

# WRD 111 [REDACTED]: Composition and Communication II

MWF [REDACTED]

Instructor: Isabella “Bell” Mason (she/her)

Office Hours: [REDACTED]

## Overview and Goals

WRD 111 centers on critical inquiry, research and argument. In this course, you will sharpen your ability to conduct research; compose and communicate in written, oral, and visual mediums; and work effectively in groups. A significant component of the class will consist of learning to analyze and use visual and digital modalities. Over the course of the semester, you can expect to work independently, with a partner, and in a small group throughout the semester to investigate, share findings, and compose and deliver presentations. *Prereq: Completion of Composition and Communication I. Fulfills UK Core requirement: Composition and Communication II.*

## Course Description

As global digital citizens, we constantly consume content. This course will ask you to reflect on that consumption, and more specifically, to analyze how different media is mobilized to shape perceptions of different forms of justice—economic, racial, environmental, criminal, etc. In this course, we will explore how narratives are produced and amplified across media platforms (e.g., social media and search engines), and within the context of different communities. You will also reflect on your engagement in those digital spaces (e.g., how one cultivates TikTok and Twitter feeds). We’re going to practice media analysis and discuss problems like echo chambers and disinformation campaigns *so that we may more ethically and critically engage with the information we encounter*. Overall, this course will develop your ability to produce complex arguments grounded in significant primary and secondary research and adapt those arguments for specific audiences and contexts. Ultimately, your group will propose a solution to a problem that impacts a local target audience that is multimodal and based on well-developed arguments.

As a class, our collective goal will be to develop an ongoing discussion about what it takes to be both a critical observer of, and an ethical participant in the digital information landscape. Your goal will be to develop your research and argumentation skills as you explore a public issue of your group’s choosing. Your group will analyze how digital spaces impact perceptions of your chosen issue, and how they impact our ability to develop solutions to those issues. A significant component of class will consist of

learning to analyze and use visual and digital resources, so that you can optimize your own arguments and communication.

## **Student Learning Outcomes**

By the end of the semester, students will be able to:

- Revise their written and oral presentations, in collaboration with peers, instructor, librarians, and pertinent members of the public.
- Critique the work of peers and professionals.
- Refine their speaking, writing, and visual communication skills, focusing on matters of construction, design, and delivery style.
- Employ advanced strategies for developing ideas and analyzing arguments, with greater emphasis on addressing and mediating issues of public interest, and with evidence of critical thinking in both the conception and the development of the thesis.
- Conduct significant research on a subject, using the resources of the UK Libraries
- Compose in writing and deliver orally with visuals (in a face-to-face or digital environment) at least one major project grounded in scholarly research in a manner that is appropriate and effective for the audience, purpose, and occasion.

## **Classroom Conduct and Inclusion**

It is the responsibility of all of us to create and maintain a welcoming and constructive classroom environment where we each feel empowered to do our best learning. In order to do this, I expect that you:

1. Treat your peers (and their writing/work) with the respect that you would want shown to you.
2. Show up to each session having completed the assigned readings/viewings and prepared to discuss, if the day's session requires.
3. Listen respectfully to all ideas, especially those that differ from your own.

I will always endeavor to create a classroom that is respectful of all differences and to teach materials that engage with diverse life experiences, including: race, ethnicity, culture, gender identity and expression, veteran's status, sexual and romantic orientation, disability, size, age, and socioeconomic status. I ask that you remain open to the positions of others, and be willing to critically reflect on your own. Differences of opinion are expected, but must be expressed calmly, openly, and with the intent to learn as well as contribute. **That said, bigotry and hateful perspectives or behavior will not be tolerated as they are not mere differences of opinion. Bigotry and hate speech do not warrant equal consideration in this classroom space.**

**Comments that are racist, homophobic, transphobic, xenophobic, Islamophobic, anti-Semitic, sexist, ableist, classist, fatphobic, or otherwise offensive and hateful will not be permitted. Students making such comments may be asked to leave the classroom and lose participation points for that day, depending upon the severity of the infraction.**

Students who engage in behavior so disruptive or disrespectful that it is impossible to conduct class may be directed to leave for the remainder of the class period. See [UKY's Code of Student Conduct](#) for further information on prohibited conduct.

