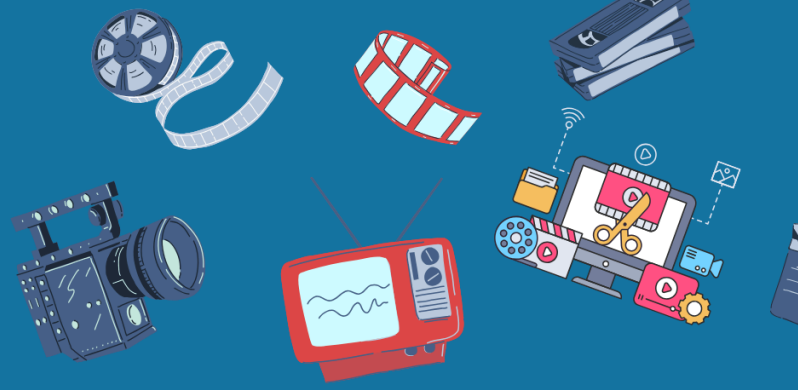
Digital Project #3: Video Analysis

CODE 121



Assignment Summary

For your next digital project, you will create and edit a video in which you analyze a piece of multimedia journalism. There are three steps in the process.

1. Analyze a piece of journalism
2. Write your script and storyboard
3. Produce and edit your video

Each part of this assignment builds on the last; it is crucial to come to class everyday and meet deadlines. Don't fall behind!

Objectives

This is our most time consuming assignment, and it includes several key objectives!

- ➔ Learn what rhetoric means and how to analyze it across several media types
- ➔ Learn about multimedia journalism prior to your research team scrollytelling project
- ➔ Identify rhetorical fallacies
- ➔ Learn practices for shooting quality video and the definitions of key film terms
- ➔ Learn how to craft, edit, and organize a digital story in video format

Choosing your Piece

There is a long list of multimedia journalism available to you on Blackboard, but you are also welcome to find a piece on your own; just be sure to get my approval first, as you want to make sure it will be a good fit for the assignment.

Step 1: Rhetorically Analyzing Your Piece [due date]

You will write a rhetorical analysis of your piece of journalism; use strategies from our rhetorical analysis handout and the questions below to develop a thesis and three to five claims with supporting evidence. Think of your thesis as a sentence that sums up your findings: it is the conclusion you draw by adding all your evidence together.

This assignment is NOT about the topic of the piece of journalism. You are analyzing the piece of journalism itself. What rhetorical strategies does the author use to what effect?

Let's say you chose a piece that examines scans of brains of NFL players to show the impacts of concussions. Your analysis will **NOT** talk about how horrible concussions are in the NFL. Instead, show how the piece uses the compounded effects of multiple brain scans as a logical argument to support changes in the NFL's safety practices.

The questions below will help you analyze your piece of multimedia journalism:

- What is the basic argument of the piece?
- What kind of evidence do they use to prove their point?
- Who is the audience? How do you know?

A critical analysis studies not just what the writer or creator communicates but how they communicate.

- In what context is the author writing? (Time? Venue?)
- How is the project structured?
- How do they incorporate other media (image, video, audio, data visualization)?
- How do they transition between sections and why?
- How does the reader's immersion in the piece through design elements, scrolling formats, etc. influence its content?
- What words, images, or motifs do you see the author emphasizing or repeating? Why?
- How does the author use analogy, imagery, and symbolism?
- Does the author refer to other authors? In what ways? For what purpose?
- What stylistic traits do you see the author using? To what end?
- How does the author try to persuade their readers?
- Who or what does the author praise or criticize? Why?
- How does the author employ pathos, ethos, and logos?
- What methods of reasoning does the author use?
- Does the author use rhetorical fallacies? If so, what are they? What impact do they have?

Step 2: Script Writing and Storyboarding [due date]

To make a successful video, just like with a paper, you must do planning and outlining. You will want to take your rhetorical analysis and redraft it to appeal to an audience in the form of your video. For our workshop, you will bring in your script and your storyboard to get feedback from me and your classmates, so we know you are on the right track. (Don't worry; we'll talk more about how to do this in class!)

A storyboard is a pictorial outline of how a story will unfold; they are often used to plan film or animation

Your storyboard should plan your video frame for frame to plan the visuals and sounds you will include. Your script will provide the narration for your video. You can use cues in the script to indicate which portion of the text goes with which visuals in the storyboard.

Step 3: Making your Video

Shooting Video; Collecting B-roll, Stills [due date]

You can use your phone or your computer's camera to shoot your video. See the tutorials on *Emplace* about how to make meaning with moving images. Carefully consider how you want to set up your shots. You can borrow a microphone or ring light from the IRIS Center. Set things up to get the best quality images and sound. We will do a video collection scavenger hunt in class to help! When you bring raw video to class, this is another chance to get feedback!

Editing your Video [due date]

You can use CapCut, ClipChamp, iMovie, or another editing software of your choice to put it all together: your video, B-roll, still images, narration, and music. Bring the best draft you have to class to get additional feedback before the final cut.

The Final Cut (you made it!) [due date]

Upload the video to the CODES YouTube channel. Add a page to your ePortfolio with revised text from your audience analysis, screenshots of your storyboard, and the embedded video. Don't forget to add the page to your navigation!

Required Components

You will post your finished video on the CODES YouTube Channel. You will also create a page for it on your ePortfolio. **Your ePortfolio page should include your rhetorical analysis, your script and screenshots of your storyboard, and an embedded link to the YouTube video.**

Your complete video should be 3-5 minutes long and include the following components:

- ➔ A title slide
- ➔ Credits that cite your piece of multimedia journalism, any sources you consult, and images or B-Roll that require credit for licensing
- ➔ Crisp, easy to hear, narration in your own voice that analyzes your piece of multimedia journalism and that uses terms we have learned in class related to rhetorical analysis
- ➔ Screenshots from the multimedia journalism that demonstrate the visual and interactive elements of the piece
- ➔ Transitions or signposts that help the viewer understand the video's organization
- ➔ B-roll and still images that add interest, evidence, and clarity to the argument
- ➔ At least one minute where you, yourself, appear on screen
- ➔ At least one clip that you shot yourself that considers sound, composition, etc.
- ➔ Layers of music and audio that are well balanced

Grading Rubric

Criteria	A Proficient Project Will..	A Developing Project Will...	A Project Still in Need of Work Will...
Rhetorical Analysis	Provide several textual/visual examples of the rhetorical choices of the journalism and uses terms from class to communicate them	Provide some examples of the rhetorical choices of the journalism and may use some terms learned in class to communicate them	Provide few examples of the rhetorical choices of the journalism or does not use terms learned in class to communicate them
Analysis of Visual/ Multimedia Aspects of Journalism	Consider the piece's use of visual elements to communicate a message or reach its audience	Somewhat consider the piece's use of visual elements to communicate a message or reach its audience	Not consider the piece's use of visual elements to communicate a message or reach its audience
Organization	Structure the video in a logical format	Structure the video with some logical order	Not have a logical organization
Clarity of Central Argument	Convey a clear, compelling central argument	Conveys an argument	Not convey an argument
Video Quality	Include narration from author, author screen time, B-Roll, and still images to convey its point effectively	Miss some elements (including screen time, narration from author, B-Roll, and still image) but conveys argument effectively	Miss several required elements (including narration from author, screen time, B-Roll, and still image) and does not convey argument effectively