Select from the following Reading Options:

- Cluster 3.3 Groups and Ethnicities (BW 150-165)
- Peter Menzel and Faith D’Alusio (BW 519-521)

Select from the following Discussions and Writing Exercises:

- Representational Multimodal Composition: Optional Conference draft 2
- Typography
  - Students will look at various clips and analyze how different modes (visual, text, and sound) work collaboratively (e.g., Pulp Fiction, Wedding Crashers, Family Guy, Thank You for Smoking)
- Same Argument, Different Medium
  - Students will look at how the medium affects the message (e.g., Dear Mattel, Banishing Barbie, Diet Barbie, Barbie Slavery, American Barbie, Malibu Anna, The Body Burden)

Recommended Inkwell Exercises:

- “Commercial Break: Creative Play with Media Influence” (Writing About Various Media)

Week 14:
Select from the following Reading Options:

- HeadOn: Apply Directly to the Forehead (BW 420)
- Adbusters Website (BW 446)
- PETA Ad (BW 478)

Select from the following Discussions and Writing Exercises:

- Representational Multimodal Composition: Workshop draft 3
- Same Argument, Different Audience (Ethos, Pathos, Logos)
  - Students will analyze PETA videos, which seek to make the same argument to different audiences. Students will look at the appeals (ethos, pathos, logos) the videos utilize and why or why not these videos are effective (videos: Super Bowl, Al Jazeera, WWJD?, Alicia Silverstone, How it’s Prepared, Chew on This)

Recommended Inkwell Exercises:

- “Comparing Tone and Style” (Audience)

Week 15:
Other Activities:

- Representational Multimodal Composition due
- Presentations
- Course Evaluations
- Self Evaluation

Recommended Inkwell Exercises:

- “Titles Say so Much” (Titles)

Strand III: Relationships of Communication—Writing in Multiple Genres
by Katie Bridgman, Jennifer O’Malley, Liane Robertson, and Kara Taczak

Overview of Strand for Instructors
In this strand we introduce genre as a way of understanding the relationship between writer, audience, and medium and as a means of exploring communication within our culture. Using genre as our lens, the major assignments of this strand investigate the circulation of messages within and around communities through critical analysis and through the rhetorical canons of invention, delivery, and style. Designed to incorporate extensive research into writing in multiple genres, this strand provides students with a foundation of inquiry from which they can seek to understand our culture, specifically their own communities. The major research essay in this strand works as an anchor from which students can explore the relationships in communication and how those relationships change through genre. Beginning with an exploration of genre and its function in communication, moving to how genres work in different communities and for various audiences, students will ultimately develop a strategy for creating their own genres, designed to communicate to specific audiences and for specific purposes. Finally, students will critically analyze their own work and rhetorical choices through extensive revision and reflection.
Much of the work in this class will be created electronically because digital applications are an inherent part of any course which deals with rhetorical situation. Students will analyze digital texts, conduct research digitally, and create and revise their own multi-media projects. This strand is appropriate for use in any classroom; however, a Computer Writing Classroom provides advantages in the instruction and demonstration of media, as well as the ability to review student work in progress electronically. Instructors need only a minimal level of comfort with technology, but a healthy interest in how digital genres of communication work in our culture is also helpful.

**Description of Major Assignments**

**Essay One: Understanding Genres** (6-8 pages)

**Writing Strategies**
- Analysis and/or interpretation of texts and experiences
- Using reflection to make connections between our own experiences and the experiences of others
- Incorporating evidence from readings and other sources
- Developing an understanding of genre and its role in communicating to an audience

Genres of writing are an important consideration in invention and style. When students create a piece of writing with a purpose in mind, the genre used to communicate to audiences provides the backbone for their essay. Therefore, knowledge of the community and the genres about which the student writes is critical. Through exploration of different genres and how they function in different communities, students will begin to develop the analytical strategies they will need to conduct research throughout this course and beyond.

For this assignment, students will choose from readings and analyze how concepts of genre and community are functioning in the texts. In order to do this, they will have to work through several steps. First, define the terms “community” and “genre” and understand how they function in practical terms. Next, develop critical analysis of the chosen texts, looking at language, message, and tone to understand how these key concepts are working.

