

English 1101 Sample Unit 2 and 3 Assignments

D.Pizzino

Unit 2: Analyzing Genre

For this unit project, we are going to explore and familiarize ourselves with different genres.

Readings:

- ✓ Keith Grant Davies "Rhetorical Situations and Their Constituents"
- ✓ Kerry Dirk, "Navigating Genres"
- ✓ "Analyzing Visual Images"

Part I. (Due: X) Choose a painting, photograph, graphic novel, album cover, advertisement, commercial, or music video from the following list:

- *Persepolis* by Marjane Satrapi (graphic novel)
- Photograph series *Unequal Scenes* by Johnny Miller
- Photo series Covid-19 "Counter-Protesting Health Care Workers" by Alyson McClaran
- Covid-19 Stay at Home Order "Protestors Try to Enter Michigan House of Representative Chamber" by Jeff Kowalsky
- "Taking a Stand in Baton Rouge" by Jonathan Bachman
- "9/11 Photo" Thomas Hoepker
- "Iraqi Girl at Checkpoint" Chris Hondros
- "Dying Polar Bear" Kerstin Langenberger
- "Landscape with Fall of Icarus," Bruegel
- *Thérèse Dreaming* (1938) Balthus
- The Health Education Council, "Pregnant Man" (1970)
- Target, Same Sex Registry Ad
- Dove "Choose Beautiful"
- King Khalid Foundation, "Can't Be Covered" (2013)
- Cover Album Art for *To Pimp a Butterfly* by Kendrick Lamar
- Cover Album Art for *KOD* by J.Cole
- Warm Human, "Down"
- Megan Trainor, "All About the Bass"
- Childish Gambino, "This is America"
- Solange, "Don't Touch My Hair"
- Beyonce, "Formation"
- Taylor Swift, "You Need to Calm Down"
- Nas, "Cops Shot the Kid"
- Cheerios "Healthy Heart" - interracial family (only one commercial)
- Carl's Jr. featuring Charlotte McKinney
- Old Spice, "The Man You Wish Your Man Could Be"
- An image of your choosing that has struck you in some way and you would like to know more about

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Comment: I'm sure you will (and no need to put this on the assignment sheet) but just remember to do one of these together as a class or find a way to model this online somehow so students know what you are asking for.

Part II. (Due: X) **Analysis.** After you have chosen your desired genre, complete the Genre Analysis Worksheet. Your responses should not simply paraphrase or summarize what the creator portrays or says. The reader (your audience) has already viewed the image/video and knows what it contains. Your purpose is to provide a way of understanding how the image/video persuades its audience. The following basic questions may help you as you plan and draft your analysis. These questions are not meant to provide an outline for the paper; rather, they simply help you to think about the rhetorical aspects of the text.

1. Title of Chosen Image/Video:
2. Author/Creator/Organization:

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Comment: I think, though I am not certain, that you're not asking them to answer every last one of these questions, right? Clarify if you are or aren't.

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3. What is the rhetorical situation? Who is the image's/video's audience? What is its purpose? What is it responding to or trying to address? What does it hope to accomplish? Also, think about where the item originally appeared and when: this may help you to determine the purpose, audience, and scope of the argument. Think of the rhetorical situation as the image's/video's "problem": what specific attitudes, beliefs, and values of the audience must the creator appeal to or counteract in order to succeed?
4. How is ethos established? That is, what can you apprehend in the image/video about the creator's character, ethics, reliability, and overall credibility? "Ethos" speaks to trustworthiness. Those who employ ethos to persuade say this: "Believe me, identify with me, because of the kind of person I am."
5. How would you describe the logos of the text? "Logos" speaks to the logic of the argument being made. More specifically, think about how the supporting claims and the implied claims of the image/video reinforce the overall thesis. How are they linked together? Also, how does the creator use evidence, data, to support the thesis? Those who use logos to persuade say this: "Believe me because what I say is reasonable."
6. How would you describe the pathos of the image/video? How does the creator appeal to emotions? "Pathos" means "feeling," and it speaks to the desires, attitudes, and deeply engrained values of a person. Pathos is frequently communicated through vivid descriptions, images, details, and examples; pathos, like ethos and logos, is also communicated through the style and tone so pay attention to word choice, image choice, metaphors, and other stylistic features. Those who use pathos to persuade say this: "Believe me because X feels good, bad, fearful, joyful, admirable, (etc.) at the very cores of our beings."
7. How does the argument's structure work? Why are the elements of the image/video arranged as they are? Could the creator have organized things in another way, and if so, why did he or she pick this arrangement?
8. What is the role of style and tone? Style is one of the most important aspects of any rhetorical argument. Style speaks to the overall shape, mood, and atmosphere; it has to do with decisions at the sentence and word level, and is revealed through visual appearance.
9. What seems to be the creator's dominant strategy? Each of questions 2-6 addresses a particular kind of rhetorical strategy. All of these aspects are more than likely present in the text at issue, but in most cases, one strategy is dominant. If possible, identify the dominant strategy that the writer uses to solve the rhetorical problem that he or she faces.

