

### **Project 3: The Team Project – Service-Learning/Client (30 points total)**

**Purpose:** In a team, develop reader-centered deliverables that meet your partner's/client's needs and expectations; present your semester work.

**Audience:** Your instructor, your peers, your community partner or client, the world (this will be posted along with your proposal on the course website).

There are four parts to this assignment. In order for the assignment to pass, you must submit all four parts:

1. The audience analysis: reference the Project 1 assignment sheet for tables
2. The deliverables and memo of transfer: mixed visual and textual content, for 20 points
3. The assignment reflections: details begin on page 2 of this assignment sheet
4. The PowerPoint presentation: 15-minute presentation, or about 17 slides, for 10 points

#### **The Assignment**

After working with your community partner/client this semester, you will complete the project's deliverables and memo of transfer, complete the reflections, and present your work in a fifteen-minute PowerPoint slide show, dressed in business casual attire.

#### *Service-Learning Team*

You will revise the GEDCO/CARES Career Connections literacy and employment resources used in the summer 2014 community workshops. Based on workshop attendees' feedback and on the team's personal experience working at GEDCO/CARES this term, you will rework the resources to best address users' needs and expectations.

#### *The Client Team*

You will work with me and other members of the writing department to research the department's curriculum, graduate school options for writing students, and employment options for writing students to create two infographics. These infographics will merge text and visuals to clarify the curriculum and experiential paths open to writing students that will best prepare them for graduate school and/or the workplace. This project involves research of the department's curriculum, interviews with writing faculty members and writing students, as well as some graphic development. Experience with InDesign and/or PhotoShop would help but is not necessary. I will work with this team outside of class time to assist in designing the infographics. Once the infographics are complete, they will be printed out and placed in the writing student lounge and hosted on the writing department website—so this is a great résumé-building project that will give you a professional deliverable for your portfolio.

While your deliverables and your presentations should primarily assist your partner/client, think of them as outstanding examples of your work at Loyola. As work produced in an upper-level writing course, these deliverables should be professional quality—these deliverables should help you get into graduate school or help you get a job as part of your portfolio.

#### **Goals of the Assignment**

The goals of Project 3 are to work as a group to accomplish the following:

- Collaborative Work Process – Develop group strategies for working together and with your partner/client to create deliverables that meet their needs and expectations

- Research – Understand and use empirical research methods to produce deliverables suitable for professional contexts
- Technology – Develop group strategies for using and adapting various communication technologies to manage your project and produce user-centered deliverables
- Content and Document Design – Use written content and visual data (various principles of format, layout, and design) to create professional deliverables.

### **Deliverable Descriptions**

#### *Service-Learning Team*

- Memo of transmittal: the team will compose a memo of transmittal addressed to your partners at GEDCO/CARES that will accompany the deliverables below
- PowerPoint Presentation: the team will create a slide show outlining goals, audience, problems, strategies for overcoming problems, research findings, and work accomplishments
- Service-learning reflections: these are due throughout the semester
- Literacy resources: revised versions of the Internet and MS Word instruction material, the cover letter and résumé material, and the job interview material

#### *Client Team*

- Memo of transmittal: the team will compose a memo of transmittal addressed to the writing department that will accompany the deliverables below
- PowerPoint presentation: the team will create a slide show outlining goals, audience, problems, strategies for overcoming problems, research findings, and work accomplishments
- Client reflections: these are due throughout the semester
- Infographics: clear and dynamic visual/textual displays of the curricular and experiential pathways for writing students to help them get into graduate school and/or get a job

### **Format for the Memo of Transmittal**

Please follow the requirements for transmittal documents in the Anderson text.

### **Format for PowerPoint Presentations**

Please follow the requirements in the Anderson text. You may also reference the Purdue OWL.

### **Revision**

You will have opportunities to revise your work throughout the research and writing process, and you will be able to revise *one individual assignment* after you have submitted your final draft. The revision is due with Project 3 on the day of our final exam. You may not use the revision due date as an extension for this assignment. I will average the grades from your original and your revised documents for your final assignment grade. However, because Project 3 is due at the end of the term, you will not be able to revise it after submission.

### **Service-Learning Reflection Prompts**

During the semester, we will think and write about our experiences with service through structured reflections following the “Three What” model. While I don’t expect you to write extensively for each reflection, I do expect you to address each area (What? So What? Now What?) and use the prompts as a way to think deeply about your service experiences and connect them with our course readings. These should be at least one single-spaced page.

