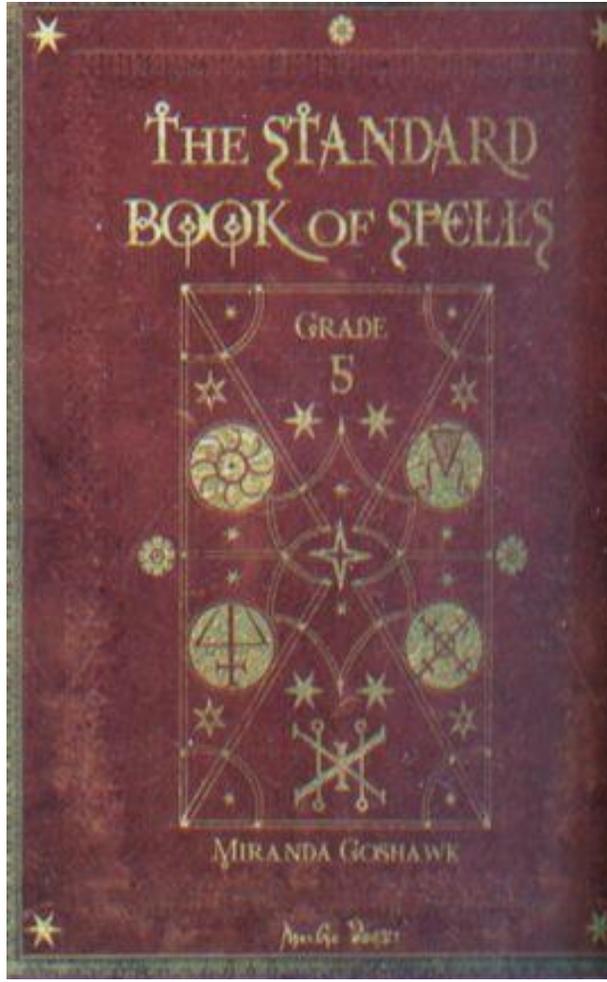


### Artifact 3: Design and Create a Magical Text



Books, especially books in the Harry Potter universe, have the ability to affect their readers in remarkable ways. Some of our favorite memories may be tied to books; they educate us; they entertain us; they become touchstones for our own philosophies of life; they can make us laugh or cry. We can feel them physically; we can hold them close; we can throw them across the room; we can damage them; they can damage us. They often can have lives of their own, travelling between people and places, accumulating the effects of their travels with each new possessor. And while many of these qualities may be shared by a range of other objects, books tend to have a special place in our lives – personally, academically, professionally.

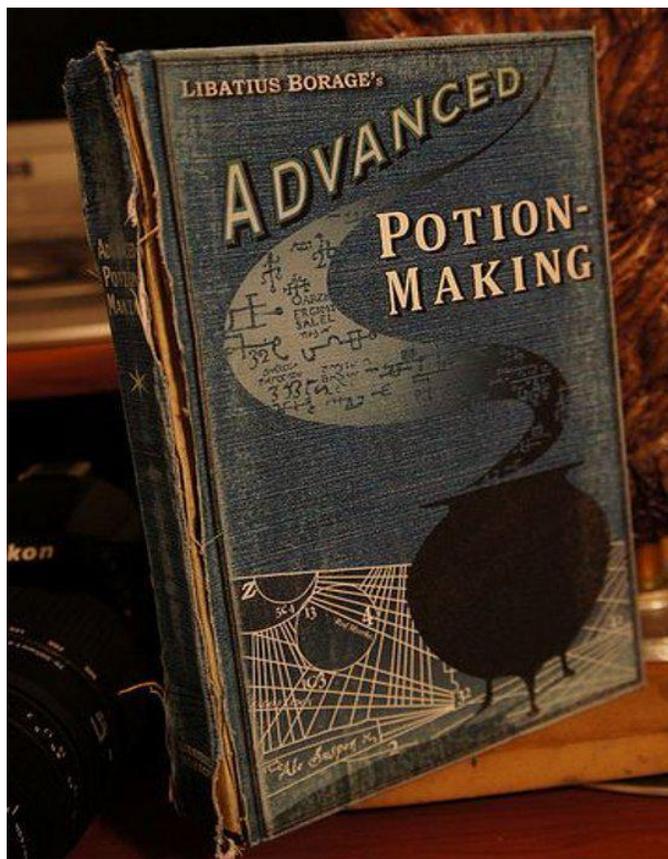
This assignment asks you to design and create a book that could be a holding in a witch or wizard’s library – possibly even Hogwarts’s library. Using the bookmaking techniques that Jerushia Graham will teach us in our in-class workshops, you’ll manufacture your book from scratch, making choices about its contents, its appearance, its purpose, and the life that it has had. You’ll need to consider how that book has been treated since it left the printer’s shop: how old is it? Where has it resided? Is it frequently read and by whom? Is it a text book or a book in the restricted section? What properties does the book have, if any? What does it look like, inside and out? Who wrote it?

