**Unit 3: Multimodal Composition—Repurpose Unit 1 or Unit 2 Assignment**

The purpose of this unit is to take the research you have done in either unit one or two and decide who you think the AUDIENCE for this research should be. Who should hear about your monster, for example? From there, think about the best GENRE to reach that audience.

 It can be any combination of text, visuals, audio, animation, or artwork. Whatever you choose to do must also be digitized. Your multimedia assignment can take on a number of forms (If you want to expand/or do a different one than is listed below and you are capable of doing this with the resources available your own then come talk to me):

Play (for stage or screen)

Youtube Video

Brochure

Animation

Digital artwork

Claymation/Stopmotion

Comic\graphic novel

Video Game

Speech (this is not simply a recording of a previous assignment, but an adaptation of the assignment into the genre of a speech alone. Such a genre choice requires an understanding of the characteristics and appeals that make up a speech)

Podcast

Song/Rap

Here is are some student-created multimodal projects for inspiration:

[“The Art of Trespassing”](https://jumpplus.net/issues/volume-1/issue-8-1/the-art-of-trespassing-8-1/)

[“College Students & Social Media”](https://writingandrhetoric.cah.ucf.edu/wp-content/uploads/sites/17/2019/10/Stylus_9_1_Harrison.pdf)

[“To a Rappers Delight”](https://jumpplus.net/issues/issue-5-1/to-a-rappers-delight-an-in-depth-look-at-the-construction-of-a-musical-collaboration/)

**What is a multimodal text?**

**Due 4/20 11:59pm:** Read through Unit 3 instructions, complete Module: Multimodality, and review handout “The Language of Multimodal Texts” by and post 1-2 questions you have about what you have read or the assignment itself on the Discussion Board “Unit 3” in Openlabs.

Most media you encounter each day combines modes—news articles include photographs; television shows include audio, verbal text, and gestures; websites make use of alphabetic text and spatial arrangement; music contains both lyrics and sound. Even an academic paper has multimodal elements such as font choice, double-spacing, margins, etc. By analyzing multimodal texts you can become a more active viewer of the media that surrounds us and understand how media shapes our understanding of the world. But it can be challenging to analyze multimodal texts because first we must learn how to recognize modes in order to discover how the modes work together to create meaning and how they respond to the rhetorical situation.

Rd. the complete [Module: Multimodality](https://courses.lumenlearning.com/olemiss-writing100/chapter/why-it-matters-multimodality/) from the Lumen Learning website. There are a total of 9 slides; you must click next on bottom right to continue through module (alternatively, you can access each slide with the links below). Read each section and complete practices.

[Slide 1: “Why it Matters: Multimodality”](https://courses.lumenlearning.com/olemiss-writing100/chapter/why-it-matters-multimodality/)

[Slide 2: “Outcome: What is Multimodality?”](https://courses.lumenlearning.com/olemiss-writing100/chapter/outcome-what-is-multimodality/)

[Slide 3: “What is a mode?”](https://courses.lumenlearning.com/olemiss-writing100/chapter/what-is-a-mode/)

[Slide 4: “The Five Modes”](https://courses.lumenlearning.com/olemiss-writing100/chapter/the-five-modes/)

[Slide 5: “Examples of Multimodal Texts”](https://courses.lumenlearning.com/olemiss-writing100/chapter/examples-of-multimodal-texts/)

[Slide 6: “Outcome: Define and evaluate remediation and remix](https://courses.lumenlearning.com/olemiss-writing100/chapter/outcome-what-are-remediation-and-remix/)”

[Slide 7: “What are remediation and remix?”](https://courses.lumenlearning.com/olemiss-writing100/chapter/what-are-remediation-and-remix/)

[Slide 8: “Remix and Attribution”](https://courses.lumenlearning.com/olemiss-writing100/chapter/remix-and-attribution/)

[Slide 9: “Putting It Together: Multimodality”](https://courses.lumenlearning.com/olemiss-writing100/chapter/putting-it-all-together-multimodality/)

**Language of Multimodality**

The following are the five main modes that can be found in a multimodal text with some examples of elements of each mode. Each media you choose will also include more specific language and elements. Be sure to reference terms related to your chosen media when brainstorming and drafting.

