Share your work with a wider audience through Web 2.0 technologies

1. Choose one of your first three assignments to remediate into a multimodal format.
2. Determine what aspect of that assignment you want to share (for example, you might focus on one small section in detail or a watered-down version of the entire project).
3. Determine what modes (or combination of modes) would suit your message best: video, still photos, illustrations, voice-over audio, music, text...
4. Research different Web 2.0 platforms to determine which would best suit your message.
5. Reduce and rework your writing for a general audience in that new form: video, Web site, podcast, etc.
6. Get frustrated, troubleshoot, ask for help, and keep trying to figure it out.
7. Make sure the audio and images you use do not violate anyone's copyright protection.
8. Present your work to the class for peer response and instructor feedback, and then revise.

The Goal:
To gain research skills focused on the production and presentation of information through multiple modalities:

1. **Functional Literacy**: How to use Web 2.0 technologies
2. **Critical Literacy**: How to analyze and evaluate information; how to choose technologies based on their affordances and constraints; how to determine whether materials are in the public domain; how to locate and properly use Creative Commons materials; how to determine whether use of materials constitutes Fair Use or Copyright Infringement.
3. **Rhetorical Literacy**: How to effectively synthesize information, combine multiple modalities, and utilize technologies to create an effective, compelling message.

More instructions:

**Risk**: Take a chance. Try something new. Be creative. Have fun with it.

**Content**: Create a clear, concise message, based on your previous work, but this time directed to a different audience. You should limit the scope of your message and use language that is accessible to a wide range of people. You can also create your own audio and images, if possible.

**Fair Use**: Find audio and images you can use without infringing on the creator’s copyright, and attribute those sources accurately—OR create your own audio and images—OR do a little of both. Check out [creativecommons.org](http://creativecommons.org) to learn more about how to find works you can legally use. Also search [Flickr](https://www.flickr.com) and [Creative Commons Library of Congress](https://creativecommons.org/licenses) for images. Hint: Do NOT search for photos and music with the word "free" because those sites are usually not free: Stick to "creative commons" because those are the sites that offer creative commons licensing.
Design: Create a design of text and image that is aesthetically pleasing and suited to your message and audience. Use readable typefaces and colors/shades that complement. The design should enhance the message, not obscure it. Web pages should look good and make sense without the user needing to scroll down—but if they do need to scroll down, need to make that obvious. Videos and presentation formats need a storyboard to precisely plan and time the script and match it to the visuals.

Production: Make sure video or audio is two minutes or less in length. Keep Web sites and other forms of visual presentation short and simple: Make sure they are easy to navigate and that all links work properly. Make sure all text is grammatically and mechanically correct. Make sure actors and voice-over announcers enunciate clearly and speak slowly enough to be understood. Practice to help eliminate words, phrases, or long sentences that are easier to read than to hear. Get your work in a form accessible to the class for viewing.

Documentation: Remember, you need to cite the information sources you use PLUS provide attribution for the creative sources you use (while making sure it's legal to use them!).

Post the URL for your project to the class blog for peer review and/or for the final presentation. We may also have a full class peer review so you can all see what the rest of the class is doing.

Reflective Introduction to Your Project:
Write a 750-word reflection that introduces your remediation project and reflects on your rhetorical strategies and composing process. Be as specific as possible in describing how the choices you made affect the overall message of the work. You can include this Introduction/reflection as part of your Web site (Maybe under an "About" tab), or you can post it with the link to your project on the class blog.

Points
10: Zero Draft
10: Peer-Response Draft
10: Peer Response Feedback
10: Presentation
80: Final Draft
30: Reflective Introduction

150: Total Points (15%)