

## **SMALL PROJECT ONE INTERDISCIPLINARY SYLLABUS**

**Outcome Targeted:** One

**Modes:** Linguistic, Visual, Spatial

**File Format:** .doc, .docx, .pdf, or .rtf

### **Background:**

We've started this quarter discussing issues surrounding genre, convention, and audience. We've determined that it's important for every text to demonstrate an awareness of its genre, that genre's conventions, and its audience's expectations. We've also discussed the idea of interdisciplinarity and begun to think of multimodal composition as the perfect tool for reaching audiences across many disciplines. For your first small project, you're going to choose an interdisciplinary topic and work in a genre that you're already familiar with: the course syllabus.

### **Your Task:**

Find an interdisciplinary topic that is interesting to you. This can be any combination of two or more fields; this combination can be widely recognized or thoroughly unique. Music therapy, science fiction, narrative medicine, or anything else you can imagine are all great choices. Once you've chosen your interdisciplinary topic, your job is to design your own college class on that topic and compose a syllabus for your students. Imagine you're the instructor, so keep in mind the conventions and purposes of a syllabus as well as your students' expectations on the first day. Your syllabus should be audience-friendly and fulfill the purposes of the genre. Remember, the syllabus contains a lot in the linguistic mode, but it must be designed with the visual and spatial modes in mind as well. Use all conventions of the genre when you make your own.

### **Getting Started:**

Remember the genre's conventions and those conventions' purpose, but don't forget to carefully consider the course subject and the potential audience for the syllabus. Basically, what is the class about and who do you think would register for this course? Here are some other questions to help you get started.

- What are some disciplines that your intended major is in conversation with?
- What kinds of interdisciplinary courses does UW already offer? What's missing?
- Since the topic is interdisciplinary, you'll have students with different backgrounds. How can you take this into account?
- What are the purposes of a syllabus? How do specific conventions help it achieve those purposes?
- How are the visual and spatial modes in combination with the linguistic mode?

### **Minimum Requirements:**

- 500-750 words
- Choose and clearly describe an interdisciplinary subject
- Follow the conventions of a syllabus (course name and number, office hours, etc.)

### **A Successful Project Will:**

1. Thoroughly explain an interdisciplinary topic
2. Demonstrate careful attention to its audience and their expectations
3. Employ the linguistic mode in an effective and genre-appropriate manner
4. Employ the visual and spatial modes in an effective and genre-appropriate manner
5. Fulfill the purposes of a syllabus

**Due:** 4/1/17 (midnight)

## **SMALL PROJECT TWO MULTIMODAL GLOSSARY**

**Outcomes Targeted:** One, Two  
**Modes:** Linguistic, Visual, Spatial  
**File Format:** .ppt or .pptx

### **Background:**

This week will focus on two topics: developing research practices and building discourse communities. Last week you created a syllabus for an interdisciplinary course, a class that will have students belonging to different majors and discourse communities. In order for your class to be a success and for all class-members to have shared goals, you need to have a shared vocabulary. To do this, you will engage in scholarly research, develop a vocabulary around which your course will be built, and design a PowerPoint presentation that will serve as the introductory material for your students. This presentation will be a multimodal glossary: a composition that introduces and defines the foundational vocabulary for your interdisciplinary course. Think of it as the slides for your first lecture.

### **Your Task:**

Using the research practices we'll explore in class, find at least three reliable, relevant, and recent academic sources and use them to develop the PowerPoint slides for your first lesson. The purpose of your lesson is to define the terms and concepts your course will be built on. Pull definitions, examples, and images from the sources you find during your research to clearly define the vocabulary words that you need to establish a discourse community. Your sources will belong to the different disciplines that make up your interdisciplinary subject, so your task is to synthesize them to create a unique, well-researched, and responsibly-cited body of knowledge. Employ all modes included in the PowerPoint genre, incorporating appropriate typefaces, color choices, images, and careful consideration of slide composition in order to create an easy-to-follow multimodal glossary.

### **Getting Started:**

You might already have an idea of the specific vocabulary within your chosen subject, but now your job is to find sources that help you thoroughly explain these terms and dig deeper to find some new ones. Here are some questions to consider as you start developing this glossary:

- How many terms will be required in order to get everyone on the same page?
- Are there any terms I'm already familiar with? How can I use research to bolster what I already know?
- What are the disciplines that comprise my topic? How many terms will I need to use from each of them?
- What visual elements can help me explain a term? Photographs? Diagrams? Graphs?