You’ll also produce a 3-5 minute video documentary of the process of design and creation of your book, so take care to save all of your notes and drafts and take photos and video as you work. This video will help to explain your goals and intentions to your audience and you’ll want to consider that your book may be part of an exhibit in our library and eventually online. Like any exhibit, you’ll need an accompanying information card – very short, but informative. You’ll also submit an artist’s statement that explains and reflects on the choices you make through the process of making your book and producing your video.

## Required Elements

- **Book** – a text that brings together images, photographs, illustrations, and text for the purpose of conveying some kind of social or cultural message.
  - There are no requirements for size or orientation, but you will want to be able to explain your choices as you decide the physical parameters of your text.
    - Think strategically about how you will combine images with text
  - It should **conform to standard genre conventions** including a title, author, a tag line, printing information, organizational strategy. You may fabricate these details. Use your imagination.
    - You should acknowledge the sources from which you gained any images used in a Works Cited page for your artist’s statement.
  - This image should be **legible** – your audience shouldn’t have to squint to see details in this image
  - All projects must be **self-created** – it must be clear how you have added to your source material, and you cannot simply reproduce someone else’s work on Google.
  - **Effort**
    - Projects that you produce at the last minute will be difficult for you to rationalize in your artist’s statement. Likewise, don’t spend days on a project and forget about how you will rationalize it.
- **Documentary Video** – an audio and visual text that creates a narrative of the process of your book design.
  - 3-5 minutes in length
  - Images and audio should be **legible** – your audience should be able to see and hear your information without struggling.
    - Use high-res images in your photos to avoid pixilation.
  - **File Type:** Upload MP4 to youtube.com
    - Submit youtube link on Canvas
- **Artist’s Statement** – a written rationale that explains the purpose of your book and video and the choices that you made in creating/designing the text and documentary, and also convinces the reader of the importance of the message behind your work.
  - **Length**
    - **Approximately 1000 words**
  - **Content (see page 8, “What Is An Artist’s Statement?”)**
  - **Organization**
    - While you should consider all elements of the bullet-pointed list on page 8 of this assignment, you shouldn’t speak to this list in order.
    - Instead, think of your statement about the purpose of your assignment as the thesis
    - See page 507 in *WOVENText* for one example of an artist’s statement
  - **Document format: MLA Style** – this means
    - Double-spaced
    - 12 point, Times New Roman font
    - 1 inch margins, on all sides
    - MLA style headers with page numbers
    - MLA style citations
    - For help with MLA Style, please see <https://owl.english.purdue.edu/owl/resource/747/01/>
  - **Citations**
    - You should provide MLA style citations for any source materials that you draw on for your accurate ad (i.e. images)
    - Include a Works Cited list at the end of your document
  - **File Type:** .doc or .docx
  - **File Name:** “Last Name First Initial, Artifact 3 Statement, Final” (e.g. Hoffman C., Artifact 3 Statement, Final)

- **Exhibit Information Card** on the process of creating your book.
  - Consider the way museums exhibits use information placards to convey information about the exhibit pieces on display. Who is your audience? What details of your book would you want your audience to know at a glance? These cards will be placed on display with your book, so someone will see them outside of class
  - **Length**
    - Approximately 100 words (what would fit on a 5x8” index card, essentially).
  - **File Type:** .doc or .docx
  - **File Names**
    - “Last Name First Initial, Artifact 3 Exhibit Card, Final” (e.g. Hoffman C., Artifact 3 Exhibit Card, Final)
- **Reflection** on the process of creating both elements of Artifact 3.
  - Consider the way you moved from choosing your idea for the text, to brainstorming your book details, to choosing images and text to use in the book, the drafting process of the book and the video, the narrative you produce in the video itself.
  - **File Names**
    - “Last Name First Initial, Artifact 3 Reflection, Final” (e.g. Hoffman C., Artifact 3 Reflection, Final)
- **Drafts** of all elements
  - All above requirements apply for drafts, which should be fully complete
  - Your final version should differ from your draft in some visible manner (beyond just grammar / mechanics / spelling)
  - **File names**
    - DO NOT SAVE OVER DRAFT DOCUMENTS, instead save them as follows:
    - “Last Name First Initial, Artifact 3, Draft #” (e.g. Hoffman C., Artifact 3, Book Draft 1);
    - “Last Name First Initial, Artifact 1 Statement, Draft #” (e.g. Hoffman C., Artifact 3 Statement, Video Draft 2)



