

Title of Project: Embedding multimedia writing in the Professional Writing & Rhetoric curriculum

1. Which best practices did you (or your group) pilot? You may also want to include an explanation of the assignment/activity in which you embedded these best practices.

We designed assignments and activities in support of the below writing outcomes (each of which is embedded with multiple best practices, such as engaging in scaffolded writing activities, peer-response, and guided revision).

We added two writing outcomes focused on multimedia writing to our concentration's learning outcomes:

- Students will learn to approach a wide variety of communication practices (e.g., visuals, multimedia, collaboration, and research) from the perspective of writing and rhetoric. Graduates should be able to demonstrate that they can... create/compose/design multimedia projects that respond appropriately to specific rhetorical situations (audience, purpose, context, delivery). (writing in disciplines/for professions - 215, 217, 397, and portfolio) (2f in our comprehensive list of learning outcomes)
- Students will study a wide variety of rhetorical techne (i.e., strategies) and, by working within and reflecting on actual rhetorical contexts, learn to adapt and develop rhetorical strategies and heuristics appropriate to specific situations. Graduates should be able to demonstrate that they can... rationalize and justify the choice of media for texts. (writing to learn - 215, 217, 304, and portfolio) (3e in our comprehensive list of learning outcomes)

We also revised an existing learning outcome:

- Students will understand that writing participates in socially constructing the worlds within which we live, work, play, etc. Graduates should be able to demonstrate that they can... apply their understanding of professional writing and rhetoric to lead effectively in personal, social, civic, and professional contexts when appropriate, as examined through the lens of multimedia (writing as a citizen - 215, 304, 397, and portfolio) (6f in our comprehensive list of learning outcomes)

2. Why did you select these best practices, what did you hope they would accomplish or what problems were you trying to solve?

We selected to focus on developing multimodal writing assignments that embedded several best practices in writing pedagogy because our students have asked for more of this type of writing, and external reviewers of senior portfolios have also remarked that our students could get additional practice composing multimodal texts.

3. In which classes were these best practices piloted?
 - ENG 215: Introduction to Professional Writing and Rhetoric
 - ENG 282 CUPID Writing and Publishing Studio
 - ENG 217 (new version to run Fall 2016): Professional Writing with Technology Studio
 - ENG 304: Understanding Rhetoric

• ENG 397: Writing as Inquiry

4. What are your plans for improving upon these best practices and/or assignments in which you embedded them?

We plan to share our experiences, assignments, and results at our end-of-year PWR retreat and make adjustments then.

One sample assignment, although we have many more we'd be glad to share:

Project #4: Video, Written Transcript, & Storyboard

Due: Tuesday 5/8

15%

Goals

- To practice creating a multimodal text with a real audience, purpose, context
- To experiment with the different affordances and limitations of different media/software
- To practice inventing, designing, and creating a multimodal project using multimodal rhetorical strategies
- To gain a deeper understanding of how traditional rhetorical ideas and concepts can be revised or updated for multimodal writing and design

Description

Design a video for a specific audience, purpose, and context. This final project requires **that you take all you have learned and practiced from Projects 1, 2, and 3 and synthesize it with new ideas about writing rhetorically for video!**

Your video can take any form you deem appropriate, such as a PSA: Public Service Announcement, a how-to video, a tv ad, a pop-up video for a website or for social media, a journalism story, a brief documentary, a story for entertainment, etc. If you have an idea not on this list, ask Paula to talk about it – there are lots of potential video genres!

Your video should make an argument to a specific audience, for a specific reason, in a specific context (and all of the video genres mentioned above make some kind of argument). The effective project will take audience and contextual factors into account as you make appropriate content, video, visual, and textual design decisions.

This handout explains the requirements of this project, but you'll have a lot of flexibility to define your own project; make sure you do so in a way that lets you experiment and learn more about the software, media, and rhetorical and design strategies!

Deliverables

1. A video and corresponding written transcript (either a master scene script or dual-column format)
2. Reflection (answers to questions that cite class readings and your own research)

3. Works Cited for your Reflection

4. Invention Strategies (to help you define your audience or genre, content, etc.)
5. Storyboard
6. Evidence that you participated in peer-response on 4/19 (casual, early planning) and 5/1 (formal, will need complete drafts)

Reflection Requirements

Your reflection should answer these questions; you can type your answers (full sentences please) below each question. Cite class readings as well as your own research to add ethos and logos to your reflection. Turn in a Works Cited, in any style you choose.

