**Description**

Worknets are a series of visual models accompanied by written descriptions, an “exploded view” of an academic article. They look at an article in four phases: semantic, bibliographic, affinity-based, and choric.

**Requirements**

 10 pages (including graphics).

 A title, introduction, and conclusion.

 Formatted with a bibliography and in-text citations in your discipline’s format or MLA.

 Choose a researched academic article published since 2010. You can choose one from the list below, or you can find your own and run it by me before using.

           - [Rewilding, "the Hoop," and Settler Apocalypse](https://www.erudit.org/en/journals/trumpeter/2016-v32-n2-trumpeter03384/1042989ar.pdf) by Bruno Seraphino

- [Designing Captions: Disruptive Experiments with Typography, Color, Icons, and Effects](http://kairos.technorhetoric.net/23.1/topoi/zdenek/index.html) by Sean Zdenek

- [Building Dark Patterns into Platforms: How GamerGate Perturbed Twitter's User Experience](http://www.presenttensejournal.org/wp-content/uploads/2018/06/Trice_Potts.pdf) by

              Michael Trice and Liza Potts

            - [Inoculating the Public: Managing Vaccine Rhetoric](http://www.presenttensejournal.org/wp-content/uploads/2012/09/Brown.pdf) by Monica Brown

- [That Camera Won't Save You! The Spectacular Consumption of Police Violence](http://www.presenttensejournal.org/wp-content/uploads/2015/12/Towns.pdf) by Armond R. Towns  
 - [Diversity, Technology, and Composition: Honoring Students' Multimodal Home Places](http://www.presenttensejournal.org/wp-content/uploads/2017/08/Cedillo.pdf) by Christina V. Cedillo  
            - [Wicked Problems in Design Thinking](https://www.jstor.org/stable/1511637) by Richard Buchanan

**Points to Address**

 Each description will consist of **~350 words** and will follow the **guidelines** in the Phase Description section on the next page.

 3-5 nodes per phase

            - For example, the semantic nodes in my paper are “coal,” “circulation,” and “heritage claims” and my

              bibliographic nodes are “Laurie Gries, 2012,” “Angela Haas, 2007,” and “George Kennedy, 1997.”

 Your completed project will also include 1) an opening paragraph that introduces the article and 2) a concluding paragraph that discusses the article’s purpose, audience, and context using the rhetorical terms and concepts we have discussed this semester.

**Important dates:**

Visual model draft due: 10/25

Partial drafts due (one section each):  11/1 and 11/8

Final due: 11/22

Project 3: Worknets

Due November 22nd

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| **Phase Descriptions**   **Semantic**: These nodes are words or two-word phrases that appear in the work and can be explored. Try using online tools like [TagCrowd](https://tagcrowd.com/) and the [Online Ngram Analyzer](http://guidetodatamining.com/ngramAnalyzer/) to see what terms are used often in your article.   * Discuss what the terms mean, generally and in the context of the article. * Why are each of these terms important? How do they advance the rhetorical goals of the piece—how do the keywords favor a particular audience, showing that audience regard for forms of knowledge that is important to them?    **Bibliographic**: These nodes are 3-5 sources chosen from the works cited or references list at the end of the article.   * Are they available in Newman Library? What are the dates of publication? How do the sources appear in the article? That is, how are they being used? How might tracking down any one source expand your knowledge about the article and its rhetorical context? In what ways do specific sources advance the rhetorical goals of the piece?    **Affinity-based**: These nodes pertain to the author and will require some light research.   * What else has the author written? Do they publish by themselves or with others? What other work have they done? Does it seem to you related to the focus of this article? How so? Where does the author work? How long has she worked there? How does this knowledge give you a deeper sense of the author’s credibility, qualifications, or ethos?    **Choric**: These nodes look at the events and cultural moments that occurred at the time the article was written.   * What else was happening when the article was written? What was going on in the place where it was written? How do a sample of these time-place associations open up new possibilities for exploring the article or an idea it introduces?   **Boost**  This one is optional! Skillful completion of this boost will give a slight increase in credit.   **Multimodal**: This bonus phase pertains to the elements in your article that aren’t just text. Look at things like embedded audio, visuals, video, and hyperlinks.   * What design choices have been made about this article? How do those choices further the piece’s rhetorical goals? Do the multimodal elements appeal to a specific audience? How does the inclusion of multimodal elements contribute to the article? |