Engl 2 Spring 2017 **Final Project:** **Multi-Modal Class Presentation**

**Overview** “Multi-modal” just means using more than one way to communicate your ideas: supporting the printed words with pictures, audio, and/or video enhancement. For your last assignment, which will count as the “final exam,” you will make a **multi-modal presentation** on either **your film analysis OR your refutation**—your choice. You will also **submit a written version** of your “script,” which will be graded separately.

**The Options**

**If you present your refutation:** You will adapt your paper for a multi-modal version, not just read your paper to us. Begin by setting up the conversation you are joining, explaining what the controversy is, why it matters, and to whom it matters.

This could be where you bring in the visuals/audio/video. For instance, if you are debating “Princess Culture,” show some visuals of the “pink” section of a toy store or crowds of little girls in princess costumes. If you are discussing violence in video games, you could show us some scenes from the games in question.

You could also put **key quotes** and/or **charts/graphs, visuals** from each side on the screen. Your analysis of the other writer’s argument—where it went wrong, and the key points of your rebuttal—could be presented in **outline** form.

Just think of how your argument could be enhanced, as Nicholas Kristoff enhanced his column on sweatshops with is voice reading it and the little video to illustrate the problem.

**If you present your film analysis:** Again, you will enhance your written presentation of your argument for a “performance” version, perhaps using Roger Ebert’s show as a model—or the Siskel and Ebert show if you are working with a partner or team, except that you would not focus on evaluation of the film, as they do, but on what it means and how it gets that idea across.

Multi-modal elements should include **still photos and/or video clips** that capture what you want to say about the film. You can also include video clips of the filmmaking team discussing the significant ideas and maybe their strategies. If your film is based on a true story, you might also show something from the real story—**pictures of the real people/places** depicted, for instance. Significant quotes can also be put on the screen.

Remember that your ideas should predominate, though. Don’t let the video clips take over!

**Details**

* **Duration/Length**: For the presentation, **5 minutes--tops!--for each person.** For the **written version,** plan on **300-500 well-chosen words** (no fluff!). Include source citations for the ideas, quotes, and images/video.
* **Canvas**/**hard copy**: As usual, there will be a **dual submission**—the electronic version to Canvas, the paper copy to your professor. We won’t have a peer review, though.
* **Grading criteria:** Your work will be judged primarily on the **depth** of thinking, **development** of your ideas, the quality of the **audio/visual/video** components, **clarity, coherence/organization**, and the command of **grammar/format**, in descending order of importance.
* **Teams**: If someone in the class is presenting on a similar refutation topic or film, feel free to team up for a “panel” presentation, but you will still each have 5 minutes, and you will be graded separately.
* **DUE:** The hard copy of your presentation is due from everyone when we begin the presentations on **Mon 5/15**. We will finish the presentations during the final exam period: **Wed 5/24 from 12:15-2:30**