

Grossmont College Services Unit

Genre, Audience, and Purpose

Natalia Aylett, Grossmont College

The background features a series of concentric circles in light gray, some solid and some dashed, creating a ripple effect. A large, solid red oval is positioned in the center-right of the frame. A thick, dark gray curved line sweeps from the bottom left towards the red oval. The text "What is Genre?" is centered within the red oval in a white, sans-serif font.

What is Genre?



gen·re

/ˈZHänrə/

noun

noun: **genre**; plural noun:

genres

a category of artistic composition, as in music or literature, characterized by similarities in form, style, or subject matter.

Similar:

category

class

classification

categorization

group

grouping



Translate genre to

Persian

noun

1. نوع
2. جنس
3. دسته
4. جور
5. قسم
6. طرز

Translate genre to

Russian

noun

1. жанр
2. стиль
3. литературный жанр
4. жанровая живопись
5. манера

Translate genre to

Spanish

noun

1. género
2. tipo

Translate genre to

Arabic

noun

1. أسلوب
2. نوع أدبي
3. ضرب
4. رسوم

Translate genre to

Pashto

1. ژانر

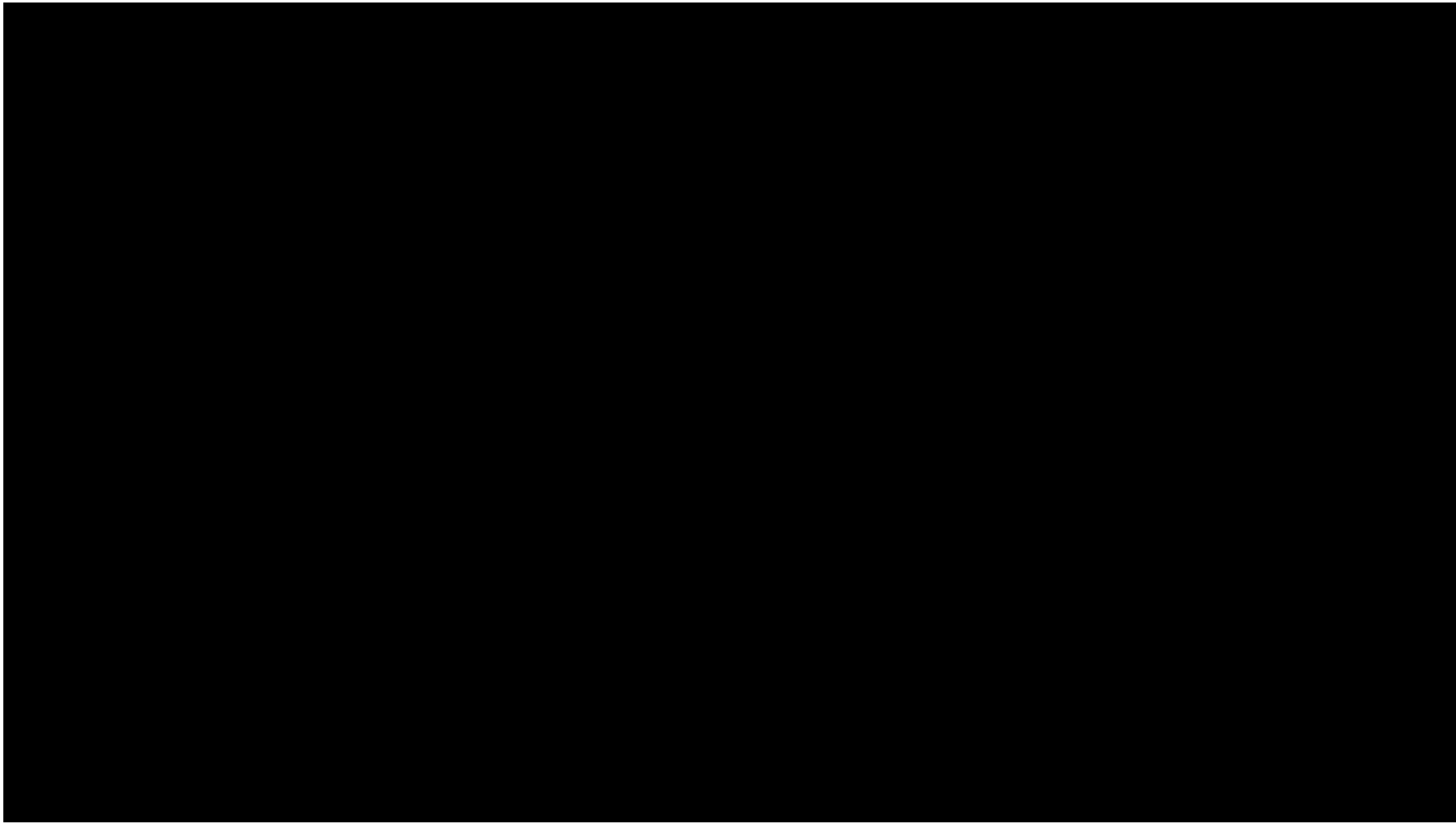
Translate genre to

Urdu

1. صنف



Genre in Music



Watch this video showing different music genres. What differences and similarities do you notice as you listen?

