Service Learning Project
Representation and Campaigning IRL

Due: Mar 30th (Proposal) & Apr 23rd (Presentation)

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 a network?
    - How does a network—digital or physical—function?
    - What roles do audience, producer, circulation, and remediation play within a network?
    - What role does copyright and fair use play in the creation of texts?
- What is a composer?
    - How can we help others improve upon their work?

Purpose: While previous projects asked you to work with the larger concepts and theory of the class, this one asks you to develop the professional experience of working with an organization bringing those concepts into real world practice. You should be aware that some professional skills like cold-calling, compromise, and learning to work with design software and platforms can be time consuming and constraining, but the experience will help you understand what it is to write for a local company or organization. Also, unlike previous assignments, this one will be collaborative, and you will complete it in groups of 3.

In your groups, you will reach out to a local organization in Tallahassee and ask to create three different kinds of texts for them based on the needs that they have. As per the requirements of this assignment, one of the three must be in print form and you must be able to print them (either through someone at the company or you all will print them—sorry, I know printing can be

expensive, but, collectively, this should cost less than the textbook you did not have to buy for this class). After designing and producing the three texts, you will circulate them on the behalf of your organization. Finally, you will track their circulation and critically reflect on whether or not the texts were successful in achieving their purposes.

Components:
● Consider a local exigence you would enjoy responding to. It can be an issue you feel compelled to find a solution to (like helping organizations like the homeless coalition or food pantry reach volunteer or funding goals) or an issue you feel closely tied to (like animal rescue, childhood education, adult learning, etc).
● Contact a local company that is willing to let you represent them in a campaign project. You will learn their goals, brand identity, and audience and compose for that rhetorical situation. You might begin with nonprofits like Boys and Girls Club, animal rescues, food banks and shelters, churches, free childhood education and afterschool systems, etc.
● Draft a campaign plan: 500-1,000 words. You must create at least three texts (you choose the genre and medium) and distribute/circulate them in attempts to accomplish your organization's goal. In this plan, you will describe your rhetorical situation and mock-designs for the texts you will create. By this point, you should have met with your organization and considered their brand, wishes, and feedback in your design plans.
● Distribute, circulate, and reflect on the impact of your texts. It might be effective to measure traffic on websites, customer flow, or donations to determine if your texts served their rhetorical purpose and made an impact on your organization.
● Create a presentation to share with the class reflecting on who you worked for, what you did, how you designed and distributed, whether you were successful, and what this process taught you about 21st century writing.

Helpful Tips:
Finding an organization – This can take a while, so give yourself time. Start by emailing, calling, or personally stopping by organizations around town that you would be interested in working with. Situate yourself as a student and explain what you feel you can provide for this organization while also acknowledging what you can learn from the experience; your ethos is very important in this. It is not uncommon for organizations to not return your call or reject your offer, so prepare multiple options and be resilient if you experience a lackluster response initially.
Designing texts – While you were autonomous in your process and design in the first two projects, now you are working for an organization, so it is important to consider what it means to do a job for someone else. Design the texts according to the genre, audience, purpose, and brand identity of the organization. These should look polished and professional so utilize resources like our Digital Studio and office hours to help make the best project possible.
Professionalism – You will want to keep in mind that you are working with an organization to honor their wishes. It is meant to help you understand what a professional relationship looks like in this space. As a professional, you will want to compose polished email and print correspondence,

use professional language, and honor the time commitments you make with these organizations (whether that's meeting them on time or getting things done by certain deadlines).

Grading:

You will be graded based upon the following five values. Each value is described according to what an "A" project would consist of. Your competencies for each of the criteria will be averaged together for your final grade.

Planning + Preparing: 20%

Your relationship with the organization and articulation of the local issue you are interested in will play a large role in the execution of this project. Careful planning will include clear and consistent communication with the organization and your group members, detailing what aspects of the project will be completed by which group member, and how you will each contribute to a successful campaign. Remember, this is a real campaign for a real organization - communication, professionalism and careful planning will serve you well here. You might consider doing research both about the organization and about your issue before contacting the organization, and take detailed notes when speaking with or meeting with the organization. The amount of planning and preparation that you do in advance will be evident in your overall design and campaign plan.

Distribution/Circulation: 20%

The artifacts that you choose to create and the media/genre you choose to create them in should make sense and relate to the context, audience, and purpose of your local exigence and the organization you are creating for. Thoughtful consideration for where and how your artifacts will circulate as well as an awareness of how you tracked that circulation - including how you will determine if your artifacts and campaign are successful - are expectations for this assignment. The variety of your artifacts should be carefully selected to reach the intended audience of the organization through relevant and familiar genres.

