**Timeline: Major Deadlines**

10/31 (M) Proposed Problem Statement

11/7 (M) Awareness Brochure, First Full Draft

11/14 (M) Advocacy Letter, First Full Draft

11/21 (M) Publicly Enacted Rhetoric Design, First Full Draft

11/28 (M) Statement of Goals, Decisions and Process, Half Draft

12/5 (M) Complete Project – Final Drafts and Invention Portfolio

12/7&12/13 (W&M) Project Presentations

**Assignment Description**

In this project, you will explore how rhetoric functions when transforming messages between textual and visual mediums. You will begin by identifying a social justice issue facing students at EMU. The issue should present an opportunity for advocacy and/or activism. You will be generating components of a social campaign, so be sure to select an issue that is meaningful to you. If you wish, you may work with other like-minded classmates to create a larger campaign, but this is NOT a group project. Collaborators will need to utilize different strategies and address different audiences while working toward the same goal.

This project has six parts:

* Proposed Problem Statement
* Problem Statement Brochure
* Advocacy Letter Composition
* Public Enactment
* Statement of Goals, Decisions and Process
* Presentation

**Proposed Problem Statement (Due: Monday, 10/31)**

Select two social issues that you are interested in exploring for Project 3. These issues should meet the requirements articulated above. That is, they should provide an opportunity to make a clear argument or commentary on a current social issue, and should relate to some piece of your identity.

Both options must be shared via Google AND brought to class on 10/31, accompanied by a paragraph explaining the following points:

* The issue at hand
* Why you believe that this is a “changeable” situation
* The kind of change you would like to see
* Why this change would be meaningful to you

I will review your proposal and provide feedback and approval for one of the options.

**Awareness Brochure (First Full Draft Due: Monday, 11/7)**

After receiving approval for one of your choices, you will create a two-page (one page, front and back) informative brochure. You should include a thoughtful presentation of the following:

* What is the problem?
* What is the argument/commentary already being presented on this issue?
* Who is the message intended for?
* Why is this message circulating now, and how is it relevant to the needs of our society?
* Who are the major players involved?

**Advocacy Letter Composition (First Full Draft Due: Monday, 11/14)**

Your task is to write a 1-page, block-format advocacy letter that makes an argument for/against the issue identified in your brochure. You will need to identify a specific audience. Address your letter to a specific person – someone who needs to hear the message you are sharing and who possesses the agency to act in alignment with your persuasive argument. Draw on your understanding of the effective rhetoric to effectively adapt your message to your specific audience and advocate on behalf of the social justice issue you selected.

**Public Enactment (First Full Design Draft Due: Monday, 11/21)**

Your task is to create a public message that presents the same issue as your brochure, but in a compelling call to action. This new creation must be in a different medium, and this piece must be displayed publicly. You are charged with disrupting a public space with a message. Your rhetorical maneuvering should be thoughtful, thought-provoking and may or may not include words, but will not be limited to text. You must attempt a creative (and hopefully memorable) appeal to at least one of your audience’s five senses. Your enactment must be TEMPORARY and CAUSE NO HARM (to humans or property). You will need to take pictures or video of your enactment to share with me via Google or email. You will also share the images/video with the rest of the class in your presentation.

Consider who your public audience is for this differently mediated message, as well as the allowances and limitations for the selected medium. Draw on your knowledge of visual rhetoric to tailor your advocacy/activist message for this new public audience and visual space.

**Statement of Goals, Decisions and Process (Half Draft Due: Monday, 11/28)**

Write a 2,000 word analysis of your personal rhetorical choices when composing the various pieces of your campaign. Questions you may want to consider exploring and discussing in this analysis include, but are not limited to the following:

* Why did you choose to address your letter to the person to whom you addressed it?
* How did you decide what information to include in the advocacy letter?
* What challenges did you encounter while transferring your advocacy message from the informational brochure to text in your letter and then to a public enactment?
* In what ways does the letter’s text heighten or limit your message?
* What choices did you make in your letter to convey your ethos?
* How did you choose which rhetorical appeals to utilize in your brochure/letter/public display?
* How did you choose a visual medium for your own design? How did the medium allow or limit your ability to advocate your message?
* Who is the audience for your visual design, and how did you tailor your design to its intended audience (location? use of color? language? etc.)?
* In what ways did you convey your ethos through the visual design?
* How did you choose which rhetorical appeals to utilize in your visual design?
* Do you think you relied on metanoia, pronoia or kairos at any point in this process?
* How did you convey exigence across the pieces of your campaign?