## **Required Materials**

- Reliable access to a laptop/desktop/tablet for web browsing, Canvas access, and word processing, as well as other multimedia functions
- *Town Branch Writing Collection* (Tenth Edition, 2024-2025)
- *Engaged Citizen Reader* (2024-2025)

As of Fall 2016, all sections of WRD 110, 111, and 112 use our homegrown textbook, The Town Branch Writing Collection and our student reader, The Engaged Citizen. These books are available in hard-copy and online formats. Proceeds from either book go back directly to the WRD Department to support its mission. In addition to being available for purchase through the university bookstore, [our materials can also be purchased at this link.](#)

Access to all other readings (including podcasts, videos, and articles) will be uploaded on Canvas.

## **Accommodations**

I am invested in your academic success and strive to make the classroom an inclusive space for every student. Please let me know how I can best support you, as I am more than happy to work with you. If you are seeking accommodations, you can contact the [Disability Resource Center \(DRC\)](#) to request access to accommodations that may aid in your success at UK. If you have questions about this process, let me know; I am happy to answer questions about it as best as I can.

If you are registered with the Disability Resource Center (DRC) and require special accommodations to complete the work for this course, you must produce a letter from the DRC that details what you need before I can grant you these accommodations. Special accommodations unfortunately cannot be granted retroactively. This is a non-negotiable class policy. Please contact the DRC at 859-257-2754 or via email at [drc@uky.edu](mailto:drc@uky.edu) if you have questions about your eligibility for disability accommodations.

## Recommended Resources

### UK Libraries

Go ahead and bookmark the [UK Libraries homepage](#) on your browser now. This is where you will go to find secondary sources for this class as well as for many others over the course of your time at UK. Please click the “Ask Us” logo at the top right to consult with a librarian for assistance with research.

### Writing Center

The Writing Center specializes in one-on-one assistance with writing. The Writing Center is located in room B-108B in The Hub of the W.T. Young Library (lower level). There are three options for appointments. The first option is an In-Person appointment. There are also two online options: 1. Online synchronous appointments (live via video conferencing); 2. E-Tutoring appointments (asynchronous, comments only). You need to make your appointment in advance. Go to <https://uky.mywconline.com/> to register for an account and schedule an appointment. More information about the Writing Center is available at: <https://wrd.as.uky.edu/writing-center>.

### Writing & Information Literacy Toolkit (WIT)

Need help developing your research topic, or citing your work? This self-paced toolkit will guide you through research skills step-by-step and connect you with UK Libraries resources. Click this link to enroll: <https://uk.instructure.com/enroll/WG6CHW>

### Student Support Services

[Student Support Services](#) will work with students who are first generation (neither of your parents has a four-year degree from a US university), low income, and/or have a documented disability.

### UK Counseling Center

The [UK Counseling Center](#) offers “confidential, short-term therapy to support students’ growth and to assist students with mental health, academic, or personal concerns that may interfere with academic performance or a sense of personal well-being while at UK.” Please make use of them when you need to (and we all need to at one point or another) and always put your mental health first.

### VIP Center

The [VIP Center](#) is a free and confidential place to get help if “you are experiencing bias, identity-based violence, or interpersonal violence (including sexual assault, rape, stalking or partner violence).” It is not your fault and you do not have to go through these experiences alone.

## Course Policies

### Attendance

While I generally expect to see you in class, your health and wellbeing are of the utmost importance. If you are ill, please do not come to class. When you are able, I urge you to secure documentation to excuse absences, as **more than four unexcused absences will begin to negatively impact your in-class/participation grade. Unexcused absences totaling 1/5th or 20% of total class sessions will result in failure for the course.** Tardiness in excess of 15 minutes will be recorded as an unexcused absence for that class session.

[Here is the University Absence Policy.](#) There is no limit on excused absences, but excused absences need proper documentation. Reasons for an absence to be excused include (but are not limited to) illness, death in the family, religious holidays, university-sponsored trips, military duties. If you anticipate frequent absences for any reason, please communicate with me as early in the semester as possible.

### Late Work

Late work is generally only accepted if you have spoken with me about the late submission. Major projects that are accepted late will lose 5 points per day. All due dates are available on Canvas and on the course schedule from the start of the semester, so I expect you to keep track of the course's due dates and demands. **IMPORTANT: Everyone in class has 1 “unicorn” you can call on to extend the deadline of a major assignment, BUT you need to communicate with me in advance of the scheduled deadline on the syllabus and we will agree upon a new deadline as needed.** Life happens. In general, all I ask is that you keep me in the loop so that we can figure out a viable game plan.