Finally, develop a 6-8 page essay incorporating evidence from the readings and students’ own experiences and observations. The essay must meaningfully incorporate evidence from two of the assigned readings to support, refute, expand, develop, frame, or otherwise analyze how genre is used in writing. The texts can be used to compare/contrast with the community students are beginning to observe. Essays should incorporate the knowledge about genre learned in class and cite the works used.

**Essay Two: Exploring Community and Communication** (Research Essay); (8-10 pages)

**Writing Strategies**
- Creating strategies for planning and conducting research
- Developing effective approaches for incorporation of research into writing
- Developing habits of inquiry and insight in research and writing
- Cultivating analytical abilities, data interpretation skills, and the critical thinking ability necessary to develop research into cohesive writing assignments
- Understanding of research as an integrated process within writing
- Demonstrating the use of resources available through FSU libraries and other avenues to develop effective research practices
- Understanding the use of MLA citation techniques and the role of MLA style in research and writing

Students will develop strategies for research through “mini” assignments throughout the process of this essay. Each smaller assignment helps students build toward the writing of the essay while they are conducting the research and developing ideas for writing. Students will develop:

1. Research Proposal: 1-2 page proposal designed to organize ideas and intentions
2. Research-in-Progress Summary: 2-4 page summary of potential sources to date, including credibility, relevance, potential incorporation, potential connections to ideas
3. Research Report: 2-4 page review of final sources and their content, discussing relevance to topic and establishing claims of each that will work in student writing
4. Interview: Students will conduct an interview with a member of the community they are researching or with another relevant source
Telescoping from the idea of genre in community introduced in the first paper, this second paper will progress deeper into the hub of a specific community selected by the student. Observing the community from either the perspective of an insider-participant or that of an outsider-nonmember, the student will generate an exploratory research question that attempts to examine the community, its practices, what shapes it and how it shapes its members, and how it is perceived through communication to others.

Examples of communities might include: Greek life; collegiate or intramural athletic organizations; Broadway enthusiasts; gamers; Twilight fanatics; smokers, online communities such as Survivor “Spoilers” or PostSecret contributors, religious organizations, health food enthusiasts, cancer survivors, etc. The possibilities are limitless, but it is critical for students to choose a topic in which they have a vested interest; students who are genuinely interested in the topic will find the research, the writing of the essay, and the applications to Essay 3 more enjoyable. Topics to be investigated should have a community of some sort that students can explore safely and effectively (i.e. to research lung cancer itself doesn’t involve a community unless that research extends to investigation of the community of lung cancer victims and the effects of living with lung cancer and its impact on patient/family).

The student might initially approach the research by considering the following questions:

- How do members of a community communicate, internally and externally?
- What motivates a community, or what makes them a community?
- What is intriguing about the community and its members, and what impact might they have on the larger community or society?
- Why does this community exist and what does it communicate to others? What genres are used to communicate?
- Who does the community want to reach? What audience? Why? How?
  - Advocate change? How and why?
  - Suggest/propose idea(s)?
  - Fundraise or raise awareness?
  - Teach something?
  - Plan events for a cause? What cause?
  - What else?

In order to begin forming responses to these questions, students can start by conducting research on their chosen community through approaches including:

- Researching foundation of community/ reason for existence
- Researching key member(s)
- Researching founding members
- Profiling a crucial advocate or active participant of community
- Interviewing active community members
- Observing communication practices
- Analyzing system of discourse

Students should evaluate the communication practices of the community and consider why these approaches are used for different situations, different audiences, and different purposes. By analyzing communication within a specific community, students can evaluate the integral relationship between writer and audience in effective writing.

Students will develop their inquiry into an 8-10 page research essay, fully incorporating evidence from all sources and analyzing how a community is perceived and operates in the larger world. From this essay and the research conducted for it, students will apply their analysis of findings to create a multi-genre project designed to communicate to specific audiences on behalf of the community they researched.

