

## Task

Often, when we want to reach people with our ideas, we use new technologies to share them: websites, graphics, and other materials. So for this last assignment, you'll "remediate" the argument that you made in your academic position paper, meaning that you'll turn it from a paper into a digital project to reach a community of your choice.

You will also write a reflection (about 750 words) describing how you went about turning your paper into a digital project, what you think makes your digital project work to persuade your audience, and what you've learned from the experience.

### Wait, a digital project? What do you mean?

Think about some of the public rhetoric you may encounter on a day-to-day basis: protest signs and memorials, campaign videos, interactive maps, even TikToks that seek to inform and persuade people. In all of these cases, the writer uses something besides words on a page to make her point: color, pictures, music, space and geography, even dance.

What resources the writer chooses probably depends on her audience: a physician who creates a TikTok reminding young parents to get their babies vaccinated might use upbeat music and soft colors, where a college student who makes a YouTube video urging people to get involved in outdoors activities could use heavy metal and brighter colors.

Your goal for this project is to use similar resources to make the ideas from your previous project persuasive to a particular, public community, ideally one you belong to. Imagine you wrote about adopting a dog from an animal shelter for your third project; could you create a TikTok or a website showing UT students who live off-campus why they should adopt a dog?

### So, am I making a video or what?

Generally, I encourage you to use one of the following resources to make your point(s):

- An infographic
- A website
- A TikTok (or a series of TikToks)
- A YouTube video
- A Podcast

Many students find that infographics and websites work best for their points. No worries if you're not technology savvy; there are infographic and website makers.

For more information and links to useful options for producing a variety of media types, see **Multimedia Creator Resources** (on Canvas).

You can also find examples of some different media at **Multimedia Communication Examples**.

If you would like to use a different media please let me know! I'm happy to work with you.

### Will I make all the same points from my paper in my digital project?

Not necessarily. You may find that you need to rearrange, delete, or refocus points to work on a digital platform. Some students prefer to focus on a small part of their third paper, rather than the whole thing. Your goal is to choose points that can easily be conveyed via a new media and will persuade the community you've chosen.

## **I'm nervous about using technology. I'm not very good at this, and I'm afraid it will affect my grade.**

Nobody expects you to be a pro at this! Your project will not be graded based on whether it's "good" or "professional." As with your other projects this semester, you'll write a reflection describing how you went about turning your paper into your project (walk me through the steps), what community your project is for, and how you designed your project with your community and your own ethos among that community in mind. Your reflection, and your completion of this project, will play a big role in how the project is graded.

## **Cool! But what does "composing in a way that connects with a particular community" look like?**

Here's what to aim for:

- **Cohesion.** Do the images, text, video, etc. in your project hang together in a way that conveys your point?
- **Context.** Do the choices you make about your language, style, design, etc situate you among the community you're writing for? Will your choices be recognized as valid by your community?
- **Creativity.** Do you actually take advantage of the resources offered by the media (video, website, etc) you chose? Or is your project basically still a paper on the web?
- **Genre.** If you're making a website, does it function like a website (e.g. with headings, hyperlinks, etc)? If you're making an infographic, does it function like other infographics?
- **Readability.** Can your project be easily read by your audience, including people who may have visual or other disabilities?
- **Revision.** Have you used the feedback that you received from peers and teachers along the way to make your project better? Have you been intentional about the decisions you've made?

## **Okay, I can get on board with this. What will I learn?**

By the end of this project, you will be able to

- Remediate a written project into a digital context to convince a public audience
- Identify the affordances (resources) of resources; use these affordances to convey your point
- Arrange resources (colors, pictures, hyperlinks) to create a cohesive, persuasive project
- Select a public audience relevant to your project and account for their interests in composing
- Select images, text, and color in a way that is accessible to people with visual disabilities

## **Guidelines**

**Length:** Your reflection needs to be at least 750 words long. The word count for the digital project will vary.

**Formatting** Your reflection should be formatted according to MLA style, including any citations. The digital project should be formatted as appropriate to its genre and platform, citation styles may vary depending on conventions (i.e. hyperlinks in a web page, links in a YouTube video description, citations in an unobtrusive box or footer on an infographic).

**Draft Due:** Monday December 5 We will work on peer reviewing drafts in class on this date.

**Final Due:** at final exam session (see syllabus)