### Cell Phones and Distractions

I ask that you keep phones on silent and away for the duration of class, especially during lectures and group work activities that require your full attention. If I ask you to put away your phone, please do so immediately. Phone use (texting, web browsing, social media use, games, etc.), even during independent work times, will result in the deduction of one participation point per day observed (see participation grade explanation for more detail). I also ask that you remove any headphones or earbuds completely during lectures and dedicated group activities.

Other notes on distractions:

- Eating is permitted in my classroom as long as it is not disruptive to class or to other students, and as long as you make certain you leave the room cleaner than you found it.
- You may use the restroom at any point and don't need to ask me for permission.
- If fidgeting helps you stay focused in class, I completely understand and encourage you to call on your resources in order to succeed at UK. That said, please come speak to me if your method of staying focused might be disruptive to the class in any way so that we can discuss ways to mitigate distraction.

## **Academic Honesty - Plagiarism and AI Policy**

Plagiarism is using someone else's words or ideas without properly citing them. Plagiarism is strictly disallowed. All work submitted must be new, original work; you may not submit work you have produced for another purpose or class, including a previous ENG or WRD course. The minimum penalty for plagiarism is a zero on the assignment. The maximum penalty is an E in the course. It is your responsibility to familiarize yourself with the university's full-length definition and policy for plagiarism in addition to the general expectations for academic honesty: [Academic Offenses Rules for Undergraduate and Graduate Students](#)

If you feel unsure about how to avoid plagiarism in your work, please talk to me before submitting your assignment and I'll always be happy to help.

**Plagiarism is also using any AI generated content for your assignments.\*** Because a major focus of this course is on developing your skills and fostering creativity in writing and critical thinking, you must complete assignments for this course entirely on your own. You may not copy from any online sites (e.g. Course Hero or Chegg) or utilize composition technologies (e.g. ChatGPT, Gemini, Copilot, or any other GenAI software). Work submitted by students—all process work, drafts, low stakes writing, final versions, and all other submissions—must be generated by the students themselves. For the purpose of this course, any use of these sites or tools will be considered academic misconduct and consequences will follow University policies. If you have any questions or concerns about this policy, contact your instructor before submitting any assignments. Please note that software like Grammarly, QuillBot, etc., when using predictive text features, is considered a form of generative AI (it creates work that is not technically your own). If you are seeking help with grammar, spelling, or other mechanical issues with your writing, please ask your instructor for resources or visit the Writing Center.

**Let it be known I am very strict on the use of AI in my courses. It is not allowed under any circumstances, including editing or refining student-generated work. Because this is a writing course, it is imperative you complete all work for this course entirely on your own in order to strengthen your organic, human writing abilities.**

\*The Writing Center can provide higher quality help on any aspect of revision with your papers, and can help you learn how to repeat the same writing techniques on your own; this is a more beneficial and zero-risk way to receive advice/feedback on your work outside of our in-class peer reviews and conferences!

## **Equal Opportunity**

The University of Kentucky is committed to our core values of diversity and inclusion, mutual respect and human dignity, and a sense of community (Governing Regulations XIV, <https://regs.uky.edu/governing-regulation/gr-xiv>). We acknowledge and respect the seen and unseen diverse identities and experiences of all members of the university community (<https://www.uky.edu/regs/gr14>). These identities include but are not limited to those based on race,

ethnicity, gender identity and expressions, ideas and perspectives, religious and cultural beliefs, sexual orientation, national origin, age, ability, and socioeconomic status. We are committed to equity and justice and providing a learning and engaging community in which every member is engaged, heard, and valued.

We strive to rectify and change behavior that is inconsistent with our principles. If students encounter such behavior in a course, they are encouraged to speak with the instructor of record. Students may also contact a faculty member within the department, program director, the director of undergraduate or graduate studies, the department chair, any college administrator, or the dean. All of these individuals are mandatory reporters under University policies. In this class, it is important that we treat each other with respect during class conversations and group work and that we speak up if we notice someone disrespecting anyone else. If you are ever uncomfortable during a discussion or during group work, please come talk to me and let me know.

## **Email and Etiquette**

You may call me Bell or Professor Mason. I am not a Dr. and Ms. Mason is my grandmother!

I try to answer emails within 24 hours, but I may take longer to respond to emails sent after 5pm or on weekends. If you have an assignment due over the weekend and have a question, be sure to email me or talk to me before the weekend begins. Also, please do not email me on Canvas. Use the email address [REDACTED] or I might not see your message in a timely manner.

