

## AENG 100z Introduction to Analytical Writing Assignment Sheet: Genre/Discourse Community Presentation

---

You will be responsible for introducing us to a genre of writing intended for a specific audience/discourse community. Examples of presentation topics:

- Short stories for *New Yorker* subscribers
- Personal essays for *Real Simple* subscribers
- Poster sessions for the American Chemical Society
- Literary criticism essays for academics in the English literature discipline
- Cover letters for software engineer positions at Twitter, Inc.
- Personal statements for the M.B.A. program at UC Berkeley
- Essays to fulfill the writing component of the GRE
- Tweets for people who like to find things to do in upstate New York

To research and inform the class about your chosen genre and audience/discourse community, you may work independently or with one other person. You (and, if applicable, your partner) will become the class's "resident expert(s)" on the audience/discourse community and genre you choose. This project will require you to synthesize information from multiple sources and teach us how to communicate within the discourse community, using the genre you research.

### SUBMISSION GUIDELINES - DUE THURSDAY, APRIL 25 (EMAIL: [jadsit@albany.edu](mailto:jadsit@albany.edu))

- All presentations will make use of PowerPoint or Prezi. Email your PowerPoint presentation to [jadsit@albany.edu](mailto:jadsit@albany.edu) by 7:15pm on Thursday, April 25. Send .ppt or .pptx files only. If you're using Prezi, send me a link to your presentation.
- In addition to your PowerPoint/Prezi presentation, send an example of your chosen genre that you can project on the screen. (For example, if you're presenting on *New Yorker* short stories, send me an example of a short story that was published in the *New Yorker*.) You'll need to discuss an example of the genre in your presentation. If you are unable to obtain an example that can be sent electronically, you'll need to make copies of the example to distribute to the class.

### REQUIREMENTS

- Single-person presentations should last for approximately 15 minutes. Two-person presentations should last for approximately 30 minutes.
- Your presentation should discuss one example of your chosen genre. Find or write this example.
  - Provide a visual: Bring handouts or project the example up on the screen.
  - When speaking to the class, point out features of the example (e.g., rhetorical choices and conventions such as citation style, voice, use of figurative language, allusions, visuals, references, etc.).
  - Tell the class why the example is effective or ineffective for the audience/discourse community and rhetorical situation.
- Your oral presentation and PowerPoint slides should answer all of the following questions about the genre and discourse community you research. (Note that you can address these questions in any order in your presentation. Feel free to go beyond these questions as well.)
  - What distinguishes this genre from other genres? What distinguishes this discourse community from other discourse communities?
  - What recommendations do expert writers of this genre offer to other writers?
  - What counts as "good writing" in this genre and discourse community? How do writers of this genre know when their writing is successful?
  - What *topoi* and conventions are associated with this genre?
  - What motivates writers to write this genre? What do writers seek to accomplish by writing the genre? What goals do members of the discourse community share?

- How does the genre exemplify or manifest the discourse community's assumptions, beliefs, and values? How do writers account for the assumptions, beliefs, and values of their audience?
- Do members of the discourse community have shared knowledge? What names, texts, concepts, or vocabulary do members of the discourse community all know? What expertise are members of this discourse community supposed to have?
- How do texts circulate within the discourse community? What forums and mechanisms are available for exchanging written texts?
- How do writers learn to write this genre? How do writers learn to communicate effectively within this discourse community? Do writers regularly receive instruction and feedback?
- Use at least five of the following types of sources to gather information. (Each letter corresponds with a category that counts only once toward to the total five required.)
  - A. Article from one of the following Writing Studies academic journals: *Rhetoric Review*, *Research in the Teaching of English*, *College Composition and Communication*, *College English*, *Rhetoric Society Quarterly*, *Journal of Advanced Composition (JAC)*, *Written Communication*, *Computers and Composition*
  - B. Article from an academic journal not listed above (see the library databases)
  - C. Newspaper or magazine article (that circulates among a non-academic audience)
  - D. Writer's guidelines or submission guidelines of the publication you're studying
  - E. Comments that an editor, reviewer, or teacher makes on an example of the genre
  - F. Interview with someone who writes and/or reads the genre
  - G. Survey/questionnaire distributed to writers and/or readers in the discourse community
  - H. Observation of someone in the act of writing or reading the genre (think-aloud protocol)
  - I. Academic assignment sheet that describes the genre
  - J. YouTube video, film, or T.V. show
  - K. Website or blog (including Facebook, Twitter, etc.)
  - L. Writing reference book that describes the genre
  - M. Memoir or personal essay of a member of the discourse community
- Make a connection between the course readings and your research on the genre/discourse community. Your presentation must reference at least one of the course readings.
- Your PowerPoint should accurately use at least three of the vocabulary terms listed in the box at right.
- Your presentation should be thoughtfully organized.
- The audience should be able to quickly and easily grasp the information that you present.
- Your PowerPoint presentation should be carefully composed. Style, tone, word choice, use of visuals, grammar, and spelling should support a credible *ethos* appropriate for your audience and purpose.
- On each slide, cite where your information came from. You may use any citation style you wish.
- In the last slide of your PowerPoint presentation, include a bibliography with a complete list of sources that you used. You may use any citation style you wish for the bibliography.
- Be prepared to answer questions from the audience about the subject of your presentation.

#### Terms to Use

- Ethos
- Persona
- Voice
- Style
- Diction
- Code-switching
- Language diversity
- Cultural capital
- Gatekeeper
- Pedagogy
- Literacy
- Rhetorical situation
- Rhetorical purpose
- Kairos
- Exigence
- Primary vs. secondary audience (Grant-Davie)
- Composite audience (Grant-Davie)
- Stasis theory/stases
- Constraints
- CARS Model (Swales)
- Conventions
- Topoi
- Summary
- Analysis
- Intertextuality
- Citation/Documentation