WRTG 3020-061 Spring 2014

Writing in the Visual Arts: Word and Image
(service-learning)
TTh 11:00–12:15 ECCR 139

Instructor: Dr. Alexander S. Fobes
Office: ENVD 1B50H
Office Hours: M 1-3 and by appointment
Email: alexfobes@hotmail.com
Phone: (303)735-4665

Materials
* Seeing & Writing 4 (course text)
* course D2L site <learn@colorado.edu> (all course assignments will be posted on D2L, as well as links to and instructions for accessing other media)
* electronic messages (use alexfobes@hotmail.com for all correspondence)
* in-class handouts
* notebook for in-class writing
Course Description
Students will explore the extraordinary 20th- and 21st-century convergence of word and image through a host of artistic and social media, with the goal of honing their discursive ability and versatility. Readings and viewings will include a cinematic novel, poetry, fiction, non-fiction, and theory, as well as photography, painting, sculpture, film, and all that falls in between. In a variety of approaches, students will analyze, critique, and create visual texts, select and pursue lines of inquiry related to their areas of interest, and apply their informed knowledge of word, image, form, and perspective to refine their communicative skills and style. The course supports the Program for Writing and Rhetoric’s sustainability goals and culminates in a service-learning poster project through which students will conduct research and generate creative texts with persuasive images to aid a local non-profit organization. Commitment to service-learning and engaged class and workshop participation are a must.

University of Colorado at Boulder Core Requirement
WRTG 3020 fulfills the core upper-division writing requirement for students with majors in Arts and Sciences and meets the CCHE criteria for an Advanced Writing Course (GT-CO3) in the Colorado System of Higher Education. The course is approved for the Arts and Sciences core curriculum, written communication, and builds on skills practiced through the first-year writing core requirement by applying an advanced understanding of rhetorical concepts to communication within specialized fields.

Service-Learning
Service-learning is a form of experiential education that integrates academic instruction with educationally meaningful community-centered work that is appropriate to curricular goals in order to enrich and enhance the learning experience, teach civic engagement, and meet community-defined needs.

This section of WRTG 3020 is a service-learning course, in which you will be required to volunteer a minimum of 12 hours with a local non-profit. You will choose your organization within the first two weeks of classes and then arrange to attend any training and to complete your hours. The service-learning project will be a primary focus of the second half of the course and will require you to draw on the skills and knowledge you gather in the first half of the semester through the visual analysis and persuasive text assignments. Much of the in-class writing and discussion in our class will
center on your community-based work, and your understanding of the non-profit—its aims and its obstacles—will inform your use of visual rhetoric in the persuasive poster and be critical to the success of your service-learning project. Your first-hand experience as well as the related research you conduct should provide you with a unique and important perspective on your chosen topic, from which you can write with authority and for the betterment of the community. Specifically, the service-learning project will include a 2-3 page proposal that identifies the target audience of your persuasive poster as well as a 3-4 page annotated bibliography summarizing the sources that can provide you with diverse points of view and authoritative knowledge about your chosen topic/organization. Before the semester's end, you will create a persuasive poster that serves a particular need of your organization, present it to both the class and your organization, and complete a polished 8-10 page researched essay explaining and reflecting on your use of visual rhetoric in the poster and the purpose it serves.

Course Objectives
Rhetorical Knowledge
- To use texts from rhetoric, discourse studies, communication, or related fields to extend understanding of rhetorical concepts related to word, image, and the visual arts
- To develop sophisticated strategies for critical analysis of art and multimodal rhetoric
- To learn more sophisticated ways to communicate knowledge to appropriate audiences
- To apply reflective strategies to the synthesis and communication of knowledge

Experience in Writing Processes
- To generate multiple drafts to arrive at a successful text
- To hone strategies for generating ideas, revising, editing and proofreading for discourse related to the visual arts and visual rhetoric
- To effectively critique our own writing and that of our peers
- To use a variety of technologies for writing and research
- To learn to evaluate sources for accuracy, relevance, credibility, reliability, and bias

Mastery of Conventions
- To select and adapt genre conventions related to a particular contextual use of word and image
• To use the specialized vocabulary, format, and documentation suitable for each task
• To control features such as style, syntax, grammar, punctuation and spelling

