

PROCESS

STEP ONE – due before class on Thursday, Feb. 18

Transcribe a document from the UI Libraries' [DIY History](#) project. You may choose any document from any collection, though it is recommended that you use the [Social Justice archive](#). Try to delve deep into the various collections within this archive so we can have a variety of topics for our class presentations. You may transcribe only a single page, but performing the full-scale analysis that this project calls for will most likely require you to at least *read* the rest of your chosen document.

Once you have finished transcribing, you should create a blog post that contains:

- 1) a URL that links to your transcribed document
- 2) a detailed description of what your document *is* (a letter? newspaper clipping?, office memo? journal? meeting minutes?), the day/month/year it was created, and a consideration of each of the five parts of the rhetorical situation:
 - a. author
 - b. audience
 - c. message (summarize the content of your document)
 - d. purpose
 - e. context (large historical movements going on when your doc was created)
- 3) at least 3 questions you have after reading the document. After transcribing and thinking about the rhetorical situation of your document, what are you curious about?

*As always, don't forget to categorize correctly and add a Featured Image!

STEP TWO – 3 parts due Tuesday, Feb. 23, Thursday, Feb. 25, and Tuesday, Mar. 1

Research the historical context of your DIY History document and the collection of which it is a part using the University of Iowa Libraries collection guides and other relevant resources in order to help you understand the document you've chosen. Read pages that precede and follow the page or pages you transcribed. Look at the [Collections Guide](#) and the [DIY History Subject Guide](#) to learn more about how the document was created and how it ended up in the UI Libraries' holdings.

Step 2a (400 words) – due Tuesday, Feb. 23

- Step 2a is a **historical contextualization** of your document. Here you will provide a sense of the world in which the document was written. Use the “Getting Started” box in the library's [online DIY History subject guide](#) to scour your article for useful clues

- For this portion of the project, you will be evaluated on how well you learn to use the resources available to you through our University of Iowa Libraries. While websites like Wikipedia can certainly be a *starting point* to help you find credible, academic sources, you should not use information from such places in your final draft. Your task is to learn how to conduct research *without* Google! The UI Libraries have graciously put together a [subject guide](#) to help you conduct your research. Pursue questions through a variety of sources, and make use of the Libraries when composing your analysis.

Step 2b (400 words) – due Thursday, Feb 25

- After you have learned as much as you can about the author, audience, message, purpose, and historical context of your document, you will conduct a rhetorical analysis of your document in Step 2b.
- You should focus specifically on answering the question, “Why did this person create this document?” – or, in other words, what is its rhetorical *purpose*? Once you have a thesis that answers that question, use the tools of rhetoric to analyze *how* the document achieves that purpose. This will resemble the kind of work you already did on the first major assignment.

Step 2c (combination of steps 2a and 2b – 800 words) – due Tuesday, March 1

- In Step 2c, you will integrate Steps 2a and 2b into a cohesive document. Your final draft will begin with a succinct introduction that ends in a thesis statement that assesses the purpose(s) of this document’s creation in relation to its particular historical moment.
- Your body paragraphs will focus on particular portions of your document and begin with topic sentences that explain exactly how those portions support your thesis about the document’s purpose/context. You should integrate the research you compiled in Step 2a with the analysis of your document in Step 2b to explain how the historical context of your document affected its purpose(s).
- Your conclusion will remind us of your overall argument and re-state your most important points of support. A strong conclusion may even look beyond the scope of your thesis to other questions, ideas, and implications that suggest why your analysis is important or meaningful in a wider context.

Besides your analysis/contextualization, **the final version of your blog post (due before class on the day of your presentation) should include relevant images of your document and other related people, places, or objects, as well as a hyperlink to the archival document.**

You should also use hyperlinks to relevant articles or other sources used to develop your analysis of the document. All sources in your analysis, video, and presentation must be cited using APA style. I will provide and post APA style handouts, but further directions for citing sources can be

found on the [Libraries' Research Paper Resources Subject Guide](#) (scroll down for section on Bibliographic style). **Your sources must be cited in bibliography style at the end of the post.**

STEP THREE – rough draft due Thurs., March. 3; final draft due on chosen presentation date

Record a 1:30 to 3-minute video in which you walk the viewer through the document you transcribed. Include the most compelling observations from your analysis of the documents and interesting insights you discovered while conducting your research into its historical context. Think of the video as a short tour of your document that illustrates what it teaches us about the time, place, and people through which it arose.

In the video, you may comment briefly on the transcription process. You might point out portions of the archival document and its historical context that you found compelling, vexing, or personally relevant. Look at the archival collection guide using the link available at the top of each transcription page.

Please note, your video must include:

- A title screen with the following elements: title, name, section, semester.
- Citations for all images (in your analysis, video, and presentation); directions for citing images can be found on the [resources page](#).
- A final screen with image and other source citations.

For this project, you will use software to create a video using narration and still images (photographs, slides, images of your archival document, etc.) Any of the following software applications will work:

- Adobe Premiere Pro: available on all ITS computers, Mac or PC – [here are instructions](#).
- iMovie (Mac only) – [here are instructions](#).
- Windows Moviemaker (PC only, [free download](#))
- Photo Story 3 (PC only, [free download](#)) – [here are instructions](#).

You may save time by consulting a [Lynda.com tutorial](#) associated with the software option you want to use (Adobe Premiere, iMovie, Moviemaker, and Photo Story) in order to learn how to use the video composition technique called the [Ken Burns effect](#) (panning and zooming across still images with narration).

See an example of a previous response to the Archives Alive! project [here](#). Also see student-produced videos [posted on IDEAL](#).

To turn in this portion of the assignment, you should upload your video to YouTube (making sure to set it as “public”), and then copy/paste the URL into your final blog post in an easy-to-find location.

STEP FOUR – due Tues, Mar. 8 or Thurs, Mar. 10 (sign-up will be in class on Thurs, Mar. 3)

Present your work in a 6-7 minute PowerPoint, [Haiku Deck](#) or [Prezi](#). You will show your screencast video at the end of your presentation, then facilitate a question/answer session. The total time for your presentation should be no more than 12 minutes.

There are many ways to begin your stand-and-deliver presentation, but you should make sure to establish a particular tone at the outset. You must decide, for yourself, the best tone with which to address your audience. In addition, you’ll want to be sure you craft a narrative arc in describing your work. This arc might be chronological, thematic, or some other organizational form. You will want to use personal experience or engaging narrative as a way to hold the audience's attention, especially if many in the audience have been through the process of composing this project themselves.

In addition, offering your audience verbal signposts and repeating your main points will help keep them aware of where you're going and where you've been in the presentation (and the archival document). Your audience cannot go back and reread a paragraph as they might have in your essay. Be specific in your claims and examples and return to your main points often – particularly in your conclusion.

Use your speech’s conclusion to look beyond the document at hand or invoke particularly effective rhetorical flourishes. If you do so, make sure they underscore the main points of your speech.

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