**Essay Three — Composing in Multiple Genres**
(Facebook page; 3-4 page rationale on strategies; 3-4 page reflection on composition; 2-3 page reflection on collaboration)

**Writing Strategies**

- Interpretation and analysis of various sources
- Developing audience awareness and writing strategically for audience
- Using evidence to support claims
- Identifying and employing conventions of different genres
- Creativity in use of multi-genre approach to reaching audiences
- Reflection and analysis about choices made in writing

The circulation of cultural messages:
Digital technologies and new media ensure an increase in the circulation of cultural messages. We receive and create these cultural messages at various points during our daily lives in many different forms, some new and some familiar, including text messages, Facebook messages, web pages, magazines, ads, billboards, etc. Every day in our culture, we are saturated with messages from others and we create our own messages to represent ourselves.

The goal of this project is to get students working in collaboration and within multiple genres, so that they develop knowledge and capabilities around composing in modes beyond traditional print. By collaborating, they mimic the nature of professional work in which colleagues work together to develop ideas and create solutions. By using multiple genres they develop a greater sense of composing for audience effectively and consider a wider array of rhetorical choices they might employ in writing with purpose. Some important ideas to keep in mind: the project is creative in nature, but the heart of the project examines the importance of genre and audience as well as exploring the different ways of composing, all of which are important for the student’s development of knowledge of genre and communication.

For this project, students will use the research conducted and community explored from their second essay. They should choose a particular message that is targeted towards this community in the media and then trace the message across three different genres. The project will unfold in several different steps, beginning with the students answering the following questions that they will be asked to refer back to throughout the process:
- What are the constraints and affordances of each medium?
- Who is the audience?
- What are the expectations of the audience?
- Rate the efficacy of each medium that is used in each case to circulate this message.
- Who is fueling this message? What are the benefits of this for the producer of the message?

The next step in the project is to begin to think creatively and in a new genre.
For example, have the students create a Facebook page, specifically targeting the audience they used in the first step.
- How would, or does, Facebook market to this audience?
- Use Facebook applications (wall posts, notes, emails, etc.) to explore the different questions the students answered in the first section of the project (the above questions).

Some examples:
- Make a group page and then have a profile for each of the examples the student looked at above.
- Or, create a series of notes.
- Create accompanying videos and links to pages.
- Have the student post his or her opinion to the wall.
- Have a debate via the email application between the interests of this group and the multi-media producers of the message the students are looking at. Are there both pros and cons for each side?

The third step is to have each student present their Facebook page to the class. Once all students have presented, put them in groups of two or three and have them respond to the following question: Do their messages or audiences overlap with the community or the message examined by each student? Link all the pages together and jointly write a two page reflection on the connections that they can find. This reflection can also include a discussion of where the interests of these two groups/messages do not connect.

Finally create a multi-genre portfolio that includes:
- Facebook page
- 3-4 page rationale outlining the rhetorical strategies employed in creating the page
- 3-4 page reflection on the composing process for the Facebook page
- 2-3 page reflection on collaborative text that was completed with a partner(s)
- Add to the collaborative reflection: What did each student learn individually from the discussions with their partners?

*Note to instructors: The main genre can be whatever you would like it be—a Facebook page, a blog, a web page, video essay, etc. The steps will remain the same and the genre would simply change and you would make adjustments where needed.*
Essay Four: Revision and Reflection Assignment (radical revision and 4-6 page reflection)

Writing Strategies:
- Revision and editing
- Reflection
- Rhetorical Awareness

In the final unit, students will look more critically at the rhetorical strategies we use in our writing based on genre and audience. This significant revision and reflection exercise will engage students in extensive revision of the major essays and require a 4-6 page reflection of the writing process throughout the semester. Students will reflect on the contribution of journals and freewrites toward larger works, the choices made in revising major works, the writing strategies engaged in (or not used), and the audiences their writing is designed to reach. This project will provide an opportunity to reiterate, through significant revision and through rhetorical choices made, the role of process in writing and the importance of genre to audience. As a capstone project for the semester, the revision and reflection assignment should demonstrate students’ familiarity with multiple genres, a deeper understanding of the relevance of rhetorical situation, the role of genre in composing, an understanding of the process of writing and what works best for each individual, and the ability to think critically and to analyze as revealed through reflection. Students should make connections between these principles of writing and the potential relevance to their lives as students and citizens of the future.

Journals, Responses and Writing Exercises
Ideas for journal topics, reading responses, and writing exercises are included throughout the Week-by-Week Plans.

