SA1: Multimodal Preliminary Essay
Due: Sunday, April 9 at 11:59pm
Outcome Targeted: 1

Task: Respond to the prompt (below) using at least two modes. (Because it’s up to you to decide how to best meet the assignment’s objectives, which may not totally consist entirely of alphabetic text, there’s no word/page minimum for this SA.) Then compose a one-page writer’s memo that tells me which modes you chose, why you chose them, and what connection or effect these decisions have on your purpose and audience.

Audience: Your favorite 182 instructor

Purposes/Objectives:
- Introduce yourself, your interests, and your writing style/background. Basically, tell me the story of how you came to this point in your comp career, considering both your academic and contextual/personal influences
- Record your student income(s)
- Practice using multiple modes to complete a rhetorical task (in this case, a short essay)
- Articulate the logic behind your choices.

Here’s the story: Now that we have at least a vague idea of what multimodal composition is and what it has the potential to do, let’s take a crack at composing a short multimodal essay.

The preliminary essay is an EWP rite of passage—it’s intended to record your student income by asking you to write an essay like you already know how, and to reflect upon your past experiences in composition classrooms. This is always assigned during the first or second week of the quarter, but usually isn’t considered a portfolio-eligible piece. Instead, its primary functions are to help your instructor become acquainted with you and your writing background, and, as mentioned, to create a snapshot of your student income.

Our version of the prelim essay will certainly aim to accomplish these goals, but we’re also going to shake things up a bit. For starters, your prelim essay will be a proper short assignment, which means it’s eligible for the portfolio. Further, we’ll use this piece as an opportunity to practice multimodal composition via a more low-key, less-structured prompt than the ones you’ll encounter later in the quarter.

In terms of the modes you may use, the sky’s the limit, as long as there’s logic behind your decisions—each mode must work with the others to compliment the purpose of your project (see above). Like all our assignments, the dropbox for this one is on Canvas, so digital projects will be the easiest to submit. That said, you’re more than
welcome to create an essay using non-digital modes, just as long as you give me a heads up no later than Wednesday, April 5.

**SA 1 should answer the following questions:**
What has your past writing experience been like, both in the classroom and (if applicable) outside it? What have been your biggest challenges in the past? What types of composition do you enjoy reading? What do you gravitate the most? (Keep in mind that this could mean novels, etc., but also things such as websites, podcasts, magazines, art, etc.) What kind of issues or topics interest you the most? Why so? What are your goals for this class? (Try to be as specific/concrete as possible.) Could the attainment of these goals have a relationship with your answer to question #3? How so?

As you can see, these questions jump around quite a bit, so try to organize your response in a way that transitions as smoothly as possible from point to point. In addition, you’ll need to compose a short writer’s memo (about a page long) that tells me which modes you chose for your essay and why you chose them, with particular emphasis on the connection between these choices and your audience/purpose.

**SA2: Genre Translation**
**Due: Sunday, April 16 at 11:59pm**
**Outcome Targeted: 1**

This assignment asks you to translate a news article or an account of a historical moment and translate it into a different genre. The purpose of this task is to demonstrate your awareness of genre and also to practice making decisions which best fit the audience and purpose of a given writing situation.

**Task**
Pick any newspaper story or historical event and translate it into a different genre. Also compose a writer’s memo which explains the (perhaps imaginary) rhetorical situation yore in and the logic behind your rhetorical choices, and also includes a link to the original news article.

**Task Breakdown**
Choose any newspaper story or an article covering one historical or current event (be sure to keep your scope small). You may use any legitimate source that is accessible online (Seattle Times, Washington Post, New York Times, your hometown paper, PBS, Library of Congress, etc.).

Next, create a rhetorical situation. Pick an audience, purpose, and role for yourself (Are you a journalist? A local business person? An improv comic?). Try to pick an audience and purpose that differs from that of the original article.
Then, translate the story into a genre which suits your audience and purpose. You may want to start by analyzing a piece from that genre to get a feel for its conventions. Note: Keep in mind that the content of your translation will depend on what your purpose and who your discourse community is in the situation you've created.

