



Guide to Teaching with *Grassroots Writing Research Journal* Issue 8.1 (Fall 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.

Genre Subversion by Gummy Bears and Explosive Diarrhea by Gabrielle Litwiller Litwiller explores the evolution of reviews of sugar free Haribo gummy bears on Amazon.com and how these have come to subvert the typical Amazon product review. In the process, she provides insight into how this genre subversion succeeds (through the use of humor, literary elements, etc.). This article offers a look into the ways that genre subversion occurs as well as a good example of basic genre analysis (through her analysis of general Amazon food product reviews).
Learning Outcomes: #3, #4

I would not like writing here or there—I would not like writing just anywhere: Exploring the Materiality of Writing Research by Jenn Coletta In this project, Coletta shares her personal inquiry into the way that her own materiality and spatial positioning affect her writing as she explores her preference for writing on the floor. As the article follows Coletta's journey to understand her own writing research identity, readers may find it useful for its

introduction of both writing research identity and transfer as concepts.

Learning Outcomes: #1, #6

Solo Doesn't Mean Alone: Travels with Lonely Planet by Hannah Kroonblawd

Kroonblawd explores the intertextuality involved between her *Lonely Planet* travel guides and the notes/mementos that she has tucked away in them. Interestingly, she finds that the intertextuality is complicated by two factors: whether she is traveling alone or with others, and by her comfort with her surroundings and the language being spoken in the area. This article is useful for considering the ways that texts often interact with other texts and our individual experiences, as well as the ways that our personal comfort (with a language, with a text, etc.) may affect our composition activities overall. *Learning Outcomes: #1, #8*

Transmedia Storytelling: Social Media Keeping the Story Alive by Sydney Ybarra

Ybarra shares her research into the transmedia story of *The Lizzie Bennett Diaries*. She discovers the critical role that audience participation plays in perpetuating the success of these types of projects. This article provides interesting insights into the concepts of socialization, production and distribution. Additionally, instructors might find the article useful for opening discussions about multimodality and remediation. *Learning Outcomes: #5, #7*

Clichés and Other Stressful Components of Writing by Katherine Peterson In this article, Peterson shares her experience of how she failed at writing a *Grassroots Writing Research Journal* article. Instructors might find this article interesting for its differentiation between genre conventions and clichés and its discussion of the need for genre knowledge. Additionally, the fact that Peterson ultimately succeeded (her article was published) is useful for showcasing the ways that writing isn't always a straightforward process and that sometimes even when you "fail" at writing, you can still succeed. *Learning Outcomes: #2, #4*

Atychiphobia, Failure, Genre, and Vulnerability Inside and Outside the Writing Classroom by Shane A. Wood Wood relates his experience with failure in writing (both as a student and as an instructor in the writing classroom). Ultimately, he urges students and instructors to embrace failure as part of the writing process. This article challenges us to consider the productive nature of failure in the writing classroom while providing some insight into how the author uses this concept in his own classes. *Learning Outcomes: #2*

Spreading Roots Presents:

CHATting About Greatness: Applying CHAT to "the 46" Defense by Braeden Weiss Weiss examines "the 46" defense created by Buddy Ryan for the 1985 Chicago Bears. In this introductory CHAT analysis, Weiss explores the various factors that made the creation of this play so unique (and successful). Instructors might find this article useful both as an example of a basic CHAT analysis and for the unique genre studied (a football play).

Learning Outcomes: #3, #5

Beginning the Trip into Adulthood: Step One, Get Organized by Mackenzie Flowers

In her project, Flowers relates her personal experience utilizing a Bullet Journal to help herself become more organized before exploring this genre through CHAT. This article can be useful for providing students an example of the way that they can use CHAT to analyze composition practices that they already participate in to uncover more about those writing forms.

Learning Outcomes: #1, #5

Spreading Roots Presents:

To Judge a Book by Its Cover: A Genre Analysis About the Cover of a Book by Sarah Lyons Lyons considers how the cover of a book contributes to its overall appeal to consumers. While this article starts off like a traditional genre analysis, it takes an interesting twist when the author discovers that her peers often rely on recommendations from friends, rather than book covers, when considering the purchase of a book. Instructors might find this article useful for the way it complicates how assumptions can affect perceptions in research and for the variety of research methods undertaken (internet and book research, interviews, and surveys).

Learning Outcomes: #3, #4

Let's Sit Down for a Talk by Becky Holdsworth Holdsworth investigates the "Toilet Talks" genre (the fliers posted in bathroom stalls around ISU's campus) as she considers how to implement a similar program at the high school she teaches at. She discovers that these fliers are much more intentionally planned and distributed than she anticipated. Instructors might find this article particularly useful for the various research methods undertaken as well as the author's discussions of representation and ecology.

Learning Outcomes: #4, #5

Faceless Ecologies: Determining Author Control in the Distribution of Facebook Posts by Andrew Del Mastro Del Mastro offers an examination of author control in Facebook posts, employing CHAT to consider the role Facebook's ecology plays in this. Along the way he learns that determining ownership and control gets murky within the realm of social media. Instructors (and readers) should find this article interesting for its discussion of ecology in relation to social media platforms and how it may affect author control in those spaces.
Learning Outcomes: #3, #5

Literate Practices in a Juvenile Detention Home by Mackenzie Flowers and Maddi Kartcheske Flowers and Kartcheske provide a two-part interview with Patrick Sweeney, director of the La Salle County Detention Home. In the first part of the interview, Kartcheske demonstrates the types of questions students might ask about writing practices when conducting their own interviews. The overall article also emphasizes the ways that writing is an everyday part of conducting work in the detention home, which could be used to spark students' interest in investigating the ways writing happens in the specific field(s) they are interested in studying.
Learning Outcomes: #4, #7

CHAT, Would You Accept This Rose? by Addie McMullen In this article, McMullen analyzes the reality show *The Bachelor* as she attempts to understand the wider genre category of reality TV shows. She conducts an introductory CHAT analysis and surveys to better understand this genre. Instructors might find this article useful for the author's layered approach to research (combining her personal experience with surveys and internet research) and her approachable introductory explanations of CHAT terms.
Learning Outcomes: #4, #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>.