<https://www.youtube.com/watch?v=7uxF9CsxW88>



What did you notice?

SIMILARITIES

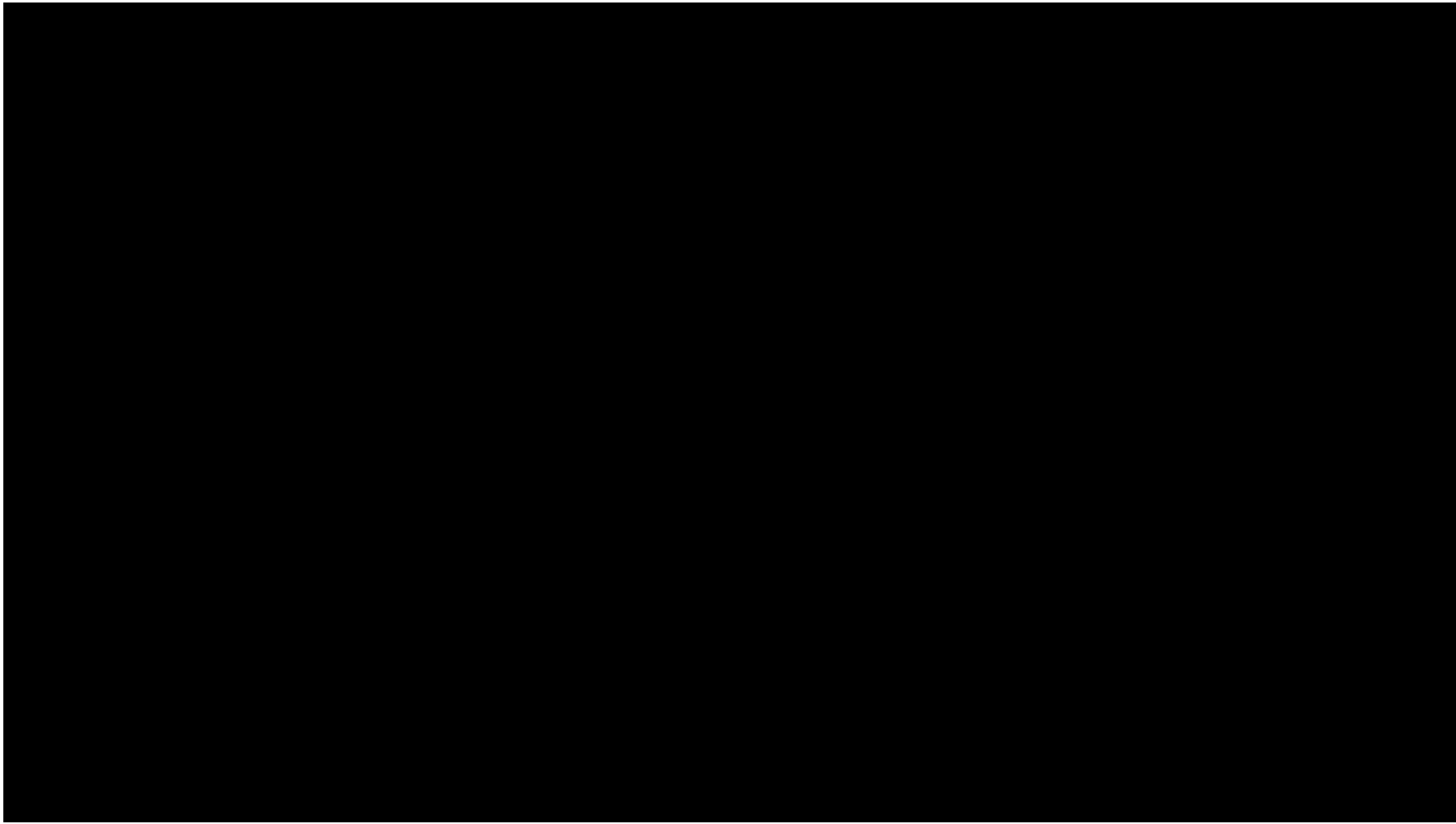
- They are delivered through sound.
- They use instruments.
- The instruments work together to create a song or composition – a unit
- People listen to them because it brings them pleasure

DIFFERENCES

- The types of instruments used
- The rhythm of each song
- Some have singing but others don't
- Some are good for dancing but others are not



Genre in Dance



What similarities and differences do you notice as you watch the different dances?

