

WRT 104; Spring 2014  
Instr. L. Briggette  
Project #3 Assignment Sheet  
Investigative Report:

- **Mini-Presentation/Feedback Session:** Mon. March 31<sup>st</sup>
- **Project Due:** Friday, April 4<sup>th</sup>

### Project #3: Visually Reporting Your URI Investigations

In your first couple projects of the semester, I asked you to think about and write about your own rhetorical situations, your experiences in education, and how images use rhetoric to gain attention. Also for your projects, I asked you to think through the specific appeals you may have engaged in as well as those that may exist in advertisements; we explored ethos, pathos and logos and learned to consider your own audience, message, and purpose.

Congratulations! You're now on your way to being able to apply this same analysis to various situations and occasions that you find yourself a part of. And since all of us are currently a part of the University of Rhode Island, Project #3 requires us to move away from our past, personal experiences and asks us to be more present in our every day lives at URI.

#### Thinking through a new type of "Rhetorical Situation":

For this assignment, you will present, in some visual form, an Investigative Report that informs an audience about issues on campus. You already have your topics, now it's time to think about how best to represent your investigation findings, your particular message, and your particular audience. We'll work through all the steps but – this time we will have real audiences to address. Make this something that interests you more so than an assignment you're completing for a class.

#### Our Prep-Work:

Now that most of you have your topics, we should now look at visual and written models of reported information. You will explore movies, TV, Youtube, and the *Harbrace Guide to Writing*. Our work will also bring us through a brainstorming process, which will inform the research and investigation we do for this project. As a group, we will discuss how to find and utilize credible information, as well as how to incorporate findings from your own campus observations. We'll then use the pieces of information we've gathered to build a report. **We will be using "Understanding the Rhetorical Situation" regarding investigative reports from page 197 in the Harbrace Guide to Writing...** Get to know these requirements.

**Visual models:** Your favorite movie or TV scenes, PSAs you view on Youtube, other student-made video production work, other work we look at in class.

**Written models:** In the *HGW* – "Honda Challenges Students to Market Its Latest Car to Younger Buyers," pgs 181-183 and "Big Oil Berkeley: The BP-UC Berkeley Research Deal Pushes Academic Integrity Aside for Profit," pgs 195-196

**As a pair/group you will:** a) choose a student life issue that you will investigate and report on, b) define a REAL audience for your evaluation, and c) determine the purpose and message of your investigative report,

**Also – In our groups,** you must decide who will perform which responsibilities/tasks and you must somehow hold your each other accountable for that work.

### Your report will:

- Present the situation using concrete and observed details as well as mention of how the situation “fits” into the campus community
- Use convincing facts and details that help viewers understand the issue/s regarding corporations on campus
- Use rhetorical methods of development such as narration, cause and effect, description, analysis and/or definition to identify the conclusion readers should reach about your issue (HGW, pgs tba)
- Explain to your audience the particular change (in thinking/perspective or in action, or both) you think is needed, and why
- Accurately and fairly represent the sources and perspectives that you’re reporting on
- Your report ***will not be*** simply your rants or celebrations without evidence of investigation or observed details...

### Over the course of this project:

You will work on your projects both in and outside of class, and you will somehow hold yourselves accountable for the work. (Let’s get creative with this!) You may also want to consider using a file-share system so that you can each work concurrently on the project and look at each other’s work simultaneously; Google-docs and other Google products work well (Google-drive, Google-docs, Google-hangout). Near the end of the project partners will score themselves and each other based on the partnered/group experience and contribution to the work; additionally, everyone will receive a group grade for the quality of the evaluation, and an individual grade for participation.

***\*\*In class, we will discuss the politics, the advantages, and disadvantages of working in groups on major assignments. Group projects are not easy tasks, but they can be successful, rewarding, and most importantly, they are good practice for real-world situations you will encounter later.***

### Nuts & Bolts for Project #3:

--- THIS IS A WORKING LIST AS WE DECIDE ON FORMATTING

(These must be present in your essay.)

- **Written work:** Typed, double-spaced, Times New Roman, 12pt. font.
- 1.0” margins (the default is 1.25”, you will have to change it.)
- No cover page necessary
- **Visual work:** Must be posted to a group member’s Sakai dropbox by start of class (or send me web or Youtube link so I can post on wiki; must address all pieces of the assignment; audience, purpose, and messages must be clear...
- **Feedback Session/Workshop:** Monday, March 31<sup>st</sup>
- **Final Product Due:** Friday, April 4<sup>th</sup>
- If you so choose, if you would like to enhance your final grade for this project, you may individually compose a written version of this report for the final portfolio – see me for details after grade is issued.
- This project is worth 15 points toward your final grade.

Feel free to contact me at any point to discuss your project, your process, or any struggles you feel you’re running into. I am always happy to help.

- **Email:** [lindy.briggette@my.uri.edu](mailto:lindy.briggette@my.uri.edu)

- **Phone:** 207-671-1033 (call or text)

- **Skype, G-Chat, GoogleHangout** are also options!

- **In Person:** before or after class, or by appointment