

## **Artifact 2: Short Op-Ed Video (WOVEN) Assignment Sheet**

Your assignment for Artifact 2 is to create a 5-7 minute op-ed video in which you make an argument regarding an issue involving bodies of your choice.

An op-ed is an opinion piece that relies on factual information and logic to make an argument that details the author's opinion about a specific subject. Op-eds are published in most major newspapers and magazines, and many of the television shows that purport to be journalism today (like *The Bill O'Reilly Show*, *The Rachel Maddow Show*, *All In with Chris Hayes*, and even *The Daily Show* – which is very obviously satirical) are at least partially reliant on opinion. Political pundits are expressing opinion, though generally their analyses have evidence to support their arguments (sometimes they don't, however). Because most of us consume our news and information via video, or occasionally digital print, being able to convey a message and make an argument using video as a medium will be a valuable skill.

### **Some examples of Op-Ed videos:**

Op-Ed: Advanced Pressure from *The New York Times*  
<https://www.youtube.com/watch?v=Kz98Kf8fd7Y>

Science in America – Neil deGrasse Tyson  
<https://www.youtube.com/watch?v=8MqTOEospfo>

Final Thoughts – Tomi Lahren (on Colin Kaepernick)  
[https://www.youtube.com/watch?v=qq0\\_nyWVXCI](https://www.youtube.com/watch?v=qq0_nyWVXCI)

The Young Turks on Tomi Lahren picking a fight with Bill Nye  
[https://www.youtube.com/watch?v=miuV\\_BiL-H8](https://www.youtube.com/watch?v=miuV_BiL-H8)

The Resistance with Keith Olbermann: Trump's Nine Russia Scandals (#128)  
[https://www.youtube.com/watch?v=Je\\_S2NPBcQ4](https://www.youtube.com/watch?v=Je_S2NPBcQ4)

Some of these videos have a very specific purpose. Some are biased. Some are meant to be educational. Some are part of a series. Some are sponsored by corporate news outlets, some by less mainstream organizations. Some are independent. Some feature well-known figures. Some of these op-ed creators are well-known because of their op-eds. Some use images to support their claims, and some just speak into the camera. Some respond to specific incidents, while some respond to other op-eds. Some are rude; some are really rude. Some might offend viewers – purposely. Some intend to inspire social change.

### **Things to consider as you create your film:**

- Be as narrow as possible in your topic choice. 5 minutes is not very long, so you want to have a small focus, perhaps the ethics of scientific testing on human subjects, portrayals of sex workers, the rate of maternal and/or infant mortality in the US or GA specifically, gender roles as portrayed in media, bodies in performance, drug testing requirements (for athletes or as part of government support), or the fashion

industry, among a very wide range of topics. You'd then narrow your topic and the point you want to make further, so you end up with a very specific argument.

- Be aware that you should have evidence to support the claims you make in your video. Even though an op-ed is an opinion piece, you should form an opinion based on evidence. If you are analyzing a specific event or text, you should use evidence from that text or event (for example, you make an argument about how Serena Williams, as a black woman athlete, was portrayed in the Mark Knight cartoon after the US Open and the response to it – use evidence, if not specific quotes, from the relevant texts to support the claims you make). This doesn't mean you need to do a lot of extra research to find evidence to support your argument, unless you feel you need to do so. You can use images or film clips from other sources as evidence to help support your claims.
- Choose a style in which to present your argument. Will you be educational? Will you be political or ideological? Are you arguing for or against your particular topic, or are you presenting both sides? Will you be particularly forceful, or will you be firm, but gentle in how you make your argument? Are you making a thundering speech, or reporting on the information as you see it? Will you use satire to make your point?
- How will you design your film? Will you be facing the camera, or will you utilize voiceover exclusively? Or will you use a mix? Will you use stock images, or will you film your own video? How will the specific content of your presentation affect your ethos, logos, and pathos of your rhetorical situation?
- What sort of aesthetic do you want to portray? Are you an “expert” in a film studio, so you'll use a green screen and add in a backdrop – perhaps putting your images on the screen behind (or beside) you? Will you be a news anchor, “reading” from a teleprompter, with some papers on the desk in front of you? Are you a casual enthusiast, speaking from your living room or dorm setting? Consider what the meaning of each of these settings would be and what that would imply. How do you want to present yourself and your ethos through your setting?
- If you do appear in your video, match your “costume” to your setting. If you are a news anchor, you may want to wear a suit or a blazer. If you're an SJW educating the world from your home, you may want to be more casual, or wear a t-shirt with your particular cause on it.
- Consider sound: introductory music, background soundtrack music, end credits music, sound effects, your voice quality or the quality of any voice you record or use. Be clear and be sure to have a balance between voice and sound – you don't want your background music to overpower your voice conveying your argument, after all!