**Linguistic** – word choice; delivery of spoken or written text (tone); organization into sentences, phrases, paragraphs, etc.; coherence of individual words and ideas.

**Visual** – color, layout, style, size, perspective

**Gestural** – facial expressions, hand gestures, body language, interactions between people

**Spatial** – arrangement, organization, proximity between people and objects.

**Audio** – music; sound effects; ambient noise/sounds; silence; tone; emphasis and accent of voice in spoken language; volume of sound.

Rd. [“The Language of Multimodal Texts” handout](https://lsa.umich.edu/content/dam/sweetland-assets/sweetland-documents/teachingresources/SupportingMultimodalLiteracy/Supplement1_LanguageOfMultimodalTexts.pdf). This resource offers expanded language of multimodal texts to help with analysis.

**Step 1: Analyze multimodal models:**

**Due:** 4/22 @ 11:59pm uploaded to Openlabs as NameStep1Unit3

Choose One:

[*Wait, But, Why?* “Why Procastinators Procrastinate” Tim Urban](https://waitbutwhy.com/2013/10/why-procrastinators-procrastinate.html)

 [“Inside the Mind of a Master Procrastinator” Tim Urban](https://www.ted.com/talks/tim_urban_inside_the_mind_of_a_master_procrastinator)

[“Alright” Kendrick Lamar](https://www.youtube.com/watch?v=Z-48u_uWMHY)

 [“Be Free” J. Cole](https://www.youtube.com/watch?v=qQZc8SH6EFk)

[“The Opposites Game”](https://www.shortoftheweek.com/2019/11/01/the-opposites-game/)

 [“Y: The Last Man”](https://readcomiconline.to/Comic/Y-The-Last-Man-2002/TPB-1?id=28234&readType=1)

[“The Ballot or the Bullet”](https://www.youtube.com/watch?v=CRNciryImqg)

After reading the chosen text from the list, identify the features of the genre, the audience(s) it appeals to, where and how it’s used, and how it makes its points:

* What genre is this text (e.g. photojournalism or fashion photography, romantic comedy film or horror film)?
* What conventions/characteristic/features are common to this genre (describe the text and what it includes)?
* How are the media elements and modes shaped to audience expectations?
* How does the time period during which the text was produced relate to the content?
* What values or opinions are being suggested by the author or implied author to the audience?
* Who is this composition for, and what are the signs that it’s aimed at this particular audience? What stakes does this audience have in the content of the composition?
* What is the purpose of this composition? Does it aim to educate, entertain, persuade?
* What is the context of this composition? Who writes/records/makes it? How is it distributed? What similar compositions exist, if any? How do these factors inform our analysis of this composition’s content?
* Where did you find this text and what is its purpose?
* What role does this text play in your life?
* Who or what is pictured in the text and why is this the focus?
* How did you react when you experienced the text?

**Step 2: Find and analyze the model you want to base your own project on:**

**Due:** 4/24 @ 11:59pm uploaded to Openlabs as NameStep2Unit3

Now, find and analyze your own sample of a multimodal text in the genre you will be working in, with particular attention to work you want to emulate (or avoid!).

* What genre is this text (e.g. photojournalism or fashion photography, romantic comedy film or horror film)?
* What conventions/characteristic/features are common to this genre (describe the text and what it includes)?
* How are the media elements and modes shaped to audience expectations?
* How does the time period during which the text was produced relate to the content?
* What values or opinions are being suggested by the author or implied author to the audience?
* Who is this composition for, and what are the signs that it’s aimed at this particular audience? What stakes does this audience have in the content of the composition?
* What is the purpose of this composition? Does it aim to educate, entertain, persuade?
* What is the context of this composition? Who writes/records/makes it? How is it distributed? What similar compositions exist, if any? How do these factors inform our analysis of this composition’s content?
* Where did you find this text and what is its purpose?
* What role does this text play in your life?
* Who or what is pictured in the text and why is this the focus?
* How did you react when you experienced the text?

