twice before littering or throwing the recycling in with the trash on garbage day. The article about the sculptures uses a copious amount of *pathos*, but for a purpose. They ask for donations or volunteers within the article.

*4<sup>th</sup> Point-What they could have done differently*

The sculptures could have signs up by them that provide some interesting statistics of how many of each type of trash the organization finds on their pick-ups. The article also could have talked more about the people involved in the organization to enhance the *ethos* aspect of the article. The scholarly article could have examined more types of animals and how they were also affected by the same metal pollutants. This would not only provide more evidence for their argument, but also add an element of *pathos* that is lacking in their paper. Garbage Guts could have talked more about how to prevent the pollution instead of just the depressing aftereffects.

*Conclude how the genres used are used on purpose to portray things a certain way. Say how this leads readers to interpret things the way the author wants them to.*

Certain topics can be portrayed in a variety of different ways depending on which genre they come from. The author's choice of style, formality, visual aids, vocabulary, structure, and tone all come together to formulate the desired elements to attract a specific audience. The genres may have the similar goals and techniques, but the separate discourse communities compelled the pieces to become individual and wrought into the learned style of that community.

Works Cited

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