### Due Dates and Instructions for Submitting the Assignment

- Submission is like adding an email attachment
- I will not accept files submitted in the wrong format
  
- **Monday, January 29, 9 pm:** Draft of book idea due
  - **Submit Word Doc on Canvas**
    - Under **assignment submission tab**, select “**Artifact 3 Book Idea DRAFT**”
- **Friday, March 9, by 9 pm:** Draft 2 of book idea due
  - **Submit Word Doc on Canvas**
    - Under **assignment submission tab**, select “**Artifact 3 Book Idea DRAFT 2**”
- **Monday, March 12, by class time:** Storyboard of book due
  - **Submit on Canvas**
    - **File Type: PDF or JPG**
    - Under **assignment submission tab**, select “**Artifact 3 Storyboard**”
- **Monday, March 26, by class time:** Draft of Book due
  - **Submit on Canvas**
    - **File Type: PDF or JPG**
    - Under **assignment submission tab**, select “**Artifact 3 Book Draft**”
- **Monday, April 2, by class time:** Draft of Video due
  - **Submit on Canvas**
    - **File Type: link to youtube**
    - Under **assignment submission tab**, select “**Artifact 3 Video Draft**”
- **Wednesday, April 4, by class time:** Draft and storyboard of full video script due
  - **Submit on Canvas**
    - **File Type: PDF or JPG or Word Doc**
    - Under **assignment submission tab**, select “**Artifact 3 Video Script Draft**”
- **Friday, April 6, by class time:** Draft of artist’s statement and exhibit info card due
  - **Submit on Canvas**
    - **File Type: Word Doc**
    - Under **assignment submission tab**, select “**Artifact 3 Artist’s Statement Draft**” and “**Artifact 3 Info Card Draft**”
- **Monday, April 9, in-class:** Final version of book, draft 2 of exhibit card.
  - **Submit Draft 2 of Exhibit Card on Canvas**
    - **File Type: Word Doc**
    - Under **assignment submission tab**, select “**Artifact 3 Info Card Draft 2**”
- **Wednesday, April 11, by class time:** Draft 2 of Video due
  - **Submit on Canvas**
    - **File Type: link to youtube**
    - Under **assignment submission tab**, select “**Artifact 3 Video Draft 2**”
- **Friday, April 13, by 9 pm:** Final Video, Final Exhibit Card, Final Artist’s Statement, Reflection due
  - **Submit on Canvas**
    - **Video File Type: link to youtube**
    - Under **assignment submission tab**, select “**Artifact 3 FINAL Video**”
    - **Exhibit Card, Artist’s Statement, and Reflection File Type: Word Doc**
    - Under **assignment submission tab**, select “**Artifact 3 FINAL Artist’s Statement,**” “**Artifact 3 FINAL Exhibit Info Card,**” “**Artifact 3 FINAL Reflection.**”

### Points Breakdown

The poster is worth **340 points** total (**25%** your final grade in the course). The grade breakdown is roughly as follows, and, as always, I will use the programmatic rubric to guide my assessment of your assignment.

Points	Requirement for Book
50	Draft submission: Student submitted complete drafts as required via Canvas (5 pts per draft)
15	The Basics: On time, meets required elements, completed peer reviews as required
60	Book Content: Text and images match logically and support each other; book meets genre standards (title, author, organizational scheme, etc); content is multimodal (text and images, for example) and multimodality is logical; design of the book is appropriate (font, page design, space utilized efficiently, etc).
60	Book Materiality: Book's appearance inside and out is logical, matches the history of the book, addresses physical aesthetic of the type of book produced; materials used for the production of the book make sense within the context of the book topic and type.
20	Exhibit Information Card: Book exhibit blurb addresses topic and type of book, considers audience, meets genre conventions, meets standards for grammar and style.
40	Artist's Statement Content: Beyond the basics of content, organization, and mechanics, the artist's statement demonstrates careful thought about the overall purpose of the book and video. The statement indicates that the writer / artist has thought carefully about their choices. The statement must demonstrate why the book and video matters and consider questions of audience and project materials. Rationales that merely summarize the book's/video's content cannot receive full credit.
20	Reflection: Consideration of your thinking that went into the project throughout each stage. What might you do differently next time? What did you learn about not only the design process (e.g. tools used, finding images, materials and content inspiration, etc), but about what interests or concerns you about the topic?
<b>265</b>	<b>Total</b>