**Effective Communication Strategies**
• To enhance our ability to compose messages for specific audiences and purposes
• To enhance our ability to communicate to a variety of audiences through the use of word and image
• To enhance our ability to adapt content and style to respond to the needs of different audiences through the use of art and visual rhetoric

**Advanced Content Knowledge**
• To carry out a sophisticated analysis of the work of artists, scholars who write on the visual arts, and professionals who employ visual rhetoric
• To engage and communicate effectively with specialized discourse communities
• To create and employ visual rhetoric that serves your purposes and those of the community as you communicate with members of your discipline or profession and local leaders

**Competence in Writing and Rhetoric**
• To sharpen our skills in critical thinking, written communication, and reading about the visual arts through the use of word and image

**Course Evaluation**
20% Visual Analysis Assignment*
20% Persuasive Text Group Project and Presentation*
45% Service-Learning Project (Proposal, Visual Rhetoric Poster,* Related Inquiry Essay,* and Project Presentation)
15% Participation in class (attendance, punctuality, preparation, discussion, in-class writing, involvement in workshops and group exercises)

* In order to receive credit and a letter grade for the major assignments, you must first complete all drafts (and, in the case of the persuasive text and inquiry essay, a research proposal) by the dates due. Be sure to save extra copies of your work to safeguard against the unlikely event of it being misplaced, stolen, destroyed, plagiarized, swallowed by rabid wolverines, etc.
Attendance and Participation

It is the quality of your participation that counts, not its quantity. Good participation is dependent upon thorough preparation for and regular, punctual attendance of each class. It involves having something valuable to contribute, listening and responding to everyone else, performing well and inspiring others, and minimizing whatever happens to distract others from the task at hand: in general, doing one’s utmost to foster a productive learning environment in the classroom. **For this reason, the use of cell phones, laptops or other electronic devices in class is not permitted and may significantly affect your final grade.** You are permitted—though not encouraged—to miss class three times without providing a documented excuse in writing. (Per department policy, absences are excused only in the case of documented emergencies, and three late arrivals and / or early departures shall be deemed an absence.) Remember it is not necessary to call or email to explain the nature of an absence; just be aware of the attendance policy and see me ahead of time if a special circumstance will cause you to miss a number of classes. You are responsible for all assignments, including peer review work, as well as any material discussed in class during the period you are away.

Keep in mind that your diligence and degree of involvement in group work, as well as your commitment to providing high-quality, constructive feedback in workshops are of paramount importance. You will be evaluated on your ability to recognize strengths and weaknesses in your peers’ writing and to suggest effective strategies for revision. As we shall see, these skills will help you become both a better writer and a more critical judge of your work.

Office Hours and Conferences

Before each of the major writing assignments, we will have the opportunity for a one-on-one conference. In addition, please feel totally welcome to take advantage of office hours (M 1-3 PM in ENVD 1B50H and by appointment) throughout the semester to discuss any questions, problems or concerns you may have regarding the course, grades, to evaluate paper topics, or to receive feedback on your writing etc. If you have questions resulting from your own non-attendance, please check our course D2L site and/or check with your peers regarding the material you have missed, or come to see me in person. If the hours scheduled for consultation are not convenient, feel free to talk to me after class or email to set up an appointment. Email is by far the easiest way to contact me (alexfobes@hotmail.com); if you do call, the best time to reach me is during office hours. Note that you may also occasionally be receiving formal
communication regarding the course via email; be sure to check your university email account at least once every 48 hours.

**Useful Links**

**Writing Center (info, appointments):**
www.colorado.edu/pwr/writingcenter.html  
**MLA Citation:**  
http://www.library.cornell.edu/newhelp/res_strategy/citing/mla.html  
**Purdue Owl:** http://owl.english.purdue.edu/owl/  
**Oregon State Writing Tips and Handouts:**  
http://grammar.ccc.commnet.edu/grammar/index2.htm  
**International Association of Word and Image Studies:** http://www.iawis.org/  
**Local Non-Profit Organizations:** http://greatnonprofits.org/city/Boulder/CO  
http://www.commfound.org/cultureofgiving/nonprofits/list?page=7

**Notes**

**Due dates**
Extensions will be granted only if you contact me before the due date with a compelling reason, and late papers will be subject to a penalty.

