Building a Culture of Writing

6-12 Writing Genres
Session 3
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Presenters

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Objectives of the session

- To demonstrate and use a variety of writing genres.

- To provide examples of instruction using reading and writing strategies that help students become knowledgeable about these genres and how they are structured.

Session Outline

- ## Multiple Genres (approximately 10 minutes)

- ## Mentor Texts (approximately 15 minutes)

- ## Intertexuality (approximately 20 minutes)

- ## Collaborative Writing (approximately 15 minutes)

  - After each segment there will be a 5 minute Q&A with participants.

Multiple Genres

Genre writing: Informational example

- Students show their understanding of complexities within a text (or the real world) by explaining the intricate connections that are present (ELAGSE9-10 W2).

Genre writing: Argumentative example

- Teaching students to substantiate what they say with evidence helps transform stubborn opinions (ELAGSE9-10 W1).

- The College-Ready Writers Program (Olsen, 2016) teaches students to push past the challenges to find or create real solutions to contemporary problems.

- The search for credible evidence makes us informed. Opinions never solve problems, but informed and passionate people can.

Genre writing: Narrative example

- Students use their own language in ways that allow creativity and meet standards (ELAGSE9-10 W3).

- "Looked at it this way, the popular rewriting of fairy tales in modern contexts can be viewed as a highly cultured use of intertextuality" (Novak).

Participant Questions

Mentor texts

Research supports mentor texts

Emily Skinner's (2007) research project demonstrates how using mentor texts increased students' fluency in constructing realistic short stories.
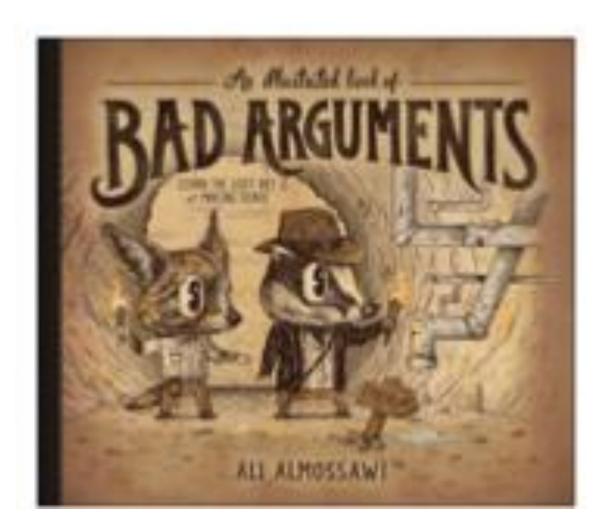
High school English teacher, Kelly Gallagher, author of *Write Like This* (2011), has classroom research data to support his central thesis: "If students are to grow as writers, they need to read good writing, they need to study good writing, and, most important, they need to emulate good writers."

Informational Example:
Exploring satire with the movie *Shrek* as a mentor text

- The pairing of popular culture with traditional literary instruction provides what Meg Callahan and Bronwen Low call "a meeting place where students and teachers can share their expertise" (52).

- Through their extensive research with secondary students, Callahan and Low concluded that "many students identified the use of popular culture in the classroom as a catalyst for complex thinking" (57).

- The movie, *Shrek*, satirizes fairy tales and serves as a good mentor text for teaching more grade-relevant literature, such as Jonathon Swift's "A Modest Proposal" or some other piece of satire.

- For more information, visit readwritethink: http://www.goo.gl/2tIL9Q

Argumentative Example:
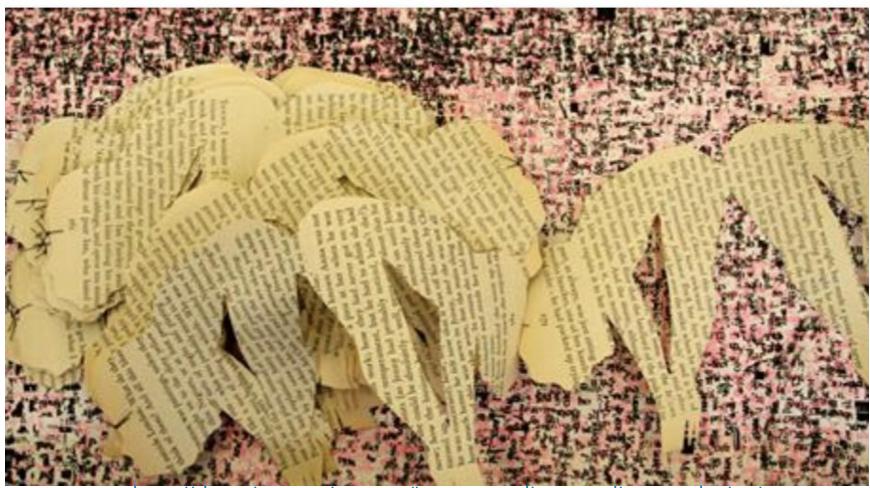# Mentor text for writing in response to ill-founded arguments