<https://www.youtube.com/watch?v=p-rSdt0aFuw>

A red speech bubble with a white question inside, pointing towards the 'SIMILARITIES' section.

What did you notice?

SIMILARITIES

- The dancers dance to music.
- They use their body to move to the rhythm of the music.
- They combine the movement of their feet and other parts of their bodies to form dance moves and dance steps.

DIFFERENCES

- The music used
- Different dance moves and dance steps
- The dancers' clothing

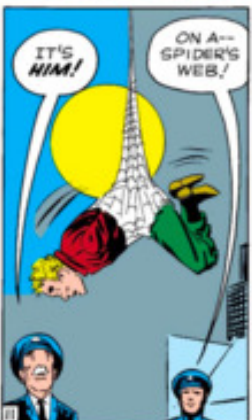


Genre in Text

The background features a large red shape on the right side, resembling a stylized 'C' or a large arc. To its left, there are several concentric circles, some solid and some dashed, in a light gray color. The word 'Examples' is written in white text within the red shape.

Examples

- Look at the pictures of the different types of reading and the names for each one. Pay attention to the **format**, **organization**, and **content** differences and similarities between each one.



BE SURE TO SEE THE NEXT ISSUE OF *AMAZING FANTASY* --- FOR THE FURTHER AMAZING EXPLOITS OF AMERICA'S MOST *DIFFERENT* NEW TEEN-AGE IDOL -- *SPIDERMAN!*

the End

comic book or
graphic novel

Scripted phone conversation

Conversation 1: Calling a child's school

- A: Ring! Ring!
- B: Hello, you have reached Alpine academy. This is Carol. How may I help you?
- A: Hi, my name is Eleanor Wright. I am calling to inform you that my child is sick and will not be in school today.
- B: What is your child's name?
- A: Anna Wright.
- B: How do you spell that?
- A: Anna is spelled A-N-N-A, and Wright is spelled W-R-I-G-H-T.
- B: Thank you. What grade is Anna in?
- A: She is in second grade.
- B: And what is her teacher's name?
- A: Mr. Roberts
- B: All right. Thank you for calling.
- A: You're welcome.
- B: Goodbye.
- A: Okay bye.

Conversation 2: Wrong numbers and right numbers

- A: Ring! Ring!
- B: Hello?
- A: Hi, this is Nidia. Is Sherri there?
- B: I'm sorry. You have the wrong number.
- A: Is this 555-5024?
- B: No, it isn't.



Text conversation

Textbook chapter

CHAPTER THREE JAPANESE CULTURE

HISTORY OF JAPAN

Lorem ipsum dolor sit amet, consectetur adipiscing elit. Nulla ac eros nisl. Aliquam consectetur quam et tellus rhoncus gravida. Nullam id interdum massa, eu placerat urna. Phasellus iaculis metus in pharetra viverra. Vestibulum quis maximus velit, at cursus arcu. Vestibulum sollicitudin nisi non cursus finibus. Praesent eu urna eu metus mattis elementum ac et nulla. Integer eu venenatis ex. Curabitur ultrices massa nulla, eget tincidunt ligula molestie eu. Vivamus pharetra urna in maximus ultrices. Maecenas ullamcorper euismod dui, tincidunt aliquet tortor tincidunt eu.

Sed et risus interdum magna commodo blandit. Proin eros elit, suscipit et massa eget, pellentesque iaculis est. Curabitur quam mauris, aliquet ut consectetur ut, tincidunt nec ex. Integer malesuada ex in tellus mollis consequat nec a mi.

LANGUAGE

Aliquam tempus ante sit amet libero rutrum fermentum. Praesent congue aliquam cursus. Sed vitae placerat urna. Fusce ac est lorem. Nunc ut risus eget ipsum euismod fermentum sed nec orci¹. Aenean non lectus metus. Suspendisse sit amet ante tincidunt, sodales purus at, molestie leo. Sed et risus interdum magna commodo blandit. Proin eros elit, suscipit et massa eget, pellentesque iaculis est. Integer malesuada ex in tellus mollis consequat nec ad.

Duis vehicula pulvinar sapien et commodo². Phasellus id porttitor justo. Donec ullamcorper libero in erat rutrum, et ultricies lacus convallis. Nunc quis felis ac enim interdum interdum a et enim. Proin eros elit, suscipit.

¹Kuno, Susumu. "The structure of the Japanese language." (1975).