Points Possible	Requirements for Video
15	<b>W</b> – Though you are not submitting a specific “written” artifact for me to grade, you should consider the argument you’re making to be part of your writing for this artifact. How are you making your argument? Is it logical? What evidence are you using to support your claims? Do you have a sense of significance in your argument (why does this point matter)? How are you using text on the screen – does it make sense? Can I see it clearly?
15	<b>O</b> – Can I hear your voice/the words spoken in the video? What sort of quality might any voiceover have? Does the spoken word match the visual aspects alongside it? Is the volume appropriate, particularly in conjunction with any other sounds?
15	<b>V</b> – What am I seeing? What is the quality of the image on the screen? What are the aesthetics of the video, and how do they mesh with other aspects/affordances of the film itself? Is the screen-in-screen an appropriate size and in an appropriate place on the screen? What is the film quality – shaky or still, framed well or with too much space around the object focused on (whether that’s you or not), camera angles work or not, etc?
15	<b>E</b> – is the technology used appropriately and well? Are the edits and transitions working? How is the sound edited together with the visual – no lags or disjunctions between you speaking on screen and the voice attributed to you? Did you submit it correctly, as assigned?
15	<b>N</b> – is your costume (if any) appropriate for your overall aesthetic? Is the tone of your statement matching the way you are expressing it? What about music – how are you using it and are you using it well (ie. fades in or out, having it in the background all the time, theme music or just at the credits)? Any sound effects that you’re using are in appropriate moments and are clear?
<b>75</b>	<b>Total</b>

### Programmatic Rubric

Scale	Basic	Beginning	Developing	Competent	Mature	Exemplary
<b>Rhetorical Awareness</b> Response to situation, including purpose, audience, register, and context	Overlooks two or more aspects of the situation or assignment, and thus does not fulfill the task	Overlooks at least one aspect of the situation or assignment and thus compromises effectiveness	Attempts to respond to all aspects of the situation or assignment, but the attempt is incomplete	Addresses the situation or assignment in a complete but perfunctory or predictable way	Addresses the situation completely, with unexpected insight	Addresses the situation in a sophisticated manner that could advance professional discourse on the topic
<b>Stance</b> Argument, significance and implications (“so what” factor)	Involves an unspecified or confusing argument; significance is not evident	Makes an overly general argument; significance is difficult to discern, or not appropriate to the rhetorical situation	Makes a simplistic or implicit argument, or multiple arguments that have no clear connection to one another; gestures towards significance, but does not fully develop it	Makes an explicit and straightforward argument that does not oversimplify the problem or question; explores at least one implication of the argument in depth	Makes a complex, unified argument that clearly articulates a position or stance; explores multiple implications of the argument	Offers an inventive, expert-like argument that clearly articulates a sophisticated position/stance; explores multiple implications of the argument in a compelling manner
<b>Development of Ideas</b> Evidence, analysis, and substance	Claims requiring support are not backed by necessary evidence; lacks analysis of major pieces of evidence; content is not substantive	Evidence and/or analysis is weak or contradictory; does not account for important evidence that could support or disprove the argument	Evidence provides minimal but necessary support to each point; attempted analysis is not sufficient to prove the argument	Evidence and analysis are substantive; they support the argument and related claims, but are mostly predictable	Evidence fully supports and proves the argument and all related claims; evidence is always paired with compelling analysis	Evidence and analysis are precise, nuanced, fully developed, and work together to enhance the argument,
<b>Organization</b> Structure and coherence, including elements such as introductions and conclusions as well as logical connections between points	Lacks unity in constituent parts; fails to create coherence among constituent parts; contains major argumentative holes or fallacies	Uses insufficient unifying statements; uses few effective connections; some logical moves necessary to prove the argument are absent	Uses some effective unifying claims, but a few are unclear; inconsistently makes connections between points and the argument; employs simplistic organization	States unifying claims with supporting points that relate clearly to the overall argument and employs an effective but mechanical scheme	Asserts and sustains a claim that develops logically and progressively; adapts typical organizational schemes for the context; achieves substantive coherence	Artifact is organized to achieve maximum coherence and momentum; connections are sophisticated and complex when required
<b>Conventions</b> Expectations for grammar, mechanics, style, citation	Involves errors that risk making the overall message distorted or incomprehensible	Involves a major pattern of errors	Involves some distracting errors	Meets expectations, with minor errors	Meets expectations in a virtually flawless manner	Exceeds expectations and manipulates conventions to advance the argument
<b>Design for Medium</b> Features that use affordances of the genre to enhance factors such as usability and comprehensibility	Lacks features necessary or significant for the genre; uses features that conflict with or ignore the argument	Omits some important features; distracting inconsistencies in features; uses features that don't support argument	Uses features that support the argument, but some match imprecisely with content; involves minor omissions or inconsistencies	Supports the argument with features that are generally suited to genre and content	Promotes engagement and supports the argument with features that efficiently use affordances	Persuades with careful, seamless integration of features and content and with innovative use of affordances

