

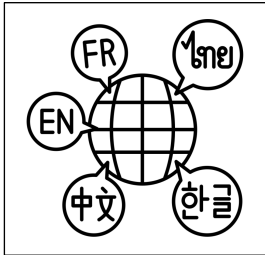


Multimodal Narrative Presentation

A different language is a different vision of life. — Federico Fellini

[T]ranslation is...an inevitable feature of all language practice...[T]he norm of such practice is not sameness but difference. — Horner and Tetreault

Overview: This assignment involves translating your Language and Literacy Narrative into a multimodal presentation. You will re-imagine and re-compose your narrative—adding visuals, audio, artifacts, props, space, gestures, and your authentic voice—to engage an audience of your peers.



Adjusting your style, delivery, and your language choices is important for both translations.

Notes



Length: 3 minutes

Genre: Multimodal Narrative

Audience: Classmates + Teachers

FULL Draft

Due: _____

FINAL Draft

Due: _____



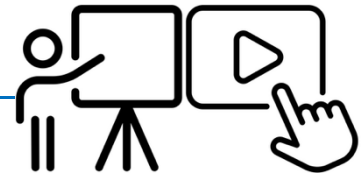
Assignment Introduction

This assignment invites you to “**re-mix**” your ideas and language to fit a different genre with different audiences and different rhetorical opportunities. Such translation work promotes a sophisticated critical awareness of how communication strategies change based on the rhetorical situation—that is, based on changes to the context, purpose, genre, and audience.

It’s a myth that the best way to learn and communicate our ideas is through writing essays featuring Standard American English. Translating your written essays into more popular genres (e.g., videos, memes, posters, flyers, social media posts, poems, songs, animations, speeches, slides) invites you to practice composing real writing aimed at reaching real audiences.

You are asked to rework your Language and Literacy Narrative into a spoken/visual version that you will present to your classmates and instructor. This will provide an opportunity to practice not just translation but also presentations. And it will help us get to know each other better.

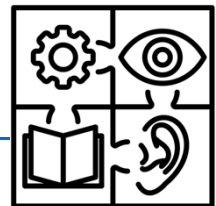
Options to Consider



For your 3-minute presentation, you have several options. You **could**:

- rework and read aloud selected lines from your written narrative
- translate your narrative into a spoken word poem / public service announcement
- turn it into a song or short “play” to reenact your language and literacy moment
- deliver your presentation “live” or prepare a prerecorded audio or video file (just check the audio quality & email the file to your instructor 24 hours in advance).

Suggestions for Effective Multimodal Communication



For your presentation, consider how you might engage your audience by...

- playing around with and adjusting your language choices, tone, pitch, and volume
- being mindful of your eye contact, body placement, movement, and other gestures
- incorporating objects, music, other sounds, slides, drawings, posters, other visuals
- designing carefully any visuals, considering layout, color, font, images, and spacing

- practicing (several times!) so that you finish right at 3 minutes

Instructor's Learning Goals

1. Analyze Your Genre's Norms and Your Audience's Expectations

Translation is not easy, partly because determining genre norms and audience expectations can be tricky. You are asked to carefully analyze your genre and audience so that you practice communicating effectively across different rhetorical situations.

2. Practice Intentionally Meeting or Resisting Genre Expectations

Deciding to uphold and perpetuate genre norms and audience expectations is an important part of being a writer. Experiment, take risks, and decide for yourself whether you will intentionally meet (or not) the expectations of the genre and your audience.

3. Carefully Consider and Adjust Your Delivery, Design, and Media

Practice adjusting your delivery from written to spoken by considering your volume, tone, body language, and eye contact. Draw on your “native,” “home,” or “other” languages, literacies, and ways of being as you see fit. Incorporate props, artifacts/momentos, sounds, images, slides, and / or other supportive objects or texts.

Practice adjusting your design for visual texts (vs. written texts) by considering the layout, style, colors, and font for any text you'll include. Carefully craft your language to appeal to your audience, and practice incorporating media like images, drawings, memes, graphics, charts, hyperlinks, and/or something else.

4. Practice Specific College-Level Writing Goals

- Practice reflection and self-assessment (see Self-Assessment Prompt).
- Meet the assignment deadlines for rough and revised drafts.
- Meet the length requirements.
- Participate in the peer review process.
- Practice revising based on feedback.

Your Learning Goals



Identify for yourself one or two learning goals for each translation.

Identifying your own learning goals is an important part of developing as a writer. Your goals could be about trying something new, managing your time, changing your process, changing how/where you work, avoiding procrastination, utilizing a resource, building confidence, overcoming a challenge, sharing your writing, or something else altogether.

Later, you will assess how well you have met the goals set by your instructor and by you. Identify for yourself one or two learning goals for each translation.

Goal (What)	Rationale (Why)
Translation 1:	
Translation 2:	

