

In this writing lab activity sheet, you can find tools to help support your prewriting and the beginning stages of developing a genre analysis. **Activity 1** guides you through analyzing your primary source and identifying its genre. **Activity 2** asks you to think deeply about genre conventions and their meanings. **Activity 3** helps you weave together the previous activities and begin writing a draft.

# Activity 1 - Genre Identification

Many primary sources sit at the intersection of multiple genres. For example, a political protest flyer is not only oriented towards political audiences and rhetoric but also towards inspiring and gathering a general populace. This activity asks you to pull up your primary source and identify its genre.

1. Do you find this artifact interesting? What parts do you like and dislike?
2. What is the persuasive goal of this artifact? Is it meant to present an argument or opinion?
3. Who was likely to see this artifact? Is this different from its intended audience?
4. What style does this artifact use? Is its tone formal, informal? What colors (if any) are used? How can you interact with this artifact? Can you touch it, see it, hear it, smell it?
5. What might this artifact look like in a different genre? For example, if a book was turned into a poem, what would need to change?

# 

# Activity 2 - Genre Conventions

Now that you’ve identified the genre of your primary source, look into common genre conventions. This could be as simple as a Google search or asking your instructor. For example, horror movies all share these common conventions: dark lighting, suspenseful music (high pitch, staccato, or other strategies), emphasis on certain sounds (doors, footsteps, rustling), typical settings (cabin in the woods, haunted house, vacation spot, etc.), and more.

**Genre Convention 1:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

| **Example from your artifact** | **How does this example relate to a genre convention?** | **How effective is this example at persuading its audience?** |
| --- | --- | --- |
|  |  |  |
|  |  |  |

**Genre Convention 2:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

| **Example from your artifact** | **How does this example relate to a genre convention?** | **How effective is this example at persuading its audience?** |
| --- | --- | --- |
|  |  |  |
|  |  |  |

**Genre Convention 3:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

| **Example from your artifact** | **How does this example relate to a genre convention?** | **How effective is this example at persuading its audience?** |
| --- | --- | --- |
|  |  |  |
|  |  |  |

# 

# Activity 3 - Speed Writing

Before starting this activity, select three conventions you brainstormed in the previous activity. The following steps pose a series of questions and then ask you to set a 5 minute timer and free write until the time is up. What you write is a good “shitty first draft” that you can use in your paper.

1. What do you need to establish before someone else can understand the genre of your source? What conventions or examples do you need to provide? Set a 5 minute timer. Go!
2. Why might the creator have chosen this genre in particular? Choose one other genre they could have used–why would this genre have been better or worse? Set a 5 minute timer. Go!
3. Where do you see the 1st genre convention influencing the primary source? Set a 5 minute timer. Go!
4. Where do you see the 2nd genre convention influencing the primary source? Set a 5 minute timer. Go!
5. Where do you see the 3rd genre convention influencing the primary source? Set a 5 minute timer. Go!
6. Why does this primary source matter? How effective was the source in using its genre to be persuasive? Who cares about this artifact? Set a 5 minute timer. Go!