**University of Colorado at Boulder Honor Code**
All students of the University of Colorado at Boulder are responsible for knowing and adhering to the academic integrity policy of this institution. Violations of this policy may include: cheating, plagiarism, aid of academic dishonesty, fabrication, lying, bribery, and threatening behavior. All incidents of academic misconduct shall be reported to the Honor Code Council (honor@colorado.edu; 303-735-2273). Students who are found to be in violation of the academic integrity policy will be subject to both academic sanctions from the faculty member and non-academic sanctions (including but not limited to university probation, suspension, or expulsion). Other information on the Honor Code can be found at http://www.colorado.edu/policies/honor.html and at http://honorcode.colorado.edu

**Plagiarism**
This is an extremely serious offense at CU that can result in failure in the course or even expulsion from the university. You can expect me to follow the guidelines suggested by the University Honor Code. Plagiarism not only includes copying from a published source, but also presenting another student’s work as your own. If you have any questions about how to
properly acknowledge a source, please consult me. Information on the
University of Colorado’s honor code can be found here:
http://www.colorado.edu/academics/honorcode/

**Campus Policy on Classroom Behavior**

Students and faculty each have responsibility for maintaining an
appropriate learning environment. Those who fail to adhere to such
behavioral standards may be subject to discipline. Professional courtesy
and sensitivity are especially important with respect to individuals and
topics dealing with differences of race, color, culture, religion, creed,
politics, veteran’s status, sexual orientation, gender, gender identity and
gender expression, age, disability, and nationalities. Class rosters are
provided to the instructor with the student’s legal name. I will gladly honor
your request to address you by an alternate name or gender pronoun.
Please advise me of this preference early in the semester so that I may
make appropriate changes to my records. See policies at
<http://www.colorado.edu/policies/classbehavior.html>
<http://www.alumniconnections.com/links/link.cgi?l=3958271&h=12345&e=UCBI-20130104183129> and at
<http://www.colorado.edu/studentaffairs/judicialaffairs/code.html#student_code>
<http://www.alumniconnections.com/links/link.cgi?l=3958272&h=12345&e=UCBI-20130104183129>

**Discrimination and Harassment**
The University of Colorado Boulder (CU-Boulder) is committed to
maintaining a positive learning, working, and living environment. The
University of Colorado does not discriminate on the basis of race, color,
national origin, sex, age, disability, creed, religion, sexual orientation, or
veteran status in admission and access to, and treatment and employment
in, its educational programs and activities. (Regent Law, Article 10,
amended 11/8/2001). CU-Boulder will not tolerate acts of discrimination or
harassment based upon Protected Classes or related retaliation against or
by any employee or student. For purposes of this CU-Boulder policy,
"Protected Classes" refers to race, color, national origin, sex, pregnancy,
age, disability, creed, religion, sexual orientation, gender identity, gender
expression, or veteran status. Individuals who believe they have been
discriminated against should contact the Office of Discrimination and
Harassment (ODH) at 303-492-2127 or the Office of Student Conduct (OSC)
at 303-492-5550. Information about the ODH, the above referenced
policies, and the campus resources available to assist individuals regarding
discrimination or harassment can be obtained at
http://hr.colorado.edu/dh/
Special Accommodations
If you qualify for accommodations because of a disability please submit a letter to me from Disability Services in a timely manner so that your needs may be addressed. Disability Services determines accommodations based on documented disabilities. Contact Disability Services at 303-492-8671 or by e-mail at <dsinfo@colorado.edu>. If you have a temporary medical condition or injury, see “Temporary Injuries” under “Quick Links” at the Disability Services website: <http://www.alumniconnections.com/links/link.cgi?l=3958265&h=12345&e=UCBI-20130104183129> and also be sure to discuss your needs with me.

Religious Observances
Campus policy requires that faculty make every effort to deal reasonably and fairly with all students who, because of religious obligations, have conflicts with scheduled exams, assignments or required attendance. Please let me know in advance if you have any such conflict with the schedule.