For example, if your task is to inform a group of high school students about an unfolding news event, you may choose to “live tweet” the story. Alternatively, if your goal is to persuade your Congressperson, you may create a top ten list of reasons why he/she should ________ (fill in with whatever you’re trying to get this Congressperson to do). Or if your situation involves you entertaining a group of people your parents’ age, you could turn your news story into a scene from a play. You have a lot of freedom here—be as creative as you want.

Lastly, you’ll write a one-page writer’s memo which:

- Articulates the rhetorical situation you’ve created for yourself (include your role, audience, purpose, context, and any other relevant situational factors)
- Tells me what genre you picked, why you picked it/why you feel it responds well to the rhetorical situation at hand, and what genre conventions you included and why (or why you chose not to include certain conventions), particularly in regards to that convention’s relationship with your new audience/purpose
- Discusses some of the choices you made to accommodate your audience and purpose. How are these choices different from the original article/genre, and why was this change necessary to better address the new rhetorical situation? How does your use of modality differ from the original text, and what’s the logic behind those choices?

**Logistics**
- Due Date: **Sunday, Jan. 22** by 11:59pm. Submit via Canvas.
- Length: The writer’s memo should be at least 250 words. The rest is up to you (it will probably depend on the conventional length for your genre).
- Original Text: A news story or historical artifact of your choice.
- Audience/Purpose: Your choice, just make sure you articulate what you chose in your memo.
- Other Stuff: The font, margins, etc. are up to you—choose what works best for your genre/purpose/audience. On that note, if you choose to use a visual genre, make sure it’s something you can upload to Canvas.

**Expectations**
A successful project will:
Choose a genre which best suits its audiences and purposes
Adopt a tone that fits the situation
Tailor its genre and content to its purpose AND its audience. (Think about what’s important/appropriate for your target audience. Example: Is your eight-year-old brother going to respond to a scathing blog post? Unless you have a particularly precocious kid brother, you should probably pick a better genre.) Include a writer’s memo which demonstrates your awareness of your genre, audience, purpose, and which rhetorical decisions you made and, most importantly, why you make them (this is metacognition, y’all). Also include a link to the original text.

Genre Ideas:
Twitter feed
Buzzfeed-ish article/list
Letter
Short story
Blog post
Comic strip
YouTube-style video
Song
Anything else you can dream up

MP1.1: Genre Analysis
Due: Wednesday, April 26 at 11:59pm
Outcomes Targeted: 1,2

Task:
- Choose 2 social change/justice or political campaign websites, preferably within the same general genre
- Construct a compare/contrast-style analysis of the two sites, focusing on each site’s audience/purpose/genre/context and how the site’s producer’s rhetorical choices accommodate (or fail to accommodate) these things. Try to pick only a few elements (for example, color scheme and layout) of both sites to analyze and compare/contrast. Similarly, you might want to focus on only one or two modes.
- Substantiate your analysis with secondary evidence (quotes, paraphrases, etc. from outside sources). You aren’t limited to our class readings, but one or more of them would be a natural pairing for your analysis. Try to use at least two secondaries.

Here’s some springboard questions to get you started:
- What are the purposes of each site? Audiences? Genre?
- What does each site do in order to fulfill its purpose and reach its audience? How does modality come into play?--What genre conventions does this mode enable? How does each site handle these conventions? Does any site defy convention? Why?
- Which site is more successful? Why? How so? Are individual elements/areas of the site more or less successful than others? Alternatively, what are the relative differences of each site? What’s the effect of these differences? The logic behind them?
As per the usual, it’s up to you to choose your modes for this project. That said, I’d prefer that your essay be multimodal. There’s no page/word requirement, but make sure the scope of your project is the equivalent of 5-7 pages (and let me know if you need assistance determining what that equivalent is for your chosen modes).

MP1.1 does not require a works cited page (aka a bibliography) or in-text citations, but note that 1.2 does.

