**P4**: *Putting a Thing Back Together*, *Better* (Design), Final Project (4th Unit)

Due 12/20, 250 points

Letter grades will be provided within 48 hours, brief video feedback/ no text comments.

\*Redesign of Project 1 or 3 (*student choice of project*, *individual work only*)

Description:

The final project/artifact will be a culmination of the ideas and concepts explored in the first three project units. This artifact, in particular, will **show how you *re*design a purposeful, multimodal artifact in a public space, that reaches beyond the classroom and your peers**. Our efforts will align with the following learning outcomes, as stated on the syllabus:

***Rhetorical Flexibility***

-Use invention strategies to craft situation-specific solutions for various composition

 tasks

-Adapt genre conventions and linguistic choices to compose persuasive artifacts that

 address different rhetorical situations and audiences

-Employ multimodal composition strategies to design artifacts that are accessible to

 multiple audiences

***Rhetorical Revision***

-Revise artifacts according to the conventions of specific rhetorical genres

-Revise artifacts to make them appropriate for new audiences and contexts

-Use a multi-step, reflective composition process

Process:

Think about the content/subject matter/issue that you addressed in either P1 or P3. Which did you find more engaging? Which had greater relevance to and for the public? In other words, is one more reflective of larger conversations (you see evidence in popular culture and/or media)? Choose one to redesign. Next, reflect on the modality that you chose in the original: a PowerPoint, a Podcast, an essay, etc. In this project 4th project, the (“*new*”) target audiencefor your artifact is a broader public audience, of your choosing, but it is logical and purposeful to target an audience of which you can make an impact or lasting effect *(anticipated and unanticipated responses)*. In P1, you were speaking to your peers in this class. Many chose to simply inform others about a topic or discuss an issue. In P3, the audience was broader, because students illustrated perspective and evidence. Here, in P4, you need to think about *how change occurs, how people are inspired and moved, and if and how they are compelled to take a position on an issue*. Have you been able to prove these ideas in your work thus far? This is your task: show the connection between your topic, your perspective and most importantly how it has relevance for others. So, this redesign will require finding a new audience and identifying a new purpose- but using content of which you have already explored and researched. For example, if your new purpose, in P4, is to encourage action, you should imagine an audience that is already familiar with your topic *(rhetorical situation and modal aptness),* but you are forwarding the conversation by becoming more assertive and deliberate with your rhetoric.Furthermore, the genre you choose ***will influence*** what audiences have access to your information and/or artifact *(genre accessibility and circulation)*. So, think carefully. The “new” modality, in this *re*design, is not restricted to any singular mode or method of delivery, but it **cannot be the same as the original mode** used in the P1 or P3 iteration.

The possibilities include, but are not limited to:

* Podcasts (10 minutes)
* Informational posters or advertising campaign (series of 4 posters)
* PSAs (5 minutes)
* Visual essays (10-12 stills)
* TedTalk (10 minutes)
* Slideshow with narration (10-12 slides)
* TikTok (3 minutes)
* Collage or montage (minimum of 15-20 elements)
* An infographic PSA (2 pages)
* An Instagram-style infographic (10 slides)
* A YouTube video (10 minutes)
* An animated video (3 minutes)
* A craft, textile, or handmade object (1-2)

Example:

In P1, *Making a Thing*, I composed a 12-slide presentation in PowerPoint with voiceover narration. My project was about the meaning of kid’s dreams. It informed students, in my ENG 1020 class, about what dreams are, how dreams operate and what many common dreams symbolize for adolescent dreamers aged 5-12 years. So, now I am questioning why this even matters? I am not certain that it had much relevance as it was more informative than anything and my class is made up of students in their young adult years.

In this redesign, P4, I want to target parents of adolescents, aged 5-12 years. This audience would prove purposeful, because I could find data about which adolescents (demographics) have statistically higher tendencies for restlessness and interrupted sleep. These adolescents do not have consistent dreams and it has adverse effects on mood and temperament. Understanding more about the importance of dreams and how they affect these adolescents is something especially important to parents, so that they can encourage and support better sleep situations. I could also talk about what the common dreams are that adolescents experience and how they translate to hopefulness, more stable moods, etc. The redesign will be a A/V recording of a 5-minute presentation intended to be shown to parents at elementary back-to-school nights in the fall. I will record myself and use graphics in the background to be visually engaging and illustrate important points.

-I changed modality.

-I narrowed my content and defined a specific purpose and new audience.

-I determined how this is relevant and useful for my new audience.

-I identified a space for the project.

Important Notes:

Because we are limited on time and class meetings, as we near the end of the semester, our final class meetings will be a workshop format. You are expected to bring your original artifacts (from P1 or P3). Have access to them and also be able to create the *re*design (technology or notebooks are a must!). I will conference with students, one-on- one, as the other students work on their projects. These conferences are very important and your last chance to get my input and guidance as you work. Please *come prepared* and ready to work. You will have to submit DJ-1 and DJ-2 next week (between December 5th and 7th). However, in lieu of DJ-3 and 4 (8 points) as well as PB-1, 2 and 3 (30 points)- you will receive this credit by way of the one-on-one conference. I will meet with 10-12 students per class. It is at random, so please be sure to be present, as you do not know if you will be called.