Portfolio 3: Making an Argument

THE INVITATION:

In this portfolio, you have a new kind of challenge. Your goal is to create a video that uses your research to create an argument for an appropriate audience and purpose of your choice.

You'll also need to write a well-developed final reflection analyzing your choices in making this video, as well as your work and learning over the course of the semester.

A VIDEO?

Yes. (You can do it.) (Really!)

You all have access to computers with movie making software already installed: either IMovie, MovieMaker, or MovieMaker Live. There are also lots of other platforms online, which you can use. See our resources page for more information. I will do my best to support whatever platform you choose to build in. You'll also find LOTS of tutorials online to help you in this work.

WHY?

Building an argument using your research in a popular, non-paper based, form, will challenge you to think about purpose and audience in new and fruitful ways. You'll have to think about what citation means in this mode, and for your particular audience, in order to integrate images, sounds, and information from your research sources in ethical and rhetorically effective ways. You'll have to think about design (a too-often neglected aspect of writing, particularly in the very digital/visual culture we live in). All of these lessons will help you to figure out the demands of writing arguments for the many and varied audiences that await you in the future.

THE DETAILS:

You'll turn in a couple of **smaller assignments** as we work on this project. They are intended to help you plan, and succeed, in this work. You'll begin by creating a storyboard, to share in class. The storyboard is part of your homework/participation grade. As you create your video, you'll give an in-class presentation. (Due dates vary; more details to come.)

The final **length** of your video should depend somewhat on your purpose and audience. I'm going to judge it by whether or not you accomplished your self-defined purpose, in a way that meets the needs of your chosen audience. (…and your reflection is vital in helping me assess this well.) I would estimate your work will be approximately four to six minutes in length—but that IS an estimation.

You MUST use all sources (including images, sounds, video clips, and etc.) in ethical ways. I expect you will provide an **academic works cited list**, which I may post to our website. You may or may not choose to cite your sources as part of the video. You'll need to make this decision for yourself. Consider: what would the creators of the images/sounds I'm using expect, and think fair? What would the authors I'm using consider an appropriate and ethical way to identify the use of their work? What does my AUDIENCE expect from a research-based text in this form, published online?

When you are finished with your work, you'll need to export it in a form that will enable you to upload it to YouTube. Be sure to add some explanatory text to appear on YouTube when you upload. In this text, you may say anything about your video that you'd like. Be SURE, though, to identify your work as being part of your course work in ENG 1060, UNCP, Spring 2012, for Dr. Lackey. You'll **turn it in** during your final exam period by emailing me the YouTube address for your video. Attach your reflection and your works cited list to this email.

Your **final reflection** should be an extremely well-developed analysis of your work on this project, and your work and learning across the course of the semester. This document should be AT LEAST five pages in length, written in a clear, professional, and reader-friendly style, relatively free of error.
- In talking about your project, I want you to explain your choices. What was your purpose? Why? Who is your audience? Why is this an appropriate audience for your purpose? How did you use image, font, color, and WRITING to achieve this purpose/reach this audience? How did you integrate sources? Cite them? Why? If you could revise this, what would you change? Why? What grade would you give yourself? Why (*specifically*)? (Get the idea?) (These are not ALL the questions you might want to answer. We'll talk lots more about this as we go.)
- In talking about your work this term, I want you to consider the goals of the course as put forth in our syllabus, and think through things that will help you express:
  - Some questions to consider: What have you learned about research? Reading? Writing? How? How does writing figure into your desired major? Your career? What about critical thinking? Reading? Research? What do you need to do/work on next as a student? A reader/writer/researcher/critical thinker? How will you continue working towards these goals?