

IOWA NARRATIVES PROJECT

Due Dates

- Proposal: Thursday, April 14
- Work Plan: Tuesday, April 19
- Composition Plan: Thursday, April 21
- Draft Workshop: Thursday, April 28
- Presentations: Tuesday, May 3 / Thursday, May 5

IDEAL:

<http://ideal.uiowa.edu>

Review and get ideas from other students' projects. Think about what is done well and what you can do better. Keep in mind that each instructor assigns this project with a slightly different focus.

Performance tasks

Working in groups, create an audio essay paired with a blog post of text and images (MINIMUM of five; more would be better) that showcase an under-recognized narrative – possibly one connected to your public space from the previous assignment. In the audio essay and blog post, make an argument that the narrative you've uncovered is important and deserves wider acknowledgement. Each group member should have a speaking part in the recorded essay, and the narrative should include voices from the community, too. (This means you'll be conducting recorded interviews.)

Discussion

This assignment invites you to be publicly engaged by identifying a story that needs more recognition and showcasing that story for an audience. In assigned groups, you will use all of the rhetorical principles we have studied so far in order to create a multimedia presentation that features the voices of your group members. Use any variety of media you wish to make your text as rhetorically effective as possible. Keep in mind that you **MUST OBEY COPYRIGHT LAW**. You must also provide proper citation for any text you do not create as a group.

It is up to you and your group to determine an appropriate focus and approach for the assignment. Your primary goals are to (1) relate a story that is not often heard and (2) convince us that this story *matters* and deserves wider attention.

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Requirements

RHETORICAL QUALITY

- Your argument should be convincing to your target audience. Your target audience for this presentation is the public, broadly construed
- Be engaging in order to help your audience become engaged
- Use rhetorical appeals with an understanding of their effect in multiple contexts
- Use formality and informality as appropriate
- Apply your rhetorical studies from previous weeks to make a clear and convincing argument

PERFORMANCE

- Feature yourself and all group members prominently
- Display confidence in your claims and your abilities
- Work with the assumption that this presentation will be seen by everyone you know and by thousands you don't know

PROCESS

- Compose a plan for group collaboration, define roles, and write up a group agreement
- Keep notes regarding your tasks and progress
- Keep notes about the collaborative relationships that are part of your work on this assignment
- Schedule group meetings outside of class time
- Revise (i.e. edit and re-edit, mix and re-mix) extensively between first and final drafts
- Re-read this assignment prompt many times and ask me if you have questions
- Participate fully in class workshop activities

Purposes

By completing this assignment, you have the opportunity to learn and practice skills such as:

- Rhetorical approaches that convince a broad audience
- Constructing a multimedia text for a real world set of contexts
- Engaging in an effective collaborative process including working as a group and partnering with a community organization
- Using your skills of spoken communication to advocate

Grading Criteria

Presentations satisfying the requirements and fulfilling the purposes listed above will receive a satisfactory grade of between C- and B. Presentations that do not satisfy the criteria above will receive an unsatisfactory grade of D or lower. Presentations that demonstrate mastery of the criteria above will earn a grade of B+ or higher. All grades will be assigned on the percentage scale outlined in the course syllabus. You will be graded as a group for 50% of your grade and individually for 50% of your grade. Your individual grade will be determined by how well you execute your collaborative role in the project.

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Process Steps

Proposal assignment – due to the blog before class on Thursday, April 14

Each group member should compose a proposal that identifies a story you think your group should explore, and why it would be worthwhile. In 200-400 words of typed text, describe:

1. The narrative you would like your group to compose
2. The questions that would guide your inquiry into the details of the narrative
3. A thesis statement that argues why this narrative deserves wider attention

You should turn this proposal in to your blog keeper with plenty of time for him/her to post to the blog before class on the 14th.

Work plan – due to the blog before class on Tuesday, April 19

As a group, compose a document that describes the collaborative roles of the group. Define:

1. The tasks that will need to be completed as a whole group. Include a rationale for your decision to make these whole-group activities.
2. The tasks that will need to be completed by more than one person but not by the whole group. Name the group members who will be responsible for each of these tasks and include a rationale for your decision.
3. The tasks that will need to be completed by only one group member. Give the name of the group member who will be responsible for each task and include a rationale for your decision.
4. Your collaborative process. Compose an agreement (or revise your existing agreement) that describes how you want to work together to make decisions, when and where you will meet, how you will schedule meetings, when you will complete tasks, and how you will address concerns and disagreements. If you already have such an agreement, revise it as needed.

Composition plan – due to the blog before class on Thursday, April 21

Write a storyboard for your presentation that includes all of the important parts of the narrative. You should already have gathered your interview and research material, so now you're deciding which parts of your story warrant close, slow, "scene"-like depiction, and which parts you can move more quickly through and summarize. This storyboard will serve as an outline for your narrative.

Compose a very detailed timeline for your group's work. List deadlines for tasks as well as descriptions of each task for each group member.

Draft workshop (in class) – Thursday, April 28

Pair up with another group to workshop your multimedia presentation in progress. Bring a list of questions and concerns about your presentation to the workshop.

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Final Blog Post – due before class time on your assigned presentation day

On the day of your presentation, your group needs to have the following requirements in place on the blog *before* our class meeting:

- 1) Correct categorization (“Iowa Narratives Project”)
- 2) An interesting and inviting Featured Image
- 3) An interesting and inviting Title
- 4) At the top of the post, the file to your audio essay (OR, put this in the ICON Dropbox)
- 5) Next, your 100-word “blurb” or “teaser” that describes your audio essay and provokes your audience’s interest
- 6) Next, your images either added individually or synced together as a .gif (for this option, you can use a free online tool such as gifmaker.me)
- 7) An APA List of References that includes EVERY source you incorporated in the podcast (including interview material)

Presentations – Tuesday, May 3 – Thursday, May 5

Each group’s presentation should do the following:

1. Briefly introduce yourself and your topic to your audience, showing and explaining the images in your blog post, reading your episode “blurb,” and explaining briefly why this story matters.
2. Share the audio essay and accompanying images with us.
3. Give a brief follow-up discussion that tells the story of your essay’s creation (from idea formulation, to successes and challenges of the creative process, to what you’re most proud of in the end and what you might like to add on with more time)
4. Facilitate a question/answer session in which all group members participate

Remember, you are trying to persuade your audience to agree with you. A confident tone, good eye contact, merited and tactful appeals to emotion may all be used in convincing your audience to side with your argument.

Just as important, you will want conclude your presentation with a clear and persuasive appeal. **Do not simply slip into silence.** Assert the validity of your argument and the need for understanding this space and the telling of stories.

Reflections – in class on Thursday, May 5

As with the Rhetoric of a Public Space project, you will complete a reflection using a handout I provide that details your own work and the work of your peers.