Assignment Sheet  
Essay #2: Multimodal Composing: Arguing a Position (with Sources)

**Assignment:**
You will select a topic and generate an argument. Your argument, however, will be constructed differently than what is expected in a traditional English classroom. For this essay, you will compose a multimodal assignment. A multimodal assignment uses more than one mode (text, audio, video) to convey a message. You will have choice over how you compose. You may choose your medium (print or computer) and your modality (words, still images, video images, sound).

**Why Multimodal:**

Cindy Selfe, author of Multimodal Compositions argues the use of multimodal compositions by offering five explanations:

1. “In an increasingly technological world, students need to be experiences and skilled not only in reading (consuming texts employing multiple modalities, but also in composing in multiple modalities, if they hope to communication successfully within the digital communication networks that characterize workplaces, schools, civic life, and span traditional cultural, national, and geopolitical borders” (3).
2. “If composition instruction is to remain relevant, the definition of ‘composition’ and ‘texts’ needs to grow and change to reflect peoples’ literacy practices in new digital communication environments” (3).
3. “The authoring of compositions that include still images, animations, video, and audio- although intellectually demanding and time consuming- is also engaging” (4).
4. “Audio and visual composing requires attention to rhetorical principles of communication” (5).
5. “Teaching multimodality is one pathway to accomplishing long-valued pedagogical goals” (5).


**Requirements:**

1. You must have an argument (thesis) directly addressed in your composition.
2. You must use sources to build your argument. One quotation must be incorporated into your argument using correct MLA formatting including a Works Cited page.
3. You must use at least two modalities (words, still images, video images, and sound).
4. You must meet the length requirements.
   a. Comic Strip- 9 slides
   b. VoiceThread and iMovie- 4-6 minutes
5. You must complete a proposal and outline.
6. You must complete the readings, class activities, discussion posts, peer reviews, and other class activities.
7. You must complete a reflection.
8. You must complete a Progress Journal.
   a. Write in your journal each time you work on your multimodal essay. Write a brief description of what progress you made; write the date; write how long you worked on that component. You may record your journal using a Word document or something in hand-written form.
9. You must present your final product.
Assessment:
Because this is a new method of composing for many of you, you will be assessed holistically. That means I will assess you on the following: performance (work ethic and attitude), adherence to deadlines, completion of each requirement listed above and final product.

Attendance/participation 25%
Class activities 25%
Final product 40%
Presentation of final product 10%

Description of Technologies:

1. Discussion board: a message board used to offer and share ideas, opinions, reflections, etc.
   a. This forum provides a platform for collaborative activities, which aids in developing a community of learners.
2. Voice Thread: a storytelling program that allows for communication, collaboration and sharing.
   a. Through a storytelling program, students develop ideas and participate in all the stages of the writing process with an emphasis on revising and rearranging to produce an organized and developed piece. Through use of this tool, students may develop a better understanding that even if not using alphabetic composing, the composing process requires similar steps.
3. iMovie: a video editing software that affords opportunities for creating and editing footage.
   a. iMovie also helps students to develop ideas and participate in all the stages of the writing process with an emphasis on revising and rearranging to produce an organized and developed piece. Through use of this tool, students may develop a better understanding that even if not using alphabetic composing, the composing process requires similar steps.
Note: (This unit was constructed with a computer classroom in mind.)

SYLLABUS
GSW 1110 // Section 364 Computer lab
MWF 8:30-9:20
125 Jerome Library

<table>
<thead>
<tr>
<th>Instructor:</th>
<th>Shelly Danko</th>
</tr>
</thead>
<tbody>
<tr>
<td>E-mail:</td>
<td><a href="mailto:rmdanko@bgsu.edu">rmdanko@bgsu.edu</a></td>
</tr>
<tr>
<td>Office:</td>
<td>415B East Hall</td>
</tr>
<tr>
<td>Office Phone:</td>
<td>372-0592</td>
</tr>
<tr>
<td>Office Hours:</td>
<td>10:00-11:00 a.m. Monday (and by appointment)</td>
</tr>
<tr>
<td>Mailbox:</td>
<td>210 East Hall (my mailbox is above my name)</td>
</tr>
<tr>
<td>Learning Commons:</td>
<td>140 Jerome Library</td>
</tr>
<tr>
<td>Learning Commons Phone:</td>
<td>372-2823 (call ahead to make an appointment)</td>
</tr>
</tbody>
</table>

GSW LEARNING OUTCOMES

Below are abbreviated GSW Learning Outcomes. Please see your portfolio coursepack for a full description of GSW Learning Outcomes and how they correlate with BGSU Learning Outcomes, also listed in the portfolio coursepack.

1. Demonstrate rhetorical knowledge through writing in a variety of academic genres and to a variety of academic audiences.

2. Develop critical thinking, reading, and writing skills through approaching academic writing assignments as a series of cognitive tasks, engaging in multiple modes of inquiry, synthesizing multiple points of view, critiquing student and professional writing, and assessing source materials.

3. Understand the processes entailed in academic writing including recursive processes for drafting texts, collaborative activities, the development of personalized strategies, and strategies for identifying and locating source materials.

