GYC202, Bundy, COM 102

For COM 102: Comp. II. The assignment will be the last in the course and will continue our theme of "connecting" to texts and ideas. It relates to sustainability because students will pick topics related to that theme. The topics are up to them, but we will discuss several during the unit. I will try the assignment this semester.

Learning outcomes of course:
➡ Develop strategies for reaching more than one type of audience in a piece of writing.
➡ Select source material (library, print, digital, or fieldwork-based) appropriate to a writing project's purpose and audience.
➡ Integrate research material from multiple sources into a piece of writing while maintaining one's own voice.
➡ Demonstrate ethical awareness in writing by incorporating and documenting source material responsibly according to a guidelines system (MLA, APA).
➡ Correctly document sources through appropriate in-text citations and a Works Cited page.
➡ Move beyond managing correctness in writing and toward making deliberate choices about stylistic elements such as clarity, concision, cohesion, and emphasis.
➡ Demonstrate skill at the stylistic aspects of integrating sources, such as employing a variety of transitional effects or integrating a quote into the grammatical structure of a sentence.

Learning outcomes of assignment:
➡ Construct an argument that combines the visual and the verbal.

Assessment:
➡ See "Contract Requirements" section below.

connect

transitive verb: a: bring together or into contact so that a real or notional link is established **b:** join together so as to provide access and communication **c:** associate or relate in some respect **d:** think of as being linked or related **e:** provide or have a link or relationship with (someone or something) **intransitive verb: a:** form a relationship or feel an affinity

Script Draft
Due 4/27

Film/Slidesho
w Draft Due

Unit 4: Doing Stuff
Connecting to the Earth; Connecting to an Issue

All semester we've been exploring ways we "connect": with each other, with the *ideas* of others, with art. Our last unit is about how we connect to our environment, and how that form of connection can prompt us to take real action. So as we near the end of the term (and the arrival of Earth Day) you'll take on a real issue to explore through field work—one that comes out of our reading on sustainability and viewing of films like *No Impact Man*.

For the Make One Change project, you'll find one way to take action on a sustainability-related issue that touches your life. You'll research that issue, and argue why the rest of us should make the change too. Along the way you'll document your

attempts to actually make the change over the course of a week, through video, photography, or both. The final product will take the form of an automated slideshow or film, which you'll screen for us during the final week of class.

The Project

After we see *No Impact Man* and read about sustainability and the environment, we'll form some large "umbrella topic" groups (for example, the green economy, green jobs, the environment, or social justice). You'll find a specific topic/issue for yourself underneath that umbrella. Realize that this won't be a group project in the traditional sense; rather, the group will serve as a support for you when it comes to research and design. Once you have your topic, you'll develop a short field study where you'll attempt to make a change related to that issue and record your efforts to do so, either with photographs or video. Maybe you'll decide to go vegan for a week. Maybe you'll try to reduce your carbon footprint in some specific, measurable way.

The plan is for you to conduct your field work during Week 13. During that week, you'll come to class only for your group's scheduled conference, so we can talk together about your field work, how it's going, and how you're documenting it. After that, you'll be working on creating a short slideshow/video (no more than 4-5 minutes), the purpose of which is to argue why others should make the change you did. You'll make that argument by showing us your own footage from the video and photos you took; you'll also incorporate some relevant and quality data and ideas from three sources.

At the end of the term we'll have a "Make One Change Film Festival" to celebrate these video productions.

Content and Length Requirements for the Contract (Workshop Drafts)

This time we have two workshops: one for the script itself (meaning the voiceover narration we'll hear in your film/slideshow) and one for the film/slideshow. Here are the separate contract requirements for those drafts:

The Script
- That you have <u>at least one complete typed pages (and no more than two)</u>. Your draft should <u>definitely incorporate your sources and field work</u> and it should be <u>typed</u>.
- That said, this is a DRAFT. It's okay if it's full of typos. Since we're moving to the more tech aspects of the project, though, you should not treat this draft too lightly. Really try to put together what you think you'll say as voiceover for your film/slideshow, so you can get some quality feedback on your script.

The Film/Slideshow
- That you have <u>at least two minutes of your slideshow/film ready for us to watch.</u>