²Kuroda, S-Y. Generative grammatical studies in the Japanese language. Diss. Massachusetts Institute of Technology, 1965.

| | | | | |
|---|---|---|---|---|
| あ | い | う | え | お |
| か | き | く | け | こ |
| さ | し | す | せ | そ |
| た | ち | つ | て | と |
| な | に | ぬ | ね | の |
| は | ひ | ふ | へ | ほ |
| ま | み | む | め | も |
| や | | ゆ | よ | |
| ら | り | る | れ | ろ |
| わ | | | | を |
| ん | | | | |

FIGURE 3-1 Hiragana Chart
This new style of writing came to be in xx era when the citizens deemed kanji too difficult to remember

Aliquam pretium, neque et maximus pretium, velit magna ultrices ipsum, at mollis nulla eros faucibus neque. Nam facilisis mauris et tellus blandit, ac pretium lectus condimentum. Mauris eu pulvinar leo. Pellentesque laoreet, velit nec fermentum accumsan, diam orci porttitor nisi, ac gravida magna metus sed nulla.

Pellentesque ut ligula maximus, rhoncus ante non, pulvinar lectus. Cras viverra sem non augue efficitur, ut pellentesque nisi suscipit. In porttitor eget odio sit amet porttitor. Fusce neque est, dapibus eget nunc eu, vestibulum malesuada turpis. e keod poe tempus velit nunc vel erat.

RELIGION IN JAPAN

Aliquam tempus ante sit amet libero rutrum fermentum. Praesent congue aliquam cursus. Sed vitae placerat urna. Fusce ac est lorem. Nunc ut risus eget ipsum euismod fermentum sed nec orci. Aenean non lectus metus. Suspendisse sit amet ante tincidunt, sodales purus at, molestie leo³.

Sed et risus interdum magna commodo blandit. Proin eros elit, suscipit et massa eget, pellentesque iaculis est. Mollis consequat nec a mi.



FIGURE 3-2 Shinto gates at Miyajima Island, which is off of Hiroshima. A famous tourist attraction.

Integer nec lectus justo. Sed ullamcorper tellus elementum sem sagittis, sed cursus nibh varius. Morbi a fringilla orci. Pellentesque nec ligula nibh. Nunc egestas nunc vel neque sagittis hendrerit. Cras id turpis non dui aliquet laoreet egestas eget eros. kiedo odoe, ielso hend. soekd.

Sed sed eros eget enim consectetur pretium. Cras id turpis non dui aliquet laoreet egestas eget eros. Fusce elementum at dui vel blandit. Quisque dignissim velit dolor, a commodo massa rhoncus eget. Suspendisse augue turpis, vehicula a augue eu, tempor viverra sem. Maecenas vitae aliquam magna.

Aliquam quis purus lorem⁴. Phasellus accumsan tellus in iaculis rhoncus. Cras gravida dui quis ullamcorper dignissim. Ut nec massa elementum, volutpat tellus nec, lobortis lacus.

³Toshio, Kuroda, James C. Dobbins, and Suzanne Gay. "Shinto in the history of Japanese religion." *Journal of Japanese Studies* 21 (1988): 1-21.

⁴Davis, Winston. *Japanese religion and society: Paradigms of structure and change*. SUNY Press, 1992.

Note: Due to the advancement of cellphones, Generation X in Japan have been known to forget most of their kanji. The kanji they do know are commonly used ones.



FIGURE 3-3 Some use incense to pray to the gods.



Genre

A **genre** is any type of spoken or written communication that follows a specific set of rules or conventions.

The message given through the text has a specific **purpose** and is meant to reach a specific **audience**.

Why Do We Have Different Genres?

- One topic can be presented in different genres. The **audience** (who) and the **purpose** (why) for the presentation of the genre content makes a difference.



“Tell me about this class.”

ENGLISH AS A SECOND LANGUAGE 088R –READING AND VOCABULARY FOR COLLEGE AND EV
LIFE

| 1. Course Number | Course Title | Semester Units | Semester Hours |
|------------------|--|----------------|--------------------------------------|
| ESL 088R | Reading and Vocabulary for College and Community | 3 | 3 hours lecture 48-54 total hours |

2. Course Prerequisites

Advisory placement in ESL 088

Corequisite

None.

Recommended Preparation

None.

3. Catalog Description

This reading course is designed to develop ESL students' vocabulary and reading ability through the exploration of genre-based thematic units. This course aims to help students improve their reading to expand their understanding and use of vocabulary. Additionally, students will grow in their cultural competence as they examine texts and media and interact with peers and instructors in a multicultural classroom setting. Students are encouraged to take this class concurrently with their ESL 085 course is offered on a pass/no pass basis only. (Nondegree credit course)

4. Course Objectives

The students will:

- Develop their understanding of genre, audience, and purpose as they analyze level-appropriate texts presented in thematic units.
- Apply effective reading strategies in pre-reading, reading, and post-reading activities to develop thinking skills.
- Demonstrate comprehension of the stated and implied meaning of reading texts by accurately responding to various types of comprehension questions.
- Recognize and comprehend high-frequency level-appropriate English vocabulary used in the text and use this vocabulary appropriately when speaking and writing.
- Distinguish different grammatical word forms and use them correctly when speaking and writing.
- Infer meaning of new, level-appropriate vocabulary from context clues.
- Demonstrate effective use of a picture dictionary and an English-to-English online dictionary.

