

How Might You Teach a Genre in Your Class?

My discipline is Rhetoric and Writing. We are interested in how people use language to make things happen in the world, and how people learn how to write.

- My genre: The Research Report, where we compare one approach to teaching some aspect of writing to another.

- *Identify a genre in your discipline.*
- *Think about an assignment that will allow your students to learn and practice this genre, or a part of this genre.*
- *Think about how you might break up that assignment into component parts.*
- *Think about the kinds of feedback you might offer and make available during the course of the project .*

Think About an Assignment

- My assignment: Write me a proposal for a research project (that would, eventually, after you've done the research, lead to a Research Report).
 - Notice how I slimmed it down for the classroom, because my one-semester course doesn't have time for us to actually experiment with two approaches to teaching some aspect of writing.
 - For my MA and EdD students, however, we could do the full thing.
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How Might You Break That Up?

- Look at some sample proposals from last year's class, using the Genre Analysis Guide. Discuss as a class.
 - Write a short "Letter of Interest" in which you:
 - Identify a general topic area (like teaching organization or teaching grammar)
 - List some key words you'll use to begin your research into this topic
 - List some tentative ideas about the kind of project you might propose
 - Draft a Literature Review in which you identify gaps in the research.
 - Articulate a research project that will address the gaps you found.
 - Put it all together in a final Proposal.
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What Kind of Feedback Might Happen?

- Look at some sample proposals.
 - Feedback: what worked, what didn't.
 - Write a short "Letter of Interest."
 - Feedback: this is what seems promising, here are a couple more key words, and here's what seems promising in your project.
 - Draft a Literature Review.
 - Peer feedback on the quality of summaries and the gap.
 - My feedback on how well you've covered the lit (what's missing) and how well you articulate the gap.
 - Articulate a Research Project.
 - Peer feedback on your research design and how well your project addresses the gap. Suggestions for improving design.
 - My feedback on research design, addressing gap, and improving design.
 - Draft Final Proposal.
 - Get peer and Writing Center feedback on organization and content first. Then a second round of correctness feedback.
 - My feedback on improving organization and content and argument. Minor correctness feedback.
 - Submit Project.
 - I read it, give you a grade, and a short comment on how it went for you.
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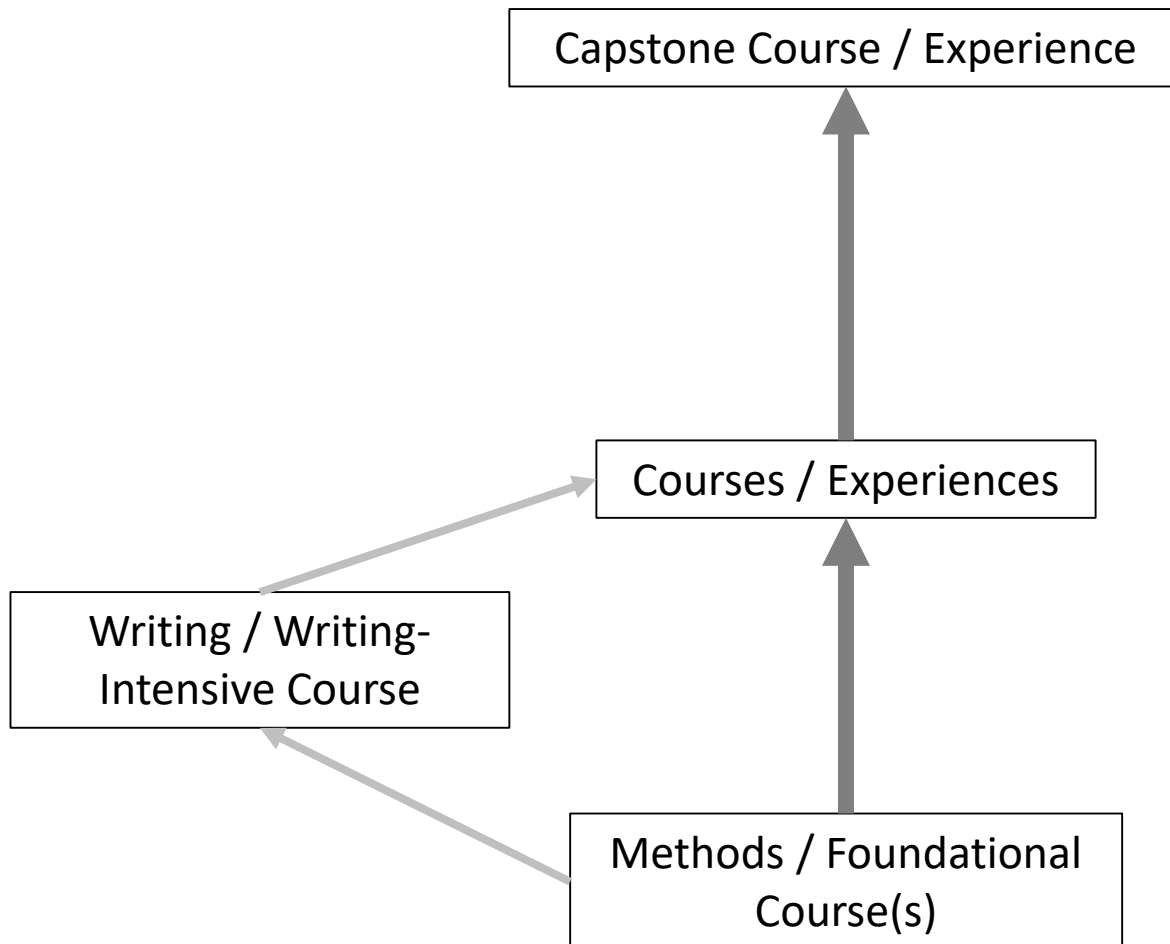
How Might We Meaningfully Integrate Writing Into Our Courses and Curriculums?