### **Things to consider as you create your film**

- Be as narrow as possible in your narrative. 3-5 minutes is not very long, so you want to have a small focus.
- Be aware that you should have evidence to support the claims you make in your video. Even though this is a documentary of your own process, you should support your claims with evidence. You can use images or film clips from other sources as evidence to help support your claims.
- Choose a style in which to present your argument. Will you be educational? Will you be political or ideological? Are you arguing for or against your particular topic, or are you presenting both sides? Will you be particularly forceful, or will you be firm, but gentle in how you make your argument? Are you making a thundering speech, or reporting on the information as you see it? Will you use satire to make your point?
- How will you design your film? Will you be facing the camera, or will you utilize voiceover exclusively? Or will you use a mix? Will you use still images, or will you film your own video? How will the specific content of your presentation affect your ethos, logos, and pathos of your rhetorical situation?
- What sort of aesthetic do you want to portray? Consider what the meaning of your setting would be and what that would imply. How do you want to present yourself and your ethos through your setting?
- Match your “costume” to your setting if you decide to appear in the video in anything other than candid shots.
- Consider sound: introductory music, background soundtrack music, end credits music, sound effects, your voice quality or the quality of any voice you record or use. Be clear and be sure to have a balance between voice and sound – you don’t want your background music to overpower your voice conveying your argument, after all!

### **Useful Pages in WOVENText**

You may find the information provided in WOVENText on designing and creating different genres of text to be helpful as you plan and design your book.

See pages 267-276 for information on memoirs (similar to biography), and 277-286 for information on graphic memoirs.

See pages 335-354 for information on composing Encyclopedic entries and Wikis.  
See pages 364-377 for information on creating Maps or data visualization.

See pages 428-438 for information on creating documentary films.

See page 501-514 for advice on writing an artist’s statement.

### What is an Artist's Statement?

An artist's statement explains the choices and creative process that went into producing a specific work. This statement also convinces your audience to see your work in a particular way. Your artist's statement should speak to the "what, why, and how" of your poster. You should:

- Identify the purpose behind your project
  - Your purpose is more than completing the assignment – what kind of message were you trying to convey through your adaptation? Is your message the same as Herbert's, or does your adaptation relate to some sort of modern social situation?
- Explain what kind of audience your project is supposed to affect (beyond our class)
  - Your adaptation **must be geared toward a specific audience** – what is the age group of your audience? Is your audience gender or race-specific? What are the interests of your audience members? What values do you assume they have?
- Explain the choices that you made in the process of designing / composing your adaptation
  - How do these choices reflect your greater purpose?
  - What did you keep or remove from the original text, and why?
  - What tone does your project have, and why? Consider that adaptations aren't necessarily serious.
  - How did you attempt to connect with your audience through design choices or changes to the narrative of the story?
  - Reference specific sections of the adaptation as evidence
- Write the artist's statement in the first person ("I made these changes," etc.)
- Reflect on your adaptation and discuss its successes and limitations

See **page 501** in *WOVENText* for a checklist that explains the components involved in an artist's statement.

### Required Elements for Reflection

Write a **one-paragraph introduction** to the artifact that articulates your intellectual process for this project. Put another way, explain where your ideas came from and how they evolved during the course of the project. You should also discuss how composing processes (examples: prewriting, outlining, drafting, peer review, revising, editing