*James Wu 1101.Final.Units2&3*

**Unit 2. Researching genres: Writing in the world. Research as inquiry.** 3000 words.

**Readings –to be announced**

You will write a **Book of 4 Genres** with a concluding reflection on differences in rhetorical stance, audience, concept, method. You must write an introduction and a concluding reflection on the different genres and rhetorical perspectives and audiences of the four genres. Due week 11.

You will gather and select texts and write in several genres related to our reading and discussion; you will conduct research as inquiry using both general and scholarly sources. We will read a body of texts together. You can base your further research on these texts.

You will also compile an annotated bibliography which will include citations of your sources and summaries of each source.

Out of the things you now read in the world, find two or more examples of each category. Then write a rhetorical analysis of the 2 texts/documents/information package. Analyze the genre, the audience, language choice, tone, seriousness, the multi-modal design presentation, the packaging of the information and the effectiveness of delivering the message. What is the social context of the writing? Why did the person write the text? Who was his intended audience? What language did he use and why? What are the rules or the requirements of the genre?

You will then write one text in each of the categories below. Use multi-modal elements if possible. You might start by writing a brief reflection discussing who is your reader? How do you communicate effectively? How serious or light-hearted are you going to be? Or what is the social context of the document or text you are writing? What are you trying to achieve with the text you are writing?

**1.Personal/everyday/social media category** (brief, quick, low stakes)

Daily to-do list or weekly schedule

Text message thread with photos/Social media post thread

Personal diary/journal

Letter or email to friend or family member on an important topic

Descriptive profile of self or person you know

Music or movie review

**2.Work/professional/ official business documents** (short or medium, low stakes)

Ingredient list on food product vs recipe

Restaurant menu

Business letter—returning an item that was unsatisfactory

Description of item for sale online—sales copy, e.g. real estate listing

Online photo essay

Interview of a person or persons to be published online

Case history of a person in social services (?)

Commercial, advertisement video or static online—analyze

Police report—compare to Janet Boyd

Eulogy for relative or obituary

Wedding speech for friend, toast

**3.Literary genres including entertainment/media** (longer time to do, but low to medium stakes)

Poem (set of 3)

Fictional short story—first draft

Nonfiction narrative/Memoir/Personal essay

Idea for a television series/movie/video game; with outline or plan or design

**4.Academic genres** (longer time to do, medium stakes)

Metacognitive Reflection

Thesis focused essay

Research paper or review of sources

Science lab report

Learning objectives

* *Read and listen critically and analytically in a variety of genres and rhetorical situations.*
* *Use research as a process of inquiry and engagement with multiple perspectives.*
* *Demonstrate the social and ethical consequences of writing.*

**Unit 3: Communicating in a New Genre**: using a multimodal approach, you will re-present the results of your research. Due week 13.

This is a re-presentation of the understanding you’ve come to in your research as inquiry. Of course you will add new “content.”

It incorporates audio/video/digital/graphics/spatial content.  These are the additional modes of perception.

It also redirects your presentation of information and understanding and knowledge **to a different audience**, not the professor.

The audience could be your peers. The audience could be  the public at large.  Or you could address a younger audience, for example, a middle school class. Your audience could be an individual, a friend, a family member. It could be  your family as a whole.  Or a community organization.  Or a group of friends. A discourse community.

The multi-modal piece could be a photo-essay with captions or narrative or descriptive writing. It could be a video. It could be a written text with a musical soundtrack or with ambient sound. It could be a montage of portraits of people you know with some written or spoken narrative or description.

Notice, if you want to do something completely analog, like a painting or a hand drawn illustration, or an oral narration, you can document it electronically by digital photography, video, etc.

Basically, in addition to the written text, it should have a second mode of delivering/communicating the information.

It should be a “complete” or “finished” work. In this context, you should try to control the final “look” of the piece as an electronic product or a digital object. But you won’t be graded on how “great” it is.

Instead you’ll be graded on completing it and the following.   Once you’re done, **you write a 1000 word artist’s statement or reflection** on your activity. How you came to make certain choices. How that changed the message you communicated. What you learned about the subject and your activity as a writer/artist/director/creator/content producer/author. Also reflect  on knowledge and understanding and acquiring knowledge and understanding and how to use it and present it.  Reflect on what you’re goals were in the piece and what you intend to do in the future.

Some version of the multi-modal piece must be stored on an electronic file and included in your 6000 word portfolio.

*You need to consider your audience and the best way to communicate with them. This will help guide your genre. You also want to consider the purpose of your final product. What do you want the audience to walk away from the experience of your piece with? Your final product can contain pictures or sound, but it must contain at least 2000 words as well.*

***Learning Objectives:***

* *Read and listen critically and analytically in a variety of genres and rhetorical situations.*
* *Compose in 21st Century Environments.*