

# Project 4

## Reading the Everyday Rhetoric of Space and Place (200 points)

Draft 1 due for peer reviews in class 4/8/10

Final draft due by end of class 4/13/10

### PURPOSE OF THE PROJECT

The primary purpose of this project is to allow you opportunity to apply the course concepts by performing a reading and analysis of a specific location of your choice, discussing and analyzing how it is either space/place, or land/landscape.

### YOUR TASK

Again taking up a particular lens (race, class, gender, age, technology, etc) for analysis, you will apply the theoretical concept of 'space and place' (which may include related topics such as cultural geography) in order to talk about how a particular location performs as a cultural 'text.'

### PRODUCTION OPTIONS

While thinking about your production options for this project, remember that you'll want to include sights, sounds, thoughts, interactions, smells (verbal or visual depictions of olfactory stimulus), and all manner of sensory perceptions that help your audience (real and imaginary) to experience your chosen location.

While you are certainly welcome to produce a traditional academic essay, in this course you have the freedom to experiment with composing in various media and genre. **Special Note:** if you choose a traditional essay for this project, you will be required to also submit a map, image, or other visual along with your 4-page essay.

As with all projects in this course per your syllabus, projects should be the equivalent of a typed, double-spaced, four-page paper (this is in addition to the cover page). Some options for project 4 include:

**OPTION 1: THE DIGITAL COLLAGE** — Magazines, newspapers, photographs, images from the Internet, and so forth offer endless possibilities for a collage that responds to the lens you choose for this project. Your digital collage may be done using sites such as VuVox, Smilebox, or others. Along with your digital collage, submit a one-page cover letter explaining your choice of images and other media and what you were intending to say with them.

**OPTION 2: THE PODCAST (OR SCREENCAST)** — "a digital audio or video file that is episodic; downloadable; programme-driven, mainly with a host and/or theme; and convenient, usually via an automated feed with computer software" (center for journalism and communication research). Some options to consider for creating this type of project include Wikipedia and iTunes University. Additionally, you can download free software such as Jing if you choose to do a screencast. **Special Note:** Think about this option in terms of composing something like a 'walking tour' that might be offered by a museum or park.

OPTION 3: INTERACTIVE MAP – this option provides one means of illustrating the location of your analysis with visual, textual, audio, and/or video annotations that provide your analysis for others. You might explore options such as Google Earth, the trial version of iMapBuilder or any number of interactive flash map applications.

OPTION 4: “OTHER” — You may, in consultation with me, choose another media for your project 4. If you would like to explore other options for responding to your question of choice, speak with me (email or in person) by the end of class, Tuesday, April 6th.

## GETTING STARTED

Even if you do not take a historical lens to analyze your particular location, knowing at least some of the historical background of the location will be important to your analysis. You may want to consider things like the location’s name, purpose, and how it came to have the particular cultural context you interpret and associate with it today. Think deeply about what this location *means*, how it expresses that meaning, and to whom it is “speaking.”

## TURNING IN YOUR WORK AND GETTING CREDIT

We will conduct peer reviews in class on Thursday, April 8<sup>th</sup>. You do not need to have the entire project drafted at this point, but should be far enough along to speak definitively about your thesis statement, purpose, rhetorical choices, and to articulate challenges. Directed peer reviews should be positive, constructive, and helpful. This activity will count as part of the 500 points for in-class writing and activities for the semester.

Final drafts of your project are due by the end of class on April 13<sup>th</sup>, meaning we will have additional time IN CLASS to finish on that day. Your work should be submitted to the appropriate ANGEL drop box, which may mean providing links to websites for digital collages or other videos, uploading (or emailing) files, or uploading PDF attachments that lock your formatting, fonts, and layout of other project types. Make sure that your attachments actually make it to ANGEL; it is VERY fussy and it is your responsibility to make sure I get your work.

Both drafts of your project are required in order to receive credit for this project, meaning you should make sure you are here for peer review, posting your first draft as well as submitting your final draft.