

## Assignment Prompt

### Disability Keywords Portfolio

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#### Background:

In order to track the new vocabulary and the new concepts we are learning, you will create a Portfolio where you introduce keywords and concepts. One of our class texts, *Keywords in Disability Studies*, presents an example of one approach to these kinds of resources that identify key terminology/vocabulary and provide context to explain the term and some of the historical context around its importance. Our version takes its inspiration from this, but is intended to chart your own (growing) understanding of Disability Studies and important concepts.

#### What the Portfolio Should Look like and Include:

1. **Reflective Cover-Letter:** A one-page (single-spaced) introduction to the Portfolio and a description of why you chose these keywords. (We will discuss what and how to produce your introductory cover letter, later in the semester after you've gotten a grasp on the portfolio entries.)
2. **Keyword Entries:** Each Keyword/Term entry should appear on its own page, single-spaced. Each entry must have at least two paragraphs and include an Explanation & an Example.
  - **Explanation of term:** explain the concept and its importance/use for disability studies; you should rely upon your own language as much as possible (use summary primarily, although paraphrase & some quotation is acceptable for phrasing from sources that you feel needs to be reproduced; please make sure to ethically cite your sources.)
  - **Example of Concept/Term:** You should provide an example that helps to explain/unpack the concept; this can come from any resources you find to be appropriate—from YouTube or a TV show, a movie, book, sign on campus, etc. Introduce the example and explain how your reader should be able to see the term at work through it; this brief analysis should help to deepen your reader's understanding of the concept in action.
  - **References:** Each entry should have its work-cited information included; you can include images (especially as used for examples) but please make sure to cite them as well.

**A Note: Sources** You may find that while you are first introduced to the term via our shared course readings, you need to do a bit more research (on Google, using other readings than those assigned in our shared course texts, or library research) to create your full explanation. Your research can use scholarly, popular, and even credible sources from social media. For example, a TikTok video from a disabled person explaining their use of identity-first language might be an excellent source to use to explain identity-first language.

**A Note: Style** Your explanation and example should be written in accessible language; please use complete sentences, but you can write informally provided that this choice supports your goal of explaining the concept/term and reflects your chosen audience.

### **Additional Guidelines:**

- Use a readable font/size; please number each page
- Make sure the keyword appears and stands-out easily at the top of the page (I suggest that you use a header)
- Practice accessible writing; include a Table of Contents
- Practice ethical citations: for each entry, please include references used. You may use APA or MLA as you prefer.

Undergraduate Portfolios: must include a minimum of 7 terms;

Graduate Student Portfolios: must include a minimum of 11 terms

The Keyword Portfolio assignment is worth 20% of your course grade.

### **Accessible Writing Guidelines:**

Creating *more* accessible documents includes a range of practices. In your portfolio, you should follow best practices for accessible document design (which we will discuss in class).

- Describe images and use captions for charts/images.
- Use MS Word style headings (which e-readers work better with).
- Use simple fonts like Arial, Helvetica. Avoid stylized fonts (e.g. Comic Sans).
- Practice plain language that is appropriate for your chosen audience (use shorter, more concise paragraphs; avoid jargon; break up text into digestible pieces; use active voice often; clearly organize the document and use headings to help the reader follow that organization).
- Use white space in the document: create ‘visual breath’ in how the entry appears. Think about paragraphing and image placement (if used in an entry).
- Check your ‘readability’ score on entries; we all have different audiences, so consider if the level is appropriate to your chosen audience.

### **Approximate Semester Schedule for Drafting Entries and the Portfolio:**

Week 2	Introduce assignment and discuss example entry (“Inspiration Porn”)
Week 3	Draft 1 entry; bring two copies to class for peer review
Week 4	During class, free-write to check in on progress
Week 5	25-minute workshop period during a class
Week 6	Strongly recommended: you should have drafted 25% of your expected entries (for undergrads, at least 3 entries; for grads, at least 4 entries)
Week 9	Strongly recommended: at least 2/3 of entries should be completed. Another 25-minute workshop period during class; introduce Example #2 (“Crip Time”) and the showing/telling/analyzing color-coding activity
Week 11	Draft of Portfolio entries (strongly recommended, at least 80% of entries are done); Reflective Cover Letter explained
Week 13	25-minute workshop period during class; recommend that interested students set up a conference during Week 13-15 on Portfolios
Week 15	Portfolio due (Final Copy)