Part III. (Due: X) Next, take the problem or issue that you have identified in question #3 within your chosen image/video, and find two other genres that address a similar problem or issue. Complete the worksheet from part I with these two additional texts.

Part IV. (Due: X) **The Research Question.** After looking at the three different genres, what is a question you have about the subject matter presented – for example, if you chose to analyze Beyonce's "Formation" music video, were you interested in her discussion of themes such as police brutality against POC, government neglect of the black community, the celebration of natural female beauty, or the power of female unity as a way to combat oppression? Another example of a theme that may interest you could be from the aerial photography series by Johnny Miller that documents how community development such as location and architecture reveal startling manifestations of economic disparity in cities. Once you decide what focus in the chosen text is most compelling for further research, develop a question you may have about the problem or issue that you'd like to expand on and examine further.

Part V. (Due: X) **The Research.** Depending on your question, you may decide to go out into your own community such as school/neighborhood and document artifacts or conduct interviews with members. Or, you may simply visit the college library and scour sources in a variety of genres that address aspects of your research question. You should find about 3-4 additional resources which can include not only resources from the library but interviews and historical artifacts collected from your community. For example such artifacts--if you are examining the implications economic disparity – may be your own photos of your neighborhood buildings, or you might document the types of and placement of graffiti in your community.

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Comment: Consider if you want to switch steps three and 4. My concern here is that students might do all this research in step 3 and then find they can't compile it into one coherent question. I think you might be having them do a bit of extra research (this is going to be pretty new for them.) Or maybe just skip part 3. Then in part 5, have them do research in which they compile 3 additional sources, at least one of which is community based, and at least one of which is text-based.

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Comment: I like this! I really like this on-the-ground reporting!

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Part VI. (Due: X) The Annotated Bibliography. Once you have all your sources, compile an annotated bibliography that describes the information in your sources, addresses aspects of their rhetorical situations, and evaluates whether they are valuable for your research. Follow this handout for organization and format (In Openlab Assignment will be linked but for now it's attached as last page in this document entitled Handout A).

Unit 3: Composing in a New Genre (adapted from R. Olerich)

This unit project will build and expand on the research you've already done. To do this, you will experiment with a genre that you've never written in before but want to know more about in order to answer the question you've come up with from your research. For example, you might write newspaper Op-Ed, journal article, or create a photo series, Podcast, a TED Talk, advertisement, music video, etc. However, it must be written in a genre that you studied/analyzed in Unit 2 and it must answer the question you posed in Unit 2.

Length: 4-6 pages double-spaced (about 1500 words). If you complete a photo series, you should include an accompanying artist statement. If you make a music video/Podcast, you must have a script, etc.

Due: (Date X)

Before you start, think about what you have to say. Consider what is the best genre to get your point across on your topic and to answer your question with the audience you would like to engage in mind. If you like graphic novels, (for example, *Persepolis* and its portrayal of the Islamic Revolution)—would that be a good format to write about political/religious issues or food/racial inequality?

Once you have come up with your genre, and identified your purpose and audience, you must compose and submit a proposal.

Proposal Assignment. (Due: X) Proposals provide an opportunity for you to articulate what you want to accomplish with your project as well as generate feedback from me and your peers

A good proposal includes:

- An overview of the project's topic, genre, and goals (including a working thesis, hypothesis, or line of inquiry)
- A plan detailing how the project will create and support the argument, what technologies it requires, where help with those technologies is available, and how those technologies will illuminate the research/line of inquiry
- A justification for why and how the chosen media and genre are appropriate to the goal and audience of the project
- A timeline for completion

You must present your idea/concept to me prior to beginning to work on it for approval. The proposal for the project you choose for this assignment must include analysis, justification of choices for the form, format, editing and presentation of your multimedia project. In order to do this, you should answer questions we have been discussing all semester such as what is the best method for reaching an audience with the particular message would like to convey by answering your unit 2 research question? What is your purpose and what genre will best help your audience realize your purpose and help you best convey the purpose of your message? What is the most effective genre for addressing the central question of your chosen unit 2 that is able

Carrie Hall 5/21/20 7:50 PM

Comment: I might broaden this to something that you've discussed that semester. I only say this from experience—they broaden the scope a bit. I would also say that it doesn't need to "answer the question" since sometimes questions are unanswerable. So I might say "what do you think people REALLY need to know from your research and who needs to know it? What is the genre that best gets that across?"

Or, "what do you think is the most important message from your research and in what genre do you think you could best deliver that message? Who would you be able to reach in this genre and why?"

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to reach and impact your audience in the manner that best suits your purpose? This proposal should be 2 pages in length, double spaced.

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Comment: This seems long to me. If it's going to be this long, describe what all goes in it.

