

Evan Kusko

Dr. Kristien Zenkov

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Multi-Genre Project

Introductory Letter

This project has obviously taken more time and more resources than initially anticipated, and despite all the additional effort and my own insistence upon doing it with a unique format and my adherence to a number of nontraditional genres, I can't help but feel as though all the work has been largely worthwhile. My hope for this project is that it can serve as an example to students and educators that whatever means they feel confident using to represent themselves is not only worth their time, but a meaningful literary example of how one advocates for themselves or others.

Letters of Intent

Story of Injustice

This was a short story dealing with the subject of advocacy as well as ideas surrounding "standard experiences". Certainly not perfect literature, but it's intended to have some interesting internal dialogue and to shed light on how people tend to take certain experiences as the norm. It's based on experiences that I personally have had working with students and their families, as well as feelings expressed by other students and educators. I'm happy to have this as an example for what someone's Story of Injustice might look like, especially considering it's not an easy genre for students who aren't used to working with creative nonfiction in the way that we did during class. I expect that students who are excited to put forward their personal narratives and

stories but might not necessarily be comfortable talking about it in front of a class to enjoy this genre.

Advocacy Poem

This is another genre that I am both happy with, but also deeply consider coming back to rather often. While it does not take the form of the traditional forgiveness poem, I found that I felt significantly more happy with the way that this poem approaches forgiveness from important figures in one's life than the existing standard formatting. While I would still give students other examples of what this type of genre would look like, I'm especially happy that I can relate personally to parts of this one, and even be prepared to critique and point out issues in what I've created personally. In particular, I imagine that students who are excited to work on this genre are likely appreciative of the opportunity to express themselves through symbolism, prose, or lyricism in a way that might not be captured through creative nonfiction.

Research Paper

The primary goal of the research paper is to provide an example for students of how to do research, cite sources, and build an argument that's backed by evidence. While my focus as an English undergraduate student was in fiction, this had more to do with my interest in going into video game writing and screen culture as well as my already having a minor in technical writing. In particular, nonfiction writing, particularly qualitative technical documentation, is one of my more favorite elements of the writing process both to work with and to participate in. I imagine that many students on the surface won't exactly feel the same way that I do in enjoying this type of documentation, but my goal in including it from the perspective of an educator involves not only de-mystifying the technical essay-writing process, but also to provide a relatively standard genre for students to feel familiar interacting and working with.

GatesNotes Journal

My primary interaction with GatesNotes was actually from other educators, both teachers and administrators who use the articles present to work with high-school students. They usually have to do with new technology, and they especially are useful for the topic of advocacy, as they often have to do with how people use visionary ideals and combine it with the wherewithal and experience to help people who directly need it. As a genre, I find that journals like these are often especially appreciated by students looking to work or study news media or similar nonfiction genres. Furthermore, giving students more encounters with journalism ties into media literacy and critical thinking skills that will be reinforced in further grade levels. Ultimately, I feel confident that the unique content and actionable structure will make students happy to read through this article.

Perfect Practice Workbook

This genre in particular might involve my own amount of advocating for it being a genre, but I feel especially confident after being recommended to use it by other educators and especially from counselors and other staff. CharacterLab is a site that hosts sets of media that are designed for students and teachers to help broaden their abilities in ways that help a variety of learners. It's often difficult for media like the ones normally present in this style of multi-genre project to be especially appreciable for students who are more kinesthetic learners. While students can use visuals and read through at their own pace or even listen with a listening program if they better absorb information through audio, students who wish to learn-by-doing are often left behind when it comes to English work in this regard. Ultimately, I'm confident that this genre will not only appeal to students, but to other educators looking for inspiration.

School Me Podcast

As often derided as podcasts are in the present day, podcasts have pretty evidently become one of the primary ways that people receive information. In any case, the School Me podcast is meant for educators, but I feel that students would be interested in hearing what type of information and strategies are given to educators. Not only is this a worthwhile tool for getting a better understanding of what the profession of education is like, but it also as a way to break down barriers and help to illustrate that the learning experience is a collaborative process. This episode not only explains what advocacy is, but gives examples of how education relates to it, and helps students learn that they're able to access resources on their campus in order to advocate for themselves.

Ekphrastic Poetry

Had I not gotten the opportunity to speak with Brian Teare, the author behind this piece, personally, I may not have been inclined to include it as one of the genres. That being said, once I learned more about poetry and the genre of ekphrastic poetry, I felt that it was an incredibly artful way to illustrate how one can advocate for a piece of art, an image, or an experience that they feel encapsulates a feeling or sentiment that they want to speak to. Especially considering that much of the lesson planning involves helping students write their own story of injustice, incorporating ways for students to build their confidence in their nonfiction work is an important stepping stone. Not only do I think that students will be eased into poetry through this genre, but I also expect that students interested in poetry will be especially responsive.

Comic Collection

The final genre is a comic collection created by a teacher, and what I like most about it is how genuine it is. What I mean by that is that the art isn't overly professional, the situations are largely based on real experiences, and they incorporate humor in a way that pokes fun at experiences over people. This is the one genre that's mainly there for other people who are in the SEED program, perhaps even more so than students. That being said, this is here to encourage students to feel confident in their creative endeavors and to not be afraid to use humor to discuss parts of their life or experiences that might otherwise be challenging.

NCTE Standards

The genres included in this project are largely informed by standards for ninth grade curriculum framework standards listed below:

- 9.4) The student will read, comprehend, and analyze a variety of literary texts including narratives, narrative nonfiction, poetry, and drama
- c) Identify the characteristics that distinguish literary forms.
 - d) Use literary terms in describing and analyzing selections
 - f) Compare and contrast the use of rhyme, rhythm, sound, imagery, and other literary devices to convey a message and elicit the reader's emotion.
 - g) Analyze the cultural or social function of a literary text.
 - h) Explain the relationship between the author's style and literary effect.
 - i) Explain the influence of historical context on the form, style, and point of view of a written work.
 - j) Compare and contrast author's use of literary elements within a variety of genres.

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