**Step 3: Brainstorming**

**Due:** 4/28 @ 11:59pm uploaded to Openlabs as NameStep3Unit3

Before you start thinking about your own multimodal project using information from Unit 1 or Unit 2 projects, it’s important to know what has already been said about that topic—an exploratory process that’s similar to what you’d do when writing a research paper. At the same time, you also need to explore how other authors are presenting that topic. To narrow your topic idea and help you think about ways to design your multimodal project, write/compose a research overview using the following steps:

* 1. What do you know about your topic?
	2. What do you need to know about your topic? (how are you going to find this out?)
	3. What do you know about your genre at this point? What do you need to know about your genre (how are you going to find THIS out?)
	4. Analyze how the ***what*** relates to the ***how*** (using the rhetorical analysis questions above—context, author, purpose, audience, and genre), and decide which texts seem the most successful given their rhetorical situation.
	5. Identify which multimodal designs in those successful texts most inspire you. Your research overview can take the format of a “traditional” essay (1-2 pages double-spaced on your findings), annotated bibliography (similar to what we did in unit 2), or vlog (see below).
* **Free vlogging**For a multimodal twist on free writing, set a ten minute timer and record yourself talking through your early ideas, questions, and/or issues related to your Unit 3 project proposal. As in written free writing, you should try to continue talking for the entire ten minutes—even if you run out of things to say or veer off topic. Not every minute of the video will be useful once you review the footage; however, by first verbalizing their ideas and subsequently evaluating them, students will gain a better perspective on where they’re at in the writing process, where the roadblocks and questions remain, and what they need to do to forge ahead.

**Step 4: Familiarize yourself with the Technology/Platforms available for creating Multimodal texts**

\*No due date, this is just for informational purposes if needed\*

This website from the University of Michigan offers some helpful text and video tutorials on using various design platforms: [ISS Media Center](https://lsa.umich.edu/iss/knowledge-base/audio-video.html)

These websites are fairly comprehensive for information on Podcast creation and design:

[NPR: Podcast Contest](https://www.npr.org/2018/11/15/662070097/starting-your-podcast-a-guide-for-students)

[How to Start a Podcast](https://www.thepodcasthost.com/planning/how-to-start-a-podcast/)

Additional Resources—Keep in mind these are suggested but you may have access to know of better software/building applications.

[9 Best Screen Writing Software to Use in 2020](https://www.studiobinder.com/blog/screenwriting-software/)

[Animation Software](https://www.studiobinder.com/blog/screenwriting-software/)

[Claymation/Stop Motion Help](http://www.makerspaceforeducation.com/stop-motion-animation.html)

[Video Game Software Options](https://www.gamedesigning.org/gaming/game-development-tools/)

**Step 5: Idea/Concept Proposal:**

**Due:** 5/1 @ 11:59pm uploaded to Openlabs as NameStep5Unit3

Proposals provide an opportunity for you to articulate what you want to accomplish with your project as well as generate feedback from me and your peers

A good proposal includes:

* An overview of the project’s topic, genre, and goals (including a working thesis, hypothesis, or line of inquiry)
* A plan detailing how the project will create and support the argument, what technologies it requires, where help with those technologies is available, and how those technologies will illuminate the research/line of inquiry
* A justification for why and how the chosen media and genre are appropriate to the goal and audience of the project
* A timeline for completion

You must present your idea/concept to me prior to beginning to work on it for approval. The proposal for the project you choose for this assignment must include analysis, justification of choices for the form, format, editing and presentation of your multimedia project. In order to do this, you should answer questions we have been discussing all semester such as what is the best method for reaching an audience with the particular message you conveyed in your unit 1 or 2 assignment? What is your purpose and what genre will best help your audience realize your purpose and help you best convey the purpose of your message? What is the most effective multimodal lens for addressing the central question of your chosen unit 1 or 2 assignment that is able to reach and impact your audience in the manner that best suits your purpose? This proposal should be 2 pages in length, double spaced.

