

# Ideas for class questions, lessons, and activities

Genre Pedagogies for Library Instruction, LOEX 2021

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## Teaching Particular Genres

what is the social function of a news article?

**what do most audiences expect to get from a news article?**

**Find an author who has written about their ideas in several different genres and compare how the same ideas are expressed in different genres (e.g., social psychologist Jonathan Haidt has written books for the general public as well as articles in trade magazines and academic journals)**

When teaching one database, take note that crossover between databases will exist. Even when Ebsco and ProQuest look different, they have similar bones.

## Teaching Genre Awareness

write a mini manual describing the author, purpose, audience, context, and text of a scholarly journal article

analyze and compare the advanced search features of google scholar vs. academic search premier

when working with business resources in particular (though this can apply to any subject area), I often ask "Do you think the information you're looking for exists? If so, where might it be?" This has helped me explain what might be in a company or industry report, for example.

**I've always done this by teaching the info cycle...but the information landscape has become too complex for this to work any longer...I very much appreciate this different approach.**

Help students to become aware of the genres housed in a database. Bring awareness to what these different genres might be useful for.

## Teaching Genre Critique

"reinvent" the scholarly journal article by imagining how the genre can be different if the audience or the purpose change

*This reminds me of teaching students about how to write for a specific journal, which was for educational case studies. The format was very different than other journals and it was useful to illuminate the differences. – ANONYMOUS*

Students reflect on why their use of a database was or wasn't successful- what aspect of the genre failed them?

**instead of teaching primary and secondary, discuss how "evidence" and "argument" might be better terms -- and how they change in context of time, audience, etc**

*Framing a session using the BEAM method is helpful to introduce these terms. The downside is that the class instructor has to buy in to this framework – LINDSAY BUSH*

Discuss why a professor assigns the use of certain genres for their research papers. What would happen if other genres were assigned instead

## Other ideas!

**One of the sociology professors I work with created an assignment where she asked her students to find a sociological claim in "popular" media (news, magazine-print or digital, blog, etc.), trace it back to the research article it came from, and then critique both the way the popular article interpreted the research AND the research methodology itself, i.e., was the conclusion warranted (regardless of how the popular author interpreted it.)**

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