

**ENGL 106: THE RHETORIC OF CHANGE**WRITING PROJECT DESCRIPTIONS

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**Project One: Personal Reflection on Change**

This assignment will require you to write about a time in your life when you experienced or observed a change--in your environment, among your friends or family, or even within yourself. This is a broad topic, so there is a lot of room for you to be creative in the way you complete the project.

In addition to choosing your subject matter, you will also be responsible for choosing your audience and what method of writing will best convey your subject to your audience. You can write a letter, paint a picture, or write a more traditional essay. Whatever method you choose must be appropriate to both your subject and your audience, but if that's taken care of, the rest is up to you.

Before you start writing, we'll read/listen to several examples of personal reflections on change so we can develop a list of criteria for a good narrative. I'll also introduce you to a series of invention exercises that will help you 1) establish a good plan for your project and 2) give you some practice in planning for writing projects before the last minute!

*Concepts we'll cover during this unit:*

- Invention strategies
- Narrative
- Audience
- The Rhetorical Triangle
- Genre

**Project Two: Rhetorical Analysis of Social Action Document**

Whenever there is a period of change or potential change in American culture, or any culture for that matter, people write about what's going on in an effort to make sense of it. The protest movements of the 1960s offer a prime example of such writing. During this unit, we'll take in a lot of material created by people agitating for change in their communities about issues that matter to them. Malcolm X and Martin Luther King, Jr. Feminists. American Indians. Anti-war activists. It's all there. We'll focus on written texts, but we'll also take a look at political cartoons, films, and other methods of communicating protest. Our primary purpose in looking at these documents will be to understand and analyze how these people are constructing their argument using rhetorical principles we discuss in class. And we'll talk about whether they worked or not.

For your assignment, you will choose a document of social action that you find interesting and compelling. It can be a TV ad, a speech, a political cartoon, an editorial from the newspaper. We'll be working on this during the broo-ha-ha leading up to the election, so there will be a lot of material out there.

Once you've chosen your document, you'll write an essay that analyzes one or two rhetorical principles (which we'll talk more about in class) that the document uses to reach its audience, and you'll evaluate whether or not you think it was successful in doing so.

*Concepts we'll cover during this unit:*

- Analytic writing
- Rhetorical argumentative strategies
- Organization

**Project Three: Changing Images**

This project will require you to take the pen (or mouse) into your own hand, so to speak to create an image that communicates a message of change. Rather than writing an essay, you'll be tweaking an already-existing image from a magazine, website, book, etc. to change its message.

A very simple example: You take an image of an Iraqi civilian holding a sign of protest, and change that sign into an American flag. Or vice versa. You take a picture of an American soldier holding a flag and change it to a protest sign. You'll need to consider how these changes effect the viewer?

Aside from working with the visuals, you'll also write a short explanation of the final product that tells why you chose the image, why you changed it as you did, and what message you think that change creates for viewers. After completing this project, you should have a better understanding of how to create and interpret images used to create change.

*Concepts we'll cover during this unit:*

- Visual design
- Visual argument
- Web design
- Photoshop

**Project Four: Proposal for Change**

The final project is a group project in which you will propose a change for Purdue. With your group, you will first decide on a problem at Purdue, and through research you will come up with a solution of how to fix it. The document you create, then, will propose the change you want to happen.

Like all of the projects you complete for this class, you'll have to spend a lot of time considering who your audience is. Do you want other students to enact this change? Your teachers and advisors? President Jischke? Who you choose as your audience will influence what rhetorical decisions you make as you write.

*Concepts we'll cover during this unit:*

- Proposal writing
- Research skills
- Persuasion
- Group work