Emails directed to any instructor should include (1) a subject line that includes your class, (2) a greeting, (3) a full message, and (4) your name. **I do NOT respond to:**

- Emails asking when an assignment is due. Due dates can be found in multiple locations, including the syllabus, Canvas assignment descriptions, and in class.
- Emails asking what you missed in class after an absence. It is your responsibility to keep up with course content when you are absent. This might mean getting the contact info of a peer in order to stay caught up after missed days.
- Blank emails with just an attachment. Assignments should be submitted properly on Canvas. Any attachment sent should include a subject and appropriate body text alongside it.

## Grading Scale and Assignment Overview

**\*\*\*Only students who have completed all major assignments are eligible to receive a passing grade in this course.\*\*\***

### Grading Scale

A= 90-100%

B= 80-89%

C= 70-79%

D= 60-69%

E= 59% and below

### Grade Breakdown and Major Assignments

I = Individually Earned Grade

G = Group Earned Grade

1) Participation (course engagement, peer review, etc.) and Journals (I)	20%
2) Digital Information Landscape Analysis (I)	15%
3) Topic Speech (G)	10%
4) Rhetorical Analysis (G)	20%
5) Digital Project Proposal + Annotated Bibliography (G)	15%
6) Final Project + Presentation (G)	20%

### Canvas

- All grades will be recorded on Canvas. Major and minor assignments will have comments and grade breakdowns you can access by clicking on the Canvas rubric. You can use this feedback to (1) better understand your grade on the current project and (2) consider ways to improve/revise. **If you do not know how to access your feedback, let me know and I will gladly show you.**
- I will send announcements, reminders, and updates via Canvas. Please get in the habit of checking the announcements page or your email; **if I ever need to cancel class, I will use Canvas to communicate that.**
  - Please make sure you are signed up to receive notifications from Canvas for this course. This may involve checking notification settings on your devices, on Canvas as a whole, and for the course individually. If you need help setting up notifications, come to me and I will help.

## Assignment Overview

Please note that these are assignment overviews. Complete descriptions, instructions, and rubrics for each assignment can be found on Canvas and will be discussed in class.

### 1. Participation and Journals (I) - 20%

Your participation is essential to how this course functions and to your success in this class. I truly value your input and look forward to invigorating discussions. I will assess participation based on your presence in class (in person & virtually). More importantly, I will assess your participation based on your level of engagement with the course whether you're in a seat or not. Opportunities for engagement will be plentiful and varied - from reading quizzes, small group activities, and discussions to sharing thoughts with the class at-large. **I will evaluate participation on a weekly basis, with each week of class consisting of 5 participation points**, as explained here:

- a) "Superior" (5/5) participation means you are nearly always in class and prepared to bring insight to our discussions. The truly engaged student demonstrates active learning and thoughtful collaboration via consistently perceptive and energetic involvement with the material, their peers, and me. The superiorly engaged student encourages and supports others in the class via their participation in discussion and nonverbal cues. In-class written responses show incisive reading and analysis of course materials.
- b) "Sufficient" (4/5) participation means that you are nearly always in class and prepared, but sometimes need to be prompted to participate. Generally, the sufficiently engaged student encourages and supports others in the class via their participation in discussion and non-verbal cues. In-class written responses show proficient reading and analysis of course materials.
- c) "Moderate" (3/5) participation means that you seem prepared sometimes and not others; there may be a pattern of not reading and/or you often need to be prompted to participate. Attendance is intermittent. In-class written responses show inaccurate, imprecise, or overly generalized reading and analysis of course materials or it may not be clear that the student has read course materials.
- d) "Weak" (2/5) participation means the student frequently misses classes and when present does not demonstrate that they're prepared; there's a pattern of not reading. Their participation is listless, lackluster, or only intermittent. In-class written responses show that the student hasn't read course materials.
- e) "Insufficient" (1/5 or 0/5) means that the student has been consecutively absent, and/or violated classroom decorum on more than one occasion. For more on this subject, please see the "Classroom Conduct" section of the syllabus.

### Reflection Journals

The journal is an informal, reflective space for you to engage with complex ideas, concerns, and problems related to the course topics and especially to reflect on your own digital practices. Prompts will be posted throughout the semester on Canvas. 8-minimum are required. Additional entries will count for extra credit (up to 2 points each). 200-word minimum and more than cursory engagement are expected. Journals will be compiled at the mid-term and final for evaluation along with participation.

