Mastering Genres with *Inside Writing*

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Agenda

- Understanding Genre
- The Teaching/Learning Cycle in *Inside Writing*
  - Deconstruction (Analyze models)
  - Joint Construction (Collaborative writing)
  - Independent Writing
- *Inside Writing* Resources
Understanding Genre

What do you write?
Understanding Genre

Writing is transitive

We don’t just write

We write *something to someone for some purpose*

We write in *genres*
Understanding Genre

So, what is a genre?

- easily recognized by members of a community
Understanding Genre

So, what is a genre?

- easily recognized by members of a community
- a social purpose
Understanding Genre
So, what is a genre?

- easily recognized by members of a community
- a social purpose
- recurring way of using language

(Hyland, 2007)
Understanding Genre
Teaching genres

Teachers need to create opportunities for students to write different types of texts and help them focus on how those texts are most effectively constructed so that students can extend their repertoires and make register choices that realize new and more challenging genres.

(Schleppegrell, 2004)
# Understanding Genre

Not all essays have five paragraphs

<table>
<thead>
<tr>
<th>Rhetorical Mode</th>
<th>Genres in <em>Inside Writing</em></th>
</tr>
</thead>
<tbody>
<tr>
<td>Description</td>
<td>Company profile</td>
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<tr>
<td></td>
<td>Observation report</td>
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<tr>
<td></td>
<td>Information pamphlet</td>
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<td></td>
<td>Architecture review</td>
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<td>Personal narrative</td>
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<td></td>
<td>Research paper (methods section)</td>
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<td>Movie synopsis</td>
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<tr>
<td>Argument</td>
<td>Fundraising letter</td>
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<td>Business proposal</td>
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<td></td>
<td>Argument essay (thesis-driven)</td>
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<tr>
<td></td>
<td>Discussion</td>
</tr>
<tr>
<td></td>
<td>Challenge</td>
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</tbody>
</table>
Understanding Genre
But you do teach the 5-paragraph essay, right?
Understanding Genre
But you do teach the 5-paragraph essay, right?

Yes, we teach lots of essays!
Understanding Genre
But you do teach the 5-paragraph essay, right?

Yes, we teach lots of essays!
But they don’t all have five paragraphs!
Understanding Genre

But you do teach the 5-paragraph essay, right?

- Argument essay
- Persuasive essay
- Challenge essay
- Discussion essay
Understanding Genre
But you do teach the 5-paragraph essay, right?

And the elements of essays:
Understanding Genre
But you do teach the 5-paragraph essay, right?

And the elements of essays:
• Thesis statements
• Introductions, conclusions
• Paragraph development, cohesion, and unity

WRITING SKILL Writing a Thesis

LEARN
Discussion board posts and other types of opinion writing need a clear focus, or thesis. That is, they need a strong, clear opinion which writers support in
The Teaching-Learning Cycle

(Martin, 2009; Rothery, 1996)
The Teaching-Learning Cycle

Inside Writing

- Deconstruction (Analyze Writing)
- Joint Construction (Collaborative Writing)
- Independent Writing
The Teaching-Learning Cycle

Inside Writing

- Deconstruction (Analyze Writing)
- Joint Construction (Collaborative Writing)
- Independent Writing
  - Writing Skills
  - Grammar
  - Target Vocabulary (AWL)
The Teaching-Learning Cycle

(Martin, 2009; Rothery, 1996)
Deconstruction
Analyzing Models: Genre

• What type of text is it?
• Who writes it? When? For whom? Why? Where is it used?
• What are the typical stages of the genre?
• Do writers always follow all the stages?
Deconstruction
Analyzing Models: Organization

• How are paragraphs structured?
• How are ideas logically connected?
• How are conjunctions and other cohesive devices used?
Deconstruction
Analyzing Models: Language

• How are clauses combined?
• What types of nouns are used?
• What types of verbs are used?
• How much hedging is used?

(da Silva Joyce & Feez, 2012)
Great little radio!

ATMOS-FEAR 3000 Weather Radio

Finally, a small emergency \(^{1}\) weather radio that really works! I’ve owned many radios in this category, but they are all terrible compared to the ATMOS-FEAR 3000. A good emergency radio needs to work even if you don’t use it for a long time. It also needs to receive radio signals\(^ {2}\) from a wide area. The Atmos-Fear gets it right. It has a solar panel\(^ {3}\) on the top and a flashlight on one end.

It has a hand crank\(^ {4}\) for manual power, or it can run on batteries\(^ {5}\) or an external power source. The radio starts easily and charges fast. Its reception\(^ {5}\) is excellent; I can hear the weather report from anywhere in my house. The display is easy to read, too. The Atmos-Fear 3000 comes with a power output for a cell phone, so you can charge your phone if you lose power. The only feature I didn’t like was the charging indicator light. It’s too bright, so I don’t want it near me at night. Apart from that one small problem, I highly recommend this great little radio.
Deconstruction: Product Review

<table>
<thead>
<tr>
<th>Stage</th>
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<tbody>
<tr>
<td>Title</td>
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<tr>
<td>Context</td>
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<tr>
<td>Description</td>
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<tr>
<td>Evaluations</td>
</tr>
<tr>
<td>Supporting Reasons</td>
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<tr>
<td>Recommendation and stars</td>
</tr>
</tbody>
</table>

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# Deconstruction: Product Review

<table>
<thead>
<tr>
<th>Stage</th>
<th>Purpose</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title</td>
<td>Attract attention</td>
</tr>
<tr>
<td>Context</td>
<td>Establish <em>ethos</em></td>
</tr>
<tr>
<td>Description</td>
<td>Inform readers</td>
</tr>
<tr>
<td>Evaluations</td>
<td>Express opinions</td>
</tr>
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<td>Supporting Reasons</td>
<td>Persuade readers</td>
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<td>Recommendation and stars</td>
<td>Call to action</td>
</tr>
</tbody>
</table>
## Deconstruction: Product Review

<table>
<thead>
<tr>
<th>Stage</th>
<th>Purpose</th>
<th>Language</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title</td>
<td>Attract attention</td>
<td>Not a sentence</td>
</tr>
<tr>
<td>Context</td>
<td>Establish <em>ethos</em></td>
<td>Present perfect verbs</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Use of &quot;I&quot;</td>
</tr>
<tr>
<td>Description</td>
<td>Inform readers</td>
<td>Adjectives</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Present tense verbs</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Coordinating conjunctions</td>
</tr>
<tr>
<td>Evaluations</td>
<td>Express opinions</td>
<td>Evaluative language</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Relative (adjective) clauses</td>
</tr>
<tr>
<td>Supporting Reasons</td>
<td>Persuade readers</td>
<td>Subordinating conjunctions</td>
</tr>
<tr>
<td>Recommendation and stars</td>
<td>Call to action</td>
<td>Adverbs</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Modal verbs</td>
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</table>
Deconstruction: Vocabulary Focus

*Overall* can be an adverb or an adjective. As an adverb, *overall* can mean “generally” or “when you consider everything.”

*Overall, the radio is very useful.*

When used as an adverb, *overall* can also mean “in total.”

*We spent three weeks overall trying to find the right computer.*

As an adjective, *overall* means, “including everything.”

*The price of the package is part of the overall price of the product. High-resolution photos can be printed at almost any size without a real difference in their overall quality.*

E. Put the parts of the sentences in order and rewrite the complete sentence.

1. many different watches / but overall / I tried on, / I preferred / the blue one

*I tried on many different watches, but overall I preferred the blue one.*
**Deconstruction: Vocabulary Focus**

*Overall* can be an adverb or an adjective. As an adverb, *overall* can mean “generally” or “when you consider everything.”

**Overall, the radio is very useful.**

When used as an adjective, *overall* can mean “in general.”

**We spent three years working on the computer.**

As an adjective, *overall* can also mean “comprising the whole.”

**The price of the product is overall very high.**

**High-resolution computers are overall not very different in use from regular computers.**

**E.** Put the parts of the sentences in order and rewrite the complete sentence.

1. many different watches / but overall / I tried on, / I preferred / the blue one

   *I tried on many different watches, but overall I preferred the blue one.*
Deconstruction: Grammar

**Adjectives and Adverbs**

An adjective is a word that describes a noun. An adjective can appear before a noun or after a linking verb such as *be*.

