Student examples of Part 3 Rhetorical Analysis AND Part 4 Notable Quotables

Rhetorical Analysis

**Student Example 1**

Part 4 Rhetorical Analysis:

Berliner writing style is objective with a bit of a persuasive writing style with a serious tone. All of Studies Berliner used gave a general direction to her opinion which was not shown in the article.  The primary audience of Berliner would be parents but most of the general public mostly draw attention to the problem of “Schools Are Killing Curiosity” The article is an educational narrative. That what I think Berliner is Credibility writer of “How to Succeed at School Separating Fact from Fiction” and “Great Minds and How to Grow Them: High Performance Learning” That is what makes Ms. Berliner, she is deeply invested in Education of  young people, Two books and many articles at The Guardian . Here is why I think The Guardian Credibility. The Guardian, a British news website, began as a print newspaper in 1821. The print edition is published in London, and the online newspaper was launched in 1999.

**Student Example 2**

Part 4 Rhetorical Analysis:

The article written by Wendy Berliner is meant for everyone to read, but especially for people who know about education. Berliner is not only a writer, but also a CEO of a group that helps share educational research. She wrote the article to help people understand what is good and bad about education. She chose to publish the article in The Guardian, a British newspaper with a section about education, to make it more credible. Berliner wants people to be more aware of what works and what doesn’t work in education.

**Student Example 3**

Part 4- Rhetorical Analysis

The article “Schools Kill Curiosity” employs a persuasive writing style to argue that the education system often fails to promote curiosity and creativity in students. As an opinion piece or editorial, the author can express their beliefs on the topic and uses statistics to appeal to the reader’s emotions and logical reasoning. The author’s credentials are not stated, but they show a deep understanding of education through using specific examples. The article’s overall purpose is to raise awareness about the negative effects of the current education system and to advocate for changes that will better support students’ natural curiosity and creativity.

**Student Example 4**

Part 4: Rhetorical Analysis

The genre is a feature piece. The primary audience is teachers and parents of young children; the secondary audience is the general reading public. The purpose is to inform. The author’s writing style is objective and factual. She employs a logical tone. Berliner uses the appeal of logos by referring to research studies. Berliner is credible because she is the author of the book “How to Succeed at School. What Every Parent Should Know.” She uses the appeal of ethos when she writes that she is co-author of this book. The Guardian is a reliable source because they were rated the most trustworthy online UK newspaper brand – ranked as such by 73% of regular readers. The Guardian’s values include encouraging a welcoming and open culture, standing up for what they think is right rather than what seems convenient, and aiming for perfection to serve their audience’s interests. This article was written in Jan 2020, so the information is not too old. It is relatively current.

**Student Example 5**

**Part 4: Rhetorical Analysis**

The author “Wendy Berlin” tone and attitude towards this article is she seems to be very intrigue about the topic, because she’s giving you all these kinds of sources and other’s input about why “Schools Are Killing Curiosity.” Wendy Berlin’s motive of writing this article is to spread awareness to not only teachers and parents but to everyone. Her target audience are people around the world who come across her article and I dont believe there is a specfic audience she’s targetting, I believe it’s for anyone. The genre of this article is a feature piece. She’s gatthering all these points and information and putting it into one and explaining and trying to make people know why “Schools Are Killing Curiosity.” She’s also trying to make awareness to people.

**Student Example 6**

I believe in this article Wendy Berliner is trying to persuade the reader. She uses key points on how schools are killing curiosity. Three points mentioned in the article are children are born curious, curious children performed best and children curiosity becomes less overtime. The language she uses throughout the article and the research she’s done it makes the reader think if what she is saying is true. The article, ” School Kills Curiosity”, is meant to reach any audience to spread awareness of the main idea. It is a news article and Wendy Berliner is an author herself, so for the reader you would know her sources are credible.

**Student Example 7**

I believe the authors purpose is to change how childern behave during schools. Since childern are not actively being creative in schools they dont have any questions about their curiosity. The intended audience could be teachers and parents. Berliner reveals her article is informative. Shes trying to show us why and how schools are killing curiosity.

**Student Example 8**

**Part 4 Analysis**

Wendy Berliner’s article is persuasive. She effectively makes his point by weaving together evidence from a wide range of sources to create a compelling argument for why the current educational system is not conducive to student learning and creativity. She also uses vivid language and vivid imagery to engage the reader and drive her point. Her intended audience is teachers and parents of young children. The genre is a news article, so it is showing the readers new research being done that helps to convey her overarching point of the article “Schools are killing curiosity.” By being a news article, it can reach a broad audience and help to build awareness of the main idea. Wendy Berliner the author is an award-winning education journalist and the CEO of the Education Media Centre which is a charity set up to improve understanding of education research and evidence. As well as the Co-Author of “How to Succeed at School: Separating Fact from Fiction.”

Notable Quotables

**Student Example 1**

Part 5:

“How well they behave, and how they perform seem much more important to many people in the educational communities. Often educational bureaucracies have shunted curiosity to the side.”

“Further, the researchers found that when it came to good school performance, the ability to stay focused and, for example, not be distracted by a thunderstorm, was less important than curiosity”

“As soon as they are at primary school they have to shut up and learn. It’s not the fault of teachers. They have so many targets to meet.”

**Student Example 2**

Part 5- Notable Quotables

“Promoting curiosity in children, especially those from environments of economic disadvantage, may be an important, under-recognised way to address the achievement gap. Promoting curiosity is a foundation for early learning that we should be emphasising more when we look at academic achievement.” Paragraph 7

“When you visit schools in many parts of the world it can be difficult to remember they are full of active, intellectual children, because no one is talking about their inner mental lives.” Paragraph 11

“When teachers teach young children not to ask questions, it is not surprising that high-performing students studied by American researchers in 2013 were found to be less curious, because they saw curiosity as a risk to their results” Paragraph 12

**Student Example 3**

Part 5 Notable Quotables

“Promoting curiosity is a foundation for early learning that we should be emphasizing more when we look at academic achievement,” by Dr. Prachi Shah, a developmental and behavioral pediatrician at Mott, (pg. 1).

“School kills curiosity. When do children get to ask questions about things that interest them? As soon as they are at primary school, they have to shut up and learn. It is not the fault of teachers. They have so many targets to meet,” by Matt Caldwell, the headteacher of the nursery school, (pg. 2).

“We do need to find some time for questions during the day. There is not enough time in schools for creativity and following up on curiosity,” by Paul Howard-Jones, professor of neuroscience and education at Bristol University, (pg.2).