ENGLISH AS A SECOND LANGUAGE 088R – READING AND VOCABULARY FOR COLLEGE
LIFE

Instructional Facilities

- Standard classroom with movable student desks.

Special Materials Required of Student

None

Course Content

- Adapted fiction and nonfiction texts of various genres to include news articles, short stories, pamphlets, reviews, and academic texts.
- Pre-reading, reading, and post-reading activities designed to improve reading comprehension:
 - Previewing and pre-discussion to anticipate content and build schema.
 - Skimming to understand organization and content of a reading.
 - Reading in thought groups.
 - Annotating to support active reading.
 - Beginning use of critical thinking skills to:
 - Understand the author's purpose and intended audience.
 - Recognize basic rhetorical forms, such as chronology and comparison.
 - Connect content presented in the text to students' own experiences and knowledge.
 - Make simple inferences.
 - Identify and interpret cultural references.
 - Identifying stated and implied main ideas.
 - Distinguishing main ideas from supporting details.
 - Scanning for details.
 - Recognizing and interpreting pronoun references.
 - Ordering of steps in a process or in a sequence of events.
 - Summarizing information read.
 - Understanding of informational forms, such as tables, charts, and other graphic organizers.
- Vocabulary development:
 - Grammatical word forms.
 - Rules of phonics and spelling, including letter-to sound correspondence and syllable structure, syllabification and stress, word endings and affixation rules.
 - Introduction and study of level-appropriate vocabulary and collocations based on thematic units.
 - Strategies to locate and analyze definition and inference clues to determine the meaning of words.
 - Strategies for using learned words and collocations meaningfully in writing and speaking.
 - Strategies for effective use of a picture dictionary and an English-to-English online dictionary.

ENGLISH AS A SECOND LANGUAGE 088R – READING AND VOCABULARY FOR COLLEGE
LIFE

8. Method of Instruction

- Lecture
- Discussion
- In-class guided practice
- Individual in-class reading and vocabulary exercises
- Collaborative learning (e.g. small group work, pair work, and team-based learning)
- Video tutorials
- Teacher-student conferencing

9. Methods of Evaluating Student Performance

- In-class and homework assignments to include reading and vocabulary exercises, reflections, and summaries.
- Quizzes, unit tests, and a final exam on selected themes.

10. Outside Class Assignments

- Reading comprehension exercises (e.g. annotating, comprehension questions, and journaling) based on course themes
- Vocabulary practice exercises (e.g. vocabulary in context exercises, sentence writing, and vocabulary assignments)
- Assignments for extensive readings (e.g. novels, biographies).
- Online assignments: Newsela, Reading Theory, Quizlet, Spotlight English, Voice of America, and Merriam Webster's Learner's Dictionary