WRTG 3020-061 Abbreviated Course Schedule with Major Due Dates (subject to change):

Week #1
1/14, 1/16 Introductions; Carroll’s Mouse; “Mallarmé’s “A Throw of the Dice will Never Abolish Chance”; Apollinaire, “On Painting”; W.J.T. Mitchell, “Word and Image”

Week #2

Week #3
1/28, 1/30 M. Perloff, “From Avant-Garde to Digital: The Legacy of Brazilian Concrete Poetry”; Joyce, Finnegans Wake (excerpt); McCloud, “Show and Tell”; due 1/31: First (3-4 page) Draft of Visual Rhetorical Analysis

Week #4
2/4, 2/6 Kostelnick, “Visual Rhetoric”; Writing Workshop #1 (2/6)
<table>
<thead>
<tr>
<th>Week #5</th>
<th>2/11, 2/13</th>
<th>Gilles, “News Photography”; Bourke-White, “The Louisville Flood”; Personal Photo Analysis; due 2/13: Final (4-6 page) Draft of Visual Rhetorical Analysis; Effective Communications</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week #6</td>
<td>2/18, 2/20</td>
<td>Due 2/18: (300-word) Summary of your Service-Learning Project so far; Canin, “Vivian, Fort Barnwell”; Allison, “This Is Our World”; E. Welty, “The Little Store”; W. Welty, “Teaching Ad Copy”</td>
</tr>
<tr>
<td>Week #7</td>
<td>2/25, 2/27</td>
<td>Due 2/25: (8-10 page) Persuasive Text Group Project Proposal &amp; Annotated Bibliography; Cyphert, “Presentation Technology in the Age of Electronic Eloquence; Visual Metaphor; Wood, American Gothic</td>
</tr>
<tr>
<td>Week #10</td>
<td>3/18, 3/20</td>
<td>Due 3/18: (5-7 page) Service-Learning Project Proposal &amp; Annotated Bibliography; Conferences; R. S. Smith, “Young Children’s Interpretations of Gender”</td>
</tr>
<tr>
<td>Week #11</td>
<td>4/1, 4/3</td>
<td>Due 4/1: (300-word) Design Brief; Berger, “Ways of Seeing”; Dalì &amp; Buñuel, Un chien andalou; Hamilton, The Man with the Golden Gun</td>
</tr>
</tbody>
</table>
| Week #13 | }
**Visual Analysis Assignment**

First Draft Due by 5PM, Friday, January 31\textsuperscript{st} (900-1200 words)
Final Draft Due by 5PM, Thursday, February 13\textsuperscript{th} (1200-1800 words; include a copy of your chosen image)

For this assignment you will select an image and write an analysis. Select an image (any kind of image— a photograph, a painting, an advertisement, a poster, a webpage, a movie still, or even a calligram) that you find interesting and provocative of multiple types of interpretations. As you are getting started, you may wish to skim through Appendix B of Seeing & Writing 4 (pgs. 736-43). Your essay should include some introductory context for the image, such as the original source and explanatory details, if necessary, regarding the genre of the image. In order to enhance your analysis, strengthen your argument, and demonstrate to your audience that you are an authority on your chosen image, you will probably want to cite a few experts (secondary sources) on the topic. Cite your sources MLA style and be sure to include a Works Cited page.

While the essay should be logically organized and use an engaging method of development, it should also contain an analysis of some or all of the following points, and include examples and secondary sources to provide specific support for your ideas:
• What could be the key ideas and/or purpose behind this piece? Is the piece designed to be primarily informative, celebratory, or persuasive? How can you tell?

• For what specific audience(s) was this piece designed? What clues does the image provide regarding intended audience (language of any text, assumptions about shared knowledge, design elements, cultural references, color choices, etc.)? What assumptions do you think the designer is making about his or her audience?

• Identify evidence of any rhetorical appeals used by the author (most images use more than one appeal), and specify the dominant appeal. Is the image highly situated in one culture, or do you see a more universal appeal? (Remember that not all images are best analyzed through the Aristotelian lens of ethos, pathos, and logos.)

• What parts of the image situate it in a particular time and/or context? Use examples and explain your perception of the context.

• Does the image suggest a call to action? What actions, changes in thinking, and/or new ideas does the piece suggest for the audience?

**Purpose:** To demonstrate your ability to analyze an image rhetorically, using specific support and examples.

**Audience:** A visual rhetorical analysis is an academic genre used to determine particular rhetorical devices selected by authors/designers. An academic audience is implied, and your real audience for this particular exercise is your classmates and instructor.