Free download at: https://bookofbadarguments.com

Logical fallacies (illustrated)

- Hasty generalizations
- Slippery slope
- False dilemma
- Appeal to ignorance
- Red herrings
  - Guilt by association
  - Argument from consequences
  - Straw man
  - Ad hominem

Narrative Example:
Mentor text for motivating narrative genre writing (Sophie Novak's blog)

http://thewritepractice.com/intertextuality-as-a-literary-device/

Intextuality as a literary device

Sophie Novak's blog addresses these questions:

1. What is intertextuality?
2. Why do you need to be aware of plagiarism?
3. What makes intertextuality a sophisticated concept?
4. What's a free-write activity you can use with your students to introduce them to writing with multiple texts?

Participant questions on mentor texts

Intertextuality: Another name for multiple genres

What is Intertexuality?

Research supports intertexuality: Multiple genre writing

- Intertextual connections allow students "to relate to the characters in the stories they read" (Kallus, 2003, p. 214).

- Weinstein (2006/2007) found that "focusing on the intricacies of rap, a genre that gives so many young people so much pleasure, and in which they participate so enthusiastically, can enrich our understandings of how and why engagements with literacy develop" (p. 281).

Joey Lynn's example: A remix

Shrek references fairy tales → Adds new meaning to Shrek → Fairy tales can be pulled from all over the world. → This crossover complicates fairy tales. → Magnifies underlying meaning of Shrek

Another example of intertextuality

- Katy Perry's "[Roar]"

- For more information, visit The Teaching Factor Blog
  - https://theteachingfactor.wordpress.com/2013/08/29/eye-of-the-tiger-roar-intertextuality-katy-perry/

Implementing intertextuality = writing with multiple genres

- Variety of options with texts made available thanks to print and digital media.

- Opportunities created for cross-collaboration with other content areas means higher order thinking skills are put into action.

Implementing intertextuality (multiple genre writing)

- Important to have a clear end goal in mind. Needed for students to better understand and continue to develop the writing process.

- Start small! Use mini-lessons and opportunities for informal writing to build confidence with and mastery of the writing process just as with any written assignment.

Assessing intertextuality (multiple genre writing)

- Using Google Docs
  - Teacher sees student growth with changes, comments, etc.
  - Students engage with their peers to create stronger writing.

Assessing intertextuality (multiple genre writing)

- "Think-Aloud Protocol" (TAP) (Beck, Llosa, Black, Trzeszkowski-Giese, 2015) will be practiced in the activity after the session.

Collaborative writing strategies

Research supports collaborative writing strategies

- McWilliams, et. al (2011) found "motivation to participate increases when everybody's participation is essential" (p. 244) in their study using collaborative (digital) writing tools.

- In Graham & Perin's (2007) report, they identified collaborative writing as one element of "writing instruction found to be effective for helping adolescent students learn to write well and to use writing as a tool for learning" (p.4,16). Here, the emphasis was on *writing quality*.

- Wilcox & Jeffery's (2014) findings focused on language learners (L1 and L2) who could benefit from collaborative writing within content area instruction.

Why collaborative writing?

- Think: How could students meet standards by *becoming* writers?

- Collaborative writing encourages *active learning* (Dartmouth Institute for Writing & Rhetoric).

- Opportunity for students to *deliberately practice* writing by "encouraging them to share their work with other writers to get feedback" (The Write Practice, 2016).

Collaborative writing strategies example #1: Informational focus

- Students research a topic (or process) of choice.

- Create a brochure or published webpage (via a class wiki or Google Docs) to inform readers.

- Can use infogr.am (https://infogr.am) to create charts, graphs, etc.

- Opportunity for cross-curricular connections.

Collaborative writing strategies example #2: Argumentative focus

- Students research a topic of choice.

- Present an IGNITE style presentation (http://www.ignitetalks.io) applying argumentative skills and the knowledge they have gained.

- Can eventually lead into persuasive component. Be prepared to note subtle difference w/ argumentative focus.
  - http://www.readwritethink.org/files/resources/lesson-docs/Difference_Between_Persuasive_Argumentative.pdf

Collaborative writing strategies example #2: Argumentative focus

Some topics used: genocides around the world (paired w/ *Night*), equality in the U.S. (paired w/ *A Lesson Before Dying*), and heroes (paired w/ *Beowulf* and *Grendel*)

Collaborative writing strategies example #3: Narrative focus

- Emily Brontë's novel *Wuthering Heights*

- + [Kate Bush's song](#) *Wuthering Heights*

- = Students' analysis, synthesis, & remix of two texts in order to create their own music video.

Participant questions

Universal Design for Learning

- Dee Dee Bunn,
  Program Specialist, Georgia Project for Assistive Technology
  Special Education Services and Supports

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