

## PROJECT #2: MULTIMODAL ARGUMENT

**AUDIENCE:** A group of college students who live in Alaska

**SUBMISSION METHOD:** Upload link or picture to iCollege (depending on the medium)

**DUE: PROJECT**

SUN 14 OCT 2018 by 11:59PM

**IN-CLASS PRESENTATION**

TUE 16 OCT & THU 18 OCT (in class)

**EVALUATION:** Project is worth 100 points (10% of final Grade); in-class presentation is worth 50 points (5% of final grade); see associated rubric for specific evaluation criteria

### WHAT

You will create a multimodal text, presenting an argument **on the topic of your choice**. You must **email the instructor for topic approval before you begin working on the project**. Your work must be original and should both establish your position on a specific issue and attempt to persuade a specific audience. Barring a few exceptions, you can work in the medium that you are comfortable in as long as it is multimodal. This project is an opportunity to showcase your rhetorical skill by consciously employing the strategies and appeals discussed in class.

### WHY

**Why:** As scholars, it's imperative that we learn how to write well-reasoned and supported arguments that are engaging and persuasive. But as 21<sup>st</sup> century citizens, we also compose and read regularly in a number of modes that have different approaches in communicating (including print and non-print texts). Writing today requires careful selection and integration of multiple media elements, so this project challenges you to apply your writing skills as well as your knowledge of visual and aural rhetoric in order to create an effective text. This assignment will also prepare you for the research-based argument you will write later this semester.

### HOW TO BEGIN

*Begin* by choosing a subject that interests you. It can be a topic you are personally invested in, or something that we've discussed in class. Either way, I urge you to choose something that you are passionate about and/or can have fun with. **I am pretty flexible about topics, but you MUST have it approved before you begin work**, and I urge you to avoid the following topics that I have read about hundreds of times: marijuana legalization, gun control, football and CTE, the death penalty, and steroid use. These are classic high school essay topics, and I doubt you have a very personal connection—or a deep interest in exploring—these matters. Instead, I challenge you to come up with a topic that *actually interests you*—it will be more fun for you to work on, you will be more invested in it as a long-term research project, and ultimately, it will be more interesting for me to read! **Remember, though—you will need to be able to find scholarly sources to support your argument, so do some preliminary research before you finalize your pick.**

**Consider topics such as:** television shows or films you love, an issue in a community to which you belong, something that is or is not covered in a high school curriculum that you think is important, why MARTA only goes where it goes, what Kanye's suggestion of the repeal of the 13<sup>th</sup> Amendment would actually mean; how a musician's twitter or Instagram feed helps craft image, etc.

## NEXT

Next you will want to consider a genre and mode appropriate for the topic and your intended audience. In approaching this project, feel free to make up your own slogan, product, or persona and use it to persuade your audience to think, feel, or do something. The form you choose is up to you; some options you may want to consider (but should not feel limited to choose from) are:

- Podcasts
- Websites
- Videos (Music video, documentary, Youtube-style, etc.)
- Graphic novel

- Photo Essay
- Illustrated Booklet
- Zine
- Multipage PDF document
- Video Game
- Marketing package

**Caveat:** No Powerpoints or Prezis; PRESENTATION MATTERS (for example, if you craft a graphic novel, don't put it on notebook paper)

## CONSIDER

Once you've chosen a topic and appropriate genre/ mode, you'll need to flesh out your stance and approach, as well as what you know about the rhetorical situation. Consider:

- Who/what will be your audience(s), context, genre, exigencies, constraints, stance, design, and purpose?
- What is your specific position on the issue and why is it important?
- What is your ultimate goal in creating this piece of rhetoric?
- What are the pros and cons of your argument? Do you have supporting evidence or counter arguments to address?
- What rhetorical devices do you want to employ?
- How will you use different appeals (ethos, pathos, logos) to persuade your audience?

## SCRIPT/ STORYBOARD

Next, you'll want to create a detailed **script** or **storyboard** for your project. A **script** will help you develop your argument through scenes, narration, dialogue, and text, etc. If you are doing a video or graphic novel, for example, a **storyboard** will help you map out the visual needs so you can pair them with corresponding parts of the script. **You will need to turn this in with your final project.**

Then you are ready to begin producing your multimodal text! Since you have your choice of modes, your composition process will be unique, but be sure you are addressing the questions above. Remember—this is an argumentative piece. You're trying to persuade your audience in some way. That needs to be clear in your work. A thesis needs to be easily identifiable.

## PRESENTATIONS

For this section, you will need to prepare a 4-6 minute presentation that you will give in class to your peers. The presentation needs to show/ play/ demonstrate the work that you did, explain what your thesis is, and explain why you chose the medium you did and what elements you considered to help convey your argument. You CAN use Powerpoint or Prezi for this presentation—just NOT as your multimodal text. REMEMBER, it's only 4-6 minutes, which isn't a lot of time—we probably won't have time to hear your whole podcast/ watch your whole video/ view your whole website, whatever—sum it up for us. Dress professionally. Show the audience you are taking the presentation seriously.

