Composition in Three Genres Campaign

The goal of this project is to get students working in multiple genres, so that they develop a theory and practice of composing in multiple modes beyond traditional print. By collaborating, they mimic the nature of professional work in which colleagues work together to develop ideas and create solutions. By using multiple genres, modes, and media, they learn more about various genres, develop a greater sense of composing for particular audiences, and consider a wider array of rhetorical choices they might employ in writing with purpose. The project examines the importance of genre and audience and also explores the different ways of composing, all of which are important for the student’s development of knowledge of genre and communication.

For this project, students will use the research conducted and community explored within their second project. Specifically, they will compose a particular message or campaign that synthesizes their research projects and re-present that message across three genres. Not only should students select three genres, but they must also circulate the texts they create appropriately, given the specific genres. For instance, if one of the genres is a poster, then the poster should be posted in an appropriate place given the purpose and audience; sidewalk chalk should be placed in an appropriate number of appropriate locations; flyers should be handed out in a location relevant to the campaign; a t-shirt should be worn to appropriate locations. Other examples might include Facebook group pages, informational websites, a Twitter account, etc. These kinds of digital texts will circulate differently than print texts, which will need to be appropriately placed, but they can be circulated and shared in conjunction with the other genres created for the project. For example, a flyer created by the student might make its own argument, but it should also “link to” or reference the other two texts created for the project.

The project will unfold in several different steps, beginning with the students answering the following questions that they will refer back to throughout the process:

* Who is the audience of the campaign?
* What are the expectations of the audience?
* With what kinds of media will the audience be familiar?
* What are the constraints and affordances of each medium?
* What constitutes an effective rhetorical strategy for the particular audience?
* What potential genres could be used to communicate with the specific audience?
* What are the conventions or features of each genre selected?

In addition to exploring the questions listed above, students will engage in a series of short writing assignments designed to help them focus and refine their rhetorical strategies, particularly in terms of genre, audience, and medium selection.

**Short Assignment #1: Potential Genres Proposal**

Through a series of journal entries and in-class activities, students will explore various genres that might be appropriate to their projects and write a proposal outlining the ones they’re thinking about using in their compositions and including an audience strategy which outlines their thinking about who they would target and why. This proposal is designed to help students explore several possible genres and then to narrow in on a strategy for the three specific genres that will comprise the final project. Planning to communicate their ideas to an audience will ensure its success; just like the planning process for the research essay, this proposal is the basis of the project.

**Short Assignment #2: Research Sources Report**

In this report, students will provide an update on their research sources, explaining which sources they will carry over from their second projects and why those sources make sense for the third project.

Upon completing the third project, students will submit the following:

* A series of three texts, each text in a different genre. As a series, the texts should work collectively to convey the message of the campaign and proof of the circulation of the three texts
* A rationale (collectively composed) for the overall campaign that explains the rhetorical choices students made in each genre and how they see those choices as rhetorically effective for their audience (at least 500 polished words taken through stages of drafting and revision)
* A final reflection (individually composed) that explores what they learned about genre and rhetorical situation (at least 500 polished words taken through stages of drafting and revision). In this writing, students will reflect on the process of creating their third project and how it has added to, challenged, or complicated their theories and practices of composing. As they write their reflections, students should consider the following:
	+ What rhetorical practices were involved in the completion of my project?
	+ In what ways and to what extent was my project effective in the presentation, circulation, and delivery of material?
	+ How was the composing process for this project different than with a research essay?
	+ Was this composing more or less difficult than the composing of Project 2? Why?