

GENRE ANALYSIS PAPER

What am I writing?

You will write a paper of 1,500-2,000 words that achieves three main goals: 1) explains the common elements of a genre that is interesting to you, 2) analyzes a particularly interesting sample from that genre using vocabulary from the unit, and 3) explains how you will apply your new knowledge of the genre in the future.

Pick a genre that you will use and want to know more about. It can be something that you'll need within your major, such as a lab report, something that you'll need professionally, such as a cover letter, or something that interests you personally, such as song lyrics.

This paper does not need a particular thesis or main claim; I'm more interested in seeing you address the three main questions of the paper completely and effectively.

Use all the terms that we've studied to analyze your genre: purpose, audience, rhetorical appeals (ethos, pathos, logos), modes & media, common elements, style, design, and sources. If you need to refresh your memory on these terms, see the readings on genre and rhetorical situation from *The Bedford Book of Genres*.

Why am I writing it?

By researching a genre that is useful and interesting to you, you will be able to participate in that genre in the future. This could lead to doing better in class, higher quality participation in the workplace, or better social outcomes, depending on what you choose. The goal is that this project will have a real-world impact.

By doing this investigative work, you'll sharpen the genre analysis skills that we've been building in class. My hope is that through class practice and this paper, you'll be able to participate in any genre that you encounter in the future, which will allow you to enter lots of social, academic and professional situations as an insider.

Who is my audience?

As we've talked about in class, all writing has an audience. Your classmates and I are the audiences for the paper. We'll be reading it in its draft and final forms to give you feedback, but we may also benefit from learning about the genre features that you're studying. For example, if your classmate is in your peer review group and reads your paper about the genre features of cover letters, she may develop a better understanding of cover letters, which will help her professionally when she needs to write one herself.

Think about your audience in terms of higher-order aspects (content, organization, development) and lower-order aspects (spelling, grammar and punctuation). Because we're your audience, we know about genre analysis and rhetorical situation as well as you do. Your paper doesn't need to summarize or explain the things that we've already studied. It should be clear that you've written multiple drafts, revised, and proofread your paper before turning it in.

Timeline:

9/18- Peer review in class (bring 3 printed copies of your rough draft to class)

9/23- Submit final version to me via email (aslater@citytech.cuny.edu) by the start of class. Please include your section number in the subject line of your email.

Formatting:

The paper should be in MLA format, including. Include a Works Cited page that cites the interesting sample. See the “writing resources” page for help with MLA.

Submission requirements:

I only accept Word documents, no PDFS or links to Google docs. If you write your paper in Google docs, you can download it as a .doc file and then email it.

Rubric:

	1	2	3	4	5
Addresses the three main writing goals	The paper either doesn't address the three goals or does it very minimally; the writer doesn't really address how this genre knowledge will be useful	The paper regularly goes off-topic, or multiple writing goals are missing; it's a bit unclear how the genre knowledge will be useful to the writer	The paper goes off-topic more than once, or a significant aspect is missing; it's somewhat clear how the genre will be useful to the writer	The paper goes slightly off-topic, or something small is missing; it's generally clear how the genre knowledge will be useful to the writer	The three parts of the paper are present and easy to identify; it's clear how the genre knowledge will be useful to the writer
Development	A few ideas are explained; more detail would be useful throughout; the paper does not meet the length requirement	Some ideas are explained; more detail would be useful throughout; the paper does not meet the length requirement	Many ideas are explained; more detail would be useful throughout; the paper may not meet the length requirement	Almost all ideas are explained, but a few aspects could use more detail; the paper meets the length requirement	All ideas are explained in detail; the paper meets the length requirement

Use of vocabulary from the unit	A little vocabulary from the unit is applied correctly	Some vocabulary from the unit is applied correctly	Most vocabulary from the unit is applied correctly	Almost all vocabulary from the unit is applied correctly	All vocabulary from the unit is applied correctly
Consideration of audience (Amber and classmates, who already know about genre analysis)	Higher and lower order aspects are occasionally appropriate to the audience	Higher and lower order aspects sometimes appropriate to the audience	Higher and lower order aspects are mostly appropriate to the audience	Higher and lower order aspects are almost always appropriate to the audience	Higher and lower order aspects are always appropriate to the audience
MLA style	MLA style is occasionally used correctly	MLA style is sometimes used correctly	MLA style is mostly used correctly	MLA style is almost always used correctly	MLA style is used completely correctly