Note that just about all of these questions require you to write answers as you work on your project.

(1) Which kind of video did you create? (Such as a PSA: Public Service Announcement, a how to video, a tv ad, a pop-up video for a website or for social media, a journalism story, a brief documentary, a story for entertainment, etc.) Why did you select this kind of video, and how is it appropriate to your audience or message?

(2) Audience

- a. What is your **audience's demographics**, like age, gender, or other relevant factors like race and ethnic origin, education, income? Do more research if you need to, and cite your sources.
- b. What is your **audience's attitudes (emotions)** toward your project? Receptive and interested? Resistant? Other?
- c. What are some beliefs, knowledge, or needs of your **audience** that might have that could impact your project?

(3) Subject & Purpose

- a. What is the subject of your **video**?
- b. What is the purpose of your **video**?
 - i. To entertain? To educate? To persuade? To educate or perform? Other? Some combination of a few purposes?

(4) Context

- a. What is the wider context of your **video**? Will the video be part of ongoing discussions? What is the social/political/etc. climate?
- b. Where/how will people encounter your **video**?

(5) Rhetorical appeals

- a. How does your **video's** content and design make appeals to ethos, pathos, and/or logos? (You should refer to your analysis of audience, subject/purpose, and/or context above in your explanations here.)
- b. You should refer to course readings from all of our projects (1, 2, 3, and the most recent, 4)

(6) The 5 Rhetorical Canons (the canons give us ideas about how to approach analyzing or creating texts). As with the rhetorical appeals, you should refer to your analysis of audience, subject/purpose, and/or context above in your explanations here.

- a. How did invention help you with your **video**? (make sure to turn in your invention strategies)
 - b. Discuss your arrangement choices for your **video** (for example, how did you decide what to put first, in the middle, at the end?)
 - c. Discuss the style of your **video**: What is it about your video that gives it this style? Why did you select this style?
 - d. How does your **video** appeal to your audiences' memory? (i.e., how might your content/design help your readers remember it?)
 - e. How will your **video** be delivered to your audience? What are some advantages and disadvantages of this kind of delivery?
- (7) What are the affordances of this **video**? In other words, how does the media of a **video** or the software you used allow what you can say, how you can say it, to whom you can say it, and when/where you can say it?
- a. **NEW SUBQUESTION:** Are there any ways in which you think your **video** is more effective than your Text/Image, Infographic, or Audio projects? Explain.
- (8) What are the limitations of this **video**? In other words, how does the media of a video or the software you used limit what you can say, how you can say it, to whom you can say it, and when/where you can say it?
- a. **NEW SUBQUESTION:** Are there any ways in which you think your video is less effective than your Text/Image, Infographic, or Audio projects? Explain.
- (9) Which software(s) did you use to create this project? How familiar were you with each software on the first day of class? Why did you this/these software(s)?
- (10) What could you not say or do, either because of the tools you used or your own technological limitations? (it's ok to admit this!)
- (11) What didn't work out the way you wanted it to, or what would you have done differently if you had more time or technical expertise?
- (11) What are pleased about with your project? What worked well, what do you think is particularly effective?
- (12) Did you create your own video, sounds, text, or did you use any that were already existing? Please explain why and make sure you appropriately cite all sounds that you copied in your Works Cited.
- (13) **NEW QUESTION:** Consider all 4 of your projects together.
- (a) Which do you think is your most rhetorically effective project? Why?
 - (b) Which is your favorite project (may or may not be the same as your answer to a). Why?
- (14) **NEW QUESTION:** What are 3 things you learned about multimodal communication (or communicating with multimodal texts) from these projects? These "things" may be broad (about a rhetorical appeal or composing strategy) or very specific (something about designing effective infographics, for example).

Evaluation Criteria

- __ Participated in both peer-responses during class time.
- __ All materials turned in, on time

Final products: Video, Reflection, Works Cited
Process documents: Transcript, Storyboard, invention strategies

__ MM Project. A video that is geared toward a particular audience, context, and purpose. Content and design choices are justified in Reflection. Remember, if you felt limited by the writing technologies you used, or your own expertise with the technologies, you can explain this in your Reflection. __ Reflection. All questions are answered thoroughly and thoughtfully, **with reference to appropriate assigned readings and your individual research as evidence for why you made various content and design decisions.** Content and design decisions are persuasively justified using class readings and individual research. Each of the above questions will be included in this part of the evaluation criteria.

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