**Unit Two: Genre Awareness**

Readings

Much of the Reading you will do in this Unit will be determined by **you** and **your specific interests**. You will bring in different forms of writing that you encounter in your day-to-day life, that are pertinent to you and your academic goals (your Major here at City The), and that relate to your future professional goals.

These may well include: **movie** **reviews**, **recipes**, **professional** **emails**, **newspaper** and **magazine** **articles**, **lab** **reports**, **poems**, Online **product** **reviews, historical personal letters** (snail mail), **song** **lyrics**, political **news** **articles**, **advertisements**, **social media** status posts, and  **text messages**.

We are looking to get you reading from a variety of sources that are represented by the following three categories:

Creative work/fiction

Non-fiction informative

A combination visual/verbal text

The authors/sources that the Professor provides will give you theoretical and analytical framework. They include:

* *The Bedford Book of Genres*
* Laura Carroll
* Kerry Dirk
* Excerpts from *Letters of* *Note Vol. 2*.

Also, you will need your *Little Seagull Handbook* for valuable resources and practice in grammar, punctuation, et al.

**UNIT 2: GENRE AWARENESS**. The new writing habits you started to foster in the previous UNIT are very important. They will serve you in your future college education, across the board, no matter your major. This requires a great degree of reading and writing flexibility or “transfer” (the ability to write in a host of practical, real-life situations), and it is this practical need that is met by this Unit, which takes approximately 4 weeks to complete.

After completing Unit 2, you will be able to analyze the way various forms of writing are constructed, and be able to put your unique “voice” into these diverse forms. Your analytical and creative skills will both be put to the test. You will be given a series of readings, “treasure hunts” (gathering and simple research) activities, and unusual writing assignments inspired by your personal research and real-life situations. You will learn about discourse communities, and how we switch voices to appeal to readers.

Major Assignments:

You will analyze at least three genres and write in their styles. By the time you are done, your writing won’t just sound like that style, it will almost smell like the real thing.

The Learning Objectives we address in UNIT 1 include 1, 3, 4, 5

The Keywords of this UNIT include: rhetorical analysis, discourse communities, adaptation, transfer, genre, audience, purpose, message, style

UNIT 2

**Schedule of Assignments with Due Dates**

**Note: Unit 2 feeds directly into Unit 3, and many of the assignments here will fuse with the work you do there.**

**Due Homework**

**Mar 2** **Monday Review**: (Re-read your notes before class!). How was UNIT 1? Read excerpts from your Reflections.

Introduction to UNIT 2: What is a “recipe”? **Read** a recipe. Analyze the genre of the recipe rhetorically. Whom does it impact? Who writes it? What expertise do you need to write one? What are its basic components? Is this something that anyone who has an area of knowledge can do? What sort of language is used?

**Activity:** **List Your Top Skills**. What are you most interested in? What are you good at? List your top 5. Then edit your list to your top 3.

**Write:** write a recipe for one of the top skills on your list. This draft will be due March 4. This is your very first creative “genre switch.”

**Download and print:** Your Genre Assignment FAQ and Format Sheet from our OpenLab site’s ASSIGNMENT page and bring it to next class.

**Mar 4 Journal Check Day.** Bring in your Journals – this includes all the readings/handouts you have printed or received so far. Make sure your Journal is clearly labeled on the front with your name and section #.

**You will begin to complete your Genre Assignment FAQ and Format Sheet in class. That means that by today you will Bring in/source:** at least 3 printed examples of forms of writing you encounter in your real life.

**Group activity:** Do a rhetorical analysis of one these different forms of writing. Each group **shares** their findings with the class.

**Read for Homework:** Excerpts from Chapters 1 and 2 from The Bedford Book of Genres. (Note: this book may also be on reserve in the Library for extended reading.

**Lab/Circle Time:** Read aloud your “switch” recipe. Give comments on others’ work.

**Mar 9 Continue to discuss and workshop**: Chapters 1 and 2 in the *Bedford Book of Genres*. Analyze a digital form of writing. Explain “memes” or some other digital format to the Professor so that someone her age can understand them. Continue group activities. **Continue to Analyze** at least three forms of writing that *you* brought in using either or the [Rhetorical Triangle](https://s3.amazonaws.com/files.betterlesson.com/files2/uploads78/1hevs/public/2df75e35c2d1f91084e1a32cc3fc16d4b62059deced2b286db7f84aa52c1fbee.png), [the SOAPStone](https://thevisualcommunicationguy.com/2017/07/26/soapstone-strategy-for-written-analysis-2/) method, or the *Bedford Book of Genre*’s Sample Grid. Note: some of these group activities may last longer than this one class and will be completed in subsequent class meetings.

