



**WRITING PROJECT THREE (WP3)**  
**RHETORIC, PUBLIC MEMORY, AND ENVIRONMENTAL JUSTICE IN THE KICKAPOO VALLEY**  
**35% of course grade**

**Timeline:**

Writing Fellow Draft Due: Tuesday, April 24

Writing Fellow Conferences: Tuesday, May 1 through Friday, May 4

Final Draft Due: Thursday, May 10 by 5pm via email

**OPTION A: THE PAPER**

**10 pgs. (9-11 pgs.) | Double spaced, 1-inch margins, Times New Roman font**

Drawing from interview transcripts, field notes, and course readings about the Kickapoo Valley, rhetorical theory, place, public memory, and environmental justice, you will build an evidence-based argument related to these themes. You'll focus on the explicit and implicit arguments in the La Farge controversy, the ways that place takes on meaning in different ways for different groups at different times, the connections between materiality and discourse, your assessment of the voices that were (and are) privileged and silenced and the consequences of that silencing in the Kickapoo Valley, and/or your sense of how the past is remembered, commemorated, and made present in the Valley. Students must submit a first draft to their Writing Fellow, participate in a Writing Fellow conference, and then submit a final, revised draft along with a reflective cover letter about their revision process.

**An "A" paper will...**

- ✓ Employ an identifiable thesis statement that takes a specific position about some aspect of the themes mentioned above
- ✓ Build and sustain a focused argument about the dam/valley
- ✓ Use specific, warranted examples from interview transcripts, field notes, **and** course readings as evidence to support the focused argument
- ✓ Offer keen insight into the rhetorical workings of place and public memory
- ✓ Make use of our growing rhetorical and theoretical terminology
- ✓ Connect fine-grained analysis (a.k.a. "close reading") with big picture critique
- ✓ Employ cohesive, themed paragraphs
- ✓ Offer strong transitions between paragraphs
- ✓ Make use of lively, engaged writing
- ✓ Employ audience-centered grammar and syntax

**OPTION B: THE PROJECT**

Students interested in engaging with the Kickapoo Valley more actively can choose instead to execute a rhetorically informed, multimodal intervention into the La Farge Dam and/or Kickapoo Valley Reserve. This option is purposefully open-ended, but involves engaging a particular audience in some aspect of the La

Farge controversy or KVR outreach and education. Use your connections with Dr. Druschke and KVR, and especially use your imagination! **But remember: your intervention must be informed by course readings and content, including interview transcriptions, on rhetoric, place, public memory, and environmental justice.**

Students selecting creative projects for option B will write up a **4-pg. (double-spaced) artist statement** that explains their work and connects the project to our major course themes on rhetoric, place, public memory, environmental justice, power, and voice.

Students must submit a first draft to their Writing Fellow, participate in a Writing Fellow conference, and then submit a final, revised draft along with a reflective cover letter about their revision process.

**An "A" project will...**

- ✓ Be delivered to an actual, appropriate audience
- ✓ Engage with the La Farge Dam and/or the Kickapoo Valley Reserve
- ✓ Connect to course readings about rhetoric, place, public memory, and environmental justice
- ✓ Build and sustain a focused argument about the dam/valley
- ✓ Offer keen insight into the rhetorical workings of place and public memory
- ✓ Make use of our growing rhetorical and theoretical terminology
- ✓ Make use of lively, engaged writing
- ✓ Employ audience-centered grammar and syntax