

Module 3 Reflective Analysis

Module 3 granted me the opportunity to share a story about myself. This was a lot easier to do than some of the other modules, as I was able to draw from my personal experiences and use that to build on the requirements of the “This I Believe” and “Radical Genre Transformation” writing prompts. I was apprehensive at first to openly share some of the things I talked about in my submissions, but I’m glad I decided to. Mental health is not necessarily a fun topic to discuss, but it’s important to spread awareness to the subject.

Module 3 also had the goal of selecting the genres that would be most applicable to our degree. As an Information Technology major/employee, I have concluded that our genre most reflects communication skills. In a professional setting, our biggest responsibility is communicating technical issues with people who aren’t familiar with technology. Learning how to communicate allows problems to get resolved quickly.

I used the “M3 Substantial Explanation Draft” to help guide my thinking in the right direction. The text gave me a good baseline to go off for what our goal for module 3 was. By using a musical to communicate the genre opened my eyes to how we can apply this information to more than just writing. Genre can be thought of as tone or context of the situation. I also used [Personal Development Genre by Mark Malatesta](#) as a guide to working on my module 3 assignments. Mark describes how the “personal development” genre helps with lifelong processes. By using this piece, I was able to tailor my genre selection to “communication skills”.

In addition, I used “How to Pursue Publication Readiness” to help whittle my “This I Believe” from the non-essential talking points. I wrote my TIB multiple times until I was satisfied with the product. It’s difficult for me to convey emotion spoken or written, but I felt like I did the best I could. Using these guidelines was crucial to show me how I could use my TIB to target those who are struggling with similar issues to me. This piece also gave me tools I can use to write work related messages/emails by being straightforward with my words. I really valued the portion about keywords, as that is what attracts the most attention when someone is reading your writing. These “buzzwords” can stick out and give key reminders of certain instances in the text. Advertisements use buzzwords and phrases so that potential consumers remember them.

Finally, I used John Swales texts outlining the meaning and importance of discourse community. Discourse community greatly describes my work environment, as we are a tight knit group who rely on each other for the success of our hospital (Cincinnati Children's Hospital). Discourse community allows us to effectively relate to one another. Discourse community also works like a Russian nesting doll. There can be a smaller discourse community inside of another one. For example, you have all the hospital employees, then you have the hospitals IT team. Below, I respond to Ann Johns Genre Awareness prompt.

Module 3 Prompt Analysis

1. GENRE NAME: What is this text called (its genre name)? What do you already think you know about what a text from this genre looks and ‘sounds’ like? For example, how should the text be organized? What kind of language do you need to use?

This text’s genre is a self-reflection by sharing a story. It sounds like one of the “soup for the soul” books. It should be organized to

2. PURPOSE: What are you supposed to DO as a writer when completing this task? Are you asked to make an argument? To inform? To describe or list?

The goal is to inform the reader of an issue they may face or have faced and how you dealt with it.

3. CONTEXT: If you are writing this task in, or for, a classroom, what do you know about the context? What does the discipline require for a text? Under what conditions will you be writing? For example, are you writing a timed, in-class response?

I think the story should take about 3-5 minutes if you were to speak it. To put it to words, maybe 1-2 pages. Its required to keep the readers attention.

4. WRITER’S ROLE: Who are you supposed to BE in this prompt? A knowledgeable student? Someone else?

We are the narrator. Someone of experience

5. AUDIENCE: Is your audience specified? If it is your instructor, what are his or her expectations and interests? What goals for students does the instructor have?

No the audience is broad. The expectation is to learn something they didn't know before about the writer.

6. CONTENT: What are you supposed to write about? Where do you find this content? In your textbook? In lectures? Are you supposed to relate what you have heard or read in some way?

We are supposed to write about our experiences. We find context wherever we can find inspiration

7. SOURCES: What, and how many, sources are you supposed to draw from to write your text? Have the sources been provided in the class? Are you supposed to look elsewhere? Are the sources primary or secondary?

We are supposed to look everywhere. Sources are supposed to be both

7. OTHER SPECIFICATIONS: What else do you know about the requirements for this text?
How long should it be? What referencing style (MLA, APA) should you use? What font type?

MLA. Times new roman. 800-1200 words

8. ASSESSMENT: How will your paper be graded? What does the instructor believe is
central to a good response? How do you know? If you don't know, how can you find out?

Our paper will be graded like it was published on a website. That's what I Recall

9. MAKING THE TEXT YOUR OWN: What about the paper you write can be negotiated with
the instructor? Can you negotiate the topic? The types of sources used? The text structure? If
you can negotiate your assignment, it might be much more interesting to you.

Within reason you can negotiate. Sources yes

This prompt is from "Genre awareness for the novice student: An ongoing quest" by Ann M.
Johns. It was published in Lang. Teach (2008) volume 41 issue 2, on pages 237-252. This prompt
is from page 244.