ENGL 104h
Tanglen

Unit 3: Visual/Spatial Research Presentations

Our ENGL 104H section has examined the rhetorical positions surrounding two border debates—the current debate about border policy in the southwest and the Fugitive Slave Act of 1850. By reading Luis Alberto Urrea’s *The Devil's Highway* and through your own research, you examined several perspectives on present day U.S. policy regarding the U.S.-Mexico border. Several students had the opportunity to take a trip to Mexico to observe first-hand how U.S. border policy impacts the lives of people living just one hour south of Tucson in Nogales, Sonora, Mexico.

We then shifted our emphasis to the nineteenth century, when the border splitting the southern and northern sections of the United States impacted national policy about slavery. We examined the Fugitive Slave Act of 1850, the impetus for Harriet Beecher Stowe to write *Uncle Tom's Cabin* in 1852. We examined several pro-slavery and anti-slavery perspectives to understand how Stowe rhetorically positioned herself within her novel to promote an abolitionist argument that swayed many to join the abolitionist cause.

Along with several short essays and response papers, you have written two major papers. Now at the end of the semester, you will revise and reformat your ideas from one or both of these essays into a visual research presentation—a web-based slide show, video clip with narration, etc.—in order to make your research relevant and accessible to a campus-wide audience.

*What would some of the ideas in your essays look like if they were represented spatially or visually instead through a “traditional” paper and ink essay?* How can you recreate contested border spaces such as the Devil’s Highway or the Ohio River? How could you show what these spaces represent and what is at stake for those who occupy these spaces?

Your project can be web-based (for example, you can post to our D2L site, etc.), or it can combine a few different mediums to form a unified display. In fact, you are encouraged to use web-based formats and to incorporate technology into your presentations. You can use YouTube, Google Earth, or platforms such as MySpace or Facebook. You can also incorporate a web-based photo journal or blog. As models for your presentations, please use the interactive maps and digital slide shows and video clips found on the *Arizona Daily Star* “Borders” page. You can also use the interactive interpretive presentations found on the “*Uncle Tom's Cabin and American Culture*” website as models for this project.

If possible, you will display these projects at the Honors Composition Showcase on May 2, 2007. (Borderlinks participants are expected to participate in this event.)

*Note:* You can work collaboratively or individually.
Possible ideas:

**Digital slide show with narration.

**Interactive maps that could be published on a website.

**Digital film clip with narration or music.

**A spatial recreation of a border that expresses some of the issues, emotions, and problems of the contested borders spaces we have studied in class.

Components of the project:

**You will write a project proposal (one page) that explains the abstract concepts/idea that your project will communicate. You should also describe the medium that you will use (web-based, etc.) and why that format is most appropriate for your purpose and audience.

** You will develop and write an annotated bibliography with six sources.

**You will give a presentation in class.

**You will develop a one-page handout for your project presentation. This handout should include the names of your group members, a title for your project, and an abstract of your project.

**You will write a final exam essay that shows you have made connections between the two border units and that also shows your ability to reflect on your process as you developed your visual-spatial research project.
Visual-Spatial Research Presentation

Group Members:

Rhetorical Situation of Project and Presentation (50 percent of grade):

Clear understanding of audience:

Clear understanding of purpose:

Effective strategies for audience/purpose:

Appropriate format for audience/purpose:

Content (50 percent of grade):

Ideas/abstract concepts fully developed and represented in project:

Ideas fully developed and communicated in presentation:

Final grade: