

Project 3: Rhetorical Remediation

WHY ARE WE DOING THIS?

So far this semester, we have moved from asking good questions to answering good questions, and in this unit, we are going to consider *how* we answer questions for particular audiences and particular purposes. The genre and rhetorical choices involved in crafting an answer matter, so you will be converting the answer(s) you found last unit into a new format for a new audience. The goal of this unit is to challenge you to use a new format to answer a question you're already familiar with for an audience of non-experts. After this, you'll be able to evaluate how and why other question-askers and -answerers make the rhetorical choices they do.

WHAT ARE WE DOING?

You will take the information you found for Project 2 and craft a rhetorical revision for a particular audience, converting your answers into either an **infographic** or a **5-7 minute podcast segment** (your choice). We will look at the conventions of both genres and discuss how to translate your research to your new rhetorical situation. You can choose either genre, but you must use that form in rhetorically purposeful and effective ways.

You will also include a **500-750 word rhetorical choices analysis** with this project. First, you will describe what rhetorical situation you are writing for, what question you asked, what purpose you had for this revision, and what audience you targeted. You will then write an analysis of the choices (design, technical, organizational, etc.) you made in your rhetorical revision and why you made them. You can talk about both successes and failures, but you want to tie everything back to your audience and your purpose.

WHAT IS THE PROCESS?

First things first: don't be afraid! It's ok if you've never created a podcast or an infographic before. That's part of the point! We will look at some examples over the next couple of weeks, so be prepared to try new things.

1) The Proposal

Before you get started on your project, you will need to determine your **audience** and **purpose**. What are you trying to do with your rhetorical revision, and who will you be crafting your rhetorical revision for? Then, based on your audience and purpose, you will select one of two **genres: an infographic or podcast episode segment**. You'll want to be sure the form you choose fits the audience you intend to persuade and is adequate to convey your message. You'll also want to consider how best to use your own interests and skills. What do you already know how to do, or what would you like to learn?

If you wish to use a different genre/form, you may – if you have a good idea and the resources you need to accomplish this task! Ms. Kelm must approve your different genre, so contact her ASAP if you have a different idea.

You will record all of this in your proposal, which you and Ms. Kelm will discuss at your conference on 4/7 or 4/8.

2) The Tools

Next, you will gather your **tools**. After looking at some examples of the genre, hopefully you will be able to identify the features that make them successful and consider what tools you will need to create those features. We will talk about different digital tools you may want to explore for your revision, but it will be up to you to learn them. There are endless tutorials online, and TCU's [Center for Digital Expression \(CDEx\)](#) can also help. The key here is to PLAN to put in the time and find the resources you need to complete this final project.

3) The Draft of the Rhetorical Revision

Finally, you will create a draft of your project. This will take some trial and error; you will have to try things out and move things around, making multiple versions of your project before finding the right tool, style and method. The important thing to remember is that EVERY component of your rhetorical revision needs to be intentional (so, organization, colors, images, text, and so on). You will need to consider both what you are doing and why, so that you can incorporate this information in the rhetorical choices analysis.

This project requires no new research (unless I have given you feedback on Project 2 that you want to incorporate). You will need to **use at least TWO of your four sources** and specifically refer to them (cite them) within this new format.

You need to focus on adapting Project 2 to a new form/genre. That means...

For an **infographic**, you need to think about how information is designed to be visually interesting. How can you use color, graphics, graphs, charts, organization, and information chunking to make the information easy and compelling in an online format?

For a **podcast episode segment** (5-7 minutes), you need to think about organization, pacing, voice modulation, signposting, sentence length, and conversation. Don't just read your already completed paper; instead, how can you significantly adapt it for an audio format?

IMPORTANT: Your main focus needs to be communicating the results of your inquiry process to your audience. Keep your question and your answers at the center of your revision process.

4) The Draft of the Rhetorical Choices Analysis

In this **500-750 word analysis**, you will discuss **the audience, purpose, and question** that guide your rhetorical remediation. More importantly, you will explain the **rhetorical decisions** of your rhetorical remediation, describing how every decision you made was intentional and rhetorical, with the goal of leading your audience to greater understanding. You not only want to describe your choices, you also want to describe WHY you made those choices. How do those decisions make your project more successful – or less?

Consider the following questions:

- What tools did you use? What was the process like?
- What did you leave in? What did you cut out? What sources did you choose to highlight?
- What text choices did you make, and why? What organizational choices did you make, and why? What design choices did you make, and why? What choices were made for you, because of the genre, materials, and technologies you used? Who and what played a role in accomplishing these goals?

At the end of your rhetorical choices analysis, **assess how you did**, given the constraints of the genre and the task. What do you feel was successful, and why? What did you feel was less successful and why? What is the ultimate result of your work, and does it accomplish your purpose, given your audience?

See more details on the [Project 3 rubric](#).

HOW WILL IT BE UPLOADED? WHEN IS IT DUE?

Both the rhetorical remediation and the rhetorical choices analysis should be uploaded to TCU Online by the deadline.

- **Infographics** should be uploaded as an image file, not a link.
- **Podcast episode segments** should be uploaded as files (if possible), and as accessible links to external audio compositories if not (like SoundCloud). Podcast episodes should include a transcript of some sort, in case the audio is not clear.
- **Rhetorical choices analyses** should be between **500-750 words double-spaced and in 12-point font**. Please include a header with your name and the date, as well as a catchy title.

This project is worth **20%** of your grade.

You should bring a draft of your Project 3 **proposal** to your conference on **Wednesday, 4/9** or **Thursday, 4/8**. A complete and/or revised proposal is due to the [Project 3 Proposal Assignment box](#) by **Thursday, 4/8 at 11:59pm**.

Rough draft of both the rhetorical remediation and the rhetorical choices analysis and draft [author's note](#) is due by **Friday, 4/16 at 11:59pm** (for Dr. Kelm's feedback) or **Monday, 4/19 at 11:59pm** to the [Project 3 Workshop discussion forum](#) and the [Project 3 Workshop Draft Assignment box](#).

Final revised draft of the rhetorical remediation and rhetorical choices analysis and final [author's note](#) is due by ~~Friday, 4/23~~ **Sunday, 4/25 at 11:59pm** to the Project 3: Rhetorical Remediation (Final Draft) [Assignment box](#).