**MP1.2: Revised Genre Analysis+Memo and Bibliography**

*Due: Sunday, April 30 at 11:59pm (via Canvas)*

*Outcomes Targeted: 1,2, and 4*

**Task:**
- Revise MP1.1 according to peer feedback and your own initiative (thoughts/ideas you’ve had since submitting the original version of the project). Remember, you don’t have to change everything your peers suggest, but you will need to at least consider all their comments.
- Create a MLA-compliant bibliography (aka a works cited page) for your secondaries. See Purdue OWL for guidelines.
- Include a composer’s memo which discusses the revisions you’ve made and the logic behind each of these revisions. Try to give specific examples of feedback and your corresponding edits--quote/paraphrase yourself and/or your peers, and cite your reviewers and page numbers if possible/applicable. The memo should be the equivalent 250-500 words (1-2 pages), but does not necessarily have to take the form of an alphabetic-linguistic genre.

**SA3+4: Proposal+Annotated Bibliography**

*Due: Sunday, May 14 at 11:59pm (via Canvas)*

*Outcomes Targeted: 1 and 2*

**Objective:** To propose your sociopolitical change project (MP 2) and provide an overview of your research. Thus, your assignment will consist of two components:

1. The Proposal
- Imagine a scenario in which you’d have to propose your second major project. This hypothetical situation could involve you asking for money, publication, distribution, endorsement, etc. Clearly define/articulate the scenario, the group or person you’ll be pitching your project to, and what you’re asking of that audience. Include all of this within a brief writer's note/aside, either at the beginning or the end of the proposal (this should only be a paragraph or so).

Keys to a Successful Proposal:
- Explicitly define and explain your project, what its purpose is/concrete goals are, why it matters/how it appeals to kairos/what the stakes are,
who it's aimed at (audience--be specific), what form it will take (video, website, blog, etc.) and why this genre makes sense. Also explain where it will appear, why this outlet is a good fit for this particular project, and what you're asking of the committee/individual to whom you're sending this proposal. You should also mention your research and how you'll use it, but only as a means of framing the annotated bibliography.

- Include a distribution plan. How will your MP/campaign (hypothetically) reach your audience? What channels of communication will you use? How will you access these channels?
- How you structure, format, and organize the proposal is up to you, as it the modality, just as long as you're always considering your audience (the committee) and their needs. In other words, try to put yourself in their shoes--if you were on this committee, what would be attractive to you? What would make the proposal easier to digest?
- The proposal should be the equivalent of 500ish words, but keep in mind that this doesn't necessarily have to be in "traditional" essay-ish form, so use your best judgment when considering things like length.

2. The Annotated Bibliography
- Create an MLA works cited page for at least three sources. Under each source's citation, include a solid paragraph that summarizes the source and explains its relevancy to your project (what work it will do for you). Try to use three distinctly different sources (different authors, publications, etc.), and keep in mind that your audience is still the committee/person/whatever. We'll discuss this in class, and I’ll also post examples to Canvas, but note that your annotations don't have to be "traditional"--they can be audio, video, Tumblr, etc.

Note: For portfolio purposes, you can consider the proposal (SA3) and the annotated bibliography (SA4) to be separate assignments.

**MP2.1: The Non-traditional Essay**
**Due: Sunday, May 21 at 11:59pm (via Canvas)**

**Outcomes Targeted: 1, 2, and 3**

As we’ve discussed, your second sequence is all about sociopolitical activism. MP2 asks you to actually produce the project you’ve proposed in SA4, one which targets a concrete sociopolitical change. Your “essay” will be multimodal and preferably “non-traditional”—essentially the new media version of the academic(ish) essay you’re already familiar
A successful essay will:
- Include a clear claim/call to action/goal/purpose
- Logically support that claim with reasoning, research (at least three sources), and relevant background/contextual information
- Appeal to kairos, ethos, pathos, and/or logos
- Have a clear sense of organization and flow
- Choose modes, media, style, and a genre that accommodates its audience and purpose
- Cite sources appropriately, both within the text and via a bibliography (whatever’s conventional for your genre)