

The student begins the section with their own voice, making a point about the isolation in many mathematics doctoral programs.

Notice also the stance that the writer takes in the first two sentences: 1) their opinion on the difficulty of mathematics PhD programs, and 2) the main reason for this.

Mathematics doctoral programs, however, are structured in ways that make it very difficult for students to grasp the tacit knowledge of the discipline. Primarily, this is because they often do not function like communities of practice. First, students are regularly isolated, both from each other and from any larger research community. The first two or three years are spent in lectures, which are based on direct transmission models of instruction, and working alone on problems. Herzig (2004) argues that, "although the work of mathematicians involves doing research, often collaboratively, graduate students' early experiences have little to do with research and are often individual" (p. 180). Herzig goes on to assert that students have minimal interaction with faculty members before their qualifying exams. Consequently, many students do not have anyone to guide their participation. The solitary work combined with the lack of mentorship makes it difficult for students to be mutually engaged with other mathematicians and students, to feel part of a joint enterprise, and to appropriate shared repertoire: "the nature of the activities in which these students participate gives them only limited opportunities to develop the knowledge, practices, and identities of research mathematicians" (p. 179). One implication is that, although students may choose to drop out because they reject the values and assumptions shared by the discipline, it is just as likely that some may have a harder time than others uncovering the tacit knowledge of the field.

This student also begins providing evidence, perhaps based on their own experience, about the first two years in the program.

Notice also how the student shows their closeness to Herzig's claim with stronger reporting verbs like 'argues' and 'asserts'. This serves to strengthen their shared stance on the topic.

The student then uses the voice of Herzig (2004), through direct quotes and paraphrases, to provide evidence for their point. Notice that there are no shifts in voice in this section, so we can assume that all the content is attributed to Herzig.

In addition, the use of 'goes on to assert' works to maintain Herzig's voice in this section.

The student ends with an explanation in the form of an implication, signaling this shift back to their own voice with the transition phrase "One implication is that..."

The writer reiterates their stance on the difficulty of Mathematics PhD programs in this final section, beginning with the phrase 'it is just as likely that'.