

VOICE

WRITERS MUST DEVELOP A STRONG, ORIGINAL VOICE.

By Patrick Thomas

THOMAS IS AGAINST TEACHING VOICE...

“The author’s voice is always a fabrication—a fiction—in the mind of the reader.”

“Recognizing that an author’s voice is a characteristic created by the reader, the concept and efforts to develop it occupy a less prominent role in the development of writing ability than writing teachers commonly give it credit for.”



I DISAGREE WITH THOMAS

*“Prioritizing voice stifles necessary kinds of invention practices needed to produce writing in the first place, because the priority of authenticity or unique ability over content makes **writers edit themselves before they’ve even started writing.**”*

If Thomas steers away from teaching students about voice, it could potentially hurt those students in the future if they go down a multimodal route. (Ex. a degree/career in communication, public relations, marketing, etc)



EXAMPLE 1

The way an author has a voice is the same way content creators have a niche. In all of my projects for this class, my voice shines through. In all of the content I've created for social media, my voice and niche are visible to my viewers.

Project 1: Parody
Project 2: Manifesto
Project 3: Audio
Social media content



EXAMPLE 2

When writing a rhetorical analysis or literature review, the author's voice typically isn't noticed. So yes, students don't need to focus on their voice in those academic papers. But, this concept goes out of the window when a student has to write a statement of purpose, cover letter, or portfolio.

Writing Center appointment example



EXAMPLE 3

In my mind, a Ph.D is an expression of your voice...your passion...your interest's...that are just backed up by research.

“Using editing to find your scholarly voice in your PhD thesis”
By Caitlin Hamilton.

Why would we avoid teaching voice in composition courses if it's so important in areas within the composition field?



TO CONCLUDE...

“In short, letting go of the author’s voice makes room to envision the nature and function of writing more accurately—not as a series of individual disruptions, but as a continual integration of knowledge and a way of making sense of the world.”

In short, fostering the author's voice enables students to utilize their individuality and fully realize their potential in a world of diverse perspectives. The written word is inherently personal, and suppressing the teaching of voice harms students' capacity to innovate and explore multimodal communication.

