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WRTG 596-Mueller

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WRTG 120 Lesson Plan: Genres in the Wild Artifact

**Introduction:**

This lesson was used on the third day of the second unit in WRTG 120, Genres in the Wild. At this point in the unit, students were familiar with the expectations of Project 2, but still getting a firm grasp on “genre.” Genre, in this project, was defined as a communication event, and I used lesser known classifications of genre as examples (such as the syllabus and love letter as genres) in an extensive list to generate students’ ideas. The purpose of this assignment was to give students a more tangible understanding of genre outside of their comfort zones.

**Context/Preparation:**

Prior to this class, students were instructed to read *Understanding Rhetoric,*p.245-273 and

turn in a Genre Proposal to Canvas. The Genre Proposal was an informal paragraph that included the students’ chosen genre, the artifact they would be bringing to class and why it is representative of their chosen genre, and their plans to remodel the genre. On this day, students were to bring to class a genre artifact, an artifact representing the genre that they would be analyzing in their Project 2 essay. To focus the class, they were assigned a fastwrite where they were to define “genre” in their own words. In their informal presentations, they explained their relation to the artifact and where in the “wild” they found it as well as 3-5 conventions of the genre.

**Examples:**

While some students chose to bring in more familiar artifacts, such as a love letter or children’s book, other students took initiative to explore broader genres such as sports podcasts and sci-fi movie trailers. This activity stood as a great “checks and balances” net for my students. I reminded those who chose more difficult genres that they should keep in mind the software and background knowledge necessary to recreate such genres (such as the movie trailers). In hindsight, I believe it would have been beneficial to have students that recreated a visual genre also create a corresponding script. Some students, who recreated untraditional genres, took initiative in their papers to mention theoretical scripts or elements of writing.

**Supporting Pedagogical Framework:**

1. Dirk, Kerry. "Navigating Genres." *Writing Spaces*. Parlor Press, 2010. Web.
   1. Students responded to three questions following the reading at the beginning of class.
2. Moxley, Joseph. "Genres: Introduction." *Writing Commons*. Writing Commons. Web.
3. Hinton, Corrine. "So You’ve Got a Writing Assignment. Now What?" *Writing Spaces*. Parlor Press, 2010. Web.