Blackboard and Technology
Blackboard (or another digital space) can be used for posting journals and responses. You could also use these sites to conduct workshops; students post their drafts online and use Word comment function to make comments on students’ papers. Incorporating public Internet sites like Facebook allow the students a place to engage with a larger audience. Creating web portfolios also enables the students to consider their paper in a larger context. You can reserve web space through the English Department (contact Scott Kopel skopel@fsu.edu) or use online sites like Episilen, foliotek, or dofFOLIO.

Grading/Evaluation
Journals/In-class writing/discussion: 15%
Essay One: 20%
Essay Two: 25%
Essay Three: 25%
Revision and Reflection Assignment 15%

Week by Week Plans

Week 1: Introduce Syllabus and Course Policy
Select from the following Reading Options:
- Beyond Words, Identifying Genres p. 30-31
- Beyond Words, Examining Media p. 32-35
- Beyond Words, Understanding Contexts p. 36-37

Select from the following Discussions and Writing Exercises:
- Discuss course policies, objectives and assignments; review Blackboard applications to course; review requirements for reading and assignment submissions; class ‘get acquainted’ exercise.
- Do some ice breakers such as “introduce your neighbor” or “two truths and a lie” to get the students comfortable with colleagues in the class
- Review workshopping, drafting and revising (as many of your students might have CLEPed out of 1101).

Select from the following Inkwell Exercises:
- You Know What They Say About Assuming… (Ice Breakers)
- Guess Who? (Ice Breakers)
- Would You Rather… (Ice Breakers)
- Alphabet Lists—Getting to Know Your Classmates (Ice Breakers)
- TV Personalities: Trying on Voices (Ice Breakers)
Week 2: Essay 1

Select from the following Reading Options:
- Beyond Words, Cluster 4.1 – Place We Inhabit
- Beyond Words, Considering Audience p. 16-22
- Beyond Words, Understanding purpose p. 24-28

Select from the following Discussions and Writing Exercises:
- Genre Exercise – What is a Genre: use examples of movie genres or music genres to help students understand the concept of genre, then move into writing genres. Have students investigate genres on their ipods or through a movie review website. Then discuss the various genres they read and write every day and finally what writing genres they’ve been reading so far in this class or other classes.
- Draft 1 of Essay One

Select from the following Inkwell Exercises:
- Genre Knowledge: Linking Movies and Music to Genres of Writing (Genre)
- Genre Scavenger Hunt (Genre)
- Genre and Rhetorical Situation: Choosing an appropriate Genre (Genre)
- Genre and Reflection Exercise: Using Reflection to Understand Genre (Genre)
- Comparing Digital Genres: Facebook, Twitter, and Text Messaging (Genre)

Other Activities:
- Plagiarism Exercises must be completed this week.

Week 3: Development of Essay 1

Select from the following Reading Options:
- Excerpt from Tim O’Brien’s “The Things We Carried” or Dave Eggars’ “Heartbreaking Work of Staggering Genius” or another memoir, to illustrate how community is portrayed in a genre, by comparing to:
- Beyond Words, Cluster 8.3 – Taking Action (Photos, essays, press kit, etc.)
- Beyond Words, Cluster 4.3 – The Roads We Travel
- Beyond Words, Examining Media p. 32-37
- McGraw-Hill Handbook, Ch. 5 – Revising and Editing

Select from the following Journal Options:
- What is Community?

Select from the following Discussions and Writing Exercises:
- Community investigation : Discussion of communities in which students are a part, starting with school communities and moving outward to broader communities at home and work and involving their interests.
- Discuss process of writing and model peer review workshop using samples of drafts provided in McGraw-Hill Handbook, Ch. 5, or your own student samples
- Draft 2 – Conduct peer review

Select from the following Inkwell Exercises:
- Five Things (Workshop)
- Free-for-All (Workshop)
- Balancing Your Voice with Others Workshop (Workshop)
- Eliminating Unnecessary Words Workshop (Workshop)
- The Devil’s Advocate: What Are You REALLY Saying? (Workshop)
- The Wet Beagle: Show Me Don’t Tell Me Workshop (Workshop)

