Project 2: Modeling and Producing Genres

30% of Final Course Grade
Breakdown: 10% 2(a); 15% 2(b); 5% presentation
Length: varies based on genre (~750 words)

<u>Important Dates</u>
- 2(a): Draft model of genre (schema documentation and template file) and draft group report: Tuesday, 10/25
- 2(b): Draft of individual composition: Tuesday, 11/1
- 2(a): Final genre model and group report: Friday, 11/4
- Group presentations: Tuesday, 11/8
- 2(b): Final draft of individual composition, Friday 11/11

<u>What</u>?
At first this project can be a bit intimidating as there are a lot of moving parts. At its simplest, though, the project is relatively straightforward. You can think of it in phases:
- First, as a group, you will create a schema for a genre of your choice.
- Second, individually, you will use the schema to produce an example of the genre.
- Third, as a group, you will revise your schema.
- Fourth, as a group, you will present your schema (and the in-process compositions being created using it) to the class.
- Finally, individually, you will revise your example of the genre based on peer feedback and changes to the schema.

On the course schedule, group activities are noted as Project 2(a) and individual activities are noted as Project 2(b).

<u>How</u>?
2(a):
Working as a group, you will select a genre for intensive research and analysis. As you perform this research and analysis, you will develop a set of XML elements, attributes, and attribute values that appropriately model the genre and reflect your analysis.

[Note: typical examples of this genre should be 1) primarily textual, and 2) around 750 words or less; these criteria are meant to make the design of a robust genre model feasible, given the time restraints of the course. All genres are subject to approval by me, though I am flexible if other situations arise.]

Based on our growing understanding of how genres work in social contexts, the research you do might include things like: observing scenes where the genre is used; interviewing people who create, read, or use the genre in some way; researching other texts to understand how the genre relates to them. And certainly, you will gather examples of the genre to analyze textually.

As you research and develop your group genre model, you will compile a group report that analyzes the genre, describes your research activities, and demonstrates the process by which you included/excluded potential schema components.

Deliverables for 2(a):
- ❏ Written documentation of all schema elements, attributes, and attribute definitions for your chosen genre (Google Doc)
- ❏ XML template file
- ❏ Group genre analysis and research narrative report (Google Doc)

2(b):
You will use the model of your genre to produce an example of your group's genre that responds to a particular rhetorical situation. Individually, you will select and define a rhetorical situation in which the genre your team researched is (or might be) an appropriate action or response. You will use the genre model your team designed to help you invent your this response.

Deliverables for 2(b)
- ❏ Individual composition (XML file) — an example of the genre valid according to the schema that responds to a particular rhetorical situation

Presentation:
As you are revising your individual compositions, you will present your schema and each group member's in-process composition to the class (8-12 minutes). The purpose of this presentation is to teach the class about your genre and describe the research you undertook to develop this understanding.

Notes:
- ● Each part of Project 2 will be drafted and revised (see above dates)
- ● There are separate prompts for the group presentations and group report guidelines

Why?
This project continues to work toward our two goals for the term: analysis and production. This project will engage you in deep research and classification as you develop genre knowledge. It will then ask you to perform that knowledge as a response to a particular rhetorical situation. The goal of this project is to begin to think about how our growing knowledge of genre can help us become more aware and effective communicators across a range of contexts.

When?
See list of dates above.

Who?
The audience for your individual composition will depend on the rhetorical situation you are responding to. The audience for your genre model is yourselves (and your classmates).