

## Project 3 A Multimodal Social Advocacy Campaign - Collaborative Project



**Overview:** For this assignment, you will create a multimodal collaborative project - a website that promotes a cause or social issue, framed around a group or individual at IUP. You will work in groups of four-five students to create a WIX website that has 3 webpages with written texts about your social advocacy campaign; its aim, background information, resources, etc. You can include videos, narratives, music, images, soundtracks with a Creative Commons license. Various forms of visuals, hyperlinks, audio and video content needs to be centered around your

topic and convey your audience about the importance of your campaign (i.e. rhetorical effectiveness). Your website should have a mission statement and a logo. By working on this project, you will learn how to write for a specific audience, with a purpose and how to create a website, which will ultimately help you collect and create an archive based around a social issue. As a group, you will present your website to the class, and individually you will have to write a statement with your reflection on the project, group dynamics, as well as collaboration in general. As a result, you will become a more skillful digital writer, learn how to create a website, work in collaboration with your peers and develop a social advocacy campaign that matters to you.

### Length, Format, & Audience

Your website should have **3 web pages** where you use written texts to describe the background information about your project topic. You will publish your website and share your digital advocacy campaign project with a **broader audience beyond your teacher and classmates**.

### Individual Reflections

In addition to this group product, each of you will also write **a short reflection essay** in which you report on **how you contributed to the project as well as discuss what you learned about genre and multimodal composition**. It should be **1-2 pages** (300-500 words, no source requirement) in length.

### Group Roles

Each group should decide how to distribute the work of the project, based on particular strengths of its members. Choose from the following roles. Note that you may want to assign multiple people to each role and members can also be assigned multiple roles.

**Analysts** – Study the genre and its rhetorical and social contexts, taking notes for material to include on the website.

**Writers** – Produce the content for the website, based on the notes provided by the analysts.

**Designers** – Use design features in WIX.com, to create a website that effectively uses section headers, lists, images, videos etc. to organize material.

**Editors** – Review the website to make sure it uses a consistently accessible tone and style and that it is free of grammatical and punctuation errors.

## **Rough Draft, Group Meeting, Presentation, Individual Reflection**

A separate element of this assignment involves the on-time completion of a rough draft of your essay and participation in a group meeting for revision and working on this project, as well as group presentation of your website to the class.

## **Evaluation Criteria**

To evaluate this assignment, I will consider the following criteria:

- The writer-designer takes into consideration writing purpose, audience, context, and genre conventions
- The website includes a mission statement and a logo
- Modes and media (e.g. images, graphics, sound, animation, video, etc.) enhance the content in an innovative way
- Design features are coherent with the theme of the website
- Consistent format; readable font and size; artful background, colors, and layout
- The web-text is proofread and lacks errors in grammar, capitalization, punctuation, and spelling
- The website has at least 3 webpages
- Copyrighted information for photos, graphics, etc. is clearly identified by source
- Each group member also prepares an individual reflective essay that thoroughly reflects on the learning process (esp. learning about genre and multimodal composition), and how the individual student contributed to the group