11. Required Texts

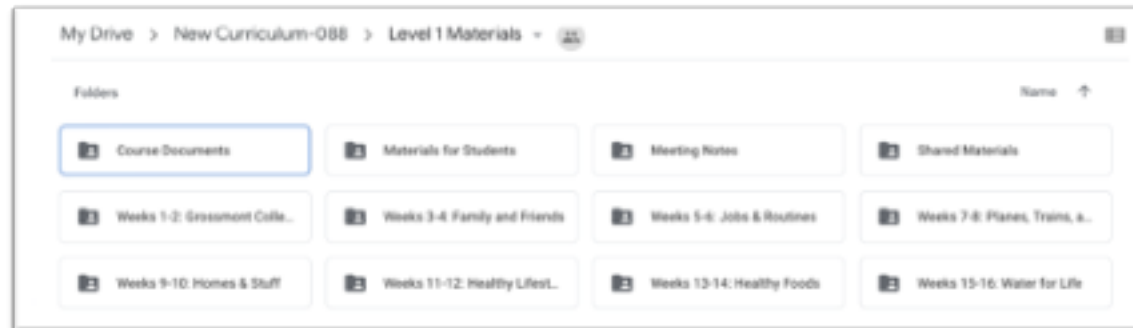
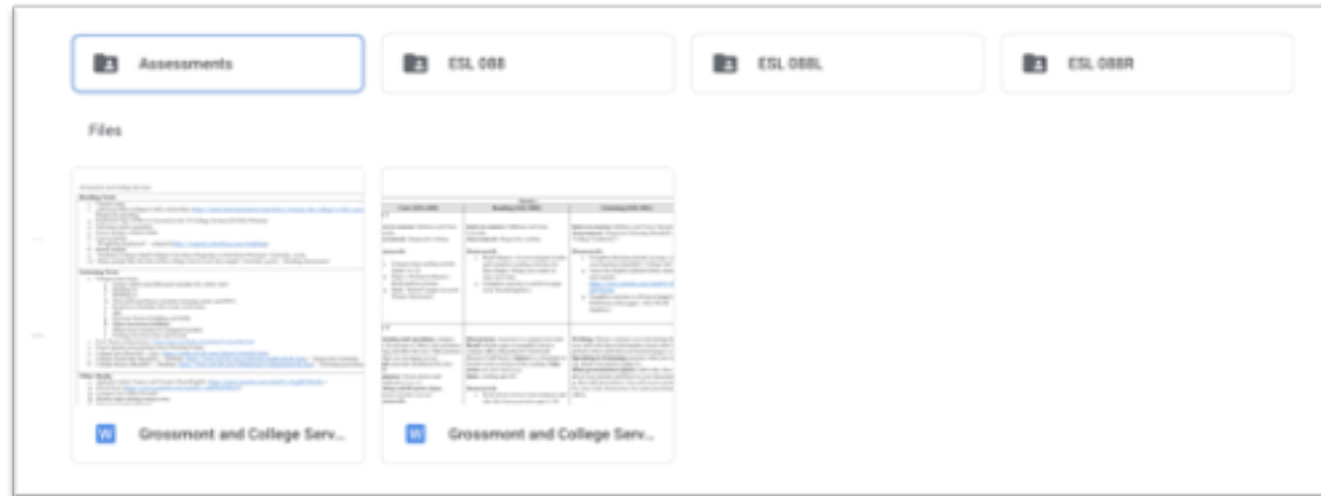
Instructor-created and OER modules and websites such as Newsela, Reading Theory, Spotlight English, Voice of America, and Merriam Webster's Learner's Dictionary

Addendum: Student Learning Outcomes

Upon completion of this course, our students will be able to do the following:

- Comprehend the direct or implied main idea and details of level-appropriate texts.
- Understand and use vocabulary at the beginning level.

To GC Administration



ESL 088R

Campus Tour Debrief

Class Discussion:

What did you think about the campus scavenger hunt?
What useful information did you learn?
What questions do you have?

Genre, Audience, and Purpose (GAP)

What is Genre? (slide 2)

- Look at the pictures of the different types of reading and the names for each one. Pay attention to the format, organization, and content differences and similarities between each one.
- Each picture shows an example of a different writing/reading genre.
- Tell your classmate (groups of 2) your guess for what **genre** means, and listen to their guess. After your discussion, write down your definition of genre here:

Now read the definition of genre on the screen and copy it here (slide 7):

To a New Instructor

English as a Second Language: Reading & Vocabulary for College

Fall 2020, ESL 088R - 6213, MW 8:00 - 9:15 (36-329)
Linked to ESL 088-6214 with Krystle Marshall and ESL 088L-6215 with Mark Poupard

Instructor:
Natalia Aylett
natalia.aylett@gcccd.edu

COURSE DESCRIPTION



This reading course is designed to develop ESL students' vocabulary and reading ability through the exploration of genre-based thematic units. This course aims to help students improve their reading skills and to expand their understanding and use of vocabulary. Additionally, students will grow in their cultural competence as they examine texts and media and interact with peers and instructors in a multicultural classroom setting.

STUDENT LEARNING OBJECTIVES



Comprehend the direct and implied main idea and details of level-appropriate texts.



Understand and use vocabulary at the beginning level.

UNITS OF STUDY



- | | |
|-----------------------------------|----------------------|
| 1 Grossmont College Services | 6 Homes and Stuff |
| 2 Family and Friends | 8 Healthy Lifestyles |
| 3 Jobs and Routines | 7 Healthy Foods |
| 4 Planes, Trains, and Automobiles | 5 Water for Life |

TEXTBOOKS AND MATERIALS



- The Hat
- The Barcelona Game
- The Call of the Wild
- Wonders of the World
- Water for Life
- Works written by Creative Writing students
 - All reading materials will be provided, no purchase required.
- Lined notebook, pencil, and eraser
- Access to a computer and the Internet
- A way to save and access work completed on the computer.

To a New Student

COURSE EXPECTATIONS

PREPARED

Be prepared, focused and ready to learn something new every week in class.

