

Unit 3: Collaborative Multimodal Project

In unit 1, you read texts related to the broad topic of Everyday Representations of Dis/Ability and began to get a sense for the concepts and issues and arguments of disability. The purpose of our first writing assignment was to recognize and respond to the projects of other writers through critical summary. In unit 2, you started to develop your own project and research question, evaluating and analyzing a small selection of secondary sources.

For unit 3, you will—individually or in pairs—create a multimodal¹ project that explores the question, **How are issues of dis/ability discussed, normalized, or challenged within a particular community?** Community could be physical (eg. Syracuse or your hometown), symbolic (eg. gendered or raced), or digital (eg. members of an online group). This project offers you an opportunity to draw upon the texts we have encountered this semester and position them within a local community.

This project should seek to *do* something specific, whether it answers a question, complicates a particular communal understanding, or informs/persuades an audience. You should ask yourselves: What are the important conversations and controversies occurring within the community? Who is included in, or excluded from, these issues and conversations? What can be done to make this community more accessible to, better representative of, or more informed about dis/ability?



Kalyn Heffernan (from Facebook, “This Is What Disability Looks Like”)

Research Requirements.

In order to provide a diverse range of perspectives on your topic, you will need to locate and use a range of sources:

1. **Three secondary sources** that offer an interpretation or argument about your topic or issues related to your topic. At least one must be a peer-reviewed scholarly source. Note: these can be your three sources from Unit 2.
2. **Primary research** specific to your topic: <http://owl.english.purdue.edu/owl/resource/559/1/>

A common form of primary research is interview, which could be valuable for understanding firsthand what the community’s perceptions of the issues are. Observations and analysis could also be useful for understanding the way people interact within your chosen community.

¹ The multimodal aspect of this project allows us to combine the various media—written text, audio, images, and videos—that we have explored throughout the semester. This is also an opportunity to apply different rhetorical appeals within different contexts.

Attention to Rhetorical Issues.

Just as we practiced rhetorical awareness with the sources in unit 2, we will continue to address rhetorical issues and deploy rhetorical awareness as we research and compose our own projects. Specifically, in class and in your project, I expect you to do the following:

- **Assert** why your issue interests you or matters to you (and why it should interest and matter to your readers) at this particular historical moment. In other words, compose your argument *kairotically* and establish exigence.
- **Recognize** and attend to what your audience will need in terms of explanation, preparation, contextualization. You will want to do the following:
 - define key terms and concepts,
 - carefully introduce your sources,
 - anticipate confusion or resistance,
 - use rhetorical appeals and strategies appropriate for your rhetorical situation, and
 - anticipate counter-arguments.
- **Argue** a particular perspective; that is, be explicit about how your ideas fit into the ongoing debate/conversation.

Criteria: What You Will Produce.

- **a multimodal “text”** that frames your primary and secondary research, addresses your community, and critically and rhetorically examines an issue about dis/ability. The text format is open, and the length will depend on your format.

Possible texts could include:

- a formal research proposal or report,
- an educational website,
- a digital archive of representations/sources relevant to your topic,
- a video essay,
- a collaborative blog or group wiki,
- a multimedia presentation,
- a series of counter-representational or satirical memes,
- a set of public service announcements (or ads) that explore or explain an issue,
- a podcast or op-ed,
- a mini-ethnography of a campus or community organization.

- **a 3-4-page critical reflection** that outlines your goals and rhetorical choices and reflects on how your research impacted your final product.

Not all media are appropriate for all audiences (or topics).


- How does the medium affect your argument?
- Who, realistically, is (could be) your audience?
- How might you engage and appeal to your audience in *new* ways?


The Nitty Gritty.

There will be multiple opportunities throughout this final project for you to get feedback about your project. We can schedule optional conferences about progress and concerns, and we will do some in-class workshops prior to the final product due date. Your final project and corresponding critical reflection are due **Wednesday, July 3rd**.


Disabilities in the Media Like 0

Photo's and/or stories about people with disabilities in the news.


 **The Resource Center** Follow 38 followers, 31 pins




Nice info about TBI and changes in learning from National Dissemination Center for Children with Disabilities



Special Olympics began in the late 1950's and has offered opportunities for children with intellectual and physical disabilities to be treated fairly. A white, wealthy, old man is known to be the image of America. When the remainder of society is forced to fight for equality.



Celebrities with learning disabilities



Married couples with disability: 5 love stories to celebrate this Valentine's Day. This just further proves that people with disabilities deserve to find love like most people

Example of digital curation, “Disabilities [*sic*] in the Media” (Pinterest)