**Read for Homework**: Laura Carroll’s essay[**“Backpacks vs. Briefcases.”**](https://wac.colostate.edu/books/writingspaces1/carroll--backpacks-vs-briefcases.pdf) **Annotate it**. First: skim all of it and **Circle** what you don’t understand. Tell us, overall -- What are its main points? (Don’t just read the first page and summarize it in your journals.) Now you must tell us some very specific things, namely -- Answer the following: what is a “rhetorical triangle”? What are “logos,” “pathos,” and “ethos” and, how do they function in rhetorical analysis?

**Mar 11 In-Class Reading Activity – the historical letter:** Personal letters provided by Professor (handouts will be provided). Annotate them. Be prepared to discuss them.

**Read:** [**Kerry Dirk’s**](https://openlab.citytech.cuny.edu/fywpd/files/2019/01/rhetorical-analysis-for-transfer.pdf) **article.** Where was this writing published? What sort of people are probably reading this article? Now, reflect on what he says. Do you think his methods are effective? Which of his teaching activities did you like most? Pick something he said that you like and quote him, verbatim. Say why you liked this. Have this ready to read in your Journals on Mar 16.

**Mar 16 Genre Switch #2: Draft due.** Write about the same skill you wrote about in your recipe in one of the new genres you brought in. Read it aloud. Handwritten. We will be checking to see that this assignment is completed!

**Discuss:** Dirk’s article, how you liked it, your favorite quotes**. Discuss:** our creative genre switches. What is working, and why.

**Mar 18 Your Recipe Switch and Genre Switch 2 assignments are due, typed.**

*Question: What is the format for this assignment? It isn’t MLA…?! Answer:**The format for this assignment was outlined for your in a FAQ sheet on OpenLab as we discussed. It is very simple – merely organizational -- and will help us to avoid confusion. Yes, this assignment is waaay to weird to comply with MLA standards – unless one of your genre’s was a research paper or essay in MLA format : - ). You will, however, have to tell me your name, section #, my name, and the date, as per usual.*

*Question: How will I be graded on this assignment? Answer: the grading Rubric is posted on OpenLab and is also available for download there in the ASSIGNMENTS page.*

**Circle Time***:* Continue any leftover discussion of Dirk’s article and our genre switches. We are looking for honest reactions. Feeling at lost at sea or confused is an okay thing to admit. Please try to articulate what is going on as you adapt to this new awareness of Genre and Rhetorical Analysis.

**Mar 21 Reflection on UNIT 2:** In your journal, write a Reflection on the work you have done so far. What were your struggles? Successes? Did you have fun? What do you think you learned? What surprised you about this Unit? Be specific about this. Label it: “UNIT 2, Reflection.” See below for further instructions.

**Reflection on your Genre Switches:** How might you be able to make your Genre Switch writing better? What revisions or edits could you do to improve them? What did you learn from listening to other people’s work in the class? What did you learn from our readings? What did you learn from me/what was your main take-away point from this UNIT?

**Give yourself a grade for the work you did in UNIT 2.** Be specific – your reading work, your analyses, your genre switches, your ability to work and be heard in the class community as a whole? What do you feel is a fair grade given your history and ability?

**Mar 25** *UNIT 2 is now merging into…UNIT 3. Congratulations on finishing.*

**Read and begin to address two new handouts in anticipation of UNIT 3:** Worksheet 1 and Worksheet 2 (download them from our ASSIGNMENTS page). **Fill them out** as best as you can and bring them in for discussion on our Library Day so that our Librarian can help you get started on Unit 3.

**Extra Credit:** Write a letter (snail mail) to someone you care about. Don’t show it to us if you don’t want to –it’s personal. Take a photo of the envelope before you mail it. Post the photo to OpenLab.

**Mar 30 --- Library Day. Meet in the Library, not in the classroom.** We will take roll outside the Library and then proceed upstairs to a classroom with the Librarian for our library instruction session. If you are late for any reason, go to the classroom on the 2nd floor of the Library.

**Due: Hand in a final draft of the Reflections you did for UNIT 2.** Double-spaced, typed. Be sure that all your personal course info appears at the top, upper left. Label these writings “UNIT 2 Reflections and Grade.” Be sure to edit your language so that it is clear and understandable. Length: 400 words, minimum.