

WRT 3--

WRITING CULTURE

Readings
Schedule
Assignments
Full syllabus



All on Sakai

Hi there!

I'm Dr. Jones Daly, your instructor. If you have questions or want to talk about the class or your writing, send me an e-mail at ajdaly@uri.edu.

Our goals for this semester

- ▶ Come up with a working definition of culture.
- ▶ Understand how culture is "written."
- ▶ Try our hand at writing culture.
- ▶ Practice responsible, relational, and scholarly field research.
- ▶ Learn from different perspectives and voices.

Want to earn an A?

- ▶ Turn in assignments that show thought and polish.
- ▶ Turn in all work on time.
- ▶ Participate thoughtfully in discussions in class or online.
- ▶ Read everything and think about what you're reading and what it means.
- ▶ Make connections between what you're reading and what you're writing and observing outside of class.

How your grade breaks down:

5% Reading Responses
20% Peer Review
30% Cultural Text Analysis
30% Creative Text Project
15% Final Reflective Essay

Real Life Disclaimer

There's more to your life than this class. While you're expected to meet all deadlines and expectations, if something comes up that is making it more difficult or impossible to make it to class or to maintain the course load, get in touch with me ASAP.

Here's what I think about **late work**: Better late than never—with two caveats: 1) Late work gets a full letter grade drop. 2) The work helps you participate in class; if you don't do the work on time, your participation will also suffer.

Here's what I think about **absences**: Show up to class every time, including the day after holidays and breaks. One or two absences are not a big deal; repeated absences will quickly drop your grade.

WE GOT YA BACK:

Instructor
Writing Center
WRT Production Lab
Counseling Services

Important Dates

Here are some dates for major deadlines, peer review sessions, and class topics. More information on readings, assignments, and out-of-class work will be posted on Sakai. **Please note that this schedule is subject to change. Sakai will have the official schedule with dates and assignments.** Any updates or changes will be announced in class or by e-mail and posted on Sakai.

1	Introduction to the Course & Concept of Culture & Rhetoric	Atkinson, "Writing & Culture" Losh or Lunsford;
2	Community Mapping & Introduction to Project 1	Reynolds, <i>Geographies of Writing</i>
3	Cultural Rhetorics & Rhetorical Analysis with Cultural Lens <i>DUE – Draft Description of Community/Culture of Interest</i>	Powell et al.; Bolin Carroll; Langstrat
4	Ethical Ethnographic Research	Sullivan & Porter; Writing Commons; Jacob & Ferguson
5	No Class – Conferencing and Research <i>DUE – Research Plan & Interview Questions</i>	
6	Multimodality & Visual Rhetoric <i>DUE – Draft Artifact 1 Description and Analysis</i>	Lunsford et al; Haas, "Wampum as Hypertext"
7	Culture 1 Exploration <i>DUE – Draft Artifact 2 Description and Analysis</i>	TBD
8	Culture 2 Exploration <i>DUE – Draft Artifact 3 Description and Analysis</i>	TBD
9	Presentations of Project 1 <i>DUE – Share Project 1 with Participants</i>	
10	Writing For/With/About Communities <i>DUE – Proposal for Project 2</i>	Deans
11	Decolonial and Indigenous Perspectives <i>DUE – Draft of Description of Culture</i>	Selfe, "Lest We Think"; Tuhiwai Smith; Wilson
12	Ideas of Circulation <i>DUE – Draft of Rhetorical Analysis</i>	Yancey
13	No Class – Working on Project 2 Creative Text <i>DUE – Final Version of Project 1</i>	
14	Presentation Days <i>DUE – Final Version of Project 2</i>	
15	End-of-Semester Reflections <i>DUE – Exam date – Final Semester Reflection</i>	

PROJECT 1 – CULTURAL TEXT ANALYSIS

Deadlines

Research Plan & Interview Questions
Draft of Artifact 1 Description & Analysis
Draft of Artifact 2 Description & Analysis
Draft of Artifact 3 Description & Analysis
Presentation of Project 1
Final Version of Project 1

Assignment

Project 1 asks you to analyze the textual aspects of a particular culture to understand the role of writing in that culture. This project requires field research, such as observation or interviews or surveys, as well as scholarly research. You will curate at least 3 textual artifacts from the culture of interest and critically discuss them.

