The IDEAL Semester

Iowa Digital Engagement and Learning (IDEAL) closely collaborates with the Rhetoric Department to develop innovative classroom materials focused on technology and public engagement. The goal is to make it easier for instructors to integrate these elements into their classrooms by providing lesson plans, assignments and support. In order to help instructors make the most of the IDEAL materials, we have created a sample course plan that shows how the various projects are implemented and integrated throughout the semester. Instructors may find this sample plan useful as they create their own syllabi. We have also provided an overview of each project to help instructors decide what projects and assignments they would like to use. Whether or not you use the IDEAL assignments, please check out our resources for teaching information literacy.

All instructors using any of these assignments should contact IDEAL (ideal@uiowa.edu) as soon as possible to receive adequate technical and instructional support. IDEAL is available to assist instructors with each step of the assignments, including preparation and lesson planning, troubleshooting technology issues, and making student work public.

Show What You Know

Show What You Know is a perfect icebreaker in the early weeks of a rhetoric course. The activities ask students to teach their classmates something they know how to do, demonstrate a skill they think classmates would want to learn, or share knowledge or cultural practices that they value. It serves as a low-stakes, informal presentation that helps students practice and gain confidence speaking in public while introducing them to critical research skills. **Project page**: http://ideal.uiowa.edu/projects/show-what-you-know

The Campus Culture Project

In light of the recent reports about the prevalence of campus sexual assault, the University of Iowa is seeking ways to teach about consent and sexual assault prevention. The Campus Culture Project is a trajectory of lessons or short, in-class activities that prompt students to think about sexual assault and the cultural narratives that surround it. Split into two tracks (one with a focus on gender and another focused on rape culture), this project allows the instructor flexibility in focus, scheduling, and which lessons to include. For that reason, the project is detailed as only "Unit X Lesson X" in the sample course schedule below.

The project includes student-generated data that becomes a visualization about the attitudes towards sex on their campus, as well as Bystander Intervention Training to help students make their communities safer.

Project page: http://ideal.uiowa.edu/projects/campus-culture-project

Rhetoric in Knowledge Communities

This lesson serves as the first major written assignment in a Rhetoric course. It asks students to find a rhetorical artifact related to a knowledge community within their local environment—be that the University of Iowa campus or Iowa City at large. They then analyze the rhetorical effect of that artifact using the terms and concepts they have learned throughout the beginning of the course.

Project page: http://ideal.uiowa.edu/projects/rhetoric-knowledge-communities

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Archives Alive!

This assignment is designed to be the first major speaking assignment in a Rhetoric course. It asks students to delve into the world of primary source material by transcribing a document in the University of Iowa Libraries' DIY History project. Students then hone research and rhetorical analysis skills by composing a blog post, screencast, and presentation that demonstrate the document's rhetorical construction and its place in history.

Project page: http://ideal.uiowa.edu/projects/archives-alive

Rhetoric of a Public Space Report

This is the second major written assignment; it also lays the foundation for the final speaking assignment. Working in groups, students select a public space that interests them. They research the space, spend time in the space, and document who participates in the space, how they do so, and what rhetorical arguments exist there. Finally they turn these observations into a group report.

Project page: http://ideal.uiowa.edu/projects/iowa-narratives-project-inp

The Iowa Narratives Project

In this project, the second major speaking assignment, students build upon the research they developed in the Rhetoric of a Public Space assignment. Within the space the students chose, they select a story that they think deserves wider recognition. They interview people involved in that story and use the interviews to compose a podcast designed to share the story with a wider audience. They then give a presentation introducing the class to the podcast—using excerpts, photographs and rhetorical strategies to convince the class that the story deserves a wider audience.

Project page: http://ideal.uiowa.edu/projects/iowa-narratives-project-inp

Completing Your Course Schedule

Some instructors choose to teach each of the IDEAL projects or to schedule one or more of the projects into their syllabus. The course plan below shows one outline for how these projects fit together from week to week. To complete your course schedule, you will need to add specific dates and deadlines as well as your course readings and any other assignments and work with your teaching mentor to ensure the success of your course plan.

Week One

Show What You Know	In class: Assign Show What You Know (10 min)
Campus Culture Project	In class: Introduce the Campus Culture Project (10-15 min) Unit 1 Lesson 1

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Week Two

Show What You Know	In class: Students give the Show What You Know short presentations
Analyzing Knowledge Communities	In class: Assign Analyzing Knowledge Communities
Campus Culture Project	In class: Unit 1 Lesson 2

Week Three

Show What You Know	Outside event: Best of Each Class in the Learning Commons
Analyzing Knowledge Communities	In class: Workshop student drafts
Campus Culture Project	In class: Unit 1 Lesson 3

Week Four

Analyzing Knowledge Communities	In class: Final drafts due
Campus Culture Project	In class: Unit 2 Lesson 1

Week Five

Archives Alive!	In class: Assign Archives Alive! Explore DIY History Visual Bibliography Homework: Create DIY log-in and choose document to transcribe
Campus Culture Project	In class: Unit 2 Lesson 2

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Week Six

Campus Culture Project	In class: Unit 2 Lesson 3
Archives Alive!	In class: Draft historical analysis and rhetorical analysis Homework: Finish document transcriptions, complete drafts, and begin videos

Week Seven

Archives Alive!	In class: Workshop student videos and presentations Homework: Prepare for presentations

Week Eight

Campus Culture Project	In class: Unit 3 Lesson 1
Archives Alive!	In class: Final drafts of Archives Alive! due 　　　　Final presentations 　　　　Reflections and Upload Content

Week Ten

Rhetoric of a Public Space	In class: Assign Rhetoric of a Public Space Homework: Informal Presentation of a proposed space 　　　　Group collaboration agreement
Campus Culture Project	In class: Unit 3 Lesson 2

Week Eleven

Rhetoric of a Public Space	In class: draft workshop 　　　　Final drafts and reflections due

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Campus Culture Project	In class: Unit 3 Lesson 3

Iowa Narratives Project	In class: Assign Iowa Narratives Project Organizing Voices Coggle Homework: Choose a topic, write the Project Proposal and decide the Collaborative Roles

Week Twelve

Iowa Narratives Project	In class: Audacity workshop Homework: Collecting and recording interviews

Week Thirteen

Iowa Narratives Project	In class: Script draft workshop

Week Fourteen

Iowa Narratives Project	In class: Audio draft workshop

Week Fifteen

Iowa Narratives Project	In class: Final drafts and presentations