ENC 1101 - Assignment Three Overview *Description*

Genre-building for the Community and rhetorical decision-making of the Self

For this project, you'll focus on a community of practice you selected in Assignment 2, and the guiding question builds on the work you did in that project:

"How do the decisions I make as a writer and communicator shift? How does my writing adapt when functioning within different communities of practice, i.e. other distinct audiences?"

You'll answer that question in two ways:

1. You will create creating **a composition piece which uses three different genres to communicate to a targeted audience about a topic of your choice**, although you can base this assignment on a community of practice you studied previously in assignment two; the three genres you create are up to you to decide upon, based on your analysis of the rhetorical situation but these **samples of writing genres** must facilitate effective communication in a community of practice and consider the **purpose, audience,** and **design** of the **contextual** situation.
   a. Genre sample examples: a forum post, a set of memes, a Twitter thread, a Reddit page, a web page mock-up, a print brochure, an advertisement or flyer, or any other kind of writing-based genre--and;
2. You will accompany this writing genre sample with **a project analysis memo of 1 to 3 pages**, in which you'll explain what knowledge and experiences as a writer and communicator that you drew upon to create these three genre samples and the decision-making considerations that went into it.

This assignment asks you to be rhetorically aware, assess the rhetorical situation of your chosen community of practice, and make decisions that will aid you to communicate effectively with your specified audience(s). You may create any three genres you feel are appropriate to your audience. Communicating effectively to an audience is your goal, so genre choice is critical.

Project Analysis Memo

No matter what you write for your community, the key to Project Three is the **1- to 3-page project analysis memo** you will write, explaining your thinking or your writing knowledge behind the development of the samples, how you approached the writing, and the strategy or decisions that went into creating them. This means you will consider:

> **Purpose:** What was the motivation behind your communication piece? What message were you trying to share and what rhetorical strategy/ies did you use?

> **Audience:** How do you feel this particular audience might react to these genre choices? Why? How did the audience that this genre was intended for affect the overall composition of the message?

> **Design**: Did you employ any rhetorical strategies of design to organize the information for your audience, make it more appealing, draw attention, etc.? Elaborate. Do you feel the intended audience affected the organization or presentation of information in any way? Why or how?

You'll also discuss the process of writing your sample genres. This will require you to both pay attention while you're creating and to analyze that creation after you make it. **You will consider your own rhetorical choices of composing text alongside any other design components that facilitate the creation of your chosen genre sample.**

Prior to writing this memo, you'll do a number of exercises that focus on concepts like genre, the conventions of different genres, and how conventions can be used or subverted depending on the situation. Those exercises will help you examine your own processes and decision-making, all of which will also help you write the project analysis.

Can the genre sample *really* be anything? Yes, you will have to write about your rhetorical decisions, strategic thinking, decision-making, and writing process for 1-3 pages, so make sure you provide yourself with rich contextual detail and consider what exigence you utilized to enact effective communication. And the choice of the genres you choose will aid in your effective or ineffective communication to a chosen audience.

Can I use something I've already written as my genre sample? You need to example your real time knowledge application at this moment in the course, so take this opportunity to create something new and see what you've learned. The genre creation sample and project analysis memo should reflect your growing knowledge from previous assignments.

In-class activity:

In preparation for **Assignment 3: Genre-building for the Community and rhetorical decision-making of the Self**, your genre creation sample and project analysis memo will be guided by the following question:

> **"How do the decisions I make as a writer and communicator shift? How does my writing adapt when functioning within different communities of practice, i.e. other distinct audiences?"**

In order to understand how a "text" can be broadly defined as any piece of writing designed to convey an informative message to a chosen audience(s) and these similar conventions and specific instances of communication that exist within certain contexts or among groups of people who have like-minded communication goals can be thought of as genres.

Genre can be defined as:
1. a *classification scheme*
2. a *method* for creating and sustaining communities
3. a rhetorical, conceptual tool.

Genres facilitate communication between writers and readers by establishing shared conventions and expectations about *what to say* and *how to say* it in reoccuring rhetorical situations.

TASK:
This exercise is designed to get students thinking about creating genre-based writing while also engaging in collaborative practices; this assignment sets students in a low-stakes environment where they must make decisions on-the-fly and draw upon the strengths of their fellow peers to make the communication possible (simulating potential workplace collaborations).

Reading: Have students read this workplace blog from WikiJobs which is relevant, written recently with current workplace environments in mind, and is easy for students to skim the 'big headings' to prepare for the in-class exercise.

Salgado, S. (2022, March 24). *Workplace collaboration skills for 2022*. WikiJobs.
    https://www.wikijob.co.uk/interview-advice/competencies/collaboration-skills

Exercise: Students will create a brief piece of communication in class through collaboration in groups of 3-4 to craft an effective genre for communication of a

purposeful message. Students will delegate "roles" to different members of the communication group to accomplish the task:

> Through the creation of one written piece of communication expressed by a genre of your choice, describe to an audience of your peers *how* to most effectively order books from the USF bookstore. Draw upon your own knowledge and experience as a student at USF and delegate the following role responsibilities dependent upon your team's strengths and weakness:

> **Role:**

> **Project Coordinator:** the supervisor of the formulation of communication; the individual who makes sure each role is supported, offers help and advice where needed, and presents the final piece of communication in the end to the class on behalf of the group explaining each roles' contribution.

> **(1-2) Writer(s):** Writes a piece of communication (no more than 1-page) using an identification of purpose, audience, tone, and context that is rhetorically effective and coordinates with other elements of communication (like visuals).

> **Visual Designer:** Creates a rhetorically effective visualization of the information to work in tandem with the written communication piece; one that takes into account the audience and the purpose of the communication and compliments the written portion by telling the story of the information in a visually appealing way. This visual can be sketched, computer-created, etc.

Students may choose to draw upon their own knowledge and experiences as well as extract information from the USF Bookstore website to craft their effective piece of communication collaboratively but the decision is theirs as a team.

After activity, class will regroup to do the following:

1) Have each project coordinator conduct a 5 minute presentation regarding the written communication and visual piece that each group collaboratively created.
2) Bring students back together as a class and discuss success, complications, roadblocks and challenges that were experienced when working as a team to create an effective genre choice in an in-the-moment collaboration. Also inquire what each group member feels they could do

better (skills, process, coordination, etc.) in the future when working collaboratively as a team.

Takeaway value: Even though a genre can be unique to a certain communication category, group, or context, most of the time, the writing and language practices employed in one context can be adaptable to other scenarios. Creating a genre also draws upon specialized knowledge and experience, and it is a crucial skill for you as a writer and communicator to understand what writing practices and approaches can transfer and what writing practices are unique to your contextual situation – most aptly identified in your use/choice of communicating through a writing genre.