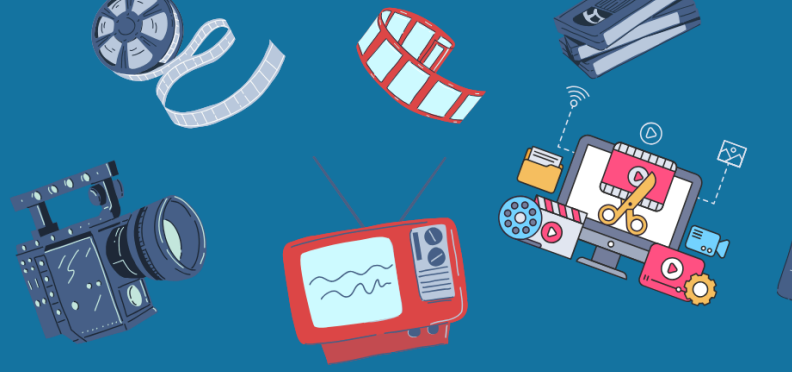


DIGITAL PROJECT #2: VIDEO ANALYSIS OF MULTIMEDIA JOURNALISM



Assignment Summary

For your next digital project, you will create and edit a video in which you analyze a piece of multimedia journalism for a social media audience. There are three steps in the process, and your next two reflections will be key to completing the full assignment.

1. Analyze a piece of journalism
2. Conduct an audience assessment
3. Produce and edit your video that analyzes the piece of journalism for your audience

Pro Tip: 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 how to analyze an audience and craft media to engage them
- 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

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 revised text of your audience analysis, 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 from you that analyzes your piece of multimedia journalism and that successfully 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

Step 1: Choosing Your Multimedia Journalism Piece [due date]

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

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 reflection and video 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.

Step 2: Rhetorically Analyzing Your Piece, or Analysis #2 [due date]

For Analysis #2, 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.

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?
- To whom is the author writing? (Who is the audience?) How do you know?
- 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?

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

Step 3: Evaluating Your Audience [due date]

Choose a social media platform where you would share your video and a specific target audience. You can imagine your video for any platform and demographic, but be specific: cottagecore, TikTok's roller skating community, or your boyfriend's grandma on Facebook.

Your finished video will analyze the piece of multimedia journalism while taking the needs of this audience into account. You will make stylistic choices, use a particular register in your language, or incorporate jokes or terms in the finished video that interest this demographic.

For Analysis #3, you will analyze the needs of your audience: What do you know about your audience? What does your audience already know about the subject? What do they need to know? What are the best methods for appealing to your audience? Include examples from social media demonstrating your claims. These might include screenshots from a TikTok Community, a hashtag's feed and the hashtags they in turn use, other searches you've done to learn about the demographic. You don't want to be patronizing or insulting. The goal is to try to communicate either with a group of people you think you know well or a group of people who you assume do not see the world the way you do. **Do NOT choose a general audience; there is no such thing.**

Step 4: Planning, Producing and Editing your Video

There are several steps to making a video, all of which we will go over in detail together and have a chance to practice in class; you can't procrastinate on this one! I've broken down the process of making the video so you can get extra feedback along the way.

Script Writing and Storyboarding

[due date]

To make a successful video, just like with a paper, you must do planning and outlining. 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

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 Blackboard about how to make meaning with moving images. Carefully consider how you want to set up your shots. You can borrow a GoPro, 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 will use ClipChamp (see tutorial on Blackboard) 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 on this day to get additional feedback before the final cut.

Step 3.d 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!

Grading Rubric

Criteria	Needs work	Developing	Proficient
Rhetorical Analysis	The author provides few examples of the rhetorical choices of the journalism or does not use terms learned in class to communicate them	The author provides some examples of the rhetorical choices of the journalism and may use some terms learned in class to communicate them	The author provides several textual/visual examples of the rhetorical choices of the journalism and uses terms learned in class to communicate them
Analysis of Visual/Multimedia Aspects of Journalism	The author does not consider the piece's use of visual elements to communicate a message or reach its audience	The author somewhat considers the piece's use of visual elements to communicate a message or reach its audience	The author considers the piece's use of visual elements to communicate a message or reach its audience
Appeal to Video's Audience	The author makes no clear decisions based on reaching a particular audience.	The author has not identified a clear audience on their web page, but their video is designed with a specific audience in mind	The author includes a statement about intended audience on web page and makes well-reasoned creative decisions to reach or convince that audience
Organization	The video does not have a logical organization	The video has a logical organization	The video is organized in a logical format to effectively convey its message
Clarity of Central Argument	Author does not convey a clear, compelling central argument about the piece	Author conveys a clear central argument about the piece	Author conveys a clear, compelling central argument about the piece
Video Quality	Video is missing several required elements (including narration from author, screen time, B-Roll, and still image) and does not convey its point effectively	Video is missing some required elements (including screen time, narration from author, B-Roll, and still image) but conveys its point effectively	Video includes narration from author, author screen time, B-Roll, and still images to convey its point effectively