

Short Assignment 1: Cultural Artifact Letter

Due Date: Thursday, April 4th, by 11:59pm on Canvas

Targeted Outcomes: 1

Short Assignment 1 asks to demonstrate your understanding of rhetorical awareness and authorial/audience perspective.

Task: Identify a material or cultural artifact that identifies you as part of a specific community or fandom and analyze how you declare your affiliations through that item (e.g. a Gryffindor house scarf for Harry Potter fans). Draw on personal experiences of engaging with your own communities. In a letter, **persuade your audience to appreciate this group** through its declarative items. Tell me why this artifact matters and how it contributes to building a community. While these items are often material or tactile in nature, you are welcome to use interesting moments of digital or multimodal objects that allow for self-identification. This is an opportunity to articulate your knowledge of a robust community through personal experience and compelling evidence.

Because this open letter engages with personal experiences and narrative writing, you will also compose a brief **composer's memo** to unpack your decisions. The composer's memo is a piece that helps both you and I understand the choices you made in your letter. Who is your audience and how do you identify them in this genre? How do those rhetorical moves operate to effectively communicate with your audience? How might your own identity, community standing, knowledge, or experiences affect your ability to persuade your audience in this letter?

Audience: Think carefully about what kind of audience would be interested in reading about this artifact. Choose one audience outside the fandom or community group (not your instructor) and consistently target that audience throughout your assignment. You are not limited to writing a standard essay so feel free to incorporate additional media where and when appropriate.

Requirements:

- 1-2 pages, double-spaced, 12 pt. Times New Roman font, 1-inch margins
- MLA formatting with consistent tone and clear organization
- Writer's Memo, additional 1 page, 12 pt Times New Roman font with 1-inch margins

SA1 Rubric:

	Outstanding	Strong	Good	Acceptable	Needs Work
Composed strategically for intended audience and context.					
Demonstrates a detailed understanding of the material artifact and how it signals a community.					

Demonstrates genre awareness.					
Memo articulates and assess effects of rhetorical choices.					
Memo includes specific details.					
Memo offers a thoughtful response to the assignment prompt.					

English 182 Short Assignment 2: Rhetorical Analysis

Due Date: Thursday, April 11th, by 11:59pm on Canvas

Targeted Outcomes: 1, 2

Task: You will attend a gallery or exhibition in Seattle and perform a rhetorical analysis of the modes used to present the materials. This may be a visit to the Special Collections at the Suzallo and Allen Libraries, a trip to the Henry Art Museum, or another Seattle-based gallery space. This assignment has two goals. First, by attending a spatially defined composition, you will raise your awareness of how multiple modes are put together to construct a message. How do these choices account for the needs of their perceived audiences? Second, by thinking and writing about these things, you will better understand how to utilize multiple modes in your own work and future assignments.

On the whole, this assignment asks you to

- 1) Provide a description of not only the physicality of that place but also your position in relation to it
- 2) Consider how multiple modes are put together to construct a message
- 3) Make a claim on how this space aids or resists meaning-making

You are encouraged to incorporate other kinds of ‘texts’ into your analysis. These might take the form of photographs, memorabilia (or photos of them), drawings, video stills, audio recordings, among others. If you want to use sounds (i.e. white noise, recordings of the space), come talk to me so we can discuss the best way for me to ‘read’ your work. Be sure your use of these multimodal elements is not merely decorative but strategically placed into your analysis for a specific purpose. Keep in mind that you are writing for an audience that may not have been to the place you are describing.

While preparing for your rhetorical analysis, consider the following questions:

- What space am I choosing to analyze and am I part of the intended audience?
- What is the purpose, claims, and overall message in this space? What multimodal and rhetorical techniques are in place?
- Is it a place of discovery? Is it permanent or is it in flux?
- What objects does it contain? How are they related to where they are?
- How does this space engage your senses? For instance, what is the smell or temperature? Lighting? Etc.
- What is your role in it? To what extent does it allow you agency? Is it a private space or a collective one
- What modes are being utilized in this space? How do those modes communicate a purpose?

