

Cardinal Compositions

University of Louisville

ENGL 101: Communicating About Writing or Language to the Public

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Corresponding Essays

- Evans, Parker. "Are You Born a Good Writer?". *Cardinal Compositions*, 2019-2020 issue, pp. 2, <https://youtu.be/9E6Dt7uDjQA>.
- Lewzader, Kinsey. "Slang Words From a Teen." *Cardinal Compositions*, 2019-2020 issue, pp. 10-11, <https://youtu.be/WPRcL9GguQs>.
- Kasper, Peyton. "Always Ask Your Grandkids Before You Post." *Cardinal Compositions*, 2019-2020 issue, pp. 33, <https://youtu.be/DTA6SMj6Tek>.

ENGL 101: Communicating About Writing or Language to the Public

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Major Writing Assignment 3: Concept in 60 (Video) (worth 10% of your overall course grade)

Major Writing Assignment 4: Behind-the-Scenes Text (worth 10% of your overall course grade)

For **Assignment 3 (Concept in 60)**, you will craft a message or argument about writing or language for a specific public audience (e.g., K-12 teachers, UofL professors, elderly people, peers who belong to—or are outside of—a particular community) and convey that message in a 1-2-minute video. You will compose this video by assembling a variety of audio clips, video clips, still images, and print text. (You are welcome to add your own narration and/or your own video footage, too.)

For **Assignment 4 (Behind-the-Scenes Text)**, you will provide a behind-the-scenes look at how and why you made the decisions you did in your video. This text can be in a screencast form or a print-based text (appx. 1,000 words). If you want to create a screencast, try <https://screencast-o-matic.com> (there is a free option), or search online for free screencasting tools.

Selecting a Message and Audience

- **Review** the threshold concepts we've discussed (see the in-class notes), the readings, your notes on the readings, and your writing assignments and reflective cover letters.
- **Consider** what you want to say about writing or language. What myth should be debunked? What should get more attention?
- **Consider various audiences.** Whom do you want to communicate to? People who do this kind of writing/speaking? People who are unfamiliar with this kind of writing/speaking or might think negatively about it?

Video Resources

- Video-editing software:
 - *If you have a computer at home:* Macs have iMovie automatically installed. If you have a PC, consult [this](#) list of free video-editing software. I recommend Adobe Premier Spark, which has three free exports. *For PC users, I recommend AVOIDING Windows Movie Maker. It crashes easily and can't "read" many media formats.*
 - *If you want to use campus computers:* Use the computers in the Digital Media Suite and Ekstrom library.
- Media (audio, video, images) for your project:
 - See the [Resources](#) I posted for my other class, English 309. Specifically, look at "Sources of Media in the Public Domain or that Have Creative Commons licenses," "Video Downloading and Editing," and "Video Inspiration."
 - Any media that you incorporate should either be in the public domain, licensed under Creative Commons, or, if copyrighted, governed by "fair use" guidelines. (You will read a chapter that will help you understand this called "Working with Multimodal Sources" by Arola, Sheppard, and Ball)

How to Submit Your Video Project

1. Export your video into a file (e.g., .mov, .mp4, .mpeg4, .avi, .wmv)

2. Upload your video to YouTube. (Make sure it is “unlisted” or “public.”)
3. Add captions (see instructions on YouTube [here](#))
4. Paste the URL in my Google Drive folder (I will provide the link)

Grading Criteria

Video

- Is the video’s message or purpose clear?
- Is the video addressed to a particular audience?
- Is the video organized thoughtfully?
- Does the video deploy words, sounds, images, and video in strategic ways to create particular effects?
- Is the video 1-2 minutes long, no more and no less?
- Are there captions (see instructions on YouTube [here](#))?
- Are there credits—a complete list of sources at the end? (Provide title; author/artist/username/news corporation; and source) **Note: The credits do not count toward the video’s running time.**

Behind-the-Scenes – either a screencast or a print-based text that is appx. 1,000 words

- Discuss the process you went through to compose the video: how you decided on your audience and message (and what they are), how your plans evolved, how you addressed the feedback from your presentation.
- Explain the choices you have made and why you feel they were effective for conveying your message to this particular audience (or, alternatively, you can explain why they didn’t work as hoped). Be as specific as possible—describe how and why you chose particular music, images, videos, narration, etc.
- Provide a rationale for how relevant aspects of your project adhere to the spirit of Fair Use (See the Arola et al. reading.)

Timeline

Weeks 12-13: Learn the Ropes

- *Tuesday., Nov. 5:* Meet in the Digital Media Suite (DMS) in Ekstrom Library. The DMS director, Jason Zahndt, will demonstrate video-editing and introduce you to the DMS resources, and we will practice video-editing by making a 30-second video in class.
- *Thursday., Nov. 7:* Analyze examples of Concept in 60 videos; discuss storyboarding
- *Tuesday., Nov. 12:* Discuss creative commons and public domain; citing sources in videos

Weeks 13-14: Rough-Cuts and Revisions

- *Thursday., Nov. 14:* **Rough-cuts of videos due for small-group feedback;** discuss behind-the-scenes assignment
- *Tuesday, Nov. 19:* **Draft of behind-the-scenes text due;** discuss video captioning; discuss final assignment (Theory of Writing)
- *Thursday, Nov. 21:* Brainstorming for final assignment, Theory of Writing

Weeks 15-16: Put a Bow On It

- *Tuesday, Nov. 26 (last day of class):* **Revised video and behind-the-scenes texts due for feedback and imaginary grade; video showcase**
- *Week 16: Conferences with Andrea about Theory of Writing*
- *Saturday, Dec. 7, 4:45 pm:* Theory of writing due; optional revisions of Concept in 60 and Behind-the-scenes text due