Project 3: MultiModial ReMix

**Genre Choice Due**: Monday, April 27th

**Draft Due:** Tuesday, May 5th

**Final Project Due:** Tuesday, May 12th

The Assignment

In Unit 2 you explored a problem and researched a possible solution to the problem. Well, now, in Unit 3, as a group, it is time to do something about the problem!

You will decide on and create a **multimodal project** using the genre of your choosing.

**CHOOSE A GENRE**

You are going to take all of the research you have compiled and written in Unit 2 and repurpose the material into a genre that you think would most effectively reach the target audience. Whichever genre you choose, the audience and genre should make sense together.

Think carefully about your message, who you hope hears the message and what is the best way to present that message to that specific audience. For example, if you are trying to convince young people to get out and vote, then what genre might best read that audience? If you want to reach homebound elderly people, what genre would you choose?

Questions to consider:

* What is your message?
* Who is your audience?
* How do you want your audience to respond (do you want them to change the way they think, act, etc.)?
* What is the best way to reach your targeted audience? (A speech? A podcast? A brochure? A website? A graphic novel? A blog post? A Youtube Video? A song?)

**\*\*** You must get approval from Professor Coleman for the Genre! It is highly recommended that you choose a genre that you are very familiar with and one that we have engaged with in class, if possible! \*\*\*

**CREATE A MULTIMODAL PROJECT USING YOUR RESEACH**

**More will be discussed about this throughout the unit!**

Using your research from Unit 2 and the genre you feel will best reach your target audience, you will create a multimodal project that:

* Introduces the Problem
	+ Introduce and define the problem you are addressing
	+ Explain why it is relevant and urgent to your target audience
* Uses Rhetorical Appeals to Strengthen the Message
	+ Provide facts, statistics, and reasons to support your claim
	+ Appeal to the audience’s emotions
	+ Provide a logical and well-organized argument
* Provides a Clear Call-to-Action or Proposed Solution for the Intended Audience
	+ How do you how your audience with think, act, behave after interacting with this text?
	+ Write a strong and persuasive call to action that leaves your audiences ready to act or change their thinking!

**WRITE AN AUTHOR’S STATEMENT OR ARTIST’S STATEMENT**

You will also create an **Author’s Statement or Artist’s Statement**. This will provide you with an opportunity to thoughtfully reflect on your final project and on the work you have done together in this unit. In an author or artist’s statement, the author explain the decisions and choices that they made when composing the piece such as the choices behind the genre, rhetorical situation, use of rhetorical appeals, mode, and medium. The author’s statement should be at least **300 words**.

**WORD COUNT**

In total, for this project you must write **at least 1800 words.** So this means, if you are creating a podcast or YouTube video or work in another similar genre, you should write a script of what you are going to say. The word count includes the introduction to the project, the multimodal project, and the artist or author’s statement.

Format

The format should match the required elements of the genre. More to come on this later!

Grading Criteria

**1.** **Genre awareness.**

Do you know the “rules” of the genre you’re working in? Do you include the common elements of the genre? Does the style generally reflect the genre?

**2.** **Audience awareness.**

As we’ve discussed multiple times in this class, it’s important to direct your writing toward a group of people, and to make diction, argument, genre, and sometimes even design choices that will appeal to those people. Remember your audience can’t be “everyone” (too big!) or “society” (who IS that?) but should be more specific. So I am looking for projects that are aware of and speak to a fairly particular audience.

**3. Effectiveness of Message.**

This one is simple to explain, but not always simple to do. Does your point get across to your intended audience?

**4. Presentation and Formatting.**

Do you have all of the required components? Have you revised and edited for clarity, spelling, grammar, and punctuation. Is each element properly formatted? Title your project! Come up with a title of the project that engages the audience and draws in readers. Edit, revise, and take the time to present your project with the love, care, and respect it deserves!

**5. Citations.**

Is your bibliography properly cited? Do you cite all your sources?

Learning Objectives

2. Adapt to and compose in a variety of genres: Adapt writing conventions in 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.

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.