RESPONSIBLE

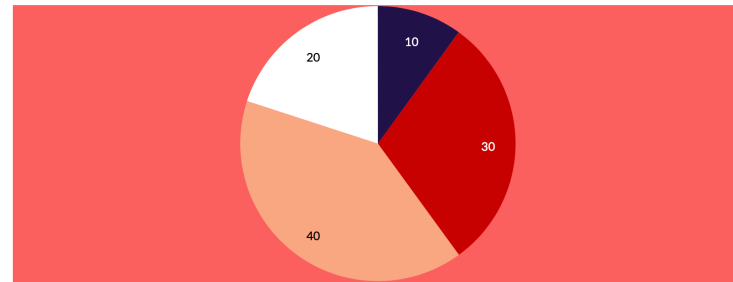
Ensure all assignments are submitted on time. Class participation through Canvas and zoom meetings attendance are also important to help students benefit from the course. Not engaging or participating online may be reasons for being dropped from the class. Talk to me in case of emergencies.

PROACTIVE

Engagement and participation in online discussion and zoom meetings are highly encouraged, and may be required for some assignments. Don't be afraid to share your thoughts!

RESPECTFUL

Be respectful towards your teacher and classmates. Encourage one another and stay united as a team!



GRADING

| | |
|-------------------------|-----|
| Extra-Class Assignments | 10% |
| Quizzes | 30% |
| Exams | 40% |
| Final Exam | 20% |

100%

OFFICE HOURS



Click here to access
Zoom Office Hours
Password: 134191



Monday
Tuesday



10:30 - 11:30
10:30 - 11:30

Tutoring Services

To deepen your understanding of course concepts, develop your skills, and improve your performance in your courses, use the free tutoring services at the Tutoring Center and the English Writing Center. The Tutoring Center offers support for a wide range of courses, including English as a Second Language. The English Writing Center is specifically designed to promote your development and success as a college writer. Your teachers may advise you to meet with a tutor. They may also make it a required part of an assignment. It's important to understand that it is not the job of the tutor to "fix" your writing or do assignments for you. They are there to help you better understand the English language and academic writing conventions so that you gain the skills to edit your own work and eventually avoid making errors. The Tutoring Center is located on the 2nd floor of the Learning & Technology Resource Center (LTRC) in Room 70-202. To schedule an appointment with a tutor, stop by the office or call (619) 644-7387. The English Writing Center (EWC) is located on the 1st floor of the LTRC in Room 70-119. Please note that at the EWC, you cannot request a specific tutor. Students receive tutoring services on a first-come, first-served basis. All services are now online. Click here for appointments: <https://grossmont.mywconline.com/>

Accommodations

Students with disabilities who may need accommodations in their classes are encouraged to contact the Grossmont College Accessibility Resource Center (ARC) early in the semester so that reasonable accommodations may be implemented as soon as possible. Students may contact the ARC in person in Room 60-120 or by phone at (619) 644-7112 (voice) or (619) 644-7119 (TTY for deaf). Click here to know more.

Academic Integrity

It is the responsibility of each student to understand the actions and behaviors that constitute academic dishonesty, including plagiarism and cheating, within each class as well as other venues on campus. Students are encouraged to ask questions of instructors and are expected to read the college's statement on Academic Fraud (located in the class schedule). Penalties for actions inconsistent with classroom, library and College expectations for academic integrity range from a failing grade on an assignment, quiz, exam, paper, or project (which may lead to a failing grade in the course) to, under certain conditions, suspension, or expulsion from a class, program, or the college. Click here to know more.

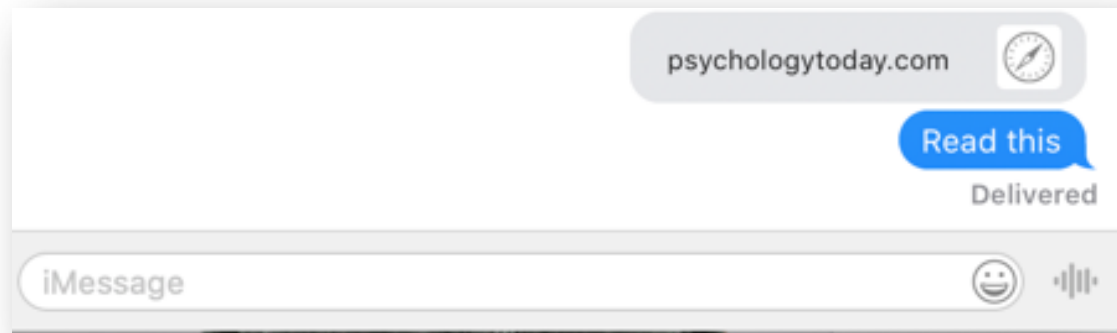
powered by
PIKTOCHART

Here you can view the tentative course calendar:

| Week | Dates | Thematic Module | World English 2 | Penguin Active Reader | Tests |
|------|----------|----------------------------|-----------------|-----------------------|-------|
| 1 | 8/19, 21 | Grossmont College Services | Unit 2 | | |



“How Do You Feel About Your Job?”