## REQUIREMENTS: THE BOTTOM LINE

- **A self-contained, original multimodal text** that includes:
  - A multimodal creation that represents at least 10 hours worth of labor
  - A logical, developed, persuasive argument
  - A clear focus that takes a specific position on an arguable topic
  - Consciously employed rhetorical devices in order to persuade your audience to do, think, or feel something
  - A strong sense of audience
  - A clear ethos
  - A coherent organizational structure or design that makes sense for the genre
  - At least (2) scholarly sources that help support your argument
  - Proofreading and proper formatting for the genre
  - Final works cited/ credits that cite the sources used
- **A 4-6 minute in-class presentation about your work**
  - Tell us what topic you chose, what your argument was, and what your thesis was.
  - Tell us about the mode you used and why
  - Tell us what challenges (if any) you faced
  - Share a snippet of your work

## RESOURCES

**For Creative Commons licensed photos:**

<https://search.creativecommons.org/>

<https://www.photosforclass.com/>

<https://unsplash.com/>

**For Websites:**

<https://www.weebly.com/>

<https://www.wix.com/>

<https://wordpress.com/>

<https://www.yola.com/>

**For Podcasts:**

<https://soundcloud.com/upload>

<https://www.podbean.com/>

**For Videos:**

<https://www.youtube.com/>

<https://vimeo.com/>

<https://www.hippovideo.io/hippo-video-editor.html>

**Creative Commons licensed music:**

<https://creativecommons.org/about/program-areas/arts-culture/arts-culture-resources/legalmusicforvideos/>

**GSU Technology Services Available:**

<https://technology.gsu.edu/technology-services/it-services/labs-and-classrooms/catlab/>

ASSESSMENT RUBRIC FOR MULTIMODAL ARGUMENT						
SCORE	Knowledge of Conventions	Clarity & Coherence	Rhetorical Choices	Responsible Use of Sources	Presentation Design	
4 [Accomplished]	In addition to meeting the requirements for a "3," the writing/presentation is essentially error-free in terms of mechanics. Models the style and format appropriate to the assignment. It is clear the composition choices related to the medium have been thoughtfully considered.	In addition to meeting the requirements for a "3," writing flows smoothly from one idea to another. The writer has taken pains to assist the reader in following the logic of the ideas expressed. There is a clear, well-developed thesis.	In addition to meeting the requirements for a "3," the writer's decisions about focus, organization, style/tone, and content made reading/viewing/listening a pleasurable experience. Writing/presentation could be used as a model of how to fulfill the assignment.	In addition to meeting the requirements for a "3," the writer uses sources to support, extend, and inform, but not as a substitute for the writer's own development of ideas. Combines material from a variety of sources, including personal observation, scientific data, or authoritative testimony. Doesn't overuse quotes. Conforms to MLA 8 <sup>th</sup> Ed. Style Guide.	In addition to meeting the requirements for a "3," the writer uses the addition of multimedia in a sophisticated manner to support and explain material in the text. Consideration for tone and audience is clear. The added imagery/material is presented in accordance with MLA 8 <sup>th</sup> Ed. Style Guide.	
3 [Competent]	While there may be minor errors, the project follows normal conventions of spelling and grammar throughout and has been carefully proofread. Appropriate conventions for style and format are used consistently throughout the writing sample. The composition choices related to the medium have been considered in some way.	Sentences are structured and words are chosen to communicate ideas clearly. Sequencing of ideas within paragraphs and transitions between paragraphs make the writer's points easy to follow. There is a clear thesis.	The writer has made good decisions about focus, organization, style/tone, and content to communicate clearly and effectively. The purpose and focus of the project are clear to the reader and the organization and content achieve the purpose well. Writing/presentation follows all requirements for the assignment.	Uses sources to support, extend, and inform, but not as a substitute for the writer's own development of ideas. Doesn't overuse quotes, and conforms to MLA 8 <sup>th</sup> Edition Style Guide with few errors. Demonstrates thoroughness and competence in documenting sources; the reader would have little difficulty referring back to cited sources.	Includes multimedia additions that display a specific function or claim. There is a clear relationship between text and additions and the added material is appropriate for the intended audience and tone. The added imagery/material is, for the most part, presented in accordance with MLA 8 <sup>th</sup> Ed. Style Guide.	
2 [Developing]	Frequent errors in spelling, grammar (such as subject/verb agreements and tense), sentence structure and/or other writing conventions distract the reader. Writing does not consistently follow appropriate style and/or format. The composition choices related to the medium seem unconsidered.	Sentence structure and/or word choice sometimes interfere with clarity. Needs to improve sequencing of ideas within paragraphs and transitions between paragraphs to make the writing easy to follow. The thesis may be unclear or vague.	The writer's decisions about focus, organization, style/tone, and/or content sometimes interfere with clear, effective communication. The purpose of the writing/presentation is not fully achieved. The work may address some aspects of the assignment, but all requirements may not be fulfilled.	Uses relevant sources but lacks in variety of sources and/or the skillful combination of sources. Quotations & paraphrases may be too long and/or be inconsistently referenced. Source documentation is incomplete. It may be unclear which references are direct quotes and which are paraphrased.	Added multimedia material fails to help further the argument or has a somewhat unclear relationship to the text. Additional material may not be cited correctly.	
1 [Beginning or Absent]	Writing contains numerous errors in spelling, grammar, and/or sentence structure which interfere with comprehension. Style and/or format are inappropriate for the assignment. There has been little concern regarding composition choices for the medium.	Sentence structure, word choice, lack of transitions and/or sequencing of ideas make reading and understanding difficult. Thesis is unclear or absent.	The writer's decisions about focus, organization, style/tone, and/or content interfere with communication. The purpose of the writing/presentation is not achieved. Requirements of the assignment have not been fulfilled.	Neglects important sources. Overuse of quotations or paraphrase as a substitute for writer's own ideas. May use source material without proper or complete acknowledgement. Fails to demonstrate thoroughness and competence in documentation. <b>(NOTE: Failure to acknowledge borrowed material in any way constitutes plagiarism and results in an automatic F.)</b>	Very little addition of multimedia material or use of material that is not clearly related to the text. Material cited incorrectly. <b>(NOTE: Failure to acknowledge borrowed material in any way constitutes plagiarism and results in an automatic F.)</b>	
TOTAL					OUT OF 20	