ENGL 101

Major Project 2: How I Write

How do you write? How is your writing process shaped by the tools you use, the environments (digital and physical) you write in, and your identities? Visual text is also literacy. The process of creating a video is also a writing/composition process.

**This project involves two parts:**

1. a 1-2-minute video illustrating your writing process and how it’s shaped by your tools, environments, and identities, and
2. an artist’s statement, appx. 800 words, analyzing your video (APA style)

# Brainstorming Your Content

* Review your reading responses and class notes to refresh your memory about different aspects of your writing process. For instance, how does your writing process involve other people? In what ways do you compose when you are *not* writing (e.g., cleaning, exercising)? What needs to be in your environment for you to be able to write? How has the pandemic shaped your process? What aspects help you write, and what aspects get in the way?
* Based on this array of information, think about what you want to focus on in your video:
  + **your process of doing *academic writing*** (e.g. one of your assignment writing for courses other than ENGL101)
  + **your process of writing *something that’s not for class*** (e.g. creative writing, emails, love letters, songs, etc.)
  + ***some specific aspect of your process***

# Assembling Your Digital Assets and Technology

**(You Can Use the Digital Media Suite (DMS)** [**English 101 Modules**](https://dcidt.louisville.edu/DMS/Course%20Specific%20Pages/content/index.html#/lessons/ctkqIiWuCOOR6mAYRqeOfIYwAnA9wIZ3) **to Guide You)**

* Based on your brainstorming notes, make a list of the “digital assets” you’ll need: particular photographs, video clips, music, sound effects. Some assets you’ll want to create on your own (e.g., screen-recordings of yourself working), and some you’ll want to find online.
  + The DMS ENGL 101 modules have information on [recording your own video](https://dcidt.louisville.edu/DMS/Course%20Specific%20Pages/content/index.html#/lessons/mHBrAPnX4NXYoRhpvz3WIbMP2w5KP9xb), [creating screen recordings](https://dcidt.louisville.edu/DMS/Course%20Specific%20Pages/content/index.html#/lessons/deOIB5mMGjiOcksfc_Ri28OZB5ZXiL27), and [links to Creative Commons stock footage](https://dcidt.louisville.edu/DMS/Course%20Specific%20Pages/content/index.html#/lessons/6qPUjgqN9BEx7MvCtBAO3KSDpM8ACvv1)
* Make a storyboard to help you think about how you’ll sequence your video and what audio will be playing during what images. (The DMS ENGL 101 modules have information about [storyboarding and video design](https://dcidt.louisville.edu/DMS/Course%20Specific%20Pages/content/index.html#/lessons/-lycTmvgbShQGmTVaoOK-vS4Z_y5NOSz).)
* Practice video-editing software with Adobe Premier Rush. (The DMS ENGL 101 modules have [Adobe Premier Rush tutorials and information on how to access your Adobe Creative Cloud account](https://dcidt.louisville.edu/DMS/Course%20Specific%20Pages/content/index.html#/lessons/i-223V54CSyTnAJl2KEEDL6YkpLS8NM3).)
* Create your video. We’ll create rough-cuts and give one another feedback on them before making a final version.
* When you’re done, create a transcript or add captions. ([Captioning instructions](https://dcidt.louisville.edu/DMS/Course%20Specific%20Pages/content/index.html#/lessons/K8ulcnFJigbWB1_oRAUlGJ0wDMFdv-L7) are in the DMS ENGL 101 modules.)

# Drafting Your Artist’s Statement (appx. 800 words)

Once you’ve created your video, respond to the following questions. You do not have to proceed in the suggested order below; in some cases, you might find that in answering Question 1 you are answering Question 2. For instance, you might write that you decided to show a clip of yourself visiting the writing center because, as Alvarez et al. write, “composing requires others” (“[Analysis](https://kairos.technorhetoric.net/21.2/praxis/devoss-et-al/analysis.html)”).