4. Demonstrate knowledge of the conventions of academic writing including format and documentation systems, coherence devices, conventional syntax, and control over surface features such as grammar, punctuation, mechanics, and spelling.

5. Engage in the electronic research and composing processes by locating, evaluating, disseminating, using and acknowledging research, both textual and visual, from popular and scholarly electronic databases.

6. Understand the importance of values systems in academic writing including the abilities to write effectively to audiences with opposing viewpoints, to participate in an active learning community which values academic honesty, and to value the place of writing within learning processes.

7. Explore new technology and demonstrate understanding of producing a multimodal essay.
Daily Calendar of Activities - Essay #2: Multimodal Composing: Arguing a Position (with Sources)

Monday
NOTE: Prior to class students will have read *Multimodal Composition* Chapter 3 “Composing Multimodal Assignments by Mickey Hess” and completed Composing Multimodal Assignments Guiding Questions Handout.

- Review Timeline: Keep on Track Handout.
- Introduce Progress Journal.
- Discuss reading *Multimodal Composition* Chapter 3 “Composing Multimodal Assignments by Mickey Hess.”
- Distribute and discuss the assignment sheet for Essay #2: Multimodal Composing: Arguing a Position (with Sources).

**Homework Assignments for students:**
- Review the examples below, and complete the Sample Multimodal Guiding Questions Handout. Be prepared to discuss your thoughts and findings on Friday.
  - Audio:
    - [http://people.cohums.ohio-state.edu/selfe2/CCC/Norris.html](http://people.cohums.ohio-state.edu/selfe2/CCC/Norris.html) (sample 1)
    - [http://people.cohums.ohio-state.edu/selfe2/CCC/Hinshaw.mp3](http://people.cohums.ohio-state.edu/selfe2/CCC/Hinshaw.mp3) (sample 2)
  - Video:
    - [http://www.youtube.com/watch?v=ZTL7neK36c0](http://www.youtube.com/watch?v=ZTL7neK36c0) (sample 3)
  - Comic Strip:

Wednesday
- Discuss homework examples and Sample Multimodal Guiding Questions Handout.
- Brainstorm possible topics for argument.
- Discuss purpose and audience and how rhetorical tasks may influence modality.

**Homework Assignments for students:**
- Skim through iMovie handout with screen captures.
- Watch iMovie Tutorial: [http://www.youtube.com/watch?v=B9ZyeXH7DKs](http://www.youtube.com/watch?v=B9ZyeXH7DKs)
- Provide reactions to iMovie via Discussion Board post.

Friday
- Review cameras and discuss check-out policies with STAC consultant.
- Review of iMovie.
- Use remainder of the time to play with iMovie.

**Homework Assignments for Students:**
- Skim through VoiceThread handout with screen captures.
- Watch VoiceThread Tutorial: [http://www.youtube.com/watch?v=jlpyJthI3TQ](http://www.youtube.com/watch?v=jlpyJthI3TQ)
- Provide reactions to VoiceThread via Discussion Board post.

Monday
- Introduce VoiceThread.
- Create a VoiceThread account.
- Spend class time creating a VoiceThread.
Discuss comic strips with remaining time.

**Homework Assignments for Students:**
- Complete Audience and Values handout and Proposal.

**Wednesday**
- Introduce thesis statements.
- Provide blank slides handout where students will outline an argument.
- Show sample outline.
- Use remaining class time to continue outline.

**Homework Assignments for Students:**
- Complete outline.
- Read *Invention, Copyright, and Digital Writing* by Martine Courant Rife. Be prepared to discuss the reading.
- Begin creating draft of Essay #2: Multimodal Composing: Arguing a Position (with Sources).

**Friday**
- Discuss *Invention, Copyright, and Digital Writing* by Martine Courant Rife.
- Review MLA formatting and ways to incorporate evidence into argument.
- Discuss Works Cited page.
- Review Timeline: Keep on Track Handout as a reminder.
- Sign up for conferences, so I can assess your progress and field questions.

**Homework Assignments for Students:**
- Continue working on your Essay #2: Multimodal Composing: Arguing a Position (with Sources).
- First draft due on Monday. We will have our first Studio Review. Make sure to have enough to share.

**Monday**
- Participate in our first Studio Review.
- Complete Student Review handout.

**Assignments for Students:**
- Complete revision plan based on feedback and post it using Discussion Board.
- Continue working on Essay #2: Multimodal Composing: Arguing a Position (with Sources).

**Wednesday**
- Use class time to work on essay.

**Assignments for Students:**
- Continue working on Essay #2: Multimodal Composing: Arguing a Position (with Sources).

**Friday**
- Use class time to work on essay.

**Assignments for Students:**
• Continue working on Essay #2: Multimodal Composing: Arguing a Position (with Sources).
• Monday we will have our last class Studio Review.
• Review Multimodal Reflection Handout and complete your reflection.

Monday
- Participate in Studio Review.
- Preview Timeline: Keep on Track sheet. (Important: Essay #2: Multimodal Composing: Arguing a Position (with Sources) due three weeks from today.
- Introduce Essay 3.