

## **First Medium: Video Infographic**

[https://goanimate.com/videos/0fyReHYCSPOI?utm\\_source=linkshare&utm\\_medium=linkshare&utm\\_campaign=usercontent](https://goanimate.com/videos/0fyReHYCSPOI?utm_source=linkshare&utm_medium=linkshare&utm_campaign=usercontent)

A video infographic is a great tool to easily convey information because it has the potential to reach a wide audience. It uses simple language and visuals to break down hard concepts. Furthermore, the infographic focuses mainly on data, actual facts. My infographic showed the statistics behind stress in several different people, but mainly focused on high school students. It also highlighted the various causes and effects of stress in high school students. The fact that the only thing presented in the video was concrete evidence and creates clear infallible connections establishes logos. However, since the video primarily focuses on concrete evidence it is harder to establish pathos.

The tone of the video infographic is somewhere between professional and casual. The narrator provides quality information to the audience. However, the music used in the video tries to evoke pathos and create a more somber and serious tone. The sources the infographic cites are credible and originate from esteemed institutions such as the American Psychological Association. While the tone of the video may be more professional, the design of the video is more casual. The infographic uses bright colors and simple graphs to portray information such as the stress levels of different age groups. The video infographic uses a visual and auditory mode and is a digital medium. The digital medium of the video may actually increase the number of people it will reach because it is intriguing and quick compared to reading an entire essay on the stress level of teens. Furthermore, this medium might appeal more to teens who would find the information presented helpful.

## **Second Medium: Daily Routine of High School Student**

[https://docs.google.com/spreadsheets/d/1tYpeyyGy8fnA\\_KnsbPlyj0YGVJ3IvW8h\\_7xwUXjMB88/edit#gid=0&vpid=A1](https://docs.google.com/spreadsheets/d/1tYpeyyGy8fnA_KnsbPlyj0YGVJ3IvW8h_7xwUXjMB88/edit#gid=0&vpid=A1)

By clearly outlining how much a student has to accomplish in a single day I was hoping to elicit pathos and compassion for students. Also, I attempted to establish ethos by simply writing down my own schedule from a typical school day that I experienced only a couple months ago. As a recent high school graduate I wanted to show adults how busy a teenager can get in a single day. Also, I wanted to demonstrate that the activities I did (such as dance lessons, Model UN, and Debate Club) were optional, but necessary. In order to be considered for certain colleges I needed a sport and/or extracurricular activities. Furthermore, I thought it was important for other students to see that they are not alone in their struggle with a busy schedule.

The basic outline of the schedule is easy to read and provides information such as location and duration of an activity. There isn't much visual appeal to the schedule, but it conveys the information as simply as possible. The tone is very direct and informative. The rhetor of this medium would be a high school student; I used my daily routine from when I was in high school. The purpose of the schedule is to show just how busy a student can be in a single day. Now imagine repeating this same schedule five days in a row.

### **Third Medium: Editorial**

<https://docs.google.com/document/d/1HgPqQiLym6PIFWDZy1lb5MvwhHiYdoV-tJa6R-CRtiQ/edit>

Editorials are used to express opinions about a certain topic and that is why I opted to use an editorial as my final “remix.” I wanted to show my true feelings about the state of high school students in this day and age. I brought in some evidence to support my claims, but I mostly relied on establishing pathos. I wanted the audience to understand why I chose the topic “stress levels in high school students” for my initial paper. I feel as though my generation has been misrepresented as lazy or whiny. However, students today are facing the fundamental flaws in the education system and aren’t afraid to express their opinions about their experiences. I tried to make my “remix” look like a typical editorial found in a newspaper. I had an eye-catching title and placed my text in columns to replicate the style found in an editorial column. Within the editorial I established pathos by comparing the high school memories of earlier generations to those of later generations. I also used more conversational language that makes the reader feel as though they are actually conversing with someone. Throughout the editorial I established my position on the topic of stress in high school students while also defending my views against the opposing views of another journalist. While my purpose was subtly hinted at throughout my editorial, I concretely established it at the end with my call-to-action. It urged readers to participate in their local school boards and make it known that students are stressed enough as is. This editorial proved more difficult to write than I originally expected because of its constraints. I had to remain professional while writing about my opinion and I needed to support my claims with evidence. I couldn’t rely on pure emotion to sway readers, I needed to give them actual evidence for them to understand my point of view.