*Reflection 1*

What?: By this point, you have met D'Anne Avotins, your partner at GEDCO/CARES Career Connections. What happened during your first meeting? How do you feel about the meeting? How did you interact with our community partner? How do you feel the work is going so far?

So What?: Why/how have these experiences been meaningful for you so far? What have you learned from them? Did you notice overlap between class readings and your experiences? If so, what were they?

Now What?: Did you notice anything about the first meeting and service session at GEDCO/CARES that relates to larger issues of race or inequity in education or economics? How do you plan to apply what you learned from the experience and your class readings to your work in this class in for your service project for the middle part of the term?

*Reflection 2*

What?: By this point, you have been serving at GEDCO/CARES for a few weeks. What has happened so far? How do you feel about these experiences? What have you noticed during your time at GEDCO that has been surprising?

So What?: Why/how have these experiences been meaningful for you? What have you learned from them? Did you notice overlap between class readings and your experiences? If so, what were they?

Now What?: Did you notice anything about working at GEDCO that relates to larger issues of digital literacy or technology? How do you plan to apply what you learned from the experience and your class readings to your work in this class in for your service project for the last part of the semester?

*Reflection 3*

What?: By this point, you should have done enough reading and work for the class that you can think about how professional writing might connect to civic issues and service-learning. Using what we have read for class and your community experiences, including your work on the literacy and employment resources, try to address these questions: What connections do you see between writing and technology and your project? How might these ideas connect to the interaction that occurs as your partners interact to try to overcome challenges and get things done? Do you notice any connections to the reader-centered approach? If so, what are they?

So What?: What was a particularly meaningful section from the ethics readings for you? What did you learn from it? What are some meaningful connections you see between the ethics readings, and your service experience?

Now What?: How might these readings apply/help you work with your community partners in the future? What issues of injustice or inequity did you perceive this semester regarding your service project? Do you think you did anything to help address these issues? Why? Why not? If you believe you helped, how do you *know* you helped? What will you do with your experiences and your rhetorical/writing skills to bring about positive change in your civic and/or professional communities? Lastly, how did the project impact your concept of Loyola's Jesuit mission and your ideas of faith, and how do you see this impact working in your life in the future?

### **Client Reflection Prompts**

During the semester, we will think and write about our experiences with client work through structured reflections following the “Three What” model. While I don’t expect you to write extensively for each reflection, I do expect you to address each area (What? So What? Now What?) and use the prompts as a way to think deeply about your client experiences and connect them with our course readings. These should be at least one single-spaced page.

#### *Reflection 1*

**What?:** By this point, you have met your client(s) and begun work. What happened during the meeting? How do you feel about the meeting? How did you interact with your client? How do you feel the project is going so far?

**So What?:** Why/how have these experiences been meaningful for you? What have you learned from them? Did you notice overlap between class readings and your experiences? If so, what were they?

**Now What?:** Did you notice anything about the meeting or work on the deliverables that relates to your goals and expectations for a career or graduate school? How do you plan to apply what you learned from the experience and your class readings to your work in this class in for your client project for the middle part of the term?

#### *Reflection 2*

**What?:** By this point, you have conducted some research for your project. What have you learned so far from this research? How do you feel about these experiences?

**So What?:** Why/how have these experiences been meaningful for you? What have you learned from them? Did you notice overlap between class readings and your experiences? If so, what were they?

**Now What?:** What do you plan to do next with your team and your client to ensure a successful outcome for your project?

#### *Reflection 3*

**What?:** By this point, you should have done enough reading and work for the class that you can think about how professional writing might connect to your future plans for graduate school or employment. Using what we have read for class and your client experiences, try to address these questions: What connections do you see between writing and technology and your project? How do you see the reader-centered approach working in this project? How might these ideas connect to the interaction between you and your client as you try to overcome challenges and get things done?

**So What?:** People often take technology for granted because it is a such a normal part of our everyday lives. But in fact, the skills we use to navigate through our technologies as we act and write are highly refined. Considering technology as the frame for this question, why did you choose to work on this project? What about it and the technology you used was meaningful for you? What did you learn from the project in terms of your skills and attitude but also in terms of technology and writing?

**Now What?:** How might your work on this project impact your actions in the future? What skills might you apply to your time in graduate school or on the job? How might you use your skills in technology and writing to help others?

(Some of this material is adapted from Dr. Jim Dubinsky in the Virginia Tech English Department.)