

# Key Term Map

Due: Jan 8<sup>th</sup> Due: Mar 2<sup>nd</sup> Due: Apr 18<sup>th</sup>

## What key questions are framing this assignment?

- What is rhetoric?
  - What is the role of rhetoric in different professional spaces?
  - What is a rhetorical situation and how can we locate, form, or respond to rhetorical situations within different professional spaces?
- What is genre?
  - What is the role of audience in our understanding of genre?
  - What is the role of materiality in our understanding of genre?
  - What is the role of design and medium in our understanding of genre?
- What is audience?
  - How does audience influence our understanding and applications of rhetoric and genre?
  - What is circulation and how does audience influence circulation?
- What is remediation?
  - What role does rhetoric, genre, audience, and circulation play in our remediation decisions when composing?
  - What role does copyright and fair use play in the creation of texts?
- What is a network?
  - How does a network--digital or physical--function?
  - What roles do audience, producer, circulation, and remediation play within a network?
- What is a composer?
  - How do we assess our own work in different professional spaces?
  - How do we market ourselves as composers in the professional sphere?
  - What is your identity as a professional composer, and how will your identity shape your composing practices in professional spaces?

**Purpose:** This project is designed to trace and facilitate your conceptual knowledge development throughout the course. By defining key concepts and mapping connections between them, you should see how these terms function within and across different contexts. After all, maps help us see the relationships between different elements because they use design, arrangement, and hierarchy to show their viewers how elements relate. By revisiting, updating, and revising your Key Term Map three times throughout the course, you can track your learning and see how these terms are applied and altered or complicated when used in new spaces. Your final written reflection will allow you to

articulate your learning and discover more completely how these terms guided our course and how these knowledges can be used in your future contexts.

### **Components:**

- First Key Term Map, due early in term
- Second Key Term Map, due midway in term
- Third Key Term Map, presented and due at end of term
- Reflection, due at end of term: 750-1000 words

### **Helpful Tips:**

- Start with the terms. Before mapping, consider what terms you feel are at the heart of this course. Then, consider which terms are most important or central and which terms are less important.
- These maps should trace your learning, so be clear when describing how you understand these terms and how you are applying these terms in the moment.
- Don't try and force connections if you do not see them in the moment.
- Keep track of your definitions in accessible places throughout the semester. It will also help if you keep notes for yourself as we complete in-class activities and class projects.
- Apply these terms to real situations--when they are brought from an abstract thought to a concrete application, you will develop a fuller understanding.
- Think about your reader. As we move towards the end of the semester, ask yourself how your reader is meant to engage with this map and how that is communicated to them. For instance, do they start at the top or the right or the center? Do they follow arrows to move along the page? Where do they stop and what should they understand by the time they reach that stopping point? Use design to ensure your audience gets what they are meant to from engaging with your map.

### **Grading:**

- **First Key Term Map:**  
This map should include a set of curated terms we discussed through our introductory units. You should define these terms using our class discussions, accompanied readings, and your prior knowledge. Highlight where you see connections across terms and articulate your reasoning.
- **Second Key Term Map:**  
This map should include a set of curated terms we discussed through our introductory units and professional representation units. You should define these terms using our class discussions, accompanied readings, prior knowledge, and your grained knowledge and experiences from producing a resume, cover letter, vlog, and professional ePortfolio. Highlight where you see connections across terms and

articulate your reasoning. Address where you made changes from your first map and where you see changes occurring in the future as you continue on in the course.

- **Third Key Term Map:**

This map should include a full set of curated terms you learned throughout the entire course. You should define these terms using our class discussions, accompanied readings, prior knowledge, and your gained knowledge and experiences from producing the Service Learning project and the Professional Genres project. Highlight where you see connections across terms and articulate your reasoning by giving direct examples. Address where you made changes from your first two maps and how you see these terms working as you leave this class and enter professional spaces.

- **Reflection:**

In 750-1000 words, articulate how you see these key terms emerging within the course, framing your learning, and functioning within your projects. What were some of your critical learning moments? How did you use and apply these terms to specific projects in the class? How have you applied these terms (or your knowledge of these terms) in a situation outside of this class? How does this knowledge shape who you are as a professional composer? What learning still lies ahead? How did you design this to communicate what composing looks like within your particular professional community?