Genre Analysis

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<div align="center">WP1 - Genre Analysis</div>

In academic sociological writing, key features of the genre serve mostly the purposes of two things~~;~~: efficiency and credibility. On the other hand, poetic writing relies more on entertainment and emotionality. In this essay, I will be examining and comparing the conventions of academic sociological writing in the article "Critical Race Theory and Empirical Sociology" by Michelle Christian, Louise Seamster, and Victor Ray in the *American Behavioral Scientist* journal, versus my own translation of the article into a poem. In doing so, I will justify my claims with references to the ideas presented in "The Concept of Discourse Community" by John M. Swales from *Composition Forum*. The existence of overlaps between these two genres in structure and language can be used to display how intention dictates the overall purpose. However, because each genre has a separate audience to cater to, not all conventions coexist within each genre. I will compare the use of structure between academic and poetic writing such as subtitles versus stanzas, language use such as jargon versus literary devices, and completely different conventions; in-text citations versus tone and mood.

A prominent convention frequently u~~tilized~~tilized for structure in academic discourse articles is section titles for the divisions of a piece. These sections of the text provide visual incentives for organized information. "Critical Race Theory and Empirical Sociology" includes several subtitles such as "Abstract" (1019), "Keywords" (1019), and "Critical Race Principles" (1020). This is important for the academic discipline of sociology because by simply scanning

the page the readers can access the ideas presented in the essay efficiently. This is necessary for the digestibility of the writing. Subtitles also provide context to the upcoming content that the reader will consume next. "Keywords" and "Abstract" sections in particular are essential for the scholarly audience to understand what information they need to know before going into the article, as well as if they even need to read it in the first place, overall making the process of communication more effective. When the academic audience happens to need to reference pieces of information provided in this article, they can search with ease with the help of section titles. Sections are meant to make the text more accessible and convenient for the audience, which is essential for theoretical progression in sociology.

Structure in poems is demonstrated through the use of stanzas which, when articulated, have poetic value to the audience. In the poem I've curated for this genre translation, I set up the stanzas to be made up of three lines such as, "our society,/studied so uprightly/only to understand so much." which indicates the structure. This is significant to artistic readers as the difference between a sequence of stanzas allows room for chronological or ~~thematical~~thematic flow and organization. In this example, the stanza sets the expectation for three-lined stanzas while in other stanzas structure is used to introduce new concepts to the poem, "how long has it been?/'*too long, my friend'/*says the black girl in america." ~~t~~Thus adding variety for the reader and ultimately more entertainment, as the writing is meant for a broader audience rather than strictly for scholars of sociology. Stanzas may also affect *how* the poem is read, in the sense that a reader paces themselves differently due to how sentences and ideas are sometimes structured to split up. The pauses in between lines and stanzas allow the reader to digest the content accordingly. It is evident that while both genres handle the same variation of conventions, they

each function in ways that better appeal to their audience; academic emphasizing efficiency and artistic valuing amusement.

Another common convention that increases efficiency in sociological, academic writing is jargon. Jargon is significant to the audience in this field as it is a form of language necessary for efficient communication. It is often not easily understood by those outside of a specific field as terms are made within a community as something niche. The article "Critical Race Theory and Empirical Sociology" employs the use of jargon consistently, "Fourth, CRT empirical studies illustrate racism's relationality. Racial categorization does not exist as a collection of isolated constructs. Rather, racial categorization was created as a political ideology that justified enslavement, genocide, Jim Crow, citizenship, and exclusion in the name of White supremacy" (Christian et. all, 1022). Shortening the phrase "Critical Race Theory," thus becoming the acronym "CRT," allows conversations in this discourse community to occur quickly. The purpose of shorthand sayings such as CRT is ultimately to efficiently increase the speed at which a common goal within a discourse community is reached. Phrases such as "empirical social science" (1020), "White supremacy" (1022), and "racial categorization" (1022) are examples of field-specific terms that people outside of the sociological area of study may not understand. This way of thinking aligns with the ideas of discourse communities in Swales's article. According to the article, "The Concept of Discourse Community," collectives of people with a common goal are highly defined by their sociolinguistic characteristics. Swales argues that refined lexis and ownership of genres are key components of discourse communities. The specialized language in my peer-reviewed article effectively allows the writer's intended audience to express a mutual understanding of the common goal within the discourse community

of critical race theory in sociological studies. Therefore, the needs of a rapidly developing academic community are met.

