Social Movement Project

Objectives:
• Identify, explain and apply basic rhetorical concepts (appeals, types of discourse, argument, canons of rhetoric, collaborative writing, evidence, thesis, stases, topoi, purpose, brainstorming, revision, editing, peer review)
• Apply rhetorical strategies effectively in various writing situations
• Explain the relationship between writing/rhetoric and its socio-politico-cultural contexts
• Demonstrate and apply knowledge of MLA style format for writing and citing sources
• Demonstrate research skills for issues in rhetoric and composition
• Produce organized, coherent, readable papers that incorporate various sources
• Write, revise, and edit multiple drafts of papers

Assignment:
During the semester, we have analyzed rhetoric’s province and we have analyzed the effectiveness of different kinds of rhetoric. For this project, you will now implement what we have learned about rhetoric’s providence and effectiveness by designing a website for a non-mainstream social movement group of your choice. You will also write a 3-4-(full) page rhetorical analysis of your publication, explaining why you made the choices you made, referring to the rhetorical concepts we’ve explored throughout the semester.

• Part 1: Social Movement Written and Visual Publication (15%)
  For this part of the project, you will design a 7-8 page publication that includes both written and visual (and possibly audio-video) arguments. Identify a social movement that does not currently exist on campus as a group. Design a publication—with a web component—that would advertise UTK campus to the group. The conceit, here, is that you are trying to bring this social group to campus as a student organization and want to convince them to at least explore the possibility. (For this reason, you want to be sure that this is a group you actually are interested in.) That means you have to negotiate a variety of rhetorical situations: the social movement’s goals and discourse and the university’s context. How will you effectively combine the two? You will design a proposal (must include visual arguments) that you could send to the group. Your web component might be a YouTube video, a Facebook page, a Twitter account devoted to the cause (of bringing them here, but also their cause), or some other social media or even some other sort of web presence.

  For the visual/audio-visual components: These should look as professional as possible. You may use the Studio in the library to help you use publishing and/or audio-video software.

• Part 2: Rhetorical Analysis of the Publication (15%)
  For this part of the project, you will reflect on the process of constructing the publication and your web component. You will explain what appeals you used and why, your
consideration of the rhetorical situation, *doxa, kairos*, etc. You should also explain which rhetorical theories about identity, materiality, and social movements we’ve read influenced your design and how you demonstrated that influence in your project. Your thesis should forward what argument you are trying to make about how this social movement contributes to the “Volunteer” spirit here at UTK and how you manifest that in the publication.

For the rhetorical analysis:
1. Use standard MLA format and documentation style.
2. You will need to interact with at least two of the theories we’ve read in class.
3. You should contextualize the project. Why did you choose this? Why now?

**Basics:**
The Publication should be at least 7-8 pages in length
The Rhetorical Analysis should be at least 3-4 pages in length
The Rhetorical Analysis must reference rhetorical concepts and theories covered and cite the texts that discussed them
MLA Style should be used in both parts of the project
Any sources should be documented (in-text and in a works cited page) in MLA format (most recent update)

**Grading Criteria:**
Again, you’ll help determine the specific set of criteria, but these are the basic standards:

**A: Superior**
To receive an A, an essay must meet the following standards:
FOCUS: Central idea clearly defined and supported throughout.
DEVELOPMENT: Original, careful thought; substantial, concrete support for claims; and critical explanation and analysis of ideas.
ORGANIZATION: Logical progression of ideas by clearly ordered and necessary stages; paragraphs unified and developed with unusual effectiveness; transitions between and within paragraphs clear and effective.
STYLE & DICTION: Clear and coherent sentences; appropriate, fresh, accurate, precise, concise, and idiomatic word choices.
GRAMMAR, PUNCTUATION, SPELLING: Essay free of serious errors; grammar, punctuation, and spelling help to clarify meaning by following accepted conventions.

**B: Good**
To receive a B, an essay must meet the following standards:
FOCUS: Central idea defined with more than usual care and clarity and supported throughout.
DEVELOPMENT: Central idea developed fully and consistently; ideas adequately supported with sufficient analysis and consistently relevant detail.
ORGANIZATION: Logically ordered points; paragraphs well-developed and unified; transitions between paragraphs explicit and effective.

STYLE & DICTION: Sentences coherent and easy to follow; word choices appropriate, clear, carefully chosen, and idiomatic.

GRAMMAR, PUNCTUATION, SPELLING: Except for very infrequent minor errors, grammar and punctuation help to clarify meaning by following accepted conventions; only very infrequent misspellings.

C: Satisfactory
An essay will receive a C if it meets the following criteria:

FOCUS: Central idea adequately defined.

DEVELOPMENT: Central idea developed adequately but with occasional thinness of information; adequate support but with occasional repetition or sketchiness; demonstrates an average knowledge of the subject matter.

ORGANIZATION: Plan, purpose, and methods of essay apparent but fulfilled unimaginatively, mechanically, or incompletely (sketchy paragraphs, for instance); paragraphs unified and coherent but occasionally abrupt or mechanical; abrupt transitions between paragraphs.

STYLE & DICTION: Sentences coherent but occasionally monotonous or ineffective in structure; word choices usually appropriate, clear, carefully chosen, and idiomatic, but occasionally inappropriate, vague, trite, or unidiomatic.

GRAMMAR, PUNCTUATION, SPELLING: Except for occasional minor errors, grammar and punctuation help to clarify meaning by following accepted conventions; only infrequent misspellings.

D: Unsatisfactory
An essay will receive a D if it is unsatisfactory in any of the ways described:

FOCUS: Central idea loosely defined or carelessly considered.

DEVELOPMENT: Central idea developed and supported with occasional irrelevance, redundancy, or inconsistency; rudimentary development of the subject; inadequate support for ideas and inadequate grasp of subject matter.

ORGANIZATION: Plan, purpose, and method of essay not consistently apparent; paragraphs occasionally disunified or inadequately developed; transitions between paragraphs occasionally unclear or ineffective.

STYLE & DICTION: Sentences occasionally incoherent; word choices inappropriate, vague, or unidiomatic often enough to interfere with the expression and development of important ideas of essay.

GRAMMAR, PUNCTUATION, SPELLING: Occasional serious errors in grammar or punctuation; frequent minor errors in grammar or punctuation; frequent misspellings.

F: Failure
An essay will receive an F if it is unsatisfactory in any of these:

FOCUS: Central idea unclear
DEVELOPMENT: Central idea inadequately developed or supported; superficial support for ideas
ORGANIZATION: Plan, purpose, and method of essay not clearly apparent; paragraphs often incoherent or disunified; transitions between paragraphs inadequate or lacking;
STYLE & DICTION: Sentences often incoherent; word choices generally inappropriate, vague, or unidiomatic.
GRAMMAR, PUNCTUATION, SPELLING: Frequent serious errors in grammar, punctuation, or spelling that impair readability.