Guide to Teaching with *Grassroots Writing Research Journal* Issue 7.1 (Fall 2016)

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.

The E-Cat's Meow: Exploring Activity in Translingual Mobile Gaming by Wesley Jacques In this article, Jacques' explores how his antecedent knowledges helped him to navigate the activity system encountered when playing a Japanese-language video game without knowing the language. This article provides an interesting example of how antecedent knowledges, ecology and socialization all interplay and influence our literate practices. Additionally, instructors may find Jacques' discussion of ecology useful for helping students to expand their understanding of this concept. *Learning Outcomes: #5, #6*

Everything You Need to Know About Transferring Metaphorical Ducks by Agathe Lancrenon Lancrenon shares her inquiry into how people understand "untranslatable" phrases as she investigates how prior knowledges and linguistic skills do or don't transfer for readers when they attempt to discover the meanings of figures of speech from another culture. The article contemplates the role that antecedent knowledges may play in influencing (or impeding) our ability to understand unfamiliar writing and provides a good introduction to the concepts of transfer and linguistic diversity. *Learning Outcomes: #6, #8*

Language Variation Across Genres: Translingualism Here and There by Cristina Sanchez-Martín Sanchez-Martín's article discusses linguistic variation across genres in general and asks readers to consider how translingual practice might enrich everyone's writing overall. Instructors might find this article particularly helpful as it provides a primer on both linguistic variation and translingualism, which can be useful for introducing these concepts to students who may be unfamiliar with them. *Learning Outcomes: #5, #8*

CHATting with Humans of New York by Brigid Ackerman Ackerman endeavors to figure out the genre of Humans of New York (HONY) across the various platforms it can be found on, eventually determining that the socialization of the genre plays a key role in its form, despite being unable to categorize the genre itself. This article sheds some light on the complexities of analyzing social media genres as well as the role of socialization, distribution and reception in shaping these genres. *Learning Outcomes: #3, #5*

SnapCHAT: The Genre of the Vanishing Memoir by Karlie Rodríguez In this article, Rodríguez theorizes that SnapChat might be categorized as a form of life-writing and concludes that this social media form of documenting one's life through a series of impermanent moments might actually be considered a type of disappearing memoir. This article provides an example of a writing research project that analyzes personal writing practices of the type that students might engage in everyday. Instructors may find this article useful for helping students to think about how their social media composing practices are more complicated than they think. *Learning Outcomes: #5, #7*

The Information that I Sought Out: A Genre Study of the Artist Statement by Kayla Scott As Scott attempts to analyze the genre of the artist statement, she uncovers that the genre is incredibly complex, with a complicated history and conflicting views about the purpose of the genre overall. This article provides an example of using a variety of research methods – interviews and surveys along with book and online research – to investigate a genre, its history and purpose. *Learning Outcomes: #3, #5*

Build This for Me: the Genres of Architecture by Jillian Merrifield In this article, Merrifield delves into the similarities and differences between the writing practices of two different types of architects and reflects on the activity systems, genres, and writing practices within these professions. This article showcases a unique writing research approach—blending a mix of interview with personal reflection—and how this strategy can be used to find insight into unfamiliar activity systems and writing genres. Instructors might also find the article helpful for the ways that it highlights how writers have to adapt their writing for audiences and purposes in different careers. *Learning Outcomes: #3, #4*

Write That Down: A Genre Analysis of Academic Note-Taking by Katy Lewis As Lewis analyzes the evolution of her own academic note-taking style, she observes how her antecedent knowledges and the activity systems she was in when taking these notes ultimately influenced her note-taking overall. In the article, Lewis examines several different note-taking methods and breaks down note-taking by using cultural-historical activity theory (CHAT). She pays specific attention to the role of socialization, production, ecology, and reception. This project offers an example of how students can blend personal experience and additional research methods to interrogate their own writing practices. *Learning Outcomes: #3, #6*

The March of the Llamas: Or, How to Be an Effective Note-Taker by Nathan Schmidt Schmidt tackles the "problem" of distraction when looking into doodling and its role in the overall writing process. In this article, Schmidt considers how notebook doodles can actually be an important part of a writing activity system, and how distraction can help a writer cultivate a confident writing research identity. This article provides an interesting examination of the complicated nature of the writing process generally as well as a good discussion of writing research identity, representation, socialization, and reception. *Learning Outcomes: #1, #5*

Powering Through the Pain: Producing a Podcast by Annie Hackett Hackett documents what she deems the "painful" process of learning how to compose in a new genre, a podcast. As she digs into the activity system involved in creating and producing the podcast, she uses CHAT to explain how every part of the writing process is important for producing a final text. Hackett's article provides insight into the process of learning a new genre as well as complicates what it means to be a "good" writer by showing us that even an English major can struggle when learning a new genre. *Learning Outcomes: #1, #3*

Inside the WTF Folder: Is That Really Research? by Danielle Sutton In this project, Sutton reexamines what it means to "research" as she shares her experience using Facebook and documenting the liking and sharing of memes as data for a paper in a PhD seminar. Instructors may find that this is a useful article for teaching students to expand their notions of what counts as "research" and what might be seen as an acceptable academic research method. *Learning Outcomes: #1, #4*

Investigations of a College Bookworm: How Young-Adult Novels Impact the Writing of their Authors and Those Who Read Them by Brianna Doyle In this article, Doyle attempts to prove her personal theory that reading young-adult (YA) literature affects the writing of readers as well as other writers of YA. She employs a range of research methods to investigate her theory including her own opinions of the YA genre, interviews with other YA readers, and scholarly articles on the topic. She ultimately concludes that theories about writing are hard to prove. This article can be used to demonstrate to students just how complicated it can be to prove our writing research theories. *Learning Outcomes: #1, #4*

Transfer in Action: Writing Research Moves Beyond the Classroom by Annie Hackett In part one of this two part interview, Hackett sits down with former writing instructor Angela Sheets for a discussion of how she employs writing research and cultural-historical activity theory (CHAT) in her current position at COUNTRY Financial. This conversation is followed up with a Q&A session with students from Irene Taylor's ENG 101 class who met with Angela and were eager to learn more about applying the concepts they have learned beyond the classroom. The article can be used to demonstrate how writing research strategies (and CHAT) can remain useful to students as they move beyond the ENG 101 classroom. *Learning Outcomes: #5, #6*

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