**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 *Uequal 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 Icaris,” 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 Kenrick 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

**Part II.** (Due: X) Analysis. After you have chosen your desired genre, complete the Genre Analysis Worksheet below by answering questions below that directly apply to your chosen text. If any of the questions do not seem appropriate for your focus or text, you can skip them. Your responses should not simply paraphrase or summarize what the creator portrays or says because 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:
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.

**Length:** 2-3 pages.

**Part III.** (Due: X) The Research Question. After analyzing your chosen text, 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 IV.** (Due: X) The Research. Next, find three other genres that address a similar problem or issue identified in part III—one which is community based and at least one which is text based. 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.

**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 handout A for organization and format.

Handout A:

**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.

 Smith 1

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 Professor Pizzino

 ENG 1101-D475

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Annotated Bibliography

 Mandel, Jerome. “The Grotesque Rose: Medieval Romance and *The Great*

 *Gatsby*.” *Modern Fiction Studies* 34 (1988): 541-558. Web. 8 Nov.

 2007.

 Mandel argues that *Gatsby* follows many of the conventions of

 medieval romance and analyzes East and West Egg as competing courts,

 Buchanan as a

 prince/Lord, and Daisy as an unattainable queen/fair lady. Gatsby and Nick are

both construed as knights; Jordan is only mentioned in passing as a sort of

attendant figure for Queen Daisy. This whole analysis seems somewhat farfetched.

Thompson, Stith. *The Folktale*. New York: Dryden, 1946. Print.

 A comprehensive survey of the most popular folktales, including their histories and their uses in literary works.

The first entry will appear one double-spaced line below the title, and all entries should be in alphabetical order.

Annotated bibliography citations contain the same information that works cited citations do, and the hanging indention is used when an entry’s information exceeds one line. The entry for each citation is usually brief, a few sentences to a paragraph, and immediately follows the citation. All of the entries must be approximately equal in length.

**The Entries:**An annotated bibliography contains descriptive or evaluative comments on the sources and often includes one or all three of the following elements: a summary, an assessment, and a reflection.

*A good annotated bibliography*

* 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 three sections:

1. **Your Introduction.** In the intro you can write about 1.) What led you to your question and 2.) What do you hypothesize you’ll find.
2. **The research itself** which is your collection of sources found through your community research, the library database, Google Scholar, and/or Google in the format of the example shown on first page of this handout. Your annotations for each source should include some summarizing and describing, and some evaluation (assessment/reflection).
	* ***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?
3. **Your conclusion**. Simply put: Your thoughts on the hypothesis from your introduction and what can you conclude from the research you did? This should be its own page and last page of assignment.