**Persuasive Text Group Project Assignment**

For this project you will draw from both peer-reviewed and credible lay publications to create a persuasive text about your selected topic idea. “Text,” in this usage, might mean a blog, a video, a multimedia essay, or a standard essay with some strong visual elements. (Projects that are
predominantly visual will necessarily include a detailed outline, prolegomenon, and/or script.) I am open to different formats, so if you have an idea that is not described, run it by me. Individual topics will be tweaked by the group, and your idea may change a bit from the original focus. Using the research question you have developed as a group, you will collaboratively create a “text” that makes an educated and persuasive case for some sort of call to action. You are not expected to “solve” the problems of your issue; rather, you should demonstrate that you have done extensive research and have come to educated conclusions about what positions/ideas you find the most reasonable and compelling. A call to action in your project should suggest some change(s) the reader/viewer should consider: a change in perspective, a type of action that might be taken, a specific behavioral change, people to contact, new ways of thinking, etc.

This project differs from a research paper in several key ways. A research paper reports information about a topic, usually with little analysis on the part of the writer. A deliberative text, on the other hand, is formulated to be more like a rebuttal paper within a debate. In order to have a persuasive and informed rebuttal, skilled rhetoricians (i.e. the ones in this class) must demonstrate both an awareness of preceding conversations about the issue (their awareness having been cultivated through research) as well as a thorough understanding of the subject that they are attempting to address. Such a demonstration should include an acknowledgement of the complexity of the problem being addressed. You should use a creative approach to educate and persuade your audience, using logic, visual appeals, testimonials (interviews), or whatever else you think is appropriate.

**Audience:** You must decide on a specific lay audience, and specify that audience for the project. You should target a particular group, demographic, board, etc. that is a real audience related to your issue. “The general public” is not a workable demographic; be more specific. The easiest way to determine an audience is to look for a type of publication (a specific magazine or newspaper, a committee or government group, a website, etc.) with an audience that would actually have interest in learning about and/or taking action related to your topic.

**Purpose:** The purpose is persuasive, but a thoughtful audience is not persuaded by one-sided rhetoric. Rely on effective appeals to make your case, and don’t “preach to the choir.” By definition, persuasion implies that members of the audience have “moved,” by learning something and/or changing their position. Therefore, if you create a text that will be compelling only to people who already agree with your point of view, you will have failed, persuasively speaking. Shoot for an audience that may be
open to persuasion, and then design your text and calibrate your tone so that your case is compelling for that audience.

Divide tasks according to the individual strengths within your group—writing, research, editing, technical and/or presentational skills. Everyone will fill out a confidential group evaluation at the end of the course, so be sure to pull your weight with the project. Since the formats will vary, there is no set “page” number for the project.

**Group Project Proposal and Annotated Bibliography:** due Tuesday, February 25th (**we will meet in Norlin E116 on this day; please be ready at your group’s assigned time**)

**Group Presentations:** Tuesday, March 4th

**Final Version of Group Project:** due Tuesday, March 11th

---

### Group Project Proposal & Annotated Bibliography

**Purpose:** The purpose of the proposal is to demonstrate that you have chosen an interesting and worthwhile topic, that you have begun to discover more about it by researching both peer-reviewed publications and credible lay sources, and that you have also chosen a specific target audience for your persuasive text. You should have at least one particular driving question—something you genuinely want to learn an answer to—and multiple “researchable” questions by the time you submit the proposal.

**Components:** Rather than write a formal proposal, you simply need to (1) type concise answers to the following questions (in thoughtful, complete sentences) and (2) complete an annotated bibliography (explained on the other side of this page). In order to receive credit and a letter grade for the group project assignment, you must complete the research proposal, annotated bibliography and final version by the dates due, and be ready to deliver your presentation on Tuesday, October 15th.

1. State your topic, being as specific as you can.
2. What is your guiding question that you want to investigate through your research?

3. What are some of the focusing ("researchable") questions that will help you narrow down the topic and shed light on the main, guiding question of your research?

