

Creating Change Portfolio End-of-Semester Project



Explanation for Change to my ENG 1302 course:

The protests of 2019 across the nation awoke something in me. I realized that change could only happen if I actually tackled issues in the classroom that I had tiptoed around for decades. Change would happen only if students believed their voice actually mattered.

Reframing literature as a method authors have used to create change—in themselves, in their audience/readers, and in society—helped open the way for me to include “protest” art of all different modes. It allowed me to address cultural issues that affected the literature we read.

I put together a website of “protest” pieces (<https://1302protest.weebly.com>) around controversial issues that were also connected to the literature for our literary analysis research paper. The website includes movies, photography, music, art, commercials, nonfiction, cartoons, and more.

After analyzing the short stories that will provide the focus of our research paper, students focus on a topic on our website that will assist them in their understanding of the issues surrounding their story. We analyze the art, music, and more on the website and discuss common issues related to that topic. The culmination of the semester is a student-created work to protest an issue that matters to them.

Student Learning Outcomes:

- **Thinking Skills:** Students will engage in creative thinking activities that include creative thinking, innovation, inquiry, analysis, evaluation and synthesis of information.
- **Communication Skills:** Students will demonstrate effective development, interpretation and expression of ideas through written and visual communication.
- **Teamwork:** Students will demonstrate the ability to consider different points of view and to work . . . to support a shared purpose or goal.
- **Personal Responsibility:** Students will demonstrate the ability to connect choices, actions, and consequences to ethical decision-making.

Success Points: Students expressed the following:

- *I learned that I have a voice that can be used to help others. I did not think my experiences mattered.*
- *My work challenged a pre-conceived notion that the U.S. especially in war zones are always the good guys.*
- *This semester really opened my eyes on the subject of rape victims. Many of these victims are shut down by society because society does not want to believe such evil acts can happen.*
- *Because she wasn't physically or sexually hurt, no one recognized the signs that she was struggling and being abused at home. There is hardly education on this type of abuse, so no one really sees when it happens. This is what is standing in the way of change- a lack of education and a lack of awareness.*
- *I thought that a lot of homeless veterans were faking their homelessness. I always thought that a lot of homeless veterans just didn't want to get jobs and didn't want to use their benefits, but I was wrong. A lot of veterans are practically abandoned by the very thing they swore to protect and it's sad."*

Assignment: Creating Change Portfolio



Overview: This semester we have learned about various pieces of writing and creative work that have challenged readers and viewers to see the world in a new way.

We have learned that “the power of the protest [pieces] comes not just from ‘bearing witness,’ . . . but from being protests themselves . . . The artistic value of the protest [piece], then, lies not only in the way it affects the viewer, in whatever emotions it might stir in her, but also in the political beliefs that animated its creation. . . . What endures is not always the work of art, but its message: the hope—the demand—that things will change.”

~Adapted from “The Righteous Power of the George Floyd Mural”

Purpose: The purpose of this assignment is to ask you to apply what you have learned this semester and bring about change by creating one piece of protest work about the topic of your choice. You will also have to analyze the techniques you use.

Skills: You will develop:

- Communication skills
- Critical thinking skills
- Analytical skills
- Formatting and design skills

Knowledge: You will learn about:

- Yourself
- Writing to a specific audience
- Formatting and design that will convince an audience
- Effective persuasion

YOUR ASSIGNMENT: You will create ONE original piece of protest work. The options are listed below. After you create your piece, you will then write an analysis of your protest piece, using a minimum of 250 words to describe all the details you put into the assignment that you want me to notice (and take into account while assigning a grade). How have you addressed the various aspects of your issue? How have you taken into account some of the aspects of protest writing?

Submission Steps (See calendar and/or weekly lectures for specific dates):

Step 1: Reading—You will be reading and analyzing other protest pieces of various modes and formats. See <https://1302protest.weebly.com>

Step 2: Analysis and Writing—You will be working on annotations and analysis of the various modes of protest on the website listed above

Step 3: Creative/Writing Process—You will create your own piece of protest. Analyze your piece, imagining that you are explaining your piece to someone who has not spent the whole semester studying as you have. What are each of the details you want someone (like me) to notice (so you can get the highest grade possible)? Your analysis should be at least 250 words. The analysis is a significant portion of the grade. See below for details of what should be included in the analysis.

Creative Options:

Email me if you have another idea. Again, this is YOUR work, not someone else's that you are copying and then analyzing.

