**Project 1: Writing to Explain Causes or Effects (175 points)**

This project has three parts: 1) written argument (with an embedded multimodal component), 2) multimodal analysis, 3) revision analysis

Arguments about causes or effects abound in academic, professional, and civic life. For example, many of the assignments for your college classes will ask you to determine the causes of an event, a trend, or a phenomenon. Also, much of the writing constructed in professional settings is designed to solve problems. The first step in solving any problem is determining why the problem exists, so many professionals in the work world spend a good deal of their time determining causes or effects. You will also encounter many occasions for thinking and writing about causes or effects related to your community.

**PART 1: Written Argument (140 points)**

Choose an issue that interests you from your academic or professional life or your community. Write an argument that persuades an audience (related to your specific community or current/future career) to accept your explanation of the causes or effects of your chosen issue. When you consider what causes what, or what the effects of something are, you need to convince your audience that the relationship you see in fact exists. Within your written argument, you should also examine opposing views and explain your reasons for rejecting them.

For example, consider the topics you are studying this semester in one of your college courses that involve causes or effects. Alternatively, think about the kinds of causes or effects that you encounter on your current job. You can also identify a campus or community issue and then persuade your readers of the causes or effects of that issue. For more information on causal arguments, see Chapter 11: Writing to Explain Causes or Effects.

**Topic Selection:** When choosing a topic, be sure to draw on experiences that have directly impacted ***your*** life, whether within your community, at your job, or in your field of study.

Avoid choosing a topic that has no significance in your academic, professional, or civic life. Other topics to avoid include any topic based primarily on personal or religious belief rather than on re-searchable evidence.

Additionally, the following topics are prohibited, as they either a) are too generic or common, b) don’t promote creative idea generation, or c) lack sufficient depth:

Gun control, abortion, legalization of marijuana, euthanasia, death penalty, global warming, homelessness

**Project 1 and 2 Sequence:** Causal arguments frequently appear as part of other arguments (such as evaluations or proposals). Your next project in this course is a proposal argument that asks you to propose a solution to a community or career-related problem, so it might be helpful to research a topic in the first project that you can continue and write about further in the second one. This is not a requirement but **highly suggested**.

**Rhetorical Considerations in Writing to Explain Causes or Effects:**

* **Audience:** While your instructor and classmates are your initial audience, you should target an audience related to your specific community or current/future career? What evidence will convince this audience that you are making a valid claim about causes or effects?
* **Purpose:** Your general purpose is to convince your target audience toward the causes or effects you suggest. How can you establish the causes of something (an effect), establish the effects of something (a cause), or show how a series of causes or effects are related?
* **Voice and tone:** Why are you interested in the causes or effects that you have chosen to write about? What preconceptions about them do you have? What are your attitudes toward your topic and audience? How will you convey those attitudes?
* **Context, medium, and genre:** Although you are writing this persuasive text to fulfill a college assignment, most issues worth writing about are important beyond the classroom. How might your views make a difference to your community, career, or school?

Keeping the context of the assignment in mind, decide on the most appropriate medium and genre for your writing. Consider what will be the most effective way to present your argument to your specific audience. You might write a report, a newsletter to your classmates, prepare a memo for colleagues at work, or write an op-ed piece, a magazine article, or a tri-fold brochure for members of your community.

For both Projects 1 and 2, you have the option to choose what genre you want to use for the written part of your argument, so think carefully about what kind of text would best convey your message and reach your target audience.

**Research and Documentation:** You must use a minimum 5 scholarly and academic/credible sources to support your opinions.  At least 3 of these sources should come from ASU library databases.  They should be attributed properly, incorporated into the text effectively, and cited correctly according to APA style.

Additionally, one of your sources should come from field research – either an interview or survey that you conduct with someone in your local community or future career. See the Project 1 Primary and Secondary Research assignment sheet for more information about this component.

**Length:**  1000-1500 words of typed text (excluding References) submitted as a Word document in doc, docx, or rtf format. Pages and Odt files are not compatible with Blackboard.

**Organizing Your Written Argument:** Once you have a working thesis and supporting evidence and have determined your purpose, you need to consider how you might organize your text. Decide which of the two organizational approaches you might choose for your text. (Refer to Chapter 11 for more information.)

**Approach 1:** Identify an Effect and then examine its Cause(s)

A causes B

A and B cause C

**Approach 2:** Identify a Cause and then examine its Effect(s)

A results in B

A results in B and C

**PART 2: Multimodal Component and Analysis (25 points)**

Make sure to read Chapter 18: Communicating with Design and Visuals to learn how to execute design expectations effectively.

Integrate 2-3 visuals (e.g., charts, tables, graphs, or photographs) and/or other media (e.g., audio or video clips) into your text to support your written argument.

* Think about first the target audience, purpose, and genre of your written argument. Then, decide whether it is appropriate to include visuals or other media in your text based on assessing their function/rhetorical purpose in terms of evidence for your argument and design/composition. The expectation is **not** to include all media but make purposeful selections.
* Position them strategically and describe their relevance in your paper so that readers don’t skim over them.
* Include a figure number and caption or brief description that explains how each visual and/or audio/video clip contribute to your argument. Refer to the figure number when writing the prose of your text (e.g., “See Figure 1”).
* List the complete source information on your References page.
* The visuals can be images/photos you have created or taken yourself or ones with free licensing found on the Internet. More on **licensed images** can be found here: <https://asu.digication.com/get_help_asu_eportfolio_resources/find_images2>

**Multimodal Analysis:** Write a 2-3-page analysis of the multimodal component using the following:

* your design choices of the multimodal component in relation to the specific audience identified
* use of the rhetorical appeals (ethos, pathos, logos) through all parts of the multimodal component
* the utility of composing in different media and how you might apply these skills in other areas of your life

**PART 3: Revision Analysis (10 points)**

When you submit the final draft of this project, please also submit a 1-2-page Revision Analysis in which you:

* synthesize the feedback you received from your instructor, peers, writing fellow, the ASU writing center
* discuss how you applied the feedback in your final draft
* why you made the revisions you did