

# Multi-Genre Project

English 122  
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(credit to V. Marshall)

A multi-genre project arises from the ambition to learn, explore, and communicate your understanding of a topic in a variety of ways. It is composed of at least five genres, each piece self-contained, making a point of its own, yet connected by topic and purpose. The advantage of the multi-genre project is that it allows you to explore a topic through a variety of lenses, thus extending your understanding of content and your control of format. It is personal, creative, and can't be copied from some other source. It involves you, as a writer, making conscious decisions about what information is important and how it should be presented to the audience.

*"Multi-genre [projects] recognize that there are many ways to see the world;  
many ways to show others what we see."*

*~Tom Romano, teacher, author, and "founder" of the multi-genre paper*

## Choosing a topic

The most rewarding topics allow you to explore an element/aspect of humanity. Your topic should be something that you think about, something that you want to know more about, something that you want answered.

Questions to consider when choosing a topic:

1. Am I willing to invest time and energy in this topic? It needs to be something you care about. If you care about it, your audience will also care about it.
2. Can I find enough information about this topic?
3. How can I narrow the focus of the topic so that I explore deeply?
4. What point do I want to prove? What question do I want to answer?

Topic Example:

Topic of Interest  
Holocaust

Focused Topic  
concentration camps

Focus Question  
How did life in a concentration camp affect those held captive?

## Genre Ideas

The possibilities for genres are almost limitless. You can communicate in many ways. This should not be a haphazard collage of disjointed elements; you must connect the genres and what they represent through a central, significant question that you are exploring. Your creative efforts **MUST** be informed by solid research, including research about the genres themselves. When you choose a genre ask yourself, "Why am I choosing it? What do I want to show through this genre?" Your purpose must be clear and each genre should express a different piece of the whole puzzle, not repeat the same thing in a variety of ways.

You must complete a Genre Descriptor Card for each piece of your project. This will provide evidence that you understand the genre in its format and purpose (see attachment).

Choose FIVE different genres for this project, representing one genre from at least five of the categories below. If you don't see the genre you want to use, discuss your idea with the teacher before proceeding. Make a sound case for your choice, and it likely will be approved.

CATEGORIES	GENRES		REQUIREMENTS
<b>personal</b> - reflective - persuasive	journal entries business letter greeting cards advice column	personal letters letter to editor social media posts	<b>5 – 10 paragraphs</b>
<b>dramatic/            interactive</b>	monologue speech script text message conversation	dialogue debate interview	<b>3 – 6 minutes</b> (actual audio presentation or equivalent text)
<b>creative/            narrative</b>	short story picture book obituary/eulogy	myth, tall tale, allegory tribute prayer	<b>2 – 3 pages</b>
<b>expository/            informative</b>	biographical essay research essay case study historical snapshot	critique essay/review magazine/journal article	<b>2 – 3 pages</b>
<b>poetic/            creative</b>	poetry advertisement comic strip/graphic novel excerpt	song lyrics	<b>minimum 14 lines</b> or <b>8 – 14 panels</b>
<b>visual</b>	video power point/google slides prezi	photo essay	<b>min. 8 slides/photos</b> <b>min. 3 minute video</b>
<b>transactional /            interactive</b>	dictionary entries restaurant menu travel brochure information brochure / newsletter directions / how-to instructions game with instructions	chart / diagram with notes lesson plan	<b>sufficient textual and graphic detail to answer the 5 W's</b>

Your multi-genre project should be assembled in a folder or binder and will include the following elements:

<b>Title Page</b>	<ul style="list-style-type: none"> <li>• name, date, course, teacher, question to be answered</li> <li>• be creative – let your title page reflect you and your topic</li> </ul>
<b>Table of Contents</b>	<ul style="list-style-type: none"> <li>• identify the five genre pieces by the title you have assigned to each and the genres they represent</li> </ul>
<b>Preface</b>	<ul style="list-style-type: none"> <li>• greet your audience with background and informational material that will guide them through your project</li> <li>• you can explain why you chose the topic</li> <li>• indicate the unifying device* that links all of the pieces</li> <li>• you can comment in general terms about what you have learned</li> </ul>
<b>Five Genre Pieces</b>	<ul style="list-style-type: none"> <li>• provide a title for each piece and identify the genre</li> <li>• each piece should inherently communicate its purpose and style</li> <li>• use a unifying device to provide cohesion</li> </ul>
<b>Genre Descriptors</b>	<ul style="list-style-type: none"> <li>• each of the five genres needs a descriptor card that addresses topics such as purpose and text features of the genre</li> <li>• include a published sample of the genre <b><u>with notes indicating the text features</u></b></li> </ul>
<b>Works Cited</b>	<ul style="list-style-type: none"> <li>• use <u>at least</u> 3 academic sources</li> <li>• MLA format</li> </ul>

\* A unifying device is a purposeful stylistic inclusion that provides cohesion for your project. It may be a repeated image, colour, template, phrase/language, etc.

## Genre Description Card

Title: \_\_\_\_\_

Genre: \_\_\_\_\_

Purpose of Genre: \_\_\_\_\_

Text Features: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Genre Description Card

Title: \_\_\_\_\_

Genre: \_\_\_\_\_

Purpose of Genre: \_\_\_\_\_

Text Features: \_\_\_\_\_

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