Week 4: Final Draft of Essay 1—Introduce Essay 2

Select from the following Reading Options:
- Beyond Words, Select from Cluster 3.3 – Writing about identity or Groups and Ethnicities
- Beyond Words, Select from Cluster 3.2 – Bodies
- Beyond Words, Select from Cluster 3.1 – Life Stories
- The Curious Researcher, Ch. 1
- McGraw-Hill Handbook, Ch. 15 – Understanding Research

Select from the following Journal Options:
- Reflection on the writing process in Essay One

Select from the following Discussions and Writing Exercises:
- Final draft of Essay One
- Introduce Essay Two assignment and begin investigating student interests by brainstorming ideas for research. Use The Curious Researcher section on brainstorming a topic to develop ideas students can start to explore.
• Audience Activity: What makes a reliable source?
• Freewrite: What community are you thinking about researching and why?
• Have students interview one another in class to become familiar with interviewing and develop interview skills

Select from the following Inkwell Exercises:
• Stylistic Revision: Maximizing Clarity and Directness (Revising Drafts)
• Play It Again, Sam: Analysis vs. Summary (Revising Drafts)
• Proofreading Pitfalls Handout for Self-Editing (Revising Drafts)

Week 5: How to research
Select from the following Reading Options:
• Curious Researcher, Ch. 2 – Developing a Research Strategy
• McGraw-Hill Handbook, Ch. 16 – Finding and Managing Print and Online Sources
• Beyond Words, Reaching an Audience, p. 60-66
• Beyond Words, Writing About Places and Environments, p. 248
• Beyond Words, Doing Research and Documenting Sources, p. 84-89
• Beyond Words, Project 2.1 – Analyzing a Visual Text

Select from the following Journal Options:
• Have students use journals to investigate interests for research

Select from the following Discussions and Writing Exercises:
• Begin the research essay by discussing the ways to begin to research. Utilize The Curious Researcher.
• How to approach research: schedule a visit to the library and a session with a librarian on how to use research resources. Follow up with demonstration in class of how to use online resources. Discuss credibility of and how to discern between useful/not so useful sources.
• Write Research Proposal: identify topic and the research question students will follow throughout the research and writing process
• Have students work in small groups to present research strategies to each other and get feedback from peers on ideas and resources; full class discussion could center around questions from each group
• Conduct a freewrite exercise in which each student can organize thoughts about research purpose and what they envision finding

Select from the following Inkwell Exercises:
• Arguments on Trial: Using research/evidence in writing (Research)
• Curious Researcher Teaching Groups (Research)
• Deconstructing Source Integration: Using Research/Evidence (Research)
• Hypertextuality and Online Research: Evaluating and Using Online Sources (Research)
• Sharpening Structure: The Research Essay (Research)

Week 6: Conferences
Instructors: Students will bring Research Proposal and Review of Research-in-Progress to their conference, where instructor can probe research plans and progress to ensure students are on track. Students should use this week to conference, get input, and to continue researching on their own in preparation for writing first draft.

Select from the following Reading Options:
• The Curious Researcher, Ch. 3 p. 155-164 – Digging Deeper for Information
• McGraw-Hill Handbook, Ch. 21 – Working with Sources and Avoiding Plagiarism
• Beyond Words, Project 4.1 – Analyzing a Representation of a Place (including the student project)
• Beyond Words, Project 4.2 – Observing and Analyzing a Public Space (including the student project)

Select from the following Journal Options:
• Examine credibility in sources, discussing what makes a research essay/project viable

Select from the following Inkwell Exercises:
• The Early-Stage Conference (Conferences)
• Research Conference for 1102,1145, and 1142 (Conferences)
• Conducting the Student-Centered Conference: Tips for Instructors (Conferences)
• “Underline, List and Highlight:” Improving Drafts in Conference (Conferences)

Week 7: Writing Drafts and Incorporating Research
Select from the following Reading Options:
- *The Curious Researcher*, Ch. 4 and Appendix A

Select from the following Journal Options:
- Ask students to write about 3 things they learned about MLA during class activities, and discuss their approach to citing sources and preparing a list of works cited.