Written:

1. Fiction—short story
2. Poetry (Perhaps look at the links below about "I Am From" poems)
3. Drama
4. Memoir---a reflection piece about your own life
5. Nonfiction—opinion piece, blog article, news article
6. Manifesto—see our D2L shell for samples of this

More Visual:

7. Art—digital, paint, sculpture, etc.
8. Photography
9. Cartoon/Comic
10. Commercial
11. Social issue advertisement
12. Music
13. Murals—see our D2L shell for ways murals can be used
14. Graffiti—don't do this on a building 😊 but see our D2L shell for ways graffiti can be used

More Informational with Graphics

15. List of statistics presented in a visually effective way—creating a chart to push for change
16. Infographic (statistics shown in a chart)---Look at this sample:
17. Infographic video for social media (Look at this sample:
<https://biteable.com/templates/category/infographic/>)
18. Movie/movie trailer
19. Poster/billboard
20. Newsletter or flyer
21. Website page

How Do I Start?

Brainstorm.

Think of your issue. What are some points that articulate your claims or goals? What is your vision statement? What is your call to action? What do you want to see happen?

What are your strengths? What creative pieces do you think you could create?

After prewriting, how do I put it together?

Just start. Do not worry about it being perfect. Without a start, you will never get it done. There is always room for revision after you have gotten started.

If you think of another type of creative protest work you are interested in creating, please let me know.

You may use an image that has already been created BUT YOU MUST alter the image in a significant way. You cannot just submit someone else's photo with your words on it. Email me if you have questions. You must also provide the link of the original in the analysis.

Look at some of the sample documents I have provided:

- Manifestos
- Prewriting charts: storyboard (for those creating a story, play, commercial, movie, comic)
- Graffiti/mural documents and links

What do I include in my analysis?

Imagine that I do not understand symbolism, have not been a part of this class, am unaware of analysis. What do you need to include to tell me what you have done and what the parts of your project were details you made sure to include? What part of the project address common issues with your topic?

1. Include details of your choices. Why did you choose that color? That layout? That phrase? That font? That image? Etc.
2. Include your choice of audience and your reasoning. Who are you hoping to reach?
3. Include your purpose(s). What are you hoping to accomplish? Give details of how you think you have accomplished this purpose.

Remember that we have discussed that common purposes for protest works are to:

- a. create emotion
- b. raise readers'/viewers' consciousness about a particular issue
- c. challenge preconceived notions
- d. provide readers/viewers with a mirror of society or of themselves
- e. educate readers/viewers about an oppressive situation
- f. create opportunity for readers/viewers to live in someone's else world
- g. see situation and arguments from another point of view
- h. invite the reader/viewer into the consciousness of another human
- i. provide readers/viewers with alternate ways of being, knowing, or thinking
- j. help readers/viewers imagine a way that an oppressed group might liberate itself

- k. create a sense of discomfort, outrage, or shock in the reader/viewer
4. Include what you learned, what challenged you, or what affected you when creating your work
5. If you used someone else's graphic and have altered it, provide me links of the original graphic/design.

How am I Going to be Graded for the Creative Work?

It will be graded on:

- | | |
|------------------------------|---|
| * Creativity | * Effectiveness of layout for format selected |
| * Effort/time/proofreading | * Mixture of protest techniques |
| * Clear message for audience | * Analytical writing |

Possible Links and Technologies, but many of these I have found by googling:

- Infographic websites for manifesto or advertisement/poster:
 - <https://piktochart.com/formats/infographics/>
- Photo editing websites for advertisement or digital art:
 - <http://www.fotoflexer.com>
 - <http://www.phixr.com>
 - <http://www.artweaver.de/>
 - <http://pixlr.com/>
 - <http://www.flantr.com/>
 - <http://picmonkey.com/>
- Digital storytelling/advertisement:
 - <http://www.schrockguide.net/digital-storytelling.html#tools>
 - <http://guides.library.stonybrook.edu/digital-storytelling/resources>
 - <https://www.arhu.umd.edu/tech/academictechnology/howdoi/digitalstorytelling>
 - <https://net.educause.edu/ir/library/pdf/eli08167b.pdf>
- Cartoon Creation:
 - MiniTool Movie Maker
 - Adobe Animation CC
 - Animiz
 - Moovly
 - Animaker
 - Biteable
 - Powtoon
 - Renderforest
 - FlipaClip
 - PicsArt Animator
- Political Cartoon Creation Help: <https://www.wikihow.com/Make-a-Political-Cartoon>
- Free website creator: wix.com or weebly.com
- Free chart maker for statistics: Google charts or Infogram
- Infographics for social media: Biteable
- Infographics:
 - Piktochart
 - DesignCap

- Visme
 - PicsArt Animator
 - Easel.ly
- Poems (I Am From): See this link: <https://iamfromproject.com/> or these videos (Wow, these poems are amazing): <https://vimeo.com/511713587> or this compilation: <https://www.youtube.com/watch?v=6xW7QC3wHal&feature=youtu.be> or written versions of some of these: <https://www.achievingthedream.org/news/17654/i-am-from-dream-scholars-share-their-challenges-and-triumphs>

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