Requirements:

- 2-3 pages, double-spaced, 12 pt. Times New Roman font, 1-inch margins (page length may be longer if incorporating multimodal elements)
- MLA formatting with consistent tone and clear organization
- Citation of the space you visited

You are welcome to use physical or digital media (or a combination thereof), but you will need to submit your project electronically, so please scan any physical projects. If digitization will not be possible, talk to me and we'll figure out another way for you to turn it in.

SA2 Rubric:

	Outstanding	Strong	Good	Acceptable	Needs Work
States the original composer's rhetorical modes and purpose.					
Answers questions in the prompt.					
Identifies and unpacks the different modal affordances used in the exhibit.					
Effectively analyzes and evaluates information from external sources as appropriate.					
Incorporates evidence and materials that support claim(s).					
Composed strategically for its intended audience and purpose.					
How does the rhetorical grammar impact the audience's comprehension?					

English 182 Major Project 1: Intertextuality & Found Composition

Due Date:

Draft 1 / Proposal: Thursday, April 18 at 11:59pm on Canvas

Draft 2 / Project + Memo: Tuesday, April 30, at 11:59pm on Canvas

Targeted Outcomes: 1, 2, 4

Task: Drawing on the course texts and understanding of multimodality, you will create a creative argument on literacy practices.

- You must refer to at least two of the class readings and use at least three external ‘found’ elements.
- The genre in which you decide to present your argument almost entirely up to you and whom you are trying to reach as an audience. **Your only limitation is that you may NOT create a traditional academic essay or use exclusively linguistic modes.** Take this as an opportunity to get creative. You could create a video, a podcast, a piece of art, etc.
- You should practice ethical citation methods consistent with your genre.

Because this is a more involved project than the previous assignments, there will be two drafts and two due dates. The first draft will be a short proposal that indicates which course texts will be used, offers sample ‘found’ elements, and gestures to which modes the creative project will use. The second draft will be the completed creative synthesis using at least three modes, paired with a composer’s memo.

- 1) **Draft 1 / Proposal:** Create a 2-page proposal to develop your concepts for the found composition project. Identify which course texts you will put into conversation and collect at least five elements that you may or may not use for the creative component. These elements may be pictures, videos, sound clips, material artifacts, etc.
 - a. What kind of project do you want to produce and how will you incorporate the found objects?
 - b. Who is your target audience and what modes will be most effective to communicate?
 - c. What elements/objects will you use and how will you pair them with course texts?
 - d. What modes will you employ?
- 2) **Draft 2 / Project + Composer’s Memo:** Create a multimodal project that puts course texts in conversation with each other and ‘found’ elements. Provide a linguistic ‘composer’s memo’ in which you explain why you made specific choices. Be sure that your use of multiple modes is purposeful and intentional.
 - a. The composer’s memo can draw on the proposal. Use this space to explain your rhetorical situation, your intended audience, your choice in genres and modes, and how those modes function to express your argument.
 - b. Determine the mode(s) you will utilize and the genre(s) in which you will operate, unpacking why you have made these choices.

- c. Include a statement of goals and choices to (1) describe your goals and the stakes of your project and (2) describe the choices you have made to fulfill these goals.
- d. Dedicate space at the end of the composer's memo to acknowledging how you negotiated and incorporated peer feedback.
- e. The composer's memo should roughly be 3-4 pages double spaced in 12 point Times New Roman font.

You are welcome to use physical or digital media (or a combination thereof), but you will need to submit your project electronically, so please scan any physical projects. If digitization will not be possible, talk to me and we'll figure out another way for you to turn it in.

MP1 Rubric:

	Outstanding	Strong	Good	Acceptable	Needs Work
How does this piece answer the prompt?					
Is the piece composed strategically for its intended audience and context?					
How does the piece demonstrate modal awareness?					
Is the message clear and consistent in its use of modes?					
Does the use of modes work together to present the message? Do the modes complement each other?					
Does the piece analyze and synthesize multiple sources efficiently?					
Does the piece incorporate at least two course texts and three found elements?					
Does the piece use sources ethically?					

How does the composer's memo explain the use of design elements and modal affordances?					
How does the composer's memo articulate and assess effects of composition choices?					
Does the composer's memo include specific details?					
Does the composer's memo show consideration and incorporation of peer feedback?					