Select from the following Discussions and Writing Exercises:
- This week should be spent developing drafts 1 and 2, incorporating research, and using MLA style
- Create a self-review exercise for students to check structure, organization, evidence and analysis in their research essay
- Have students prepare a full draft of their research essay for peer workshop
- Have small groups do mini-presentations on one aspect of MLA style. Assign creative presentation genres to groups and challenge students to present MLA to their peers in a memorable way. Some examples—creating a board game, making up and performing a rap, comedy skit, poetry slam, fight song, etc. Ask each group to create a “cheat sheet” of key points about MLA style.
- Divide the class into two teams and hold a mock Jeopardy match, including interactive questions that involve students in properly citing sample sources and using in-text citations correctly.

Select from the following Inkwell Exercises:
- *Arguments on Trial: Using research/evidence in writing* (Research)
- *Deconstructing Source Integration: Using Research/Evidence* (Research)
- *Stylistic Revision: Maximizing Clarity and Directness* (Revising Drafts)
- *Play It Again, Sam: Analysis vs. Summary* (Revising Drafts)
- *Developing Source Dialogue—Revising Researched Writing* (Revising Drafts)

**Week 8: Organization and Final Draft of Research Essay**

Select from the following Reading Options:
- *Curious Researcher*, Ch. 5
- *Beyond Words*, Select from Cluster 4.1 – Places We Inhabit

Select from the following Journal Options:
- Have students explore concepts from the research essay that they might apply to the multi-genre essay, considering audience, genre, and purpose

Select from the following Discussions and Writing Exercises:
- During this final week of the research essay, students should focus on the writing process, specifically on the seamless incorporation of research into their writing and on ensuring claims are supported fully with evidence from and analysis of sources.
- Workshop: self-review and peer review at later draft stages
- Do a “write around” focusing specifically on Introductions and Conclusions. Have students sit in a circle and pass each draft in one direction 7 or 8 times in 2-minute increments, so students see and respond as readers to a variety of beginnings and endings with first impressions helpful to the essay writer

Select from the following Inkwell Exercises:
- *Sprinkle in those Comma and Semicolons* (Grammar)
- *Chaos is (not) our Friend (?) - Editing for Clarity* (Grammar)
- *Proofreading Pitfalls Handout for Self-Editing* (Grammar)
- *The Exquisite Corpse: Fun With Syntax* (Grammar)
- *Looking for Connections Between Ideas* (Transitions)
- *Don’t Take This Exercise For Granted: Transitions* (Transitions)
- *Out of Sequence: Organization and Transition Exercise* (Transitions)
- “AC/DC? No, AB/BC!” *Out of Sequence: Organization and Transition Exercise* (Transitions)

**Week 9: Final Draft of Research Essay**

Select from the following Reading Options:
- *Beyond Words*, Select from Cluster 5.1 – Stories of War
- *Beyond Words*, Cluster 6.3 – Living in Virtual Worlds
- *Beyond Words*, Cluster 7.2 – The Eyes of the Beholder

Select from the following Journal Options:
- Transitioning to Essay 3, consider how communication changes based on the genre a writer chooses. What affects how an audience interprets genre?
Select from the following Discussions and Writing Exercises:

- Students will turn in the final draft of the research essay and write a reflection on the process and begin the transition to the multi-genre project
- Reflection on Research Essay
- Reflection on the progression from essay one to essay two—ask students to explain how they improved as a writer and what they learned about the composing process in Essays 1 and 2 that they’ll take forward
- Introduce Essay 3 (Multi Genre Project) and discuss expectations for genre creation and composing of entire project
- Group activity: in small groups students can brainstorm with each other how they might turn their research topic into a multi-genre project, trying out ideas on peers

Select from the following Inkwell Exercises:

- Commercial Break!!: Creative Play With Media Influence (Invention)
- My Ten Commandments: Examining Social Construction (Invention)

Week 10: Multi-Genre Projects

Select from the following Reading Options:

- Beyond Words, Reading Texts about the Media p. 264-273
- Beyond Words, Cluster 5.3 – Citizens Making Media, including student projects
- McGraw-Hill Handbook, Ch. 14

Select from the following Discussions and Writing Exercises:

