Collaborative Digital Media Project

Points: 150
In-Class Work Day: 11/25
Out-of-Class Work Day & Group Progress Report: 12/2
Presentations & Work Shop: 12/4
Final Draft & Group Evaluation Due: 12/11 @ 11:59 p.m.

GROUP REQUIREMENTS

- An electronic portfolio on Wix that showcases all group members' media campaigns
- Sufficient text to contextualize media campaigns
- One 2-page reflective essay per student, also showcased on the portfolio

OBJECTIVES

- Students will expand their notions of "writing" and "text" and the diversity of writing acts in academic and nonacademic settings and investigate the role of "text" and "writing" in enacting positive social change in community settings.
- Students will gain an understanding of rhetorical situation, audience, and genre in order to carefully and thoughtfully respond to a variety of writing tasks inside and outside of the academy.
- Students will engage writing as a dynamic and fluid process and learn more about the ways in which they can become successful writers.

PURPOSE

For this project, you'll be reading across your media campaigns to create a cohesive portfolio that demonstrates your work and learning for the course. This will allow you to compare experiences, reflect on your volunteer experience and writing process, and practice working collaboratively for a common goal. This portfolio will stand as a record of service for the class and a resource for future service-learning students.

For this project, you should assume an audience of prospective service-learning students.

GETTING STARTED ON THE PORTFOLIO

The organization and structure of your portfolio is up to your group. You'll want to decide how it should be organized to best meet the needs of the audience as well as the most effective way to display the work you've done this semester. This might mean organizing a web site that gives each student in your group his or her own page to share his or her project. This might mean putting similar projects on the same page. This is entirely up to you. We'll meet in the Digital Studio to get started on these projects, then you'll be on your own. You are, of course, invited to make an appointment with the Digital Studio, as a group or individually, for assistance with this project.

The portfolio will be created using Wix.com, a free website building service. There are lots of resources for using Wix online. If you run into a problem, try googling it before giving up or getting frustrated. There are loads of tutorials on Wix.com and on YouTube that can help.

(ONE LAST) REFLECTIVE ESSAY

Just when you thought you couldn't reflect any more…. This last reflective essay should cover the most important aspects of your learning in the course. Be honest, but respectful, and remember that your essay will be posted on your group portfolio, so it will be sort of public. Remember the audience you are writing for (prospective service-learning students) and be careful to include information or insights you think will be useful for these students. Here are some questions to guide you:

- What did you expect this class to be like? How does your experience align with your initial thoughts?
- How has your reading and writing changed over the semester?
- How did you benefit from your community service? What did you learn or experience?
- How has this class altered the way you think about communities?
- How has this class reinforced the way you think about communities?
- How has this class changed you as a community member? As a writer?

- What project taught you the most? How or why?
- If you designed this class, what would you change about it? Why?
- What's the most important thing you learned in this class? How will it service you in your life as a student, community member, and future professional?

You don't (and shouldn't) need to answer all of these questions (or any of them). Focus on information you think will be useful and interesting for the final reflection. All told, this should be about 2 pages double spaced.

OUT OF CLASS WORK DAY

I've scheduled an out-of-class workday for this project on Monday, December 2. I realize some of you have travel plans that will keep you from working on that day specifically, but you **must** use some time during that week to work on the project. In order to prove you have done so, you will elect on group member to email me to check in on your project and provide **proof** (a photo, link, draft, something) of the work that is being done. The proof you send is up to you. **Failure to demonstrate proof of your group's progress will result in a 10 percent deduction in the final grade for all group members.**

SUBMITTING YOUR FINAL DRAFT AND GROUP EVALUATION

Each student will submit an evaluation for their fellow group mates that will aid me in grading the portfolios. You should include the following:

1. MLA Heading
2. A link to the portfolio
3. A brief description of the work you did for the portfolio.
4. A brief discussion of what you think is working well in the portfolio.
5. A brief discussion of what is not working well in the portfolio and what you think your group left out of the portfolio.
6. A ranking for each of your class mates in order, based on how much work they did for the project. On this scale, the person who received a 1 did the most work. **Do not rank anyone equally. Each student should receive a unique rank.**
7. Assign each of your classmates a letter grade for their participation.
8. Any other information you'd like for me to have as I am grading the portfolio.

EVALUATION

Contextualization and Display of Media Campaigns (20 percent): The portfolio provides sufficient context for the media artifacts and clearly anticipates an audience of prospective service-learning students or student volunteers. This can include, but is not limited to, explanation rationale behind project, discussion of organization, discussion of class projects, etc.
Did It   Mostly Did It   Sort of Did It   Didn't Do it

Reflections (20 percent): Each student's reflection describes growth, achievement, accomplishments, learning, or other development. The reflection is thoughtful and well-polished and attempts to provide insights or information for incoming students.
Did It   Mostly Did It   Sort of Did It   Didn't Do it

Use of Multimedia (20 percent): The portfolio makes use of a variety of media types in order to display media campaigns. The portfolio may include links, images, video, music, or other components that the collaborators feel will have an impact on the audience.
Did It   Mostly Did It   Sort of Did It   Didn't Do it

Navigation and Readability (20 percent): The navigation links are intuitive. The various parts of the portfolio are labeled, clearly organized and allow the reader to easily locate an artifact and move to related pages or a different section. Links, images, video, etc. work. The portfolio is consistently designed and easy to read.
Did It   Mostly Did It   Sort of Did It   Didn't Do it

Participation (20 percent): All collaborators were involved in the process, took responsibility and initiative when necessary. This will be partically determined by anonymous evaluations.
Did It   Mostly Did It   Sort of Did It   Didn't Do it