**English 621 SRS**

**The Multi-Genre Study**

This multi-genre study is a Reading and Viewing activity. It asks you to collect and evaluate several different types of text which deal with a topic of your choosing.

**Step One - Choose a Theme, Issue, or Question**

For this project, you may choose any topic about which you have an interest. Some examples:

✓A theme (ambition, courage, education, love, overcoming adversity, etc.)

✓An issue (racism, gender equity, discrimination, pollution, addiction, poverty, etc.)

✓A question (how are gender roles/socioeconomics represented in different texts? what is friendship? how does family shape who we are?)

**Step Two - Finding Texts**

You must find a MINIMUM of four pieces of text related to your study. You must select at least one type of text from each of the categories listed below (up to two text may be ones we used/studied in class, but they do not have to be).

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| **Informational Texts**  newspaper article  magazine article  online article  speech  chapter in a book  encyclopedia entry  etc. | **Fictional Texts**  short story  novel  poem  conversations  graphic novel or comic  script  etc. | **Visual Texts**  photograph  painting  sculpture  advertisement  photo essay  other artwork  etc. | **Multimedia Texts**  television show  television news report  song  TED Talk video  podcast  etc. |

**Step Three - Responding to Texts**

The next step of the multi-genre study is to respond to the texts you have collected. As you respond, be sure to answer the following questions for each of the sources you’ve selected.

1. Explain why each piece was selected.
2. Discuss your chosen theme/issue/question and how it is represented in each piece of text.
3. How does the genre of each text impact the message (issue, theme, or question)?
4. Make personal connections to each text and explain how those connections help you better understand your theme, issue, or question.
5. What did you learn about your theme/issue/question from these texts?

Be sure to submit your responses to these questions for each text you examine in your final project.

**Step Four - Citing Your Texts**

The final step in this multi-genre study is to complete an MLA-style Works Cited list for each of the texts you have selected.



**Product**

The manner in which you present your multi-genre study is up to you, though a website is preferable in this case.

Understanding that accessing software may present problems in some cases, here are some other options:

* Traditional MLA Paper
* Multimedia Presentation (Google Slides, Prezi, PowerPoint, etc.)
* *Website (using Google Sites, Blogger, Wordpress, Weebly, etc.)*

Remember, your study should include copies (and/or links) related to each piece of text you choose.

**Assessment for Multi-Genre Study (English 521)**

SCO4: Evaluate purpose, structure, and characteristics of a variety of increasingly complex texts.

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| Categories and Criteria | ¼ ------------------------ 1 | | | | 1 ¼ ---------------------- 2 | | | | 2 ¼ --------------------- 3 | | | | 3 ¼ --------------------- 4 | | | |
| Issue  Theme  Question | Makes ineffective or limited comments about the relevance of the issue/theme/question. | | | | Makes simplistic comments about the relevance of the issue/theme/question. | | | | Makes effective comments about the relevance of the issue/theme/question. | | | | Makes insightful comments about the relevance of the issue/theme/question. | | | |
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| Structure/  Characteristics | Makes ineffective comments about the way the genre impacts the issue/theme/question. | | | | Makes simplistic comments about the way the genre impacts the issue/theme/question. | | | | Makes effective comments about the way the genre impacts the issue/theme/question. | | | | Makes insightful comments about the way the genre impacts the issue/theme/question. | | | |
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| Personal  Connections | Makes limited personal connections to each text.  May or may not explain why each piece of text was selected. | | | | Makes simplistic personal connections to each text.  Explains - in simple terms - why each piece was selected. | | | | Makes thoughtful personal connections to each text.  Convincingly explains why each piece was selected. | | | | Makes profound personal connections to each text.  Insightfully explains why each piece was selected. | | | |
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| Support | Attempts to support ideas with limited effectiveness. | | | | Supports ideas with basic evidence. | | | | Effectively supports ideas with relevant evidence. | | | | Insightfully supports ideas with significant and diverse evidence. | | | |
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Several samples of multi-genre studies are available to view and deconstruct.