**ENG 101.008**

**Assignment 2.6**

***Arguing About Accessibility and Imagining an Inclusive Environment***

**Due Nov. 4**

**Basic Prompt:**

Using one of the brief site annotations on the map (it can be anyone’s and need not be one you produced) as your material, produce a 750-1000 word **multimodal webtext** that not only uses your own observations/those of whomever created the original site annotation but also productively incorporates some of the ideas from our readings on disability, space, and accessibility in order to put forward a coherent and site-specific argument about accessibility at Emory. Make sure to cite your use of such ideas appropriately. Further, at some point in this expanded text I’d like you to consciously move beyond merely critiquing the accessibility of the site you have chosen and also respond to your chosen site/issue in a way that productively imagines how it might be (re)designed to be more radically accessible and inclusive of all users.

**Further Info:**

**Audience:**

Like the Glossary Entry, your audience is anyone, though most likely people with some interest in Emory, whether they currently attend/work here or are interested in attending/working here or even just visiting the campus. Thus, make sure your web text is clear and does not assume prior knowledge of 1) what accessibility means (either the abstracts or the specifics), 2) why it is important/worth attending to, or 3) the specifics of Emory’s campus (in terms of both specific spaces and features as well as their functions/uses). This means that among other things you will need to explain to your reader what accessibility means in the way *you* are using it.

**Purpose:**

The purpose of this webtext is to make a coherent and focused argument about some aspect of accessibility at Emory University. Since you only have 750-1000 words + multimodal resources in which to do this, you want to focus your argument and not try to cover too much. Some strategies for focusing in—besides the obvious use of only a single site annotation on our map as the basis for your paper—include focusing on a single specific constituency that might have to deal with the (in)accessibility of your selected location (such as wheelchair users, visually impaired persons, etc.), or focusing your paper around an in-depth analysis of a single feature related to accessibility in your space and really thinking through its meanings and implications. You will be surprised just how much material you can produce from thinking about even a single seemingly insignificant issue, like the unisex nature of a single stall private accessible restroom when it is the only accessible restroom in the dorm. And remember, it is crucial that you not only critique your space in this argument, but at some point, even if only in the conclusion, incorporate some imagined response to your space that suggests how it might actually be changed to be more inclusive.

**Materials:**

To do well on this paper at minimum you must incorporate the following materials into your argument: 1) a site annotation from our collaboratively produced map (which need not be one of yours); 2) material from the common class readings on issues of space, disability, and accessibility, which include the following: Cosgrove “Geography is Everywhere”; Titchkosky, “Access as an Act of Perception”; the ADA checklist; any of the articles from the Emory Wheel; Rosemarie Garland-Thomson’s Convocation address; universaldesign.com; Bess Williamson’s podcast ”What’s Universal About Universal Design”; and any of the prior readings on the ADA. In addition to these sources, you might also want to do some outside research on these issues, though that is not necessary for the assignment. If you are interested in doing a bit of outside research one of the easiest places to start would be the sites I have listed on our Resources page under the sub-heading “Disability-Related Research Resources,” though I would also be happy to meet with you individually and help direct you towards pertinent resources for the project you have chosen to undertake.

**Form:**

Like Assignment 1.7, the form of this text is a web text and thus it must be multimodal. Remember, that does not mean merely including a few pictures, but thinking critically and using your composing environment to its fullest to articulate your argument. So you want to think about everything from including photos, drawings, audio and/or videos, to the font, colors, titles and visual layout of your page(s) and the structuring of them/navigation between them if you chose to break up your materials into multiple subpages. Overall you want to be attentive to how a user will approach your web text and intentional about the rhetorical choices you have made and how they might affect that user. Finally, remember that how you end up using the multimodal environment to forward your argument is ultimately up to you and you alone. The key is to take advantage of the resources at your disposal (by virtue of the environment/form you are composing in) to make the most effective argument.

**Self-Assessment**

As should be expected by now, in addition to publishing your web text by midnight on Sunday, Nov. 3 you must email me a 150-250 word self-assessment of the assignment in a document, which should highlight your composition’s strengths and weakness and comment on the choices you have made and your composing experience. Remember to be specific and concrete in this reflection. Doing so will ultimately make it a more fruitful exercise for you and will make it a more useful document for me to read alongside your web text.