The Red Alert is a *useful* radio. A weather radio is *useful*.

You can write more than one adjective for one noun, but it is unusual to write more than two or three adjectives together. Adjectives usually follow this order:

opinion size age shape color origin material category

a *useful* red weather radio
a small *plastic* flashlight

Adverbs describe verbs, adjectives, or whole sentences, but not nouns.

The radio turns on *easily*.

The Red Alert is a *very* useful radio.

*Fortunately*, I own a weather radio.

When you write more than one adjective of the same type (e.g., two opinion adjectives), separate them with commas.

I wanted a *cheap, reliable* radio.
Deconstruction: Grammar

An adjective is a word that describes a noun. An adjective can appear before a noun or after a linking verb such as *be*.

The Red Alert is a **useful** radio. A weather radio is **useful**.

A. Circle the correct word to complete the sentences in this camera review.

The DX7 is an 1. **attractive** / **attractively**) digital camera with a black

2. **(square / squarely)** body and an 3. **(unusual / unusually)** comfortable

grip. When you press the power button, it opens 4. **(quick / quickly)**. The

*Fortunately, I own a weather radio.*

When you write more than one adjective of the same type (e.g., two opinion adjectives), separate them with commas.

I wanted a cheap, **reliable** radio.
The Teaching-Learning Cycle

(Martin, 2009; Rothery, 1996)
Joint Construction (Collaborative Writing)

- Opportunities for scaffolding
- Talk about the L2 in the L2 promotes acquisition of the L2
- Talk about the genre can lead to mastery
- Texts written collaboratively are better
- It’s fun

(Donato, 2004; Dreyfus, Macnaught, & Humphrey, 2011; Rose & Martin, 2012; Storch, 2013)
Collaborative Writing Tasks

1. Write a short text in pairs/groups
2. Rewrite a bad paragraph
3. Put jumbled sentences in order
4. Write a text from notes
5. Information gap
6. Whole-class Joint Construction

(Feez, 1988)
Let’s Write … Together!
What happens during Joint Construction?

- Reviewing the genre stages
- Eliciting words, phrases, and sentences
- Recasting sentences
- Expanding on sentences
- Explaining language choices
- Developing strategies

(Caplan, MacArthur, & Phillippakos, 2014; Dreyfus et al., 2011)
The Teaching-Learning Cycle

(Martin, 2009; Rothery, 1996)
Independent Writing
Writing Processes

- Brainstorm ideas
- Plan using the genre stages
- Integrate grammar and vocabulary
- Draft
- Peer review
- Revise
- Self-edit
- Review
Independent Writing
Academic writing can be creative, too!

• Company profile
• Fundraising letter
• Blogs and discussion boards
• Short-answer test questions (OK, less fun)
• Movie treatment
• Business proposal
• Editorial
• Public service announcement
• Case analysis
• News stories
Welcome to the *Inside Writing* Teacher’s Site. On this teacher’s website, you’ll find sample materials, worksheets with extra practice for your students, and strategic support that will help you and your students take full advantage of *Inside Writing*.

**Table of Contents**
The table of contents for each Student Book for your reference.

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“About the Genre” Descriptions and Worksheet

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My essay about genre-based pedagogy
Inside Writing Competition

... and the winner is ...

Thao Tran
Bac Lieu University, Vietnam
Cupcake House
Small Cake – Big Joy

Cupcake House is an energetic and dynamic company which specializes in foodservice retailer serving approximately 7 million customers. Founded in 2010 it has gone from strength to strength with an increase in bottom line profits of $1.2 m over the past 12 months and a growth of 32% within the past 4 years. Our long-term vision is to bring delicious, healthy, and fast foreign cuisine to Vietnamese people.

Cupcake House is a foodservice retailer with over 3 locations serving approximately 7 million customers each day. More than 80% of Cupcake House’s bakeries in Ho Chi Minh City are owned and operated by independent local business men and women. Our goal is to become customers' favorite place and offer the best quality products and services to convey the message that cupcakes are not only best-served for dessert, but also the way for people to express their feelings to the ones they love. Due to the demands of enjoying variety of food along with the excitement of experiencing new things in Ho Chi Minh City, Cupcake House was born to fully satisfy customers’ needs.
Any questions?

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