**Complete Project and Invention Portfolio Due Monday, 12/5**

**Presentations (Tuesday, 12/8)**

During the last week of class, you will give a five-minute presentation of your project. During this presentation, you should do the following:

* Provide a quick introduction to the problem
* Tell us about your letter
  + Identify the letter’s audience, why you selected that person, and any major decisions that you made in composing your correspondence
* Display your public enactment
  + Briefly explain why you selected the given medium to communicate your message, and how it was appropriate for your intended audience
* Briefly discuss 1-3 highlights from your rhetorical analysis—choices you made, challenges you faced, moments that you feel especially proud of, failures you have learned from, etc.

If you’d like, you may combine all this information into a brief PowerPoint; however, the slides should be not be text-heavy. You should not read directly from the screen or personal notes, and your slide show must be emailed to me before the start of class.

Although brief, I expect this presentation to be polished and professional (unlike the informal share-outs we regularly have in class). Things like poise, clarity, and word choice will factor into your conventions points for this component, but evidence of your preparedness will be more important than anything.

**Conventional Formatting**

Your project should be 12 pages total (the picture or video of your enactment will count as one of those pages). The problem statement and analysis portion should be double-spaced, with 12-pt Times New Roman font, while the Advocacy Letter should adhere to block letter form. For your brochure and visual design, feel free to make some creative formatting decisions. MLA style and formatting conventions should be followed in your Statement of Goals, Decisions and Process. Also, since we are incorporating images into specific components of this project, there should be no image use in the analytic portion.

**Grading Criteria**

1. Rhetorical Understanding: Your project should use the rhetorical concepts (ethos, pathos, logos, kairos, mythos, metanoia, and exigence) to justify and analyze your framing of rhetorical choices for the informational brochure, your advocacy letter, and your visual design.
2. Specificity: All pieces of your project should include specific detail. Throughout your analysis papers, discuss specific reasons for making specific rhetorical choices. For your advocacy letter and visual design, be specific in your efforts to communicate your advocacy message.
3. Development: Your project and analysis papers should feel complete. You should use several pieces of analysis to support the justification of your rhetorical choices throughout the project.
4. Arrangement: Your project should be arranged as series of cohesive pieces of text—that is, it should be organized in a way that allows your reader to easily navigate across your campaign. In your analysis, be sure to use examples that correlate with the rhetorical concepts that you talk about.
5. Conventions: Your essay should be proofread for spelling, capitalization, and syntax errors. Reading aloud can help you catch these errors, as well as repeated phrases and unfinished sentences. As always, make use of the UWC if you want a fresh set of eyes on your work.

**Rubric**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | NA | NI | AC | EX |
| Rhetorical Understanding |  |  |  |  |
| Specificity |  |  |  |  |
| Development |  |  |  |  |
| Arrangement |  |  |  |  |
| Conventions |  |  |  |  |
| **Invention Portfolio** |  |  |  |  |
| **Participation** |  |  |  |  |

EX: Exceptional. The writer has applied the criterion with distinction.

AC: Acceptable/Meets Expectations. The writer has applied the criterion to an acceptable degree.

NI: Needs improvement. The writer has minimally applied the criterion in the project.

NA: Narrowly applied or not applied. The writer has not applied the criterion in the project.

**Grading**

Most broadly, the project will be graded as follows:

Unit 3 Project: 70%

Invention portfolio: 20%

Participation: 10%

**Total:** 100%