Vlog Assignment

Objectives:

Create a video presentation that
• Synthesizes the information from your research,
• Explains your research methods and findings to a general audience, and
• Evaluates the success of the research project

Assignment Instructions:

You will film yourself presenting the information from each research project. Any visitor (teen to adult) to YouTube should understand your presentation. The video will basically summarize your written project, as well as the process you used to conduct the research used in the written project; in addition, you must evaluate your project's success in terms of answering your original research question (the big thing you wanted to discover through your research.

The video must show you talking to the camera, and your presentation must be polished and professional. You may include transitions, text on the screen, or any other extra embellishment you wish so long as those embellishments do not distract from the content. Any use of embellishment must aid the content. Total length should be **at least 2 minutes and no more than 3 minutes**.

Your video must be shot with a video camera rather than splicing together other people's clips/images, and the audio must be your original work (to include speaking parts, any music used, and any sound effects) or adhere to the standards of fair use and copyright. Quality of video and audio must be of the highest standards. The Studio in Hodges Library has video and audio equipment for check out, and they have an array of software to help you with editing. Plan to do multiple takes of each shot, and set aside time for editing.

On each **due date listed in the syllabus**, you will upload your video to YouTube and embed it in the corresponding blog under Vlogs on Blackboard. Some other requirements to keep you safe and your videos classroom-appropriate:

• refer to yourself only by your username and never by your first, last, or middle name
• do not disclose your location
• do not say how old you are
• keep vlog posts tasteful
• keep vlogs about/in response to other vloggers/vlogs tasteful
• keep video and written comments to comments on your vlog on other vlogs tasteful
• use only Creative Commons Licensed music and images
• make all posts public and accept all comments without moderation (do not take negative comments personally)

Grade Descriptions:

A	An "A" video project approaches its subject in creative and innovative ways with an argument that is compelling both visually and verbally. Such a project achieves significant persuasive goals that could not have been realized only working on paper. However, much like an "A" paper, an "A" video project has a clearly articulated point, displays appropriate levels of research and thoughtful engagement, and (if appropriate) uses a variety of types of sources. Design decisions demonstrate a sophisticated understanding of rhetorical strategies, and the effectiveness of the project is uncompromised by technical problems.The project applies principles from the study of rhetoric aptly. The approach to the topic of study is insightful, and/or creative, persuasive, unique, and worth developing; the level of thinking/analysis is strong. Grammar and mechanics are impeccable.
B	A "B" video project approaches its subject in coherent and logical ways with an argument that is competent both visually and verbally. Such a project uses multimodal composition to improve on a point that could also have been made on paper. However, much like a "B" paper, a "B" video project demonstrates that the student can present him or herself as a credible source on a topic and write coherent and engaging arguments that are supported by additional material and satisfactory evidence. Rhetorical decisions are deliberate and controlled, and there are very few technical problems. The approach is acceptable, reasonable, thoughtful; the level of thinking/analysis is appropriate. There may be one or two mechanical or grammatical errors, but none that would be caught by spell/grammar check.
C	A "C" video project approaches its subject in a generic or uneven manner with an argument that is satisfactory both visually and verbally. Such a project may barely meet the most basic research criteria. Often "C" video projects only partially develop arguments, fail to go beyond shallow analysis, leave ideas and generalizations undeveloped or unsupported, and make limited use of textual or visual evidence. Rhetorical decisions sometimes appear arbitrary or distracting, and there may be noticeable technical problems. It may rely overly much on clichés or stereotypes and use stock images inappropriately. The approach is occasionally adequate; some evidence of thinking/analysis, or an attempt at analysis, is evident; the ideas offered are intermittently delineated, thought-through, and appropriate to the task. There may be several mechanical and grammatical errors, but none that seriously impede the audience's understanding of the project.

D	A "D" video project approaches its subject with little evidence of careful thought and time spent on revision and editing. The argument it presents is confused or noticeably biased. It may lack required elements; it may inappropriately cite or use sources. Parts of the project may be illegible or difficult to hear. Rhetorical decisions appear accidental. The approach is inadequate or confusing; little or no evidence of critical thinking and analysis are evident; although some of the ideas may be worthwhile, the level of insight and clarity of presentation are lacking; the video creator does not take into account other facets or perspectives, or does so in an inappropriate or simplistic manner. Grammar and mechanics need a great deal of work and likely impede the audience's understanding.
F	An "F" video project is incomplete, plagiarized, or in violation of university policies on academic speech.