Short Assignment - Multimodal Reading Response

Requirements:

The main goals for this assignment are 1) to experiment and familiarize yourself with different modes or combinations of modes; 2) to produce a piece of composition that reflects your intellectual engagement with the materials you read in the past two weeks - in other words, your reading response should at least show that you read the materials carefully and thought about them in a critical manner.

The following questions are mostly for brainstorming. Your reading response can, but doesn't have to answer all the questions:

- What are some ideas/concepts/theories/examples in the readings that seem important/essential to you?
- What connections can you make across these readings? Do they complement or contradict with each other in any way?
- What are your responses to some ideas/concepts/theories? Anything you resonate with? Anything you feel hesitant about, disagree with, or have critiques about?
- Is there anything new to you in the readings? What research have you done to learn more about it?
- Anything you have questions about or want to explore more in the future?

You can also write/compose about some questions or conversations from our class discussions.

Format:

This assignment can be in any format that seems suitable to the goals of the assignment, beneficial for your continuous development as a writer/composer, or simply interesting to you. Some examples and the length are as follows:

- alphabetic essay (2-3 pages, double space, 400-500 words)
- audio narrative or podcast-style recording (5-10 minutes, well scripted and organized)
- video (about 5 minutes, with visual aids)
- interactive presentations (i.e. Prezi)
- digitales (examples on page 77&78, The Neuroscience of Stories and Why Our Brains Love Them)
- infographic (discuss ideas and length with Zhenzhen, some examples on NOAA (Links to an external site.)Links to an external site.)
- comic (discuss ideas and length with Zhenzhen)

Rubric:

1) Meeting the minimal requirements of the assignment (i.e. length proper to the genre, relevancy to multiple class materials, making well-grounded arguments, etc.)
2) Demonstration of intellectual engagement with the class materials from the past two weeks (i.e. knowledge of some key concepts/ideas, connections made between different readings/intertextuality, critical reflections on the materials, etc.)
3) Authenticity and creativity (i.e. personal reactions/responses to certain ideas, applications into issues/problems in- and outside academic settings, experimenting with various modes or combination of modes, etc.)

Short Assignment - Technical Workshop Report

Think about a technical skill that you already have a little (or no) experience with (i.e. Microsoft PowerPoint, Photoshop, Adobe Illustrator). Choose a workshop from UW Learning Technologies Workshop Schedule to attend and become more familiar or confident with this skill.

After you attend the workshop, write a **2-3 page report (double space, 400-500 words)** on the following questions; give some examples if necessary:

- What modes did the workshop instructor use? How are those modes combined for the purpose of the workshop?
- How effective or ineffective is this workshop to you? Why?
- What knowledge/skills did you gain from the workshop?
- How can you possibly use the knowledge/skills for the purpose of this course?

Remember, this report could be multimodal too! We can negotiate the length of the report depending on the genre you choose.

Rubric:
1) The report reflects fulfillment of the minimal requirements: 1) on-time submission; 2) 2-3 page, double space, 400-500 words (unless communicated otherwise ahead of time); 3) attendance of a workshop, either on campus or online, 4) learning more about a technical skill that you have a little (or no) familiarity with. (5 points)
2) The report talks about: what modes the workshop instructor used, how those modes were combined for the purpose of the workshop, how effective or ineffective the workshop was to you, and why. (5 points)
3) The report also reflects on: the knowledge/skills you gained from the workshop, and how you can possibly use the knowledge/skills for the purpose of this course. (5 points)

Group Project – Citizen Participation/Contribution/Intervention

Scope and Format
To be determined by student groups

Assignment
During the first half of the quarter, the focus of the class has been a close engagement with affordances of multimodality in composition, issues of composition as inquiry and communication, our responsibilities as critical readers, as well as the challenges and strategies of becoming ethical authors. We examined the theoretical, ideological, and material consequences of composition, to us individuals and the society as a whole; we also prepared ourselves through small-scale multimodal projects - reading response assignments, and technical workshops.

For this project, each group will focus on a social issue and think about a way of constructive intervention/participation/contribution with multimodal composition. The multimodal composition project can take many forms, among them products or services, online resources, educational materials, or archives. Because of the varied forms interventions can take, groups will negotiate assignment details with the instructor after outlining their planned tasks and scope of work.
To help you start, think about the following questions:
• What are some of the issues you care about as a(n) individual/citizen/professional in a field or as a member of a community?
• What's at stake?
• What are some ways to intervene, or to make changes?
• What are some of the knowledge, tools, or skills from this class that can be used in the intervention or innovation?

Assessment:
Groups and the instructor will negotiate grading criteria appropriate to the project's format. Group members will receive an individual grade that combines evaluation of the individually authored self/group assessment (20 points) and the collaboratively produced project (80 points). The 80 points are for the usability and effectiveness of the group project (only one person in the group needs to submit). Everyone needs to submit the 20-point self/group assessment here.

Failure to submit required drafts and participate in in-class peer review will result in a 10-point deduction from the final project grade, as the ability to

consider and revise from feedback is an essential component of the course. Late final drafts will receive a 10-point deduction per day late, including weekends and holidays.