4. What is the "occasion" that is prompting you to create a persuasive text on this topic? Address some or all of the following questions:
   (a) Why are you writing about this topic now? Why does this subject matter, and to whom does it matter?
   (b) What got you interested in this subject?
   (c) What people or organizations are speaking or arguing about this subject?

5. Write briefly about your research strategy: How do you plan to find answers to your questions? What sources do you think you might turn to as you investigate your questions? Be as specific as you can.

6. Who is your specific target audience?
   (a) Why might this audience have an interest in learning about and/or taking some sort of action related to this topic?
   (b) For what reasons might people in your specific target audience disagree with your position on this topic?

7. What rhetorical appeals and/or strategies will you employ to persuade your target audience? How will you respectfully acknowledge and refute the potential counterarguments of your chosen audience?

8. What sort of "text" do you intend to create?
   (a) Why have you chosen this form?
   (b) How will it combine both words and images?

9. OPTIONAL: Tell anything else you think is relevant at this stage in your research and/or explore some questions or uncertainties you may have about your ideas or about the feasibility of pursuing this topic.
The Annotated Bibliography: For your proposal to be accepted, you will need to include a complete annotated bibliography. This bibliography must contain a variety of authoritative sources, including both peer-reviewed publications (of a particular field or profession) and credible lay publications (publications which are not limited to a specific discipline or profession but are nonetheless reputable). **All sources must be cited MLA style, unless you specify a reason for using another style of citation.** If you are unfamiliar with MLA style, try consulting one of the following websites:

<http://www.library.cornell.edu/newhelp/res_strategy/citing/mla.html>

<https://owl.english.purdue.edu/owl/resource/747/01/>

Also, for **each** of your sources, type a one-paragraph summary that states its main points and explains how you will use the source in your persuasive text.

Thus, completing your annotated bibliography involves not only listing your sources, but also reading them carefully and writing a paragraph for each. At this stage of your research, you should have at least three or four good sources for each person in your group. (In other words, a group of 4 should provide an annotated bibliography of at least 12 sources.)

**Persuasive Text Group Presentation Guidelines**

On **Tuesday, March 4th** (be ready to go at **11AM**), your group will be asked to deliver an interactive presentation to the class, using some sort of visual aids gleaned from your group project (video, blog images, charts, etc.). Presentations should be geared toward the real audience of the class (not the audience designated for the group paper, unless the class is part of that demographic), and while you are not expected to solve the
problem/issue, you should have a specific call to action for the audience. In other words, the audience should be motivated to take some action, change their minds or rethink their positions, etc. Make this call to action as specific as possible, and keep in mind that the call to action may involve more than one objective.

Each group will have a total of approximately 10-12 minutes (depending on group size) for all aspects of the presentation, with five additional minutes for technology set-up. Interactive elements can be in any form you like, just keep the time limits in mind. Verbal or written quizzes, group discussion of key elements, and illustrative activities can all work well. You should decide beforehand as a group who will be speaking and how you will change speakers. It is fine to designate only one or two people as primary speakers, but all group members should participate in any discussions/questions from the class.

You are welcome to use your own laptops for the presentation, but to be safe you should also email the materials in case there are difficulties getting the projector to recognize your system.

Remember that effective visual aids (including PowerPoint, Prezi, Keynote, etc.) should add something to the discussion beyond a simple outline. Anything best represented visually works well (maps, stats, graphs, photos). Since this is a persuasive multimedia presentation, rhetorical strategies such as ethos, logos, and pathos may play a visual role as well as an aural one.

**On the day of the presentation, your group will provide me with a basic outline to follow along** (don’t forget this!). You may use a few notecards, outlines, or other visual aids to guide your own speaking. Grades are based primarily on effective content, i.e. supported points, effective and thoughtful use of rhetorical appeals, the extent to which to which you have successfully geared the presentation toward this audience, etc. Effective use of visual aids is also a significant factor that is considered “content” for these purposes. The form and style of your presentation is an important, though secondary concern. Be sure to practice good habits of public speaking, engaging the class, making eye contact, projecting yourself effectively, pacing your presentation, respecting time limits, minimizing distracting speech fillers and/or body movements, etc.