Grading:

A. Genre Awareness: Do you know the characteristics of the genre you are working with? Is your work thoughtful and analytical?

B. Audience Awareness: It is important to know who you are writing for (as we have discussed in class many times). Are your choice of words, argument, genre and design appealing to your audience? Why would your audience want to read your document? Does your document add to the canon or contribute something new to your discourse community? Remember that your audience is particular—it is not everyone in the world, nor is just your teacher or your classmates.

C. Vigilance: Is your finished product/document really finished? Could you add to or edit your project for clarity?

Carrie Hall 5/21/20 7:45 PM

Comment: I love this!

Devon, please don't mistake my absolutely huge amount of marginalia for criticism. I just have the sense that you like to have more feedback, so I did it that way. I think these assignments are very good. I've also done something similar, so many of my comments are from what I learned from teaching a similar assignment. In answer to some of your conversation with Amity, while units 2 and 3 can be totally separate, unit 3 USUALLY builds out of unit 2, as yours does. Let me know if you have more questions.

C

Handout A (Unit 2)

CREATING AN ANNOTATED BIBLIOGRAPHY IN MLA STYLE

This handout only covers the proper format and convention for annotated bibliographies in MLA format.

Format: The annotated bibliography for a paper written in MLA format follows the basic format of the works cited page. The typical title, Annotated Bibliography, is centered one inch from the top of the page, and it is not italicized nor surrounded by quotation marks.

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Comment: I have some concerns about the visual rhetoric of this document. This may be really hard for people to make sense of. I would start with content and worry about format later, in this particular case. All of these arrows and stuff may make them think that the only thing that matters are the margins. Also, I can't even figure out this indent structure to be honest.

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- encourages you to think critically about the content of the works you are using, their place within a field of study, and their relation to your own research and ideas.
- proves you have read and understand your sources.
- establishes your work as a valid source and you as a competent researcher.
- situates your study and topic in a continuing professional conversation.
- provides a way for others to decide whether a source will be helpful to their research if they read it.
- could help interested researchers determine whether they are interested in a topic by providing background information and an idea of the kind of work going on in a field.

What elements might an annotation include?

- Bibliography according to the appropriate citation style (MLA, APA, CBE/CSE, etc.).
- Explanation of main points and/or purpose of the work – basically, its thesis – which shows among other things that you have read and thoroughly understand the source.
- Verification or critique of the authority or qualifications of the author.
- Comments on the worth, effectiveness, and usefulness of the work in terms of both the topic being researched and/or your own research project.
- The point of view or perspective from which the work was written. For instance, you may note whether the author seemed to have particular biases or was trying to reach a particular audience.
- Relevant links to other work done in the area, like related sources, possibly including a comparison with some of those already on your list. You may want to establish connections to other aspects of the same argument or opposing views.

The first four bulleted **elements** above are usually a necessary part of the annotated bibliography. The subsequent bulleted elements may involve a little more analysis of the source.

YOUR ANNOTATED BIBLIOGRAPHY ASSIGNMENT

The annotated bibliography consists of two parts:

1. The research itself which is your collection of sources found through the library database, Google Scholar, and/or Google in the format of the example shown on first page of this handout. Your annotations should include a little summarizing and describing, and a little evaluation (assessment/reflection). The sources listed should have a paragraph of **AT LEAST 3 sentences per source** that includes the answer to at least one question from each of the following elements:
 - ✓ **Summary:** What is the main argument of the source? What topics are covered? If someone were to ask you what the article or book is about, what would you say? Does your entry both summarize the source without including minutia?
 - ✓ **Assessment:** Is it a useful source for your prospective project? How does it compare with other sources in your bibliography? Is the information reliable? Is this source biased or objective? What is the goal of this source?
 - ✓ **Reflection:** Was this source helpful to you? How does it help you shape your argument? How can you use this source in your research project? Has it changed how you think about your topic?
2. Your conclusion. Simply put: what can you conclude from the research you did? This should be its own page and last page of assignment.

Carrie Hall 5/21/20 7:38 PM

Comment: But theirs will also include their on-the-ground research, right?

Carrie Hall 5/21/20 7:42 PM

Comment: 1. The way this is phrased is confusing. I'm not quite sure what you're asking. Also, are you really only asking for only three sentences per source? In this case, how many sources are you looking for?

I might suggest you have them find fewer sources and do a good job of evaluating those sources. The reason for this is that many of our students have never TRULY evaluated a source in their lives and therefore might need a little help in assessing those sources. Ruth Garcia and Jessica Penner have some good assignments of "reflective annotated bibliographies" that explain that a bit more.

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Comment: Great! I'd also have them write an intro, and I'd have them do this after they've found their question. (This is just something I wish I'd done when I did an annotated bib assignment) In the intro they can write about 1. What led them to their question and 2. What they hypothesize they'll find. Then in their conclusion they can write about their thoughts on that hypothesis.