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When I first get touch to the academic and non-academic literacy, they are totally different in my mind. But when I sit down and start thinking about how they are that distinct. The ideas and reasons coming to my mind are all seem to prove that they are identical. Despite having various means of expression and objectives, they all adhere to some of the same norms and processes. We have always believed that the writing assignment in your writing classes is considerably more difficult than the social media post. Actually, they all follow the same process and the only difference is they are serving different purposes, which lead to a different impact on our moods. Your essay will be graded which might make you down while your post will be replied to by your friends which might make you happier. Thus, because most of them are participating in different areas of life so people always thought they are totally different. While in my following opinion, academic, and non-academic literacy processes are the same with three general procedures involved.

Academic and non-academic literacy initially share the same fundamental construction, implementation, and review processes. When presented a prompt for academic literacy, the first thing we usually do is decide whether to agree or disagree with the supplied position. Consider a few arguments that back it up our prompt in brief. Same as I construct this reflection after I saw the prompt, a few reasons start appearing in my mind to help me decide if should I against it or not. This is the construction process. In non-academic literacy, such as the journal I recorded

above. Because my journal is both in written mode and visual mode. I need pictures to fit in what I am talking about. I begin by searching through my images in my phone to find what I did that was significant or fascinating for today. I would then spend a few seconds creating the sentences in my head. That is one type of how non-academic literacy constructs. Before getting started, every form of literacy needs a construction. Despite our belief that academic literature construction is much more difficult than non-academic literacy, both are still progressing along the same route, albeit with varying degrees of frequency. As a result, we lack the essential understanding of academic literacy, which requires more time to create writing. As an example of academic writing, my composition course in high school is a good one. In the beginning, we always being asked to write an outline. That outline explained what you would write for each of your paragraphs. That's also how construction begins.

We can start typing words as soon as the construction process is completed. Academic and non-academic writing both require a successful transition from the idea in your head to the actual words typed out. The only thing that distinguishes them is their genre, which causes confusion regarding whether they are one thing or two. Different genres perform a variety of functions in people's lives by adapting texts to fit into various contexts. My biology lab report is a scientific genre with numerical and linguistic format going on. Its main audiences are people who are involved in research. Thus, the research must be clear enough in articulating the phenomenon. However, newspaper editors do not need a hundred percent clarity in their sentences. They have to make the story or the event attractive enough, with multiple modes of literacy. But logic is a characteristic that we must always possess in both academic and non-academic literacy. In my mentioned lab report, each of our conclusion has to be based on the data or observation test, experimental. Each logic with the experiment has to be correct to prove.

Meanwhile, in a newspaper, the editor's explanation of the story always needs to follow a certain logic, so they can persuade the audience and make them immersed in the story, and only an enjoyable story would have a higher possibility to be shared with others. In both literacies, logic makes an important role that largely controls the writing. So in both academic and non-academic writing, they share the same writing process of making the content logical and clear.

The third crucial process for both academic and non-academic literacy is a review process. Although they are largely misunderstood for non-academic literacy, the review is nevertheless crucial. Take out normal e-mail between professor and student as an example, whenever we email the professor to request that he regrade our assignment. We'll probably check it again after typing all the content. Is there a grammatical mistake? Or is it impolite of me to say that? We'll imagine a variety of scenarios that will aid in the revision of your email. Most of the non-academic literacy, they all involved in some certain degree of the review process. Five years ago, I accidentally got a chance to know more about the book publication of my favorite novel: "Lv tu". When I know how many review processes are experienced before a new book is published, I was surprised a lot. Before a book is published, there are numerous steps. Various readers, authors, and many others from various fields will read it. Lastly, when it is delivered to the editorial division. It will be looked at and verified once again. Academic literacy has a review process that takes more time and effort than non-academic literacy, which is compared to being more concise. But without this final step, neither of them would function effectively.

With a deep in more in both academic and non-academic literacy, I discovered many of their identical characteristics. Academic literacy and non-academic literacy are two types of

literacy that follow the same rule to varying degrees within the same process, even though they are not exactly the same. With both multimode involved, academic and non-academic tend to show more similarities. Both scientific journals and scientific lab research would attract the same part of the audience. With no clear boundary between these two literacies, they both use a construction process to get the writing going and begin brainstorming; an implementation process to put words together in a logical order, and a review process to do some revision and rethinking of the work. The methods were all created to satisfy the audiences' demand for literacy. And all literacy follows a similar pattern.