

## LE2 - Genres of School

Notes: This is rough and I'm still working it out, so please feel free to add, delete, interject, etc. Also, I think it would work really well for a PASS class, where they share three classes, but I don't know why it wouldn't work for other classes as well. Thanks! Amber

### LE2 - Genres of School

Name  
120-X

Writing strategies we're working on here:

**Rhetorical analysis:** Analyzing audience expectations; making conscious choices in writing that take those expectations into consideration. **Critical thinking, reading, and writing:** Analyzing written texts, reading critically, using evidence from texts to develop/support analysis. **Processes:** Working through a process to develop your ideas, developing flexible strategies through writing, reflecting on writing processes. **Use of Conventions:** Learning citation practices, editing.

### Required Readings

TBD - I don't have my reader with me

In LE1, you considered what genres are important to you, personally. In this LE2, you will begin to think about what genres are important to you in this and your other classes.

First, select three texts: one from the required readings from this section, one text from your UNIV 101 (Introduction to the University), and one text from your PLSC 112 (American Government) class. In order to make your LE2 successful, you should be sure to pick different genres from each class.

Next, compare these three texts, looking at their similarities and differences in terms of their genres, audiences, and conventions. Consider how each is used in its respective class and how (or whether) that relates to the text's genre. Avoid summarizing each text; this should not become a book report. Instead, focus on the conventions of each text and what your expectations are when you approach each text.

Some questions to think about as you plan this LE:

- What are your expectations when you approach a text for school, particularly these texts? (For example, do you shudder when you have to read a chapter in your text book? Does poetry make you glow?)
- How was this text used in your class? Could a text of another genre have been

- used the same way?
- What conventions of each genre were most important to understanding these texts?
  - Do you interact with these genres differently than you would interact with texts outside of school? Are these specifically "school" genres?

Your goal is to write a cohesive, thoughtful long essay that considers each text on its own as well as in comparison with the other texts and in which you discuss the importance of the genres represented here and the conventions of those genres.

#### WE2a

For the text you chose from UNIV 101, explain what genre the text comes from, what the conventions of that genre are, what the importance of the text is, who the audience is, and what your expectations of this text are.

#### WE2b

This time, use the text you chose from PLSC 112 and, again, identify the genre, list (and begin to analyze) the conventions of that genre, what the importance of the text is, who the audience is, and what your expectations of the text are.

#### Process work

Group work: Rewrite the text of one class in the genre of another. For example, if they chose a poem from my class and a newspaper article from another class, they would rewrite the newspaper article in the genre of a poem (or vice-versa). [[This probably works a lot better in a PASS class, where they share three classes.]]

For each reading assignment, go through and examine each genre the way they should examine the texts from their other class. This way, they'll have the same preparation for all the texts, without writing a WE about one of the readings for my class.

List the expectations of the audiences for each class. What do people in a Government class expect from a text? What do people in a Univ class expect from a text? This helps them understand that they are members of different audiences. (Might help move away from stereotypes, if they focus on the expectations of a given audience instead of describing that audience.)