Literary devices are specific manipulations of language that a poet may apply to their writing to promote diversity and complexity in order to draw the reader's attention toward the content. Because of the vast amount of literary devices, the author must be mindful of which variation they employ because each device has a respective effect on the audience. For example, repetition gives the audience a somewhat emotional call-back to an earlier stanza, *"'turn your findings into methods'/'and in a matter of seconds/your findings will reflect us'"… "'please, turn your findings into methods'/'and in a matter of seconds/your findings will finally reflect us.'"* This demonstrates the emotional effects of poetry, especially in comparison to the light of reliability and productivity in academia. The speaker clearly expresses exasperation through repetition of a phrase that asks for long-awaited change. This example demonstrates a loss of hope in representation. The author employs repetition to engage the audience of artistic readers through their passion for artistry. Another example of literary devices in poetic writing would be when a rhetorical question is utilized, "this is the reality/a question of morality;/will research design consider racialized social systems?" A rhetorical question is often meant to cause individual or societal reflection. This provokes individual introspection, thus attuning to the audience's personal emotions or beliefs. Once asked a question, the audience often takes a pause away from a piece of literature to do so, thus adding complexity to the tempo of the poem as well. Because this piece argues a certain narrative, these literary devices enhance the takeaway in a digestible way for people who aren't necessarily looking to educate themselves but want to be entertained by artistic media.

Many conventions of academic and artistic writing do not have a parallel in each other's genres as their goals lie in different crowds. However, some conventions don't directly translate and still support the goals of each genre. In the discipline of sociological writing, academic articles often utilize in-text citations, which demonstrates the purpose of making their sources easily accessible to the audience. In my peer-reviewed article, this can be seen as, "An apolitical study of race and ethnicity is an ontological impossibility, as the concept of race arose from racism (Fields & Fields, 2012; Hirschman & Garbes, 2019). Thus, as Golash-Boza (2016) states, "'"There is no good reason to study race other than working toward the elimination of racial oppression' (p. 130)" (Christian et. all, 3). Crediting the proper sources of information provides the intended audience with a sense of reliability in this piece. In-text citations offer the audience immediate clarity and transparency about ideas derived from places other than the author's own findings. In this process, the writer also expresses literary knowledge in their specialized field, thus making their claims more plausible. By making this information accessible to readers, the writer is proving their credibility.

An important convention that proves the all-around purpose of poetry is tone or mood, as it often appeals to the audience's emotions. The tone and mood of the poetry are meant to shape the interpretation and takeaways. This process heavily relies on word choice. For example, "*please, turn your findings into methods/and in a matter of seconds/your findings will finally reflect us.*" Here, the words "please" and "finally" are meant to express exasperation. The tone of these words simulates an environment within the poem that signals feelings of somberness to the audience. This is important for the author to achieve because in doing so, they connect to the readers through some sort of amusement. Another example of tone within this poem includes, "'*without this, your findings are merely subtle replications'/'of the racist implications'/'you think*

that you combat."""" Here, passive words such as "merely" and "comprehend" indicate annoyance, thus conveying feelings of frustration to the audience. All of which contribute to the tone and mood of the piece. Together, tone and mood work ==synergistically== to construct the audience's emotional response rather than prove reliability or effectiveness. A poet is not obligated to justify their writing, but their work has a spiritual purpose, reflecting onto the reader's emotions while reading.

     Intention is crucial in conveying content to any audience. Thus, when writing, it is absolutely necessary to keep the audience in mind by meeting all sorts of expectations through their wants and needs. So, not only is it important to observe conventions in a genre, but their impact as well. The use of structure between academic and poetic writing such as subtitles versus stanzas, language use such as jargon versus literary devices, and ==completely different conventions; in-text citations versus tone and mood,== evidently display how the author should approach the communication process depending on the discourse community in question. It is important to take into account the efficiency of academic writing as well as the artistry of poetic writing.

Works Cited

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