

Assignment 3.5

Radical Remediation

Since we've focused on digital networked technology in our reading, thinking, and writing this semester, I think it is important that we also enact some of the ideas that we've been concerned with. As Nichole Pinkard suggests in *New Learners of the 21st Century*, technology determines literacy and those without critical skills in reading, writing, and thinking about digital media might not be considered "literate" in the 21st century.

So, too, will we develop our composition skills within the context of this shift.

Though composition is usually first thought of in terms of papers and words, our everyday practices in this course challenge this. We use screens instead of paper to compose our writings. Just like words convey meaning to our reader, our textbook features graphics, visual design, and pictures that convey meanings, as well.

Now that you've written a content analysis essay about digital networked technology, you're going to be asked to produce a similar assignment--but to do so using the object of analysis, digital networked technology.

This is what we will call "remediation"--converting a composition from one medium (a written paper) to another medium or media. This other media can be a combination of video, audio, pictures, animations, and other digital artifacts.

In converting your arguments from one medium to others, you will have to use a different set of rhetorical skills; for instance, persuading someone with logic and emotion using words on paper can be very different from persuading someone with logic and emotion using video. Your process will also have to adapt to the new media. Instead of an outline or freewriting, you might make use of storyboards; instead of writing from the first sentence to the last, you might film all your video, then find still pictures, then find music before editing all together into a finished composition.

Also, for this remediation, you will not work alone; you will collaborate with a group of classmates of your choosing. Therefore, you will have to come to agreement about a claim/thesis as well as how to fairly divide the labor of composition.

The finished composition should:

- be a well-developed and well-supported essay that makes a claim about digital networked technology's role in our contemporary society.
- carefully examine the ideas of at least one text we've read or watched (content analysis) and use that analysis as support.

Assignment 3.5

Radical Remediation

- be five minutes in length.
- properly cite all resources used (quotations, paraphrases, summaries, pictures, audio, video, etc.).
- attempt to make use of technology in a way that matches your claim. (For instance, if you argue that technology is distracting, you might choose to use a distracting technology or organize your composition in a way that produces distraction.)

You will have portions of this week and next to work on these compositions in class. On 7 April 2014, we will watch each group's compositions. I will set up a discussion board on our course website where you can keep track of your project and store any media you need. We will have access to Flip cameras, iPads, and Microsoft MovieMaker in class. Perhaps more appropriately for emerging digital cultural practices, you are encouraged to use your own technology --smart phones, tablets, notebooks, etc.--to compose this project.