\*\*\*We will have an **in-class iMovie Tutorial on Friday October 5**, so if you want to collect some footage to begin to play around with creating a film using editing software, you should have that before the 6<sup>th</sup>.

**Due Dates:**

- **Friday, October 12 9 PM: Draft of Storyboard and Script**
  - o Submit a draft of your storyboard/film mock-up sketch and your script on Canvas (as a PDF, Word or Google Doc, or JPG for an image).
  
- **Monday, October 15 IN-CLASS: Rehearsal Draft of Video for Peer Review**
  - o Submit a rough draft of your film on Canvas (upload to youtube.com, make it unlisted, and paste the link into the assignment submission page).
  
- **Friday, October 19 IN-CLASS: Draft of Video (complete) for Peer Review**
  - o Submit your near final draft to Canvas (upload to youtube.com, make it unlisted, and paste the link into the assignment submission page).
  
- **Monday, October 22 9PM on Canvas: FINAL DRAFT of VIDEO**
  - o Submit your final video to Canvas (upload to youtube.com, make it unlisted, and paste the link into the assignment submission page).
  
- **Monday, October 22 9PM on Canvas: Reflection**
  - o Submit your reflection to Canvas (as a Word Doc).

**Points Breakdown**

The poster is worth **270 points** total (**15%** your final grade in the course). The grade breakdown is roughly as follows, and, as always, I will use the programmatic rubric to guide my assessment of your assignment.

<b>Points Possible</b>	<b>Requirements</b>
25	<b>The Basics</b> – Drafts submitted, peer reviews completed, all elements submitted on time and correctly.
45	<b>W</b> – Though you are not submitting a specific “written” artifact for me to grade, you should consider the argument you’re making to be part of your writing for this artifact. How are you making your argument? Is it logical? What evidence are you using to support your claims? Do you have a sense of significance in your argument (why does this point matter)? How are you using text on the screen – does it make sense? Can I see it clearly?
45	<b>O</b> – Can I hear your voice/the words spoken in the video? What sort of quality might any voiceover have? Does the spoken word match the visual aspects alongside it? Is the volume appropriate, particularly in conjunction with any other sounds?
45	<b>V</b> – What am I seeing? What is the quality of the image on the screen? What are the aesthetics of the video, and how do they mesh with other aspects/affordances of the film itself? Is the screen-in-screen an appropriate size and in an appropriate place on the screen? What is the film quality – shaky or still, framed well or with too much space around the object focused on (whether that’s you or not), camera angles work or not, etc?
45	<b>E</b> – is the technology used appropriately and well? Are the edits and transitions working? How is the sound edited together with the visual – no lags or disjunctions between you speaking on screen and the voice attributed to you? Did you submit it correctly, as assigned?

45	N – is your costume appropriate for your overall aesthetic? Is the tone of your statement matching the way you are expressing it? What about music – how are you using it and are you using it well (ie. fades in or out, having it in the background all the time, theme music or just at the credits)? Any sound effects that you’re using are in appropriate moments and are clear?
20	<b>Reflection</b> - Consideration of your thinking that went into the project throughout each stage. What might you do differently next time? What did you learn about not only the design process (e.g. tools used, finding or creating images needed, thinking of elements like sound, etc), but also about what interests or concerns you about the topic?
270	<b>Total</b>

### Required Elements for Reflection

Write a **one-paragraph introduction** to the artifact that articulates your intellectual process for this project. Put another way, explain where your ideas came from and how they evolved during the course of the project. You should also discuss how composing processes (examples: prewriting, outlining, drafting, peer review, revising, editing) affected your intellectual process, and vice versa.

After the introductory paragraph, compose bullet points answering each of the following questions. **Compose 2-3 bullet points per question and 1-3 complete sentences per bullet point.** Review this assignment sheet as you compose your answers.

1. What were the main intellectual goals of the assignment? Please situate these goals in terms of the course theme and in terms of the communication skills you were to learn or practice.
2. What is your argument or purpose? How did you make the argument or purpose visible and persuasive in your artifact?
3. Who is the intended audience for your artifact; why is this an appropriate audience? How is your choice of audience reflected in your artifact?
4. What are the defining features of the genre or media that you are using in this project? How do you make use of these features?
5. If you had more time for revision, what would you change and why?

### Some Helpful Sections of *WOVENText*

**Researched Arguments: p. 325**

**Digital Stories: p. 380**

**Editorials and Opinion Pieces: p. 460**