## **2. Digital Information Landscape Analysis (I) - 15%**

Digital inquiry is a powerful tool, and yet, we don't often consider the rhetorical frameworks that shape how we search, the information we retrieve, and consequently, the knowledge we learn and the narratives we produce or perpetuate. This assignment encourages you to expose, analyze, and ultimately question the opaque sorting system of various digital inquiry spaces (e.g., platforms or tools like Google search engine, TikTok, Twitter, libraries.uky.edu, etc.) The goal of this assignment is to explore how information is accumulated and presented in different digital spaces, become familiar with different strategies for gathering information across different digital spaces, and develop critical approaches to digital research. This assignment also gives your group the opportunity to conduct exploratory research about the production of echo chambers in relation to your group's research focus.

For this assignment, you will analyze 3 digital platforms - the [libraries.uky.edu](https://libraries.uky.edu) main search engine, and two of your choosing. You will select one item to search (topic phrases) on each of your chosen platforms. For example, you might search "Eastern Kentucky floods" on the Google search engine and on Twitter. Your selections will be informed by your group's interests. Each group member should select different phrases. You will evaluate your search experience, and write a 750-word minimum reflective analysis that compares how each digital inquiry space/platform influenced your search experience. How does each digital inquiry space expand or confine your ability to retrieve information? What kinds of information or content does each digital inquiry practice/platform generate? How trustworthy is the content you encounter? You will need to provide 2-3 concrete examples to support your discussion.

Requirements: 750-word minimum essay. Screenshots of the examples you used. No Works Cited required.

## **3. Topic Speech (G) - 10%**

For this speech, your group will present your preliminary research to the class. You will be able to use your collective experience with the Digital Information Landscape Analysis as a jumping off point to explain to the class issue you are exploring and what you have found so far that intrigues you and makes you want to explore this area of research further. In other words, you will discuss what's at stake - why this issue matters, who is impacted, and your group's preliminary thoughts on the stakeholders (who gains and who loses) involved with this issue. The goal of this speech is to clearly and succinctly share research you have already conducted and to receive feedback from your classmates. The Q&A component of the speech is therefore crucial to this assignment. We will treat these speeches as an opportunity for class discussion on echo chambers and to workshop your group's ideas.

Requirements: 3-5-minute speech, 1-3 slides; a minimum of two contextualizing sources must be integrated into your speech (e.g., you must verbally cite at least two sources during your speech); one of these sources must be scholarly; a Works Cited page.

#### **4. Digital Narrative Rhetorical Analysis (G) - 20%**

Your first goal is to demonstrate your expertise in analyzing the rhetorical situation surrounding a digital narrative about a topic issue of your choice. Your second goal is to demonstrate your ability to make an argument about the rhetorical strategies used by the posts and posters (other digital media besides social media posts can be used as well) that are contributing to the digital narrative. In the course of your essay, you should employ the concepts of rhetorical analysis: audience, author, and message; ethos, pathos, and logos. Your argument needs to be thesis-driven. The finished product of your work will be a 1250-word minimum visual essay which should be developed with the goal of helping you and your classmates understand the rhetorical moves at work in the digital content (e.g., social media posts, online news article, YouTube video) that you can make a persuasive argument about the digital narrative you're analyzing and how it is being mobilized for specific rhetorical ends. This essay will be a visual essay, in which you show your rhetorical analysis work on the examples you select. More details will be provided on the full assignment description and rubric.

Requirements: 1250-word minimum visual essay making a rhetorical analysis of your chosen justice topic and its portrayal on social media/in digital spaces. Marked up screenshots of your selected posts that you rhetorically analyze. MLA formatting, including a Works Cited page.

#### **5. Digital Project Proposal + Annotated Bibliography (G) - 15%**

At this stage of the semester, you will compile your research and, in consideration of the feedback you received from your Topics Speech, will pitch your idea for the final project. This proposal will clearly identify your chosen topic and a larger issue that topic raises, what's at stake in the issue you've selected, a targeted identification of stakeholders relevant to your topic in relation to your intervention, and preliminary thoughts on the website's design and your targeted audience for that website. You will need to briefly justify your choices. The goal at this stage is to increase the specificity of your research and your intervention. An annotated bibliography is meant to help you organize and assess sources. An "AB" consists of two major parts: Correct full citation and the annotation itself. For this annotated bibliography, you will be using a "summarize, analyze, evaluate" format for the annotations to demonstrate that you understand the difference between these three necessary elements.

Requirements: Proposal: 250 words. The proposal must include all of the content outlined for the final project. The submission must follow MLA format, including works cited entries and in-text citations.

