DEFINITION:
Multimodal composition is the practice of using communicative modes such as still images, moving images, recorded audio, speech, and even gestures rather than, or in addition to, the written word to communicate with an audience.

PURPOSE/EXPLANATION:
The goal of this final group project is to have a sit down conversation with me wherein your group offers an additional text to the class readings. Essentially, you’re helping me build this course for the next time I teach it, and you are practicing your real world skills of talking to your “boss” (a skill many employers say their employees lack). Our “informal” (but graded) conversation can take many successful shapes but all successful presentations will include some mention of how the chosen text fits in with our larger course themes and discussions and adds to it. How does the text build on ideas we’ve discussed and make other connections we haven’t yet thought of? How does your text function in a way that we decided one of ours was lacking? What makes it special? What makes it an especially good choice for students (think about what elements made our class texts better or worse experiences for you)? Our conversation should last at least 10 minutes but I am open to longer if you’re on a roll.

REQUIREMENTS:
Length: At least 10 minutes (15% of final class grade)
Format: Creative written component detailed below; informal conversation in my office
Due Date: Various (sign up in class)

For the written portion, I want your group to submit one packet including an activity and three personal memos. The type of activity should be used to show the full potential of this particular text. This can be any activity that you desire, but don’t use one that we have already done in class. You don’t have to demonstrate the activity in the meeting, as it would take too much time, but expect to explain how it works and its relevance. The group’s effectiveness in our meeting will account of 50% of the overall score.

Remember that each member of the group needs to be involved, and I expect everyone to help out. Each of you will submit a personally written memo regarding both the text your group chose and the area of discussion that you were in charge of. Think of this as a mixture of an appeal to pick up your text, while also explaining what you did to benefit this project. You need to follow the standard memo formatting, as show in the Memo Help folder. There is no mandatory length, but make sure that you have explained what you did to help out. Too little and too much can both hurt you on points. Your personal effectiveness of the written portion will account for 50% of the overall score.

I want to make it clear: I will straight up take ideas from students if they are good. Check back in with me next semester and you might see some of your work on the schedule.
ASSIGNMENT GOALS:
This project seeks…

• to introduce students to “multimodality” as a concept relevant to them in a culture that increasingly uses modes other than, or at least in addition to, the written word (i.e., the alphabetic mode) to communicate;  
• to demonstrate to students how to adapt the rhetorical and compositional principles taught in first-year writing to novel rhetorical situations; and  
• to provide students with skills of practical value to them in professional contexts that increasingly ask them to communicate both with colleagues and with clients using multiple communicative modes.

The multimodal project for ENGL 1102 should constitute an outgrowth of and supplement to one of the major essays for the course. The goal is to demonstrate to students how to adapt content first presented in the written word to new communicative modes.
<table>
<thead>
<tr>
<th><strong>Group Members:</strong></th>
<th>1 pt.</th>
<th>5 pts.</th>
<th>10 pts.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Multimodality</strong></td>
<td>Assignment demonstrates little consideration of the communicative modes used, seldom adapting rhetorical and compositional principles to meet the specific needs of the media used to construct it.</td>
<td>Assignment demonstrates significant consideration of the communicative modes used, often adapting rhetorical and compositional principles to meet the specific needs of the media used to construct it.</td>
<td></td>
</tr>
<tr>
<td><strong>Assignment Requirements</strong></td>
<td>Assignment often fails to meet the stated content requirements.</td>
<td>Assignment meets, and often exceeds, the stated content requirements.</td>
<td></td>
</tr>
<tr>
<td><strong>Rhetorical Awareness</strong></td>
<td>Assignment demonstrates little awareness of intended purpose/audience, and will often include rhetorical and compositional choices (e.g., paragraphs of text in a PowerPoint, copyrighted visuals in a short film, etc.) inappropriate for given rhetorical situation.</td>
<td>Assignment demonstrates sustained consideration of the intended purpose/audience, and almost always includes rhetorical and compositional choices appropriate for the given rhetorical situation.</td>
<td></td>
</tr>
<tr>
<td><strong>Creativity</strong></td>
<td>Assignment combines written/multimodal texts in less creative and/or insightful ways, seldom using the two kinds of texts together to communicate more than could be communicated through one kind alone.</td>
<td>Assignment combines written/multimodal texts in especially creative and/or insightful ways, often using the two kinds of texts together to communicate more than could be communicated through one kind alone.</td>
<td></td>
</tr>
<tr>
<td><strong>Grammar/Style</strong></td>
<td>Supporting documentation for assignment, and (if appropriate) the assignment itself, shows little awareness of standard grammatical/stylistic conventions, often being poorly written.</td>
<td>Supporting documentation for assignment, and (if appropriate) the assignment itself, show a thorough understanding of standard grammatical/stylistic conventions, almost always being well written.</td>
<td></td>
</tr>
</tbody>
</table>