



Guide to Teaching with *Grassroots Writing Research Journal* Issue 7.2 (Spring 2017)

The following are descriptions of each of this issue's articles from a teacher's perspective, with discussion of how they might be utilized in the classroom to help students come to a deeper understanding of genre studies and a writing research approach.

We hope that this will help you envision how each article could be useful to assist your students as they develop into thoughtful writing researchers. If you have questions or would like to discuss approaches to teaching with the GWRJ, please contact us at grassrootswriting@gmail.com.

***Gone to the Dogs (and Cats, and Rabbits, and Various Other Small Animals): Writing for Animals at HSCI* by Heidi Bowman** Bowman investigates the writing used to help animals at a local shelter, considering how these texts work together to care for and ultimately find the animals homes. This article provides interesting discussions of representation, production, distribution, and reception. Additionally, readers might find the article useful for the insight it provides into how writing works together within an activity system. *Learning Outcomes: #1, #5*

***Why Is Everyone So Emojinal?* by Bridget Langdon** In this project, Langdon shares her experience attempting to learn to communicate in emoji speak. This article covers the trials and errors encountered in the process as the author tries to master this new writing form. Readers might find the article helpful for Langdon's discussion of how, despite her best attempts, she ultimately fails to learn to write in this new form but still learns a few things along the way. *Learning Outcomes: #6, #8*

***Coordinating Care: The Literate Activity Systems of Hospital Nursing* by Annie Hackett and David Giovagnoli** Hackett and Giovagnoli interview Alex O'Brien, a Registered Nurse at Carle Foundation Hospital in Urbana, Illinois to learn more about the activity system (and specific genres) that he engages with in his career. The article provides insight into a complex literate activity system where effective written documentation is critical. The article can be used to illuminate how different writing—in a variety of forms—perform crucial work in the world outside of the university. *Learning Outcomes: #1, #7*

***Spreading Roots Presents: CHATting 'Bout Chats* by Brooke Evans** Evans shares her thought process as she traces the evolution of various communication technologies before later interviewing her teacher (Deb Riggert-Kieffer) in her attempt to puzzle out how it is that certain genres might be related to one another. This is a unique writing research project that shows how sometimes trying to figure things out can take us down unexpected paths. The article provides an entry point for discussions of how genres are shaped by the specific historical moments they are created in and the technologies available at those times. *Learning Outcomes: #3, #4*

Dan Harmon Uptook Nothing! And Neither Can You by Laura Skokan Skokan considers uptake, particularly in terms of when uptake fails, as she analyzes the failure of a celebrated comic writer to retell a joke along with her own failed uptake in a new employment situation. The article explores how individual uptake can be complicated by a person's antecedent knowledge. Instructors might find this article particularly useful for helping students to think about uptake as a concept and to contemplate how we all process new information. *Learning Outcomes: #6, #7*

“Best of” What Now? by Amish Trivedi In this article, Trivedi considers the concepts of authority and credibility as he studies “best-of” lists through a writing research lens. The article challenges readers to consider how information we receive is created as well as encourages critical thinking and assessment of information. This project might be particularly useful for opening student discussions of how to evaluate sources, as well as for considering reception and representation more generally. *Learning Outcomes: #4, #5*

Spreading Roots Presents:

To Read or Not to Read, That Is My Question: Genre Analysis of Book Reviews by Tobey Klungseth Klungseth examines the history and evolution of book reviews before ultimately trying to figure out how book reviews are used (or not) by eighth graders when considering a book purchase. The article offers insight into both how genres and their uses evolve over time and includes a variety of forms of research. The project provides an example of using a variety of methods to investigate a genre, its history and purpose. *Learning Outcomes: #3, #4*

“#Goals”: Examining a Subgenre of Social Media by Melanie Holden In her project, Holden examines the social media phenomenon “#goals” and how it might impact social media users in negative ways. This article might be useful for helping students to consider how social media trends have impacts beyond what they might initially believe. Additionally, the article can be used to show students how they can examine their own social media writing practices in projects of their own. *Learning Outcomes: #1, #7*

Let's “Chalk” It Up: Fun Pastimes Turned Advertising Gold by Sydney Velez Velez considers how sidewalk chalking, her former childhood pastime, is used to communicate messaging for various organizations on a college campus. This article provides interesting insight into a genre that students encounter on campus regularly. Instructors might find this article useful for the way that it complicates a seemingly uncomplicated genre. *Learning Outcomes: #3, #7*

Spreading Roots Presents:

The Llamas that Light Up the World by Avery Fischer Fischer investigates llama memes, attempting to figure out what might make certain llama memes more popular than others. He devises a detailed plan for evaluating which memes are more popular (both to middle school students and to students at ISU) only to discover that interpreting his results is more complicated than expected. Instructors might find this article useful for discussing the complex nature of research and for examining his unique methodological approach. *Learning Outcomes: #2, #4*

“Spam, Spam, Spam . . . ”: A CHAT Perspective by Md. Mijanur Rahman Rahman offers an analysis of spam email, employing CHAT to consider the ways that the competing goals of the spammers and the spam detectors collide. This article provides perspective on a genre that most have encountered (but likely not thought much about) while also providing a good discussion of production, distribution and ecology which instructors will find helpful.

Learning Outcomes: #3, #5

Spreading Roots Presents:

An Investigation of Recipes by Hailey Langstaff Langstaff looks into the genre of the recipe, inquiring into the history of the genre before studying modern recipes to determine what might be “taken for granted” in them. She reviews various recipes and employs different research methods (including baking) to test her theory. The article offers an interesting twist to genre research by asking what authors assume readers know when writing in certain genres.

Learning Outcomes: #1, #4

Multilingual Notes as a Tool to Understand Super Dense Readings by Su Yin Khor In this article, Khor analyzes her own multi-lingual note-taking practices in an attempt to figure out why it is that she slips between languages when taking notes in graduate school courses. The article offers a good introduction to the concepts of linguistic variation and translingual practice. This project also offers an example of how students can interrogate their own writing practices to uncover unexpected things. *Learning Outcomes:* #6, #8

Translating the Untranslatable: Making Meaning of Idiomatic Expressions Across Languages by Sanam Shahmiri Shahmiri considers “untranslatable” concepts and phrases, sharing how non-native speakers endeavor to make sense of these. By interviewing an array of people who speak languages other than English she finds insight into how translingualism may be tied to writing research identity. The article also offers concise and useful definitions of antecedent knowledge, uptake and transfer. *Learning Outcomes:* #4, #8

Let the Dance Speak to You: How Dance Is a Cultural Artifact of Communication and Connection that Endures by LaToya Carter Carter explores several African dances, sharing how these dances communicate through complicated body languages in order to share cultural information. This article offers a unique perspective on how non-written genres (such as dance) communicate. The piece provides an example of the way that students can create a writing research project based on their own personal passion. *Learning Outcomes:* #6, #8

Don't forget! Students also have access to past issues of the GWRJ via our online archive at <http://isuwriting.com/category/gwrj-issues>.