1. **Why did you make it this way?** Explain the choices you made in music, images, videos, narration, etc. and why you feel they were effective for conveying your writing process. (Or, alternatively, you can explain why certain choices didn’t work as you had hoped.)
2. **What trends does your writing process exemplify?**

Review the themes in the “[Analysis](https://kairos.technorhetoric.net/21.2/praxis/devoss-et-al/analysis.html)” section of “On Multimodal Composing” by Alvarez et al. (e.g., “Composing requires using different mediums, tools, and interfaces”). How does the writing process you depict align with, contradict, or further nuance any of these themes?

1. **What were you unable to depict in your multimodal project that is still a powerful influence on your writing process?**

Reflect on what might *not* be visible in your project that still shapes how you compose. As Alvarez et al. write, “Our composing and what our processes revealed tell us much about the embodied, connected, always already happening nature of writing. What isn't perhaps as visible here are the ways in which our composing practices rub up against, fit into, or even explode metanarratives of queerness, race, disability, mothering/hood, and more. Both individually and as members of a larger academic community, we are wrestling with these metanarratives and how they shape our practices” (“Analysis”).

1. **How can you use what you’ve learned?**

How can what you’ve learned in this unit—about yourself, your writing process, and/or multimodal composing—help you in other settings in the future?

# How to Submit Your Video Project

1. Upload your video in YouTube
2. Edit the video as an “unlisted” video
3. Copy and paste the link of your video to BlackBoard
4. Upload your artist’s statement (with the link to your video) to BlackBoard

# What Makes It Good?

## Video

* The video clearly illustrates your writing process, or some aspect of it
* The video is organized thoughtfully
* The video deploys words, sounds, images, and video in strategic ways to create particular effects
* The video 1-2 minutes long
* The video is accessible. That is, there are captions (see [instructions](https://dcidt.louisville.edu/DMS/Course%20Specific%20Pages/content/index.html#/lessons/K8ulcnFJigbWB1_oRAUlGJ0wDMFdv-L7) in the DMS Engl 101 modules), or have you provided a typed transcript (see the transcripts below each video in the Alvarez et al. article)
* There are credits—a complete list of sources at the end. (Note: The credits do not count toward the video’s running time.)

## Artist’s Statement

* Follows [APA citation style](https://louisville.edu/writingcenter/for-students-1/handouts-and-resources), including a title page, proper citations and a reference page
* Reveals the composition process of making the video
* Provides a detailed analysis of the choices you made in your video
* Makes connections to some of the sources we’ve read in the course (Alvarez et al., Lamott, Celestine, Chapter 4 introduction, Chapters 1 and 2)
* Shows that you have applied what you’ve you learned in this unit to better understand your own writing process, and that you’ve reflected on how you can apply what you’ve learned to other settings
* Is thoughtfully organized
* Is thoughtfully edited depending on the conventions of the language varieties you are using in your project

# Timeline

* **Create a reverse storyboard** of an existing writing process video
* **Draft your own storyboard**
* **Create a list of digital assets** you’ll need to gather. What are assets? According to Arola, Sheppard, and Ball’s textbook *Writer/Designer*, assets are parts of sources. Sources are “texts, such as books, articles, Websites, etc., that you can use to gather information about a topic or genre. Assets are the pieces of content you will actually use…a quotation, an image, a video clip, or a screenshot” (p. 61). If a source is an entire video, then an asset is a 5-second clip from that video.
* **Practice video-editing**
* **Create rough-cut of video** for peer feedback
* **Draft artist’s statement** for peer feedback
* **Submit revised versions** of video and artist’s statement

# Scaffolding Due Dates for Major Project 2

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| Week 6 | Sept 29 (Thur)  by 8:00 am | Brainstorm. Post your general ideas on what you are going to create in the Discussion Board. |
| Week 7 | Oct 6 (Thur)  by 8:00 am | Storyboarding and design.  Design your storyboard as freewrite post in Discussion Board |
| Week 8 | Oct 11 (Tue)  by 8:00 am | Discussion Board: artist’s statement draft |
|  | Oct 13 (Thur)  by 8:00 am | Prepare to peer review videos and artist’s statements in class |
| Video Submission Due | | Oct 16 (Sun) by 23:00 pm |
| Artist’s Statement Submission Due | | Oct 20 (Thur) by 23:00 pm |