### **Minimum Requirements:**

- Title slide
- 300 words (not including citations) and two images
- MLA style (or other) works cited slide as the final slide (at least three sources)
- Parenthetical citations throughout

### **A Successful Project Will:**

1. Include three reliable, relevant, and recent academic sources
2. Use sources to clearly define all terms
3. Correctly utilize MLA style (or other)
4. Employ modes offered by PowerPoint (linguistic, visual, spatial) effectively
5. Be appropriately pitched to the intended audience

**Due:** 4/8/17 (midnight)

## **MAJOR PROJECT ONE RESEARCH SYMPOSIUM POSTER**

**Outcome Targeted:** One, Two, Three

**Modes:** Linguistic, Visual, Spatial

**File Format:** .pdf

### **Background:**

Every year the University of Washington holds the Undergraduate Research Symposium in Mary Gates Hall. This is an opportunity for undergraduates from all over campus to share what they've been working on in a supportive but intellectually rigorous environment. Students present their work at the symposium through posters. The posters are carefully designed multimodal texts developed to be engaging, persuasive, and appealing to a broad audience encompassing many disciplinary backgrounds. You've been acting as a professor so far this quarter, but now it's time to shift back into student mode and develop a complex, high-stakes argument based on your interdisciplinary topic and make that argument effectively in a multimodal composition.

### **Your Task:**

Create a poster that pursues a line of inquiry based on your interdisciplinary topic and that follows the specifications and conventions set forth by the Undergraduate Research Symposium. Your poster should lay out a complex and high-stakes argument that is supported by careful analysis of evidence found during your research. It's important to remember your audience in this context. These posters are designed to be shared with the undergraduate community at large, not just those within a given major. Also, your poster will be only one of hundreds on display at the symposium, so use careful design choices in regard to the visual and spatial modes to stand out from the crowd and to communicate your argument persuasively.

### **Getting Started:**

This week you'll be working on the first draft of the poster and will have next week to revise it. Use this opportunity to focus on the foundational issues of inquiry and argument. Here are some questions to help you get started toward a complex and high-stakes argument:

- What questions came up during last week's research process? Where can I go to dig deeper?
- What features of my topic can I zoom in on and learn more about?
- What would be valuable for my peers to learn about that they might not be familiar with?
- Where is there room for me to take a unique position?
- Once I've developed an argument, what is my answer to the question *so what?*

### **Minimum Requirements:**

- 750-1000 words
- Roughly 60% visual mode, 40% linguistic mode
- Follow Undergraduate Research Symposium guidelines
- MLA style citations (not included in word count)

### **A Successful Project Will:**

1. Make a complex and high-stakes argument
2. Employ evidence and analysis as support
3. Incorporate visual elements to strong rhetorical effect
4. Employ effective visual and linguistic organization
5. Be appropriately pitched to the intended audience

**Due:** 4/15/17 (midnight)

## MAJOR PROJECT ONE REVISION

**Outcome Targeted:** One, Two, Three, Four

**Modes:** Linguistic, Visual, Spatial

**File Format:** .pdf

### Background:

Last week you submitted the first draft of your symposium poster. That poster was your opportunity to dig deeper into your interdisciplinary topic and create a complex argument supported by evidence found during your research. Now you've achieved that, it's time to return to this composition and revise it, making the argument as strong as possible and the overall composition as user-friendly as it can be.

### Your Task:

Using the feedback you receive from peer review, my input from our conversation during conferences, and the additional time you have to spend on the project, revise MP1 in order to make a multimodal composition that is as effectively argued, thoroughly supported, and well designed as possible. This might mean returning to the argument itself and strengthening it with additional evidence or it might mean raising the stakes by appealing to kairos. It might mean rethinking the spatial arrangement of the individual elements to create a more effective organization. It will, most likely, involve a combination of changes. Use this opportunity not only to look for typos and grammatical errors, but as a chance to conduct a thorough re-vision. Look at the argument with fresh eyes and leverage this opportunity to create a more unique and rhetorically effective composition.

### Getting Started:

You'll be getting lots of feedback this week, so it's important that you prioritize and take time to address both large- and small-scale issues in your revision. Here are some questions to consider as you return to MP1:

- Is my position arguable and unique? Does it have high stakes? How can I improve these foundational pieces of my composition?
- How are all the pieces of my argument organized? Is the organization working effectively, both in terms of the argument and its spatial arrangement?
- Have I done enough research to support my argument? Do I need more evidence? Maybe more analysis?
- What purpose is each of my images serving? Are they contributing to my argument or just taking up space?

### Minimum Requirements:

- 750-1000 words
- 60% visual mode, 40% linguistic mode
- Follow Undergraduate Research Symposium guidelines
- MLA style (or other) citations

### A Successful Project Will:

1. Make a complex and high-stakes argument
2. Employ evidence and analysis as support
3. Incorporate visual elements to strong rhetorical effect
4. Employ effective visual and linguistic organization
5. Be appropriately pitched to the intended audience

**Due:** 4/22/17 (midnight)