To Inform



Susan Krauss Whitbourne
Ph.D.
Fulfillment at Any Age

RELATIONSHIPS

Why do Teachers Love to Teach? The Answers from New Research

A new study shows why teachers truly love their work.

Posted Sep 01, 2018



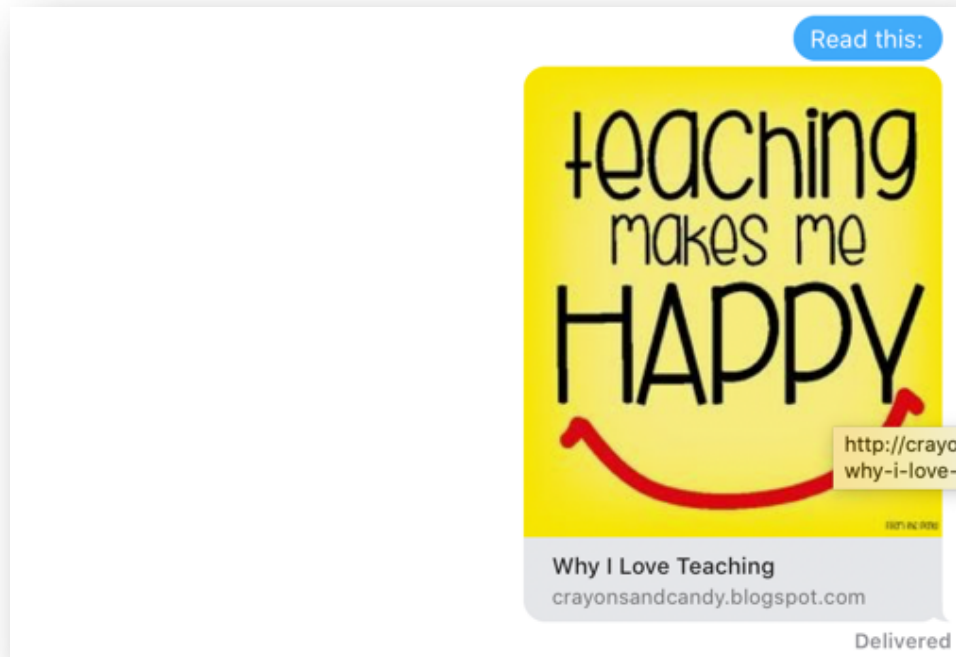
THE BASICS

Why Relationships Matter

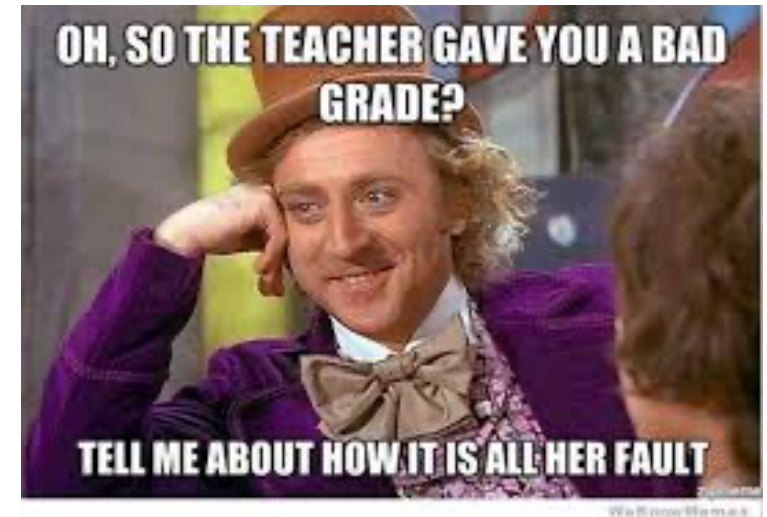
[Find a therapist to strengthen relationships](#)

Teaching can be one of the most satisfying of human activities, taking place in many contexts and in many ways. Simply showing a younger family member how to bake your famous chocolate chip cookies can give you far more joy than just making the cookies yourself. Sharing a new computer skill with a coworker can be not only useful, but highly satisfying to both of you. For people in the teaching profession, such actions of imparting new information to people is at the core of their existence. Yet, teaching comes with its challenges. Not only can students be unresponsive or uninterested, but the circumstances in which teaching occurs can be shaped by factors that frustrate even the most motivated and effective of teachers.

A new study sheds light on the impact of such external factors on the way teachers feel about their jobs. Indiana University-Purdue University Marlene Walk along with University of Pennsylvania's Femida Handy (2018) investigated the impact of major changes in educational policy on satisfaction (burnout) in German elementary school teachers. The policy change, occurring in the 2013-14 academic year, involved the implementation of inclusive education, "which brings along fundamental



To Share My Feelings



To Make Someone Laugh