Design: 20%

The design choices you make should be coherent with the brand of the organization you are working on behalf of and fit with the materials and vision of that organization. Your design should be clear and concise and function as a cohesive element that ties your three artifacts together. Consider how you will incorporate different modes into the design of your artifacts, stressing cohesion among your artifacts, considering how each artifact might play a role in articulating a particular aspect of your message. Or, how might some of these genres be designed specifically for one part of the intended audience?

Presentation: 20%

While each of your groups are participating in the same kind of project, each of you will have very different experiences. The success of your presentation hinges on your ability to engage with the class in a way that shares your experiences before, during, and after your campaign experience. You might think about developing an interactive timeline that gives your classmates an idea of what your experience was like, or show us a bit about your composing process for each of your genres. You'll want to make sure you are providing adequate context regarding your local exigence, the organization, how you divided the work between your group, the choices you made about your

artifacts, and whether or not you feel your campaign was successful. This is a professional presentation, so you will want to prepare, dress, and present as if you are sharing this information in a professional setting. I strongly advise against using prezi or PowerPoint for your presentation. The more creative, the better!

Reflection: 20%

In this project, you are being asked to do a number of different things: brainstorm a local exigence, contact and compose for a real organization and a real audience, and collaborate effectively with a group and present your project to your instructor and classmates. In your reflection, you might think back on prior experiences that prepared you for this kind of experience, perhaps prior experiences with collaboration or working with a professional organization. You might consider the choices your team made together, how you interpreted feedback from your organization, and how you went about composing each artifact in the campaign. You might think through the affordances and constraints you experienced, working with different materials, technologies, and individuals. And you might think forward, thinking through new experiences you expect to encounter, and how this project might fit in with those future contexts. Successful reflections will take up our set of key terms and think about how your knowledge of those terms impacted your composing practices and processes.

Campaign Proposal
Due: Mar 30th

Directions: The campaign plan is meant to show the specific details of your three texts. You will feature a "mock-up" or "draft" of each text visually (this can be a screen shot from a design platform like Canva or a hand-drawn version that you've snapped a photo of). Alongside the image, you will provide a brief defense of design and a plan for distribution circulation.

<u>Section 1 General Details</u>
Audience:
Organization:
Purpose:

<u>Section 2 Designs and Defenses</u>
For each text, provide the following information:

Your Mockup/Draft Here (a drawing or screenshot that shows me the design)

Description:
1. Why did you design this text the way you did? How do the colors, fonts, arrangement encourage that the audience will engage with and interact with the text as you hope? Defend your design as rhetorical.
2. What technologies did/will you use to create this design? How will you print it?
3. How can you measure this text's effectiveness? What will you use as a measure for effective distribution/circulation? What are your distribution/circulation goals for this text?

Repeat the two steps above for your second and third genres.

Section 3: Conclusions and Questions

What questions do you have about your project's evolution at this point?
What do you plan on doing for your presentation to the class?
What anxieties/worries do you have that I can help with?

Individual Reflection and Assessment
Due: After Presentation

You will complete this reflection and assessment for your WEPO campaign individually. Feel free to answer them in list form. **Please directly email your reflections to me copying the answers to these questions into the body of the email.** Be sure to send them to my email address: atc15c@my.fsu.edu.

In addition to this document, you should also be giving each group presentation feedback on the class blog.

Process Questions
1. Describe the composing process that **your group** used for project three. How did you start? Who did what?
2. Describe how you chose your three texts' genres. How can you justify that each genre is relevant to your audience and purpose? How is the design and materiality meant to engage an audience and what might that engagement look like?
3. Describe the composing process that **you** used for your portion of the project. How did you create your text and why did you make the choices that you did in composing it?
4. How effectively did your group work together? Do you feel that each group member contributed their fair share?
5. What would you do differently **in terms of process** if you could do it again?
6. What did you learn about collaboration that you will take with you to future collaborative projects?

Product Questions

1. How did the text circulate and what impact do you feel the text made? How does this compare to your goals for circulation or what you imagined happening before you distributed these texts? If you had another two weeks, how do you imagine this circulation continuing?
2. What do you feel is most effective about your group's project, and why?
3. What is least effective, and why?
4. If you could make two significant changes to the project, what would they be, and why?
5. What do you want me to know about the product that I might not be able to see by examining the product itself?

Self- and Group-Assessment
1. What was most difficult for you in completing this project? What was easiest?
2. Based on the questions that you just answered, what grade would you give to your final project, and why?
3. What grades would you give to each individual group member, and why?