Purpose

Much like our analysis of the cultural texts that we will do together as a class, this project is asking you to think more critically about the relationship between culture and writing. The field and scholarly research are essential for grounding your analysis in a more solid understanding of the culture in which these texts are located. This project also helps you to hone responsible research skills and your ability to apply rhetorical analysis.

Major Elements

The first element of this research project is the **research** itself. You will use a mix of ethnographic field research methods, such as interviews, surveys, and observations, and more scholarly, literary research methods (i.e., looking things up in the library and in public and popular media). The research stage helps you to better understand the culture which you are studying and the ways that writing is used within that culture. Here are some guiding questions for this stage

- ✧ What texts are meaningful in this culture?
- ✧ What role do they serve in connecting people in this culture?

The next element of this project is the **curation of textual artifacts**. You will need to find at least 3 texts connected to the culture of interest. Here are some guiding questions for this stage:

- ✧ What texts are commonly used and seen in this culture?
- ✧ What kinds of texts are meaningful to this culture?
- ✧ What kinds of texts are used to make meaning in this culture, or to perpetuate, share, or shape this culture?

The final element is the **analysis**. Using the knowledge of the culture that you have gained through research, analyze the rhetorical action of these cultural texts. In short, we're not interested in what these texts are but *what they do*. Here are some guiding questions:

- ✧ What definition(s) of culture do these artifacts present?
- ✧ How do these texts shape and perpetuate (the) culture?
- ✧ How does (the) culture shape these texts?
- ✧ How do these texts demonstrate rhetoric in action, or rhetorical action?

Format

You will publish and submit your project as a Google Site through your URI e-mail account (my.uri.edu). This format permits the use of multimedia artifacts as well as photos and other audio and visual forms. It also keeps your site private unless you share the link. Here are some other considerations:

- Give your site an obvious title and website address.
- Make sure your name is on it, the course title (WRT 302), and “Project 1” is on it.
- Make it easy to navigate by clearly labeling pages and links.

You will submit the final version to Sakai Assignments by copying and pasting the site link into the submission box in Assignments.

Sharing with Research Participants

As part of our research ethic, informed by our reading of Wilson’s *Research as Ceremony*, you are asked to share your project with those whom you interviewed or surveyed. This sharing both recognizes the participation of others in your research as well as helps to confirm or revise your analysis.

Final Reflection on Research Process

When you submit your project, you will also submit a 500-600 word written reflection (hard copy) on the research process. This reflection is a personal document in which you consider what the experience of doing this research was like, what you learned, and what challenged you. You must also discuss your experience of sharing the project with participants, framing it in your understanding of what it means to do responsible research. (25 points towards Final Semester Reflection)

Evaluation

The following rubric shows what I will be looking for and evaluating:

	Fails (D-F)	Meets (B-C)	Exceeds (A)
Demonstrates thought and effort.			
Defines culture and writing for the purpose of this project.			
Identifies and describes the culture of interest and its context.			
Demonstrates responsible research and respect for the culture and participants.			
Describes, briefly, the field research methods used and the participants in the research.			
Shows scholarly research with specific references to academic and culturally relevant sources (use MLA or APA citation).			
Displays or otherwise presents the curated textual artifacts.			
Explains why these textual artifacts were chosen for analysis.			
Situates these texts in their cultural and rhetorical contexts.			
Offers a thorough analysis of the texts as rhetorical action, including an explanation of their role in making meaning for the culture.			
Draws on course readings and class discussions to frame and deepen the analysis.			
Shows awareness of the importance of visual components of a web site, with pleasant and legible font, images, and layout.			
Is easy to navigate.			
Is easy to understand with well-crafted sentences.			

PROJECT 2 – CREATIVE TEXT PROJECT

Deadlines

Proposal for Project 2
Draft of description of culture
Draft of rhetorical analysis
Presentation of Creative Text
Final version of Project (Creative Text + Full Reflective Analysis)

Assignment

Project 2 is a creative project in which you will draw on your knowledge of writing and culture to produce a meaning-making text for a particular culture of your choice. Along with the text that you create, you will also include a reflective analysis of your text that both situates the text in its cultural context and explains its rhetorical aspects.

