Assignment 1

Option 1
To ease students and yourselves into multimodal work, you may have students begin by writing the traditional, alpha-numeric based assignment in the Critical Reaction that they can then expand on in the Coming to Terms Concept in 60 (or 90) video.

1a Critical Reaction

Readings
(Based on course)

Context
(Based on course)

Assignment
In this short assignment, there will be two parts. The first half will summarize then analyze the reading. When analyzing, keep the following questions in mind: how did the writer construct his/her argument? How did he/she open the piece? How did he/she end it? What sort of evidence/support did the writer use to make his/her claim? Why did the writer make these choices? How did these specific choices influence the argument? Who was the audience of this piece? What role do you think the audience played in the choices the writer made?

The second half of this piece is focused on your specific reaction to the piece. As you discuss your reaction, try to put this piece in conversation with your own life. What concepts/ideas/choices that the writer made could you relate to in some way? And why? Or, do your experiences conflict with this piece? Do you disagree? How does this piece speak to your own experiences?

[Submission Information/Evaluation Criteria…]

1b Coming to Terms in a Concept in 60

Readings
(Based on course)

Context
(Based on course)

A concept in 60 is a short, 60 second video that explores a concept - you can also think of them as a mini documentary. Students can use imovie (if they have a Mac) or windows movie maker (if they have a PC) to make the video. It will be important to build in class time to explore the genre of Concept in 60s and explore the rhetorical choices others have made to help them conceptualize their own projects. This will also be an important time to discuss copyright and research as they begin to collect materials for their video (such as photos, video clips, and music/sound).

Assignment
In this assignment, you will create a Concept in 60 or 90 video that expands your discussion in the critical reaction by putting your ideas in conversation with our other class readings. In this video, you’ll expand your ideas by (sharing an argument/suggesting a new way of thinking/creating a new idea) based on the readings in conversation with your own ideas and/or experiences. By doing this, you will be expanding and building on the work of these texts, offering your audiences other means of thinking about and through those writers’ texts. As you begin pulling together your video, consider the following questions (these questions will likely be those pertaining to the course inquiry). Or, you may want to begin by putting together key terms and concepts from these texts to see where your own ideas fit into them. Assume that your audience is your fellow classmates, so make your design choices with this audience in mind.

Submission Information/Evaluation Criteria…

**Option 2**

**1a Mapping a Critical Reaction using Prezi**

*Students can sign up for a free Prezi account with their UConn email*  

Readings

Context

Assignment

Addressing the same questions above, students would need to map out the structure and choices the writer made in the piece they read in Prezi. In creating this map, students would visually need to insert their voice/idea/reaction (whatever it is you want them to do to engage in the reading) into the map as a visual representation of how their ideas fit into another writer’s.

Submission Information/Evaluation Criteria…

**1b Coming to Terms**

You can use the map to build into the Concept in 60 OR a more traditional written paper.