New York City College of Technology/CUNY

Department of English

English 1121

Prof. Nadine Lavi

**Explanation as to How and Why this Unit 3 Assignment Achieves the Following Learning Outcomes**

**The Assignment:**

**Unit 3: Repurposing – with Persuasion: Multimodal Project**

**Applying Your Findings from Unit 2 to Shed Light on an Event/Cause/Issue for a New Audience**

**PART 1:** You will now be expected to present an Oral Multimodal/Multimedia Presentation that is based

on the written proposal, research paper, or speech that you handed in for Unit 2.

**Your Oral Multimodal/Multimedia Presentation should do the following:**

Describe and explain the proposal, research paper, or speech as a work of research in progress, using the medium of an oral multimodal/multimedia presentation using any of the following: a Powerpoint presentation, handouts, video, film, music, etc. Highlight or showcase the main ideas in your written version (proposal, research paper, or speech) for Unit 2.

Include the following:

* Who is your target audience and why?
* Why are the points in your assignment/project significant to you? Why should they be significant to the public?
* What do those points say about the problem and the urgency of the problem?
* What is your message to your new audience?
* How does that differ from the original message of the text(s) from Unit 1 or 2?
* How does your message to your new audience (today’s) go beyond the message of the text(s) from Units 1 or 2?

**PART 2:** Choose a digital/multimodal genre that incorporates visual, audio, video, multimedia, interactive, or digital elements, and “translate” that argument from your group proposal into a new genre for a new audience. You could write and perform a rap song, make a video or commercial, create a website or a videogames, or a podcast- transmitting the content of your research and the strength of your argument into an engaging pieces of rhetoric for a new audience.

Use the assignment(s) you used in Units 1 or 2 to repurpose the argument and information for a new, related, or even, an opposing issue. Consider the following suggested examples for your projects:

* If you use Shakespeare’s Sonnets, then you may wish to connect them to ideas about love through the ages, and currently, using a montage of poetry, video, film, handouts, your own poetry, quotations from essays, etc.
* If you use clips from Outlander, then you may wish to connect them to current examples and clips about love, marriage, domestic violence and what can be done about it, and discuss how things have or have not changed, or a montage of love through the ages using literature, poetry, and film, etc.
* If you use the Secret War Diary, then you may wish to connect it to current Anti-Semitism, war scenarios, the voice in a diary and its message (make that message clear) or any similar agenda (Black Lives Matter, Slavery, Human Trafficking, etc.) in which you show the distinctions (differences and similarities). Conversely, you might also do an entirely fictional account where you address an historical audience that matches the text and imagine how they would have reacted to your ideas (e.g. Nazis. Ku Klux Klan, Slave traders, Confederate soldiers, etc.)
* If you use the UN Speech, then you may connect it to climate change, power companies’ agendas, various activists’ actions, and the personal identity and campaign of a public figure who is working for a cause

Also, you must turn in an accompanying handout of 3-4 pages that reflects on and explains how you tried to reach a specific audience and/or discourse community, and explains why the genre you chose worked as far as conveying your message. Some questions to include are:

* How did you choose your genre and why?
* How will your argument affect your new audience?
* How can you reach audiences to state your position as it relates to your original (Unit 1 or 2) topic?
* How can you reach audiences in the public sphere though different genres and media that reach audiences in different ways?
* How does your argument or call to action change when it is applied to a modern context and/or into a new media?
* How does a specific genre change the voice or persona of a writer?
* Consider what it would take to transfer your argument to situations beyond this class, like into other academic, social, civic, or cultural areas

**Assignment Development:** We will work on putting this together in class and you may ask for help from your professor. You will also work on this on your own and may work in groups. Should you wish to present as a group, then everyone in the group must have an equal share of work and presentation for a grade.

**Learning Outcomes:** This assignment fulfills the following learning outcomes, as per the English Department:

1. Read and listen critically and analytically in a variety of genres and rhetorical situations: Identify and evaluate exigencies, purposes, claims, supporting evidence, and underlying assumptions in a variety of texts, genres, and media.
2. Adapt to and compose in a variety of genres: Adapt writing conventions in a ways that are suitable to different exigencies and purposes in a variety of contexts, including academic, workplace, and civic audiences. When appropriate, repurpose prior work to new genres, audiences, and media by adjusting delivery, design, tone, organization, and language.
3. Use research as a process of inquiry and engagement with multiple perspectives: Learn to focus on a topic and develop research questions that lead to propositions and claims that can be supported with well-reasoned arguments. Persuasively communicate and repurpose research projects across a variety of contexts, purposes, audiences, and media. Demonstrate research skills through attribution and citation gathering, evaluating, and synthesizing both primary and secondary sources. Learn how to use appropriate citations styles depending on disciplinary and situational requirements (MLA, APA, Chicago, etc.)
4. Use reflection and other metacognitive processes to revise prior assumptions about reading and writing and transfer acquired knowledge into new writing situations. Students write reflections of their own reading and writing process from the beginning and throughout the semester with the intention to transfer their acquired knowledge about genre and composing practices into new writing situations.
5. Demonstrate the social and ethical responsibilities and consequences of writing: Recognize that first-year writing includes academic, workplace, and civic contexts, all of which require careful deliberation concerning the ethical and social ramifications concerning fairness, inclusivity, and respect for diversity. Write and revise for academic and broader, public audiences accordingly.
6. Compose in 21st Century Environments: Learn to choose among the most current and effective delivery methods for different composing situations. Students learn to compose in new media environments, including alphabetic texts, still and moving images, sonic and mixed media compositions. Use digital media platforms appropriate to audience and purpose.