Use the group project as the basis for your presentation, but do gear it toward the real audience of this class. Keep in mind the demographics and the shared levels of knowledge we have here, and base your level of explanation on that knowledge.
Service-Learning Final Project—Important Dates and Details:

Due 2/18: (300-word) Summary of your Service-Learning Project so far (by this date you should have met with a representative from your non-profit and completed any needed training)

Due 3/18: (5-7 page) Project Proposal & Annotated Bibliography (by this date you should have completed at least 6 hours of service for your non-profit organization)

Due 4/1: (300-word) Design Brief; by this date you should have completed at least 4 hours of service for your non-profit organization

Due 4/8: (6-8 page) First Draft, Service-Learning Inquiry Essay

Due 4/15: First Draft, Persuasive Poster for Service-Learning Project (by this date you should have completed at least 9 hours of service for your non-profit organization)

Due 4/17: Peer Reviews of Essays (Writing Workshop #2 in class on 4/17); by this date you should have completed at least 7 hours of service for your non-profit organization

Due 4/29: Final Draft of Service-Learning Project (8-10 page Inquiry Essay and Persuasive Poster); by this date you should have completed 12 hours of service for your non-profit organization

Service-Learning Inquiry Essay:
This essay is partly a visual analysis and partly a research paper. In it you will address the aims and obstacles of the non-profit organization you have chosen to work with this semester in your service-learning project and how your persuasive poster serves a particular need of your organization. In your essay you are welcome to cite primary sources and draw on your first-hand experience performing community-based work; in addition, you are expected to demonstrate that you are knowledgeable about the aims of the organization and the challenges that it faces. For this reason, you should plan on citing at least 8-10 authoritative sources that address in some way the issues that your organization is dealing with. In the essay you will also explicate the theory behind your persuasive poster—i.e. comment on the purpose of the elements in your design and how they will aid you in
communicating a particular message to your specific target audience. (Thus, you will want to make clear who your target audience is for the poster and exactly what your message is.)

**Persuasive Poster:**
The poster itself will be evaluated on its ability to communicate visually (using both word and image) a specific message that a particular audience will find persuasive. Since the poster will also be judged on the extent to which it serves a need of your non-profit organization, it is important that you exchange and discuss your ideas for it with the relevant people in your organization. Thus, your poster should reflect not only your understanding of persuasive texts and graphic design, but also your knowledge of the non-profit itself and the audience it is trying to reach.

**Project Proposal & Annotated Bibliography:**
(5-7 pages, due March 18th)

Your (2-3 page) written proposal should respond to the following questions:

i) What is the name of non-profit organization you are working with, and what is its mission?

ii) What are some of the greatest challenges that your organization is facing?

iii) At this point in your research, what are some of the organization’s needs that you feel you might be able to address effectively in a poster?

iv) Who exactly is the specific target audience you are trying to reach in your poster?

v) What is the guiding question you want to investigate through your research?

vi) What are some of the focusing (“researchable”) questions that will help you narrow down the topic and shed light on the main, guiding question of your research?

vii) Write briefly about your research strategy: how do you plan to find answers to your questions? What sources do you think you might turn to as you investigate your questions? Be as specific as you can.

viii) Describe the poster you plan to create, being as specific as you can. How will it combine both word and image? How will it be useful to your organization? How will it persuade your specific target audience? Explain the reasons for your design.

ix) OPTIONAL: Tell about anything else you think is relevant at this stage in your research and/or explore some questions or uncertainties you may have about your ideas.
The Annotated Bibliography: For your proposal to be accepted, you will need to include a complete annotated bibliography. This bibliography must contain a variety of authoritative sources, including both peer-reviewed publications (of a particular field or profession) and credible lay publications (publications which are not limited to a specific discipline or profession but are nonetheless reputable). All sources must be cited MLA style, unless you specify a reason for using another style of citation. If you are unfamiliar with MLA style, try consulting one of the following websites:

<http://www.library.cornell.edu/newhelp/res_strategy/citing/mla.html>

<https://owl.english.purdue.edu/owl/resource/747/01/>

Also, for each of your sources, type a one-paragraph summary that states its main points and explains how you will use the source in your inquiry essay. Thus, completing your annotated bibliography involves not only listing your sources, but also reading them carefully and writing a paragraph for each. At this stage of your research, you should have at least five or six good sources; thus, your annotated bibliography should include a summary and Works Cited information for five or six reputable sources that you might want to cite in your essay.