Capstone Course / Experience

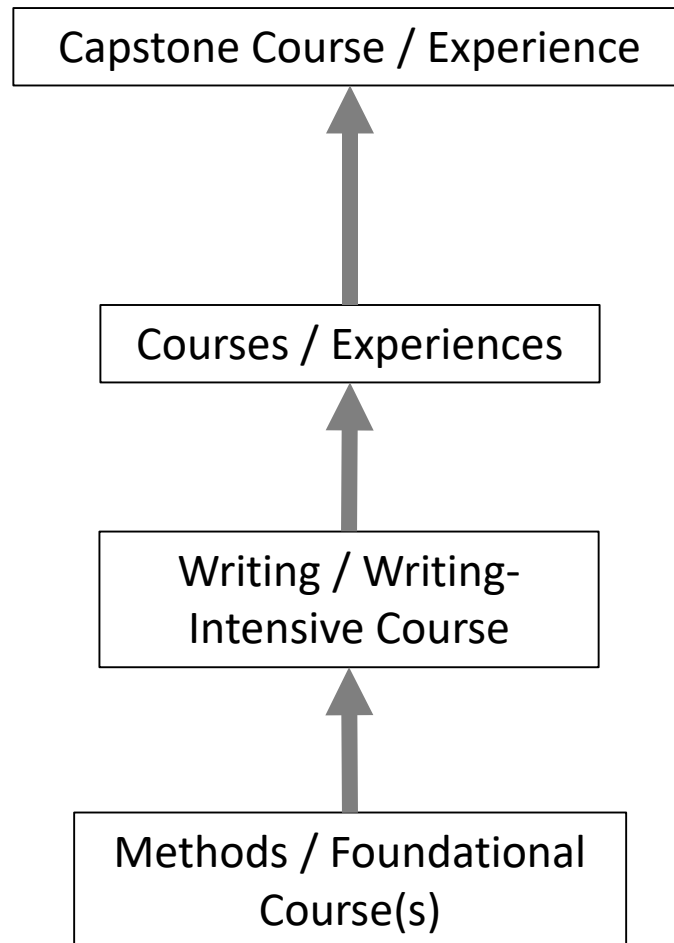
Courses / Experiences

Methods / Foundational
Course(s)

Not a Good Way to Meaningfully Integrate Writing Into Our Courses and Curriculums



A Slightly Better Way to Meaningfully Integrate Writing Into Our Courses and Curriculums



To Best, Most Effective Way to Meaningfully Integrate Writing Into Our Courses and Curriculums

