**Critical Literacy Assessment**

A Multi-Genre Exploration Through Critical Perspectives

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 three 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*

**For this project you will create 3 pieces of writing/representing that explore a topic through a critical lens.**

**Your goal is to demonstrate your critical understanding of the topic through the texts you create.**

**Choosing a Topic:**

The most rewarding topics allow you to explore an element/aspect of humanity and the world around you. Your topic should be something that you think about, something that you want to know more about, something that you want answered. You must consider how you will explore your topic from a critical perspective.

Questions to consider when choosing a topic:

1. Do I care about my topic?
2. Am I willing to invest time and energy in this topic?
3. Can I find enough information about this topic?
4. How can I narrow the focus of the topic so that I explore deeply?
5. What point do I want to prove? What question do I want to answer?

Example:

|  |  |  |  |
| --- | --- | --- | --- |
| **Topic of Interest** | **Focused Topic** | **Focus Question** | **Critical Lens** |
| LGBTQIA++ portrayal in the media | trans characters on TV | How does the lack of trans representation on television reproduce transphobia and cisnormativity in our world? | Lesbian, Gay, Queer Criticism |
| Basic Universal Income | Basic Universal Income in New Brunswick | In what way would a Basic Universal Income benefit New Brunswick families?  | Marxist |

**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 THREE different genres for this project, representing one genre from at least three 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** |
| **personal**- reflective- persuasive | journal entries personal lettersbusiness letter letter to editorgreeting cards social media postsadvice column podcast | **5 – 10 paragraphs** |
| **dramatic/****interactive** | monologue dialoguespeech debatescript interviewclass discussion podcasttext message conversation | **3 – 6 minutes**(actual audio presentation or equivalent text) |
| **creative/****narrative** | short story myth, tall tale, allegorypicture book tributeobituary/eulogy prayer | **2 – 3 pages** |
| **expository/****informative** | biographical essay critique essay/reviewresearch essay magazine/journal articlecase studyhistorical snapshot | **2 – 3 pages** |
| **poetic/****creative** | poetry advertisementcomic strip/graphic novel excerptsong lyrics | **minimum 14 lines****or****8 – 14 panels** |
| **visual** | video powerpoint/google slides preziphoto essay | **min. 8 slides/photos****min. 3 minute video** |
| **transactional / interactive** | dictionary entries chart / diagram with notesmap with notes restaurant menutravel brochure lesson planinformation brochure / newsletterdirections / how-to instructionsgame with instructions | **sufficient textual and graphic detail to answer the 5 Ws** |

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

|  |  |
| --- | --- |
| **Title Page** | * name, date, course, teacher, question to be answered
* be creative – let your title page reflect you and your topic
 |
| **Table of Contents** | * identify the THREE genre pieces by the title you have assigned to each and the genres they represent
 |
| **Preface** | * greet your audience with background and informational material that will guide them through your project
* you can explain why you chose the topic
* you can indicate the unifying device that links all of the pieces
* include a brief discussion of your critical approach
* you can comment in general terms about what you have learned
 |
| **Five Genre Pieces** | * provide a title for each piece and identify the genre
* each piece should inherently communicate its purpose and style
* use a unifying device\* to provide cohesion
 |
| **Genre Descriptors** | * each of the genres need a descriptor card that addresses topics such as purpose and text features
* include a published sample of the genre with notes indicating the text features
 |
| **Works Cited**  | * use at least 3 sources
* MLA format
 |

*\* 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.*