**OPTIONAL: Step 6: Create mock-ups or storyboards:**

**Due:** 5/6 @ 11:59pm uploaded to Openlab Discussion Board entitled “Mock Ups/Story-Boarding”

Complete this if you would like additional feedback from me and each other during the creative process. Choose to either create a mock-up or storyboard for your proposed project idea. They are two forms of early rough drafts (what you might call sketch drafts) for multimodal composition projects.

* Mock-ups are visual representation of static pieces, such as web pages or posters. They should provide a sense of the visual design choices and organization of the project.
* Storyboards (a term you may recognize from film and TV) are a sequence of drawings to represent the progression of movement- or time-based pieces, such as videos, podcasts, or animations. They should include visual sequences and descriptions of actions or sounds for each major shift in the project.

Both mock-ups and storyboards allow you to seek and incorporate feedback before you go through the painstaking process of editing your material.

**Extra Credit:** Students who offer feedback to their peers will receive extra credit points.

**Step 7: Creating Final Cuts—UNIT 3 PROJECT FINAL DRAFT:**

**Due:** 5/14 @ 11:59pm BOTH Unit 3 Project (Step 7) and accompanying Artist Statement (Step 8) uploaded to Openlabs YourNameUnit3FinalDraftandArtistStatement

Revise your project, to the extent that you can given the time and resources available, incorporating feedback you’ve received along the way.

**Step 8: Artist Statement—Included with Final Draft:**

**Due:** 5/14 @ 11:59pm BOTH Unit 3 Project (Step 7) and accompanying Artist Statement (Step 8) uploaded to Openlabs YourNameUnit3FinalDraftandArtistStatement

In addition to your multimodal composition, you must turn in an artist statement which is a reflection on why you did what you did and how you went about choosing to do it in this way. You should explain and justify the rhetorical choices you made as you planned, researched, designed, executed, and revised your project. In other words, this step asks you to make an evidence-based argument about what you were doing and how it met or didn’t meet your aims for the project. Make sure your artist statement is focused and offers examples to support any points you make about your project.

**Questions to consider for artist statement (You do not need to answer all these questions):**

1. What is the central question of your previous assignment (unit 1 or 2)?
2. Who is your audience(s) and why?
3. Is your composition appropriate for chosen audience and why?
4. What is your purpose and how will your project choice help you achieve it?
5. Describe the process that best exemplifies the choices and reasoning behind your finished project—why is this the best genre to convey your message?
6. Any additional information that helps understand your thought process for this final project.
7. Chance for you to play to your strengths—what are you really good at or have always been interested in trying something you never have done before but want to try to compose.

**Due:** 5/14 @ 11:59pm BOTH Unit 3 Project (Step 7) and accompanying Artist Statement (Step 8) uploaded to Openlabs YourNameUnit3FinalDraft

**Length:** 3-4 pages double spaced. This Artist Statement should be revised for the portfolio.

**Assessment:**

* Is the chosen genre clear?
* Do the conventions/characteristic/features effectively convey those common to chosen genre?
* Does the student effectively incorporate into the project at least two or more of the following modes: Visual, Spatial, Audio, Linguistic, Gestural?
* Is it clear who this composition is for, and are there accurate signs that it’s aimed at this particular audience?
* Does this multimodal composition effectively communicate its main message to its intended audience? Is it clear who the intended audience is for this particular composition?
* Is there a clear purpose of this composition?
* How effectively is the purpose of this multimodal composition conveyed through the combination of modes present? Is the overall aim--to educate, entertain, persuade, etc.--clearly communicated?
* Does the multimodal composition respond appropriately to the parameters of the assignment?