Teaching with the *Grassroots Writing Research Journal*
A RESOURCE FOR WRITING PROGRAM INSTRUCTORS

Encouraging Students to Write *Grassroots* Articles:

1. Create a project in which students will write *Grassroots* articles as their final products.
   - If you choose to teach this project, the editors can provide support for you in two ways: 1) an editor can visit your class to give a presentation, offer advice, answer questions, discuss potential article topics, etc.; and 2) the editors can provide direct feedback to your students regarding topic proposals or articles, which means grading assistance for you! If you are interested, email Sarah at grassrootswriting@gmail.com. We will work with the first 4-6 instructors who contact us.
2. Ask students to write an article that focuses on learning outcomes for English 101 or English 145 that are underrepresented among published *Grassroots* articles.
3. If you don't teach a *Grassroots* article project, then take time in class to discuss how students could transfer what they've done in a class project into an article and what kind of article that might look like.
4. Ask students to write an abstract for a *Grassroots* article based on a project they've done—which could also mean teaching the genre of the abstract—using *Grassroots* abstracts as examples.

Resources:

1. While you should primarily focus attention on the current issue, emphasize that students have also "bought" access to previous issues. Previous issues can be accessed on the Writing Program website at http://isuwriting.com/grassroots/.
2. Here are documents (available at http://isuwriting.com/grassroots/) to which you can direct students:
   - Editorial Style Guide
   - Interview Consent Form
   - Researching for the *Grassroots Writing Research Journal*
   - Publishing with the *Grassroots Writing Research Journal* (this is the last "article" in the 3.2 issue)

Teaching the *Grassroots* Article as a Genre:

Here are some questions you might pose to students as they begin to investigate the genre:

1. How is this a "cohesive" genre if all the articles are so different?
2. What are the common conventions of the Grassroots article?
3. Is this a meta-genre with sub-genres? Can you categorize articles into specific sub-genre types?
4. What's unique about this genre as one that is submitted to and evaluated by a group of editors with specific expectations, especially knowing that editors have editorial privileges?

Student Submissions:

1. Students (and you!) should send all submissions and inquires about the journal to grassrootswriting@gmail.com, including student name, instructor name, and article title.
2. Encourage students to submit full articles, not just short reflections or off-genre essays.
3. Make sure students understand that they will be asked to revise—almost every author who submits is asked to revise and resubmit.
4. Please don't *require* all students to submit, but do mention the opportunity to all students and encourage specific students to submit (in person/via email) whose work seems promising or interesting.
5. If a student has a good idea and is motivated to develop an article, one of our editors will be happy to work with him/her in the production of the article.
6. Use incentives to your advantage: 1) some students will be drawn to the novelty of being published as an undergrad—students can look at the published author bios to see articles written by other undergrads for motivation; 2) those selected for publication can include this accolade on a resume or vita; and 3) those selected for publication in one of the print issues will receive an honorarium.

<u>Using Articles to Introduce/Teach Concepts:</u>

These lists might help you begin choosing which articles students should read when throughout the semester. Keep in mind that this list is not comprehensive; there are other <u>great</u> articles that aren't listed here! Also note that many of these articles fall in more than one of these categories and can be used to teach several different concepts.

FOR ENGLISH 101 AND 101.10 – TOPICALLY ORGANIZED

1. Introduction to Genre Studies
   - "Taking the First Step: Discovering Genre through Blog Analysis" (3.2)
   - "The Importance of Understanding Genre . . . And Memos" (3.2)
   - "Things That School Couldn't Teach Me: Writing a Kick-Ass Manga" (3.2)
   - "Memorial of the 5 Paragraph Essay" (2.1)

2. Expanding the Notion of Genre (*That's* a genre?)
   - "Quilt Labels: Piecing Textual Textiles" (3.2)
   - "Writing with Tattoo Ink: Composing that Gets Under the Skin" (3.2)
   - "If Wallets Could Talk: Investigating the Genre of Receipts" (3.1)

3. Research Practices
   - "Researching One in Six Million" (2.1/2.2)
   - "Researching, or How I Fell In Love With Post-It Notes" (2.1)

4. Researching/Analyzing a Genre
   - "From Religion to Chicken Cannibalism: American Fast Food Ads in Kuwait" (3.2)
   - "From Contributors to Costs: The Cultural Implications of Obituaries" (3.2)
   - "From Cordially Yours to What's Up: Investigating Formal and Informal Letters" (3.1)
   - "So What's a Quad Chart, Exactly?: Exercises in Genre" (3.1)

5. Revising/Workshop
   - "The Grape Dimetapp™ Effect: Revising the 'Revision as Medicine' Metaphor" (3.1)
   - "Playing Well with Others: Demystifying the Workshop Process," Emily R. Johnston (2.2)

6. Grammar and Mechanics
   - "Commas Here, Commas There, Commas Everywhere!" (3.1)
   - "Breaking Down Grammatical Snobbery" (2.2)

7. Writing and Writer Identity
   - "Dinosaur Fiction: How Velociraptors Help Us Write Past Childhood" (3.2)
   - "In Search of SOL: Graffiti and the Formation of a Writing Identity" (3.2)
   - "My Relationship with Writing" (3.1)

8. Digital Genres and Technology
   - "Sass in 140 Characters: Learning to Communicate on the Social Network" (3.1)
   - "Journey to the Center of a Vlog: One Woman's Exploration of the Genre of Video Blogs" (3.1)
   - "How i Lrnd 2 Txt: An Adventure in Genre" (2.1)
   - "Scroll-Point-and-Click Composition?: The Generic Complexities of Playlists" (2.1)

9. Cultural Historical Activity Theory (CHAT)
   - "The Little Genre that Could: CHAT Mapping the Slogan of the Big Communist Propaganda" (3.2)
   - "Understanding Language and Culture with Cultural Historical Activity Theory" (3.1)
   - "Just CHATting" (1.0)

1. Identifying Genres (Determining and Analyzing Conventions)
   - "Importance of Understanding Genre...And Memos" (3.2)
   - "So What's a Quad Chart, Exactly?: Exercises in Genre" (3.1)
   - "From Cordially Yours to What's Up: Investigating Formal and Informal Letters" (3.1)
   - "Reading as a Writer of Genres" (2.1)

2. Flexible Research Skills (Using Academic and Other Forms of Research)
   - "Researching One in Six Million" (2.1/2.2)
   - "Researching, or How I Fell in Love with Post-It Notes" (2.1)

3. Discourse Communities (How Communication is Shaped by Members of Disciplines and/or Fields)
   - "Sports Journalists Have Love/Hate Relationship with Comment Boxes" (3.1)
   - "One Audience Too Many: An Interview on Prescriptive and Receptive Audiences in Screenwriting" (3.1)
   - "Learning About the Genres of Biology" (2.2)

4. Trajectory (Where Genres Go in the World and How They Are Taken Up)
   - "In Search of SOL: Graffiti and the Formation of a Writing Identity" (3.2)
   - "Quilt Labels: Piecing Textual Textiles" (3.2)
   - "Turning Speeches into Scholarship: Trajectory through Composition" (2.1)

5. Globalization, Cultural Contexts and Diversity (Including CHAT Perspectives)
   - "Religion to Chicken Cannibalism: American Fast Food Ads in Kuwait" (3.2)
   - "From Contributors to Costs: The Cultural Implications of Obituaries" (3.2)
   - "The Little Genre that Could: CHAT Mapping the Slogan of the Big Communist Propaganda" (3.2)
   - "Understanding Language and Culture with Cultural Historical Activity Theory" (3.1)
   - "Just CHATting," Joyce Walker (1.0)