**Major project: Social media advocacy AND press release OR letter to the editor**

**Project Goals**

By the end of this project, you should be able to demonstrate understanding of the following learning outcomes:

* Gain experience reading and composing in several genres to understand how genre conventions shape and are shaped by readers’ and writers’ practices and purposes
* Learn and use key rhetorical concepts through analyzing and composing a variety of texts
* Develop facility in responding to a variety of situations and contexts calling for purposeful shifts in voice, tone, level of formality, design, medium, and/or structure
* Understand and use a variety of technologies to address a range of audiences
* Match the capacities of different environments (e.g., print and electronic) to varying rhetorical situations
* Adapt composing processes for a variety of technologies and modalities
* Understand why genre conventions for structure, paragraphing, tone, and mechanics vary
* Gain experience negotiating variations in genre conventions

**Project Description**

For our second major project, you’ll choose an issue of interest to you, adopt a solution to that issue, and design a related social media advocacy campaign. There are three components of this project. Be sure to properly attribute sources within your work. In developing this project, you should not only examine the questions below, but also apply any and all pertinent information that we’ve studied to-date.

**Part 1:** Write a brief for a social media advocacy campaign centered upon your response to the issue you’ve chosen. In your brief you should address the following elements:

* Analyze the problem. What is the exigency? Can social media advocacy positively affect this issue in some fashion? (If not, find another topic.)
* What is the solution? Is that solution achievable through a social media campaign, or can you simply achieve some small movement toward success along a spectrum?
* What other solutions might be suggested other than your own? What about your stance might others object to and can you offset objections in your campaign?
* How might you offer a logical chain of support within the campaign?
* What is your objective for the campaign? Is it measurable and obtainable? What is your call to action?
* Who is your target? Who are the stakeholders, and who has the authority, power, or capability to apply your solutions to the problem?
* What values are shared with the target? Are there unshared values between you and your audience that can or should be addressed?
* What is most likely to be your audience’s point of view? What do they already know, and what do they need to be further informed about?
* What is your message? What story are you telling?
* How will you tell this story? What rhetorical appeals should be used?
* Which social media platform(s)? What methods does that platform afford: Graphic? Video? Podcast?
* How will the medium affect the telling?
* What persona will you try to express (casual, inspirational, playful)?
* What tone will you use (personal, honest, humble)?
* What level of language will you apply (simple, fun, savvy)?
* What purpose (engage, delight, entertain, etc.) do you intend your diction to achieve?
* What resources and materials will you share? (i.e., will you create materials or compile them from elsewhere? *If compiled, don’t forget to include credits or citations.*)
* What short-term metrics will you employ? (A specific, measurable goal achieved in response to the problem? Or something as simple as number of “Likes,” “Shares,” other people adding to your campaign (such as the Canadian campaign), etc.)

**Part 2:** Design, draft, and schedule your campaign. You can include a variety of elements that you initiate or perhaps one central post that you intend for others to carry forward. In other words, you will plan your material and lay out the campaign according to whatever schedule you choose (timing is a fourth rhetorical appeal known as *kairos*). For example, if I were using Instagram as my platform, I might choose to stage several pictures or compose a “story.” Rather than posting all of the pictures immediately, I could schedule them for release over time and perhaps in a particular order. The timing and the order might hold sway in affecting the impact of my campaign.

**Part 3:** Transition your social media campaign message into a press release about the campaign or a letter to the editor of a local publication. This composition will be a short, text version (typically 250 words or less) of the information conveyed within your social media campaign. As you write, be sure to consider the fact that publication is not guaranteed—you have two audiences for whom to answer the question, “Why should I care?” The publisher is your first audience, and without that approval, your efforts go unpublished. Of course, the readership is your second audience, and the one you ultimately want to move to action.

**Administrative details**

Major projects are typically carried out over a two-three week time span; project phase due dates are listed below. As you compose and revise various drafts, be sure to save them on your computer and logically title the files. By the end of the project, you should have a minimum of three drafts (rough, first, and final) to show proof of your process; you will upload these three drafts within your online portfolio, so they will become a part of your final portfolio grade.

This project offers 100 possible points. The project assessment rubric is attached right along with this project 2 assignment guideline in the GC Stream.

**Metacognitive reflection**

All projects must have a separate, metacognitive self-reflection, which accounts for rhetorical decisions made during the project and correlates your learning with the WPA outcomes. The reflection will be assigned later in a separate weekly assignment document. It will be uploaded within your online portfolio and will be worth 25 points in the “participation, process, and practice” category.

**Project timeline:**

* First week (week 8)—research and compose rough and first drafts of your project. Submit both drafts within your online portfolio, AND submit the first draft for peer review within the Google Classroom Project 2 folder (located under the “About” tab → Student resources → Project 2 → Week 8: Project 2 1st drafts).
* Second week—peer reviews
* Third week—
	+ Respond to peer input: revise, edit, and finalize your project
	+ Compose your metacognitive reflection according to guidelines provided within the week 10 assignment document. Submit the finalized project in two locations and two formats:
1. The entire project should be submitted via your online portfolio (rough, first, and final drafts and metacognitive reflection cover letter) and
2. Your final draft should be submitted within the week 10 assignment drop box in the Google Classroom Stream. This second submission location of the final draft functions as a time-stamp notification that your project is online and ready for evaluation. Without timely notification, your project will not be assessed and late penalties will apply. All assessment is from within your portfolio, but both submissions (the portfolio site and the document submission) are required in order to earn credit.
* Finally, although there is no grade associated with this bullet point, once all feedback is returned and you feel you’ve concocted your very best social media advocacy campaign, I encourage you to post your social media campaign in your chosen platform(s). As Marley Dias explained, "Innovation comes from, 1) acknowledging yourself; 2) studying and understanding the problem, and 3) finding a solution. It’s a typical adventure in a hero story, which I now live today."