JWu Assignments for Units 2 and 3.

2nd draft 1-22-2020

3rd draft 1-23-2020

4th draft 1-26-2020

Final draft as of 2-17-2020

**Unit 2 for 1121 Spring 2020 NYCCT**

**Research as Inquiry project**. 2200-2800 words. Due April 7. Supported by 2 reflection writings. This unit begins with a reading of Hannah-Jones and Wilentz on slavery and the US Constitution, then has the student do additional research and apply to and reflect on personal experience, previous reading.

1. During this unit we will write 2 short metacognitive reflective essays on our readings and additional supportive research; in these ungraded writings, you will be invited to reflect on the inquiry, discovery, and writing process regarding new knowledge and information, how you have changed the way you look at the topic and set of subtopics.

2. Building from your reflections, *Write a review of 4 articles that includes a summary, rhetorical analysis, and your basic assessment of the argument of the article. This review should include Hannah-Jones and Wilentz and 2 other articles or sources from Cuny Electronic library or open source web (journalism or blogs). You can also draw from our earlier readings and, later, include additional class readings (Shaara, Cirillo) when you repurpose this review and produce your multi-modal project. Each review should be 400-500 words for a total of 1600-2000 words.*

*3. Discuss a problem and a subset of related questions or issues that arise from1. our readings (Diaz, the Constitution, the historical novel of the battle of Gettysburg, and the Gettysburg Address and the 1619 Project and responses) and 2. your reflection writings* ***and how it relates to your experience or one of the discourse communities you belong to****. 600-800 words*

*4. Collect and select 3-4 audio or video sources or illustrations related to your topic and set of problems or questions you want to ask or present. Write a brief intro or caption for each file.*

Questions to keep in mind for the rhetorical analysis of texts. What was the social/political exigency which caused the “framers” to write the Constitution? What is the social/political situation which motiviates the 1619 project and the response of Wilentz. Remember: writing aims at a specific audience, seeks to create an effect, and fills a perceived need in a discourse community. What is the goal of the 1619 project? Is it a call to action or is it a call to rethink history? What is the discourse community it seeks to reach or perhaps constitute?

Possible starting point for your path of inquiry. What questions come to your thought process? How does this relate to your life and social context? How has new information changed the way you think about these problems or topics? You should include this in your reviews and discussion of a problem and set of problems.

For example, possible research paths of inquiry include racism in the U.S. today. How is it related to slavery and the Civil War? Is the U.S. (society, economy, form of government) based on racism/slavery? Analyze the form of this question. Is the U.S. constitution and form of government based on racism/slavery? What about the achievement of the abolition of slavery in the civil war and the long struggle and victory of civil rights? Is this part of the U.S. constitution and form of government? Was the civil war a second founding of the United States? How does this relate to your experience and your discourse community?

How this assignment facilitates the student’s progress towards the Learning outcomes.

This assignment is focused on Learning outcome 3, research as inquiry, with special emphasis on the practice of initiating and carrying out a path of inquiry.

This assignment also introduces search for materials for Learning outcome 6.

This unit is also a significant immersion in Learning outcome 5.

We continue to apply practices such as reflection writing and rhetorical analsyis leading to Learning outcomes 1, 2, and 4.

**Unit 3. Multi-modal Electronic display of your research / inquiry project and Final Portfolio with final reflection.**

*1200 words plus images and audio.* Supported by one reflection writing. **Due May 13.**

*Translate and repurpose the knowledge you’ve acquired/produced and the understanding you now have from you research as inquiry project into a genre that your discourse community uses / interacts with. Includes a written reflection (#5) on multi-modal and design process of authoring a work and the knowledge acquisition/production process involved therein. Multi-modal project must incorporate audio or visual presentation. Multi-modal project must be preserved on electronic file.*

Consider theRhetorical situation. To whom do you want to communicate the knowledge you have acquired? Genre awareness. What form or genre should it take? What texts, images, and audio files will communicate your ideas most effectively to the audience you are addressing?

*Final Metacognitive reflective essay (#5) on entire course. How has your understanding and practice of writing and reading changed over the semester? 1000 words.*

Examples of Multi-Modal projects

Essay with photos/ audio soundtrack or video component.

Essay with graphics

Website with musical sountrack

Video montage with verbal and musical soundtrack

Business template for website or product or brand

How to essay or video with soundtrack

Video of yourself and partner

Manual

Brochure

Magazine article with images

This assignment asks the student to repurpose the work accomplished in Unit 2 and create a multi-modal text including audio and video. It focuses on Learning outcome 6.

***Final Portfolio of all projects and reflections. 6000 words total including Final reflection essay. Electronic file version of multi-modal project. Due May 18.***