

## Assignment #6: ReMix Project

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### OVERVIEW

While much of the writing we've done this term has focused on alphabetic characters, new media culture demands that writers be able to compose and disseminate messages using a variety of symbols, including alphabetic text, photographs, images, video, and sound. You have already done some work with new media writing in your blog; but your final graded assignment will ask you to build upon this literacy by "remixing" – or providing an alternate version – of one of the major text-driven assignments you've done earlier in the term. You may choose to create an alternate version of your autobiography, researched argument, or parody piece. Options may include:

- Remixing your autobiography into a scrapbook or photo essay
- Remixing your research essay into a multimedia presentation
- Remixing your parody into an iMovie or comic strip

These are just a few suggestions – you may work in whatever medium you like, so long as it is appropriate for your message and purpose. Your project may be in either print or digital format. In the end, your final project should:

- Effectively utilize a variety of elements (text, image, color, etc) to convey a specific message.
- Be an appropriate length for your chosen medium. Here are some basic guidelines (see me if you would like to work in a different medium):
  - 2-3 minutes for an iMovie (likely at least 8-10 scenes or frames)
  - 8-10 slides for a PowerPoint (or similar) presentation
  - 8-10 pages or frames for a scrapbook, photo essay, or comic strip

### PART I: GENRE ANALYSIS

Do some exploring and find some examples of relevant "texts" that you find compelling. If you're thinking about doing a video parody, then you might consider browsing video parodies on YouTube; if you're considering a scrapbook, then you might check out some scrapbook layout galleries for inspiration; if you're thinking about doing a multimedia presentation of your research, then consider searching for examples and tutorials for PowerPoint or any other tools you might use to make that presentation. Once you've done some exploring, reflect on some of the things you've noticed in your travels and how your observations give you clues as to how you might proceed with your own project. *Please include this analysis with your final project.* Questions to consider:

- What 2-3 "texts" did you find most compelling in your search? Why? (please include examples or links to the texts you discuss, along with a brief summary of the example you're discussing)
- What kinds of symbols (words, images, sounds, colors, effects, etc.) do the authors use to convey their message in these texts? How are these elements balanced to create a unified whole? How is the text sequenced or organized to drive the story?
- What kind of strategies might you adopt for your own project? What do you want the overall rhetorical impact of your text to be? A humorous critique of a particular aspect of our culture? A compelling account of a personal experience? Something else?

### STEP 2: COMPLETE A STORYBOARD

You will be given a storyboard in class to use as a planning tool for your remix project. Like any other writing process, composing in new media requires thinking about and planning the content and organization of your piece. Use this storyboard as a map or outline for your project, and *please include your storyboard with your final project.*

**\*\*\*Due Tuesday, 11/25 \*\*\***

Note: if your project is digital, then please submit your file to me on a CD, or upload your project to the web and provide me with a link, or e-mail your file to me (so long as the file is not too large for our e-mail servers to handle)

## GRADING STANDARDS: REMIX PROJECT

### *Genre Analysis* – 10 Points

The genre analysis provides examples of 2-3 “texts” in the chosen genre that the author finds compelling. The analysis includes a brief summary of each text discussed, as well as links when appropriate, and carefully analyzes the ways in which those texts utilize various symbols and organization strategies to convey a specific, unified message. The author concludes by speculating about what strategies s/he might adopt when composing his or her own project.

Poor Fair Good Excellent

### *Storyboard* – 15 points

The storyboard provides a detailed map/outline for how the project is to unfold. The storyboard includes a frame-by-frame overview of key ideas and visual representations of those ideas, as well as other planned elements (text, sound, etc) that will drive the piece.

Poor Fair Good Excellent

### *Visual Unity* – 15 Points

The various elements of the composition are tied together to create the sense of a unified whole. Frames/pages/scenes have certain unifying elements to provide a consistent experience among pages/frames/etc. (note: this may be accomplished in a variety of ways, including utilizing a consistent color scheme throughout the composition, applying the same effect to all images/photos, repeating a specific element throughout, etc., etc.)

Poor Fair Good Excellent

### *Rhetorical Impact* – 15 points

The message of the composition is clear – the overall effect of the piece is consistent with the author’s original message and his or her plan for the piece (as outlined in the analysis and storyboard). All elements of the piece work together to support and convey the intended message. The piece opens appropriately and wraps up in a satisfying and memorable way.

Poor Fair Good Excellent

### *Organization* – 15 points

The composition relies on a pattern of arrangement that connects sections of the text together in a way that makes them easy for readers/viewers to comprehend. Frames/pages/scenes/etc. are sequenced in a way that makes logical sense for the telling of the story. The story/text is paced appropriately so as to keep readers/viewers engaged.

Poor Fair Good Excellent

**TOTAL POINTS POSSIBLE: 70**