PROJECT 3: MIXED MEDIA ANALYSIS

DUE NOVEMBER 22ND 11:59PM

Important dates:

Visual model draft due: 10/25

Partial drafts due (one section each): 11/4 , 11/8, Conf

Final due: 11/22

Description

In this project, you will develop a Google Sites website which analyzes a particular academic article based on four criteria: semantic, bibliographic, affinity-based, and choric elements. For each of these four sections you must also include an original piece of media (image, sounds, video, etc..). You are encouraged to work collaboratively on these pieces of media, but you must create individual websites.

Keep in mind that this is a writing course, so the media you make need not be complex or professional grade. It just needs to enrich our understanding of the academic article you are analyzing. Possible ideas could be photo collage, a podcast episode, Wordnets, an upload of a sketch, an Excel graph, etc..

Requirements

- At least 1,750 words.

- A website with 6 pages: An Introduction (with title), a Bibliography, and the 4 phases mentioned below.

- An original piece of media for each phase section.

- A bibliography and in-text citations in a commonly accepted format (e.g., MLA).

- Choose a researched academic article published since 2010. You can find academic articles on

Points to Address

- Each body section will consist of **at least 350 words** and will follow the **guidelines** in the Phase Description section on the next page.

- Include a brief (1-2 sentence) caption with each piece of media included.

- Your completed project will also include 1) an opening paragraph that introduces the article and describes the article's purpose, audience, and context.

Phase Descriptions

- **Semantic**: This looks at the use of language in the article. Try using online tools like [TagCrowd](#) and the [Online Ngram Analyzer](#) to see what terms are used often in your article.

  - Discuss what the terms mean, generally and in the context of the article.

  - Why are each of these terms important? How do they advance the rhetorical goals of the piece—how do the keywords favor a particular audience, showing that audience regard for forms of knowledge that is important to them?

- **Bibliographic**: These are about 3-5 sources chosen from the works cited or references list at the end of the article.

  - Are they available in Newman Library? What are the dates of publication? How do the sources appear in the article? That is, how are they being used? How might tracking down any one source expand your knowledge about the article and its rhetorical context? In what ways do specific sources advance the rhetorical goals of the piece?

- **Affinity-based**: This pertains to the author and will require some light research.

  - What else has the author written? Do they publish by themselves or with others? What other work have they done? Does it seem to you related to the focus of this article? How so? Where does the author work? How long has she worked there? How does this knowledge give you a deeper sense of the author's credibility, qualifications, or ethos?

- **Choric**: This look at the events and cultural moments that occurred at the time the article was written.

  - What else was happening when the article was written? What was going on in the place where it was written? How do a sample of these time-place associations open up new possibilities for exploring the article or an idea it introduces?