Purpose

This project moves you from a critical observer to a knowledgeable producer of texts. You are putting into action your awareness of how writing connects with culture—and a specific culture at that—using both your writing skills and your rhetorical knowledge.

Major Elements

There are two major elements in this project. The first is the **creative text** that you must produce. The text must be meaningful—and make meaning—in the culture you choose; therefore, you need to understand what texts are meaningful in that culture, how writing is used in that culture, and so on. This knowledge comes from the same sort of analysis that you did for Project 1. In other words, instead of collecting artifacts from a culture, you are creating an artifact yourself.

The next element of this project is the **reflective analysis**. As in Project 1, you will need to analyze the rhetorical action of your creative text. You must demonstrate in the analysis that you understand the significance of this text as a piece of culture, and its function within its cultural situation. The reflective analysis should also draw from course material as well as your own experiences to amply explain the rhetorical significance of your creative text.

What culture? You can choose the culture for this project. I would encourage you to choose one you are familiar with, whether personally or through the research you did for Project 1. You will need to explain how you define “culture” and how this culture meets this definition.

What audience? You will want to determine which audience you are writing for or to, and how they – and you – are positioned relative to the culture. Use the concepts of writing for/with/by/about to help you determine this element.

What purpose? Your creative text must have a purpose, as defined by the culture and your audience.

What kind of text? For this project, you get to choose what text you will create—and how you define “text.” But it must be situated in terms of the particular culture. What kind of texts make meaning in this culture?

What kind of media are commonly used to shape or disseminate this culture? These questions can help you to figure out what kind of text you want to create.

Format

The format of your creative text is up to you. Format is determined, of course, by the genre, medium, purpose, audience, culture, and so on. You must be able to effectively support your choice of format and text in the reflective analysis piece.

The reflective analysis should be 1500-2000 words long. You can choose the medium in which you want to submit, whether digital or physical copy. As long as you meet the word requirement and include the required elements (see the rubric below), you can choose the genre: whether to do a more traditional essay, a more personal letter (to me or someone else), or another genre. You may want to consider a genre or medium that complements your creative text.

Drafts

Throughout this project unit, we will have a series of peer review workshops. In each of these workshops, we will focus on a particular section of the project. Workshop 1 looks at description of the culture. Workshop 2 looks at the rhetorical analysis you are doing for the text. These peer review workshops are essential parts of this project and your attendance and submission of the drafts are required. Peer review both gets you valuable feedback on your project and helps you to tackle this project in smaller chunks.

Proposal

The proposal is a short assignment (400-500 words) that outlines the culture you're planning to write for (or to) and the type of creative piece you plan to produce. Along with these descriptions, you will need to explain why: why this culture, why this text. This plan is worth 25 points. It is due on Sakai Assignments by class time on Monday, Nov. 20.

Gallery

In Week 14, you will present your work. You will bring in your creative text and share with us what you did and why. These presentations allow us to appreciate your thought and efforts, and they also give you the opportunity to hone what you want to say before submitting your final version at the end of the week.

Evaluation

In this project, I am less interested in how masterful or how creative you are than in how well you can demonstrate your understanding of writing, rhetoric, and culture. In other words, your artistic skills are not being graded here! The following rubric shows what I will be looking for and evaluating:

	Fails (D-F)	Meets (B-C)	Exceeds (A)
Creative text shows thought and effort and looks finished.			
Creative text shows awareness of the importance of visual/audio/spatial components in relation to textual components.			
Creative text is meaningful in/to its culture and could be distributed, shared, or published.			
Reflective analysis shows thought and effort.			
Reflective analysis identifies and describes the culture of interest and the context of the creative text.			
Reflective analysis defines <i>culture</i> and <i>writing</i> for the purpose of this project.			
Reflective analysis describes the rhetorical aspects of the creative text, including exigence, audience, constraints, appeals, purpose, and action.			
Reflective analysis explains how the creative text functions to create meaning in its cultural context.			
Reflective analysis draws on course readings and discussions, as well as personal observations and insights, to strengthen and deepen the understanding of this creative text.			
Reflective analysis is easy to read and shows polish.			
Presentation shows preparation and professionalism.			