**Annotated Bibliography:** For this AB, you must have two unique sources done by each group member, and of those two, at least one of them must be a scholarly/peer-reviewed source. Overall, there needs to be at least 2 journalistic sources and 1 primary source as well. We will discuss this in more detail in class, but in short you will need all the following for each entry: A) Correct and complete MLA citation, B) ~2-3 sentence summary "paragraph," C) ~4-6 sentence analysis "paragraph," and D) ~4-6 sentence evaluative "paragraph." Each annotation must be a minimum of 250 words.

## **6. Final Digital Call to Action Project + Presentation (G) - 20%**

Throughout the course, you have studied how digital narratives are produced, amplified and consumed. In your final assignment, you will choose a topic issue related to your justice umbrella and argue for an intervention in the issue you've researched. In other words, you will argue for a solution to a problem, and your digital project will become a part of the broader digital narratives you have researched. Your topic of choice should be something that is genuinely interesting to you. You may choose one of the following multimodal forms for your final digital narrative project:

- advocacy website
- social media campaign
  - Any platforms including but not limited to: Instagram, X, formerly known as Twitter, TikTok

Final Basic Requirements: The final project must be equivalent to a 1500 word (approx. 8 pages) paper and the intervention you argue for must be supported by quality research (8 sources minimum, at least 2 of which must be scholarly peer reviewed sources). A Works Cited page must be included.

Final Speech: This speech should be 8-10 minutes, everyone should speak, and include 5-7 strategic slides. Prior to giving the speech, you will write a speech outline of 750+ words. The speech will present your final product, and it will walk us through why you made the choices that you did using the feature/effect/purpose model to pull back the curtain to reveal why your group made the rhetorical choices you did to convey your argument.

What you submit to Canvas: One MLA formatted document with a rhetorical project title, project link, speech outline, and Work Cited page. The Work Cited page should include all relevant sources you accumulated for the final project, not just sources directly cited in your speech.

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### **A Note on the Value of Your Work:**

The Department of Writing, Rhetoric, and Digital Studies invites students and instructors of WRD classes to nominate student work for WRD's Excellence in Composition Awards. These awards recognize outstanding written and digital compositions produced for WRD classes. Winners of the Excellence in Composition Awards may receive a cash prize, the possibility of publication online or in print, and recognition at the annual WRD Awards ceremony.

Being recognized for Excellence in Composition demonstrates dedication to scholarship, critical and creative thinking. Beyond a cash prize and possible publication, students can use this experience to show employers, graduate programs, and intern programs their engagement in their community and their own learning. Each semester, a link to the nomination form will be sent out by the WRD Department asking for submissions. The deadline for nominations falls in the beginning of February of the following year.

## **Example Assignment: Found Rhetoric Video Essay**

### **Introduction & Description**

Rhetoric is visible anywhere we look. In this assignment, you will be tasked with locating at least two pieces of **digital** “found rhetoric” and analyzing these examples of rhetorical power in a video essay.

You may choose any format of rhetoric that you see as compelling and effective. This could be an advertisement, a TV show or movie, short-form video content from social media apps, PSAs, songs, articles, video games, etc.

Your goal will be to compare and contrast these sources in the ways they use rhetoric. Who is the audience of each source of rhetoric? Do both authors use certain appeals? Does either author accomplish something the other does not?

It is recommended that you choose two “found rhetoric” pieces that relate to each other in some way. You want to make sure you are putting the examples of rhetoric in conversation with one another. So, two songs with lyrics about the same subject, two advertisements for similar products, or two shows with similar themes might all be good examples of possible choices.

### **Assignment**

The video must meet the following requirements:

- 4-7 minutes in length
- Includes a mix of visual, auditory, and textual media
- Uploaded to Canvas as a .mp4 file

In addition to the video, you will be required to upload a Works Cited page with at least 4 outside sources you have used to enrich your analysis. Sources can be incorporated in a variety of ways and should ultimately help you make appeals toward credibility. The Works Cited page must be in MLA format.

The video should be a presentation of your ideas surrounding your sources of found rhetoric. It is expected that your video includes images, audio and video clips, text, and other formats of idea presentation. Because this is a video essay, you should be actively making arguments about the effectiveness of the examples you are analyzing. Think of it as a written essay, but with a presentation format that is more interactive and engaging for viewers.

Your final product should demonstrate time spent designing your video, including the use of editing software to refine your video.