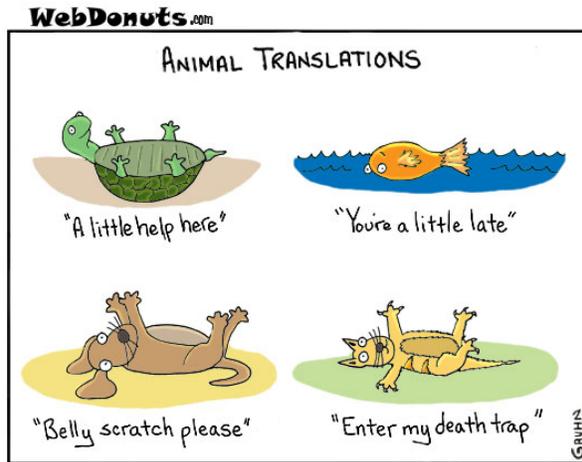


## Major Paper 1: Genre Translation

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This major paper 1 is designed for you to **cohesively and seamlessly develop the three outcomes** (audience awareness for outcome 1, reading and analysis for outcome 2 and making arguments for outcome 3). Your demonstration of the three outcomes can be assessed through how you understand and write this paper. During the writing process, you'll get to experience how translation, as opposed to the mainstream notion of language conversion, is an important writing and communication skill.



*Your rhetorical situation:*

### PART 1: TRANSLATION

Select a text that you find interesting because of the content or its genre. If you are to communicate the same ideas in the text in a different genre, what genre would you choose? You can think about your “translation” purpose by first choosing a new audience that would benefit from learning about the ideas of the original text. Then, choose a genre that can be best reached to this new audience.

For example, you came across a research paper that describes how widespread and serious cyberbullying is in the U.S. You might translate this research paper as a letter to a Parent Teacher Association urging parents and teachers to implement effective interventions for children and youth who experience cyberbullying. Or you might write a letter to high school students urging them to help their classmates who might be victims of cyberbullying. Or you might write a blog post to the general public raising awareness about cyberbullying.

### PART 2: REFLECTIVE ARGUMENT ESSAY

After you write your translation, write a reflective argument essay that makes a case for how your translation effectively reaches your audience. Your essay should be centered around **a complex claim**.

In the essay, you should discuss how you addressed the following rhetorical choices in your translation:

- Why you chose the new genre; who is your target audience and how they would benefit from your genre translation
- What opportunities did this genre provide you with? How did you capitalize on these?
- Content: what specific content from the original text you translated; if there are any parts that you didn't include in the translation, discuss why.
- Rhetorical appeals: how you used logos, pathos, and ethos in the translation
- Vocabulary, tone: how your use of these is effective for the new genre and audience
- Sentence structure and syntax: how they are effective for the new genre and audience

**Logistics:**

Your translation and reflective argument essay altogether should be 5-7 pages in total with at least 5 full pages.

Use 1-inch margins and 12-point Times New Roman, double-spaced

Use MLA style for both in-text citations and works cited page.

Due date: Draft 1 due on **4/18 (Mon)** before midnight

Revised draft due on **4/25 (Mon)** before midnight

**Targeted Course Outcomes: 1, 2 & 3****1. To demonstrate an awareness of the strategies that writers use in different writing contexts.**

- The writing employs style, tone, and conventions appropriate to the demands of a particular genre and situation.
- The writer is able to demonstrate the ability to write for different audiences and contexts, both within and outside the university classroom.
- The writing has a clear understanding of its audience, and various aspects of the writing (mode of inquiry, content, structure, appeals, tone, sentences, and word choice) address and are strategically pitched to that audience.
- The writer articulates and assesses the effects of his or her writing choices.

**2. To read, analyze, and synthesize complex texts and incorporate multiple kinds of evidence purposefully in order to generate and support writing.**

- The writing demonstrates an understanding of the course texts as necessary for the purpose at hand.
- Course texts are used in strategic, focused ways (for example: summarized, cited, applied, challenged, re-contextualized) to support the goals of the writing.
- The writing is intertextual, meaning that a “conversation” between texts and ideas is created in support of the writer’s goals.
- The writer is able to utilize multiple kinds of evidence gathered from various sources (primary and secondary – for example, library research, interviews, questionnaires, observations, cultural artifacts) in order to support writing goals.
- The writing demonstrates responsible use of the MLA (or other appropriate) system of documenting sources.

**3. To produce complex, analytic, persuasive arguments that matter in academic contexts.**

- The argument is appropriately complex, based in a claim that emerges from and explores a line of inquiry.
- The stakes of the argument, why what is being argued matters, are articulated and persuasive.
- The argument involves analysis, which is the close scrutiny and examination of evidence and assumptions in support of a larger set of ideas.
- The argument is persuasive, taking into consideration counterclaims and multiple points of view as it generates its own perspective and position.
- The argument utilizes a clear organizational strategy and effective transitions that develop its line of inquiry.<sup>i</sup>

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<sup>i</sup> Ever since I used genre translation in my class, I have loved it as well as my students. I appreciated discovering with the students how much there is to learn about genre translations since students can approach this assignment in so many different ways. I think I borrowed the assignment idea from the EWP instructor manual, but turned it into a 5-7 pg major paper by asking students to do the self-assessment/reflective argument essay (part 2). It often takes some time for me to walk students through the Part 2 because they have rarely thought about how reflection can be an argument. As they write the paper though, students come to appreciate the purpose of Part 2 because it is the kind of writing they will do in the final portfolio for critical reflections.