- It is helpful to give students a project “work” day where they come to class and work on their projects (assuming a Computer Writing Classroom) or have them schedule a Digital Studio consultation in lieu of class, or build in a small group workshop for each student to gain feedback from peers and instructor once the project is underway.
- What is genre? Using the 5 Genres Exercise, re-create a story in different genres demonstrating appropriateness to audience. For example, a student was in a car accident while driving her grandmother’s car, causing body damage to the car and requiring an insurance claim. Students can create the details of the story as they wish, but must write about the same story in each of these genres:
  - A text message to a friend
  - An email to their biology professor because the mid-term today was missed due to the accident
  - A letter to the grandmother who owns the car
  - A Facebook “what’s on your mind” message
  - A police report from the scene
- Movie Genres Exercise: assign a different movie genre to small groups, asking students to break down the genre according to audience profile, characteristics of the movie genre (i.e. the type of music in a horror movie), what attracts a particular audience to a genre, and what an audience expects from each genre. Then apply the same exercise to writing genres, asking students to break down each genre and analyze its characteristics, then present that genre analysis in class
- Freewrite on audience significance in using genre—explore audience in relation to genres of writing students are using in their projects
- Have students pick an advertisement out of a magazine and re-create it for an audience of 5-year-olds. Make sure they pay attention to details such as language usage and the importance of color
- Freewrite: address three different audiences on the “first day.” Have the students pretend they are going to be giving a two minute speech on the first day of (X) to these three audiences: (1) 7th graders; (2) college freshmen; (3) people in a retirement home. Tell them the goal of this freewrite it to make it applicable and relatable to each audience and thus the tone and language choices are important to the overall effect of the speech.

Select from the following Inkwell Exercises:

- Classroom Blogging—Documenting Classroom Events (Writing about Various Media)
- Commercial Break!!: Creative Play With Media Influence (Writing about Various Media)

Week 11: Conferences

Instructors: Students will discuss their progress in creating multiple genres and will re-present overall strategy to instructor in conference. At this point, students should be able to convey their plans for the project, and articulate the reasoning behind their decisions, and reflect on the process of moving from the idea in the research paper to reaching audience via a different genre.

Select from the following Reading Options:

- Beyond Words, Reading Texts about Style, Design and Culture p. 402-409
Select from the following Journal Options:
- Have students write a rationale of their project’s purpose and how they envision it achieving objectives, following their conference, to solidify thinking

Select from the following Inkwell Exercises:
- Conducting Group Conferences (Conferences)
- The Early-Stage Conference (Conferences)
- Research Conference for 1102, 1145, and 1142 (Conferences)

Week 12: Multi-Genre Step 3
Select from the following Reading Options:
- Beyond Words, Cluster 5.1 – Writing about Media (including student project)
- Beyond Words, Project. 5.2 – Composing a Photo Essay (including student project)
Select from the following Discussions and Writing Exercises:
- During this week the third step of the multi-genre project will be completed.
- Have students write reviews of one or two project presentations given by their peers, and post them to Blackboard to foster discussion of reaching audience effectively and communicating with purpose
- Reflection: have students write a reflection about their own presentations

Week 13: Final Draft of Multi-Genre Project
Select from the following Reading Options:
- Beyond Words, Select from Cluster 6.3 – Living in Virtual Worlds
- Beyond Words, Select from Cluster 7.1 – The Design of Everyday Things
- Beyond Words, Select from Cluster 8.3 – Taking Action
Select from the following Journal Options:
- What did you learn about collaboration and its affects on the composing process—both your own composing process and those around you? What about unofficial collaboration that happened when you engaged your peers in your process? Describe the effect of that or describe the learning you took away.

Select from the following Discussions and Writing Exercises:
- Students will be turning in the final drafts of the multi-genre projects.
- Final reflection addressing the entire composing process and how the students research papers morphed into their final projects
- Freewrite: why is genre important in composing? What should you know about genre before beginning to compose?

Select from the following Inkwell Exercises:
- Sprinkle in those Comma and Semicolons (Grammar)
- Chaos is (not) our Friend (?) - Editing for Clarity (Grammar)
- Proofreading Pitfalls Handout for Self-Editing (Grammar)
- The Exquisite Corpse: Fun With Syntax (Grammar)
- Looking for Connections Between Ideas (Transitions)
- Don’t Take This Exercise For Granted: Transitions (Transitions)

Week 14: Revision/Reflection Assignment
Select from the following Reading Options:
- McGraw-Hill Handbook, Ch. 5 – Review sections on revising
- Beyond Words, Revising and Editing, p. 88 and 89
Select from the following Discussions and Writing Exercises:
- Introduce Revision/Reflection Assignment. Give students time to work on revision in class allowing them the opportunity to meet with you while workshoping and drafting.
- Radical Cuts: have students bring scissors to class along with a draft they’ll work with for this assignment and have them cut the draft into pieces and rearrange the ideas
- Freewrite: let students freewrite about what revision possibilities they envision and let them work with a partner to give/get feedback on ideas
- Write-Around: do a series of 2 minute freewrites on paper, passing them among students after 2 minute intervals for fresh feedback. Make 8-10 intervals and then have students freewrite on the ideas they got that they might pursue for their essay

Select from the following Inkwell Exercises:
Week 15: Wrap-up with final essay

Select from the following Journal Options:
- Final process reflection on the entire semester, and how students see themselves as writers now versus at the beginning…what do they know now?

Select from the following Discussions and Writing Exercises:
- Process reflection on the final essay outlining strategic choices made and why

Other Activities:
- Course Evaluations


by Lindsay Phillips, Claire Whatley, Nick Young, Lisa Nikolidakis, Emily J Dowd

Overview:
This is not just a strand about pop culture; it’s a strand about context. It’s about understanding the systems of popular rhetoric that we send and receive every minute of our lives and, most importantly, about how to access that rhetoric through composition. For this reason, our strand works to bring student writers into a sense not only of their own cultural context but also of the significance of such contexts. Readings and discussions in this course move writers to situate themselves within their own popular culture and ask what it means to be them within that context. Student writers will engage the ways in which this contextualized popular rhetoric works through them and for them as they watch, listen, read, and write. In the composition classroom, this means developing skills in critical analysis and the ability to interrogate and create the texts of popular culture in an effective and cogent manner.

Paper One asks student writers to examine a facet of culture as it is portrayed on Reality TV or popular talk shows. Whether they look at gender, race, class, psychology, stereotypes, some combination of these, or something all their own, the writer’s task is to produce an argument in terms of what the show says about some facet of our culture. At least one source is required.

Such rhetorical awareness naturally leads writers into the larger, researched Paper Two. This paper moves beyond personally exploring the writer’s own culture and asks her to critically analyze various cultures existing within America. Rather than looking at American culture on reality television and talk shows, this article/exposé-style piece pushes the student writer to explore how American culture is reflected and shaped through various legal actions, media formats, and concepts. Taking the article genre as a model, writers are further encouraged to make this composition as rhetorically effective in that style as possible as they forward a particular perspective on the material they examine.

Paper Three asks the student critic of popular culture to turn that critical lens inward. For this assignment, the writer is asked to consider certain types of marketing and advertising schemes that they feel have direct applicability to their lives. The writer will consider how, and in what ways, certain types of advertising or marketing campaigns speak to, and define, her as an individual: as an individual person, as a member of a small community, and then a conflation of the two in the national and/or global world at large. This personal editorialistic piece represents a culmination of rhetorical awareness developed through composition.

Finally, our Project options allow student writers to explore and apply the rhetorical tools they have amassed during the semester. As one option for final projects, students will create their own blogs (on a free, public site such as blogspot.com). This project can be introduced toward the end of Paper Three so the students can begin to get a feel for blogging, and you’ll certainly want to look at a number of blogs in class and/or as homework. Showing different types of blogs (personal/diary, humorous, top 5 lists, food, travel, nature, community, artistic, etc.) can help give the students a number of ideas for how to approach their own work in terms of organization, audience, and tone. You might also have them find a blog that they genuinely like and follow it for a few weeks leading up to the final project. The last two days of class can be spent on student presentations of their own work. Then, the class can take vote anonymously on whose blogs are the favorites. Option Two asks the student to position themselves as a cultural critic, designing a concept-driven blog in which they focus an audience-sensitive critique of a chosen subject matter, such as a film, music, etc. Both project options are designed to