

**Project # 1: Context Analysis**

**Due Dates:** Group handout- Feb. 13

Paper (Rough draft for peer workshop)- Feb. 13

Paper (Revised draft for teacher conferencing)- Feb. 15-17 (depending upon sign-up schedule)

Paper (Final Draft)- Feb. 20

Context categories to use for contextualizing the texts (understanding what the text is responding to and what circumstances influence the argument):

- 1) **Historical:** Time & place, significant relevant events.
- 2) **Author:** Relevant biographical information, writing style (language, tone, strategies).
- 3) **Audience:** Publication; predominant cultural values and trends that help to shape attitudes, beliefs and assumptions of the audience being addressed.
- 4) **Larger Conversation:** Others who have expressed themselves on this issue. Relevant examples may include more than just writers (filmmakers, artists, speakers), and do not have to be from the same time, historically.

*Learning Outcome:*

*Construct an account of an argument and identify elements of context embedded in it, the clues that show what the argument is responding to--both in the sense of what has come before it and in the sense that it is written for an audience in a particular time and place; examine a writer's language in relation to audience, context and community.*

Project # 1 consists of two parts: an individually written paper, and a group handout to be distributed to the entire class for reference. Groups of 4 will choose different categories of context to write about; the handout will bring together those categories to present an informative, coherent reference tool for the rest of the class.

**Project Directions:**

Use one text from the set of readings to analyze: "Logins R US" (Turkle), "Faux Friendship" (William Deresiewicz), "Empathy in the Virtual World" (Gorry), or "Facing the Facebook" (Bugeja). In your group (composed of others who are working with the same text), assign one of the 4 context categories to each member, so that as a group all four categories are addressed.

Individually, write a short (3-4 page) paper that introduces the text, gives an account of the author's argument, and discusses in detail your assigned context category, including both factual information to describe that context and an analysis of the effect of that context on the overall argument being made.

For the handout, the group works together to create a one-page handout that summarizes the text's argument (use the précis) and lists or shows in diagram or table format (or however group wishes to do it) the contextual elements, including key terms and quotes to illustrate. I will make copies of the handout for everyone to have as a reference. The goal is to show as efficiently and precisely as possible how context works in your text to shape the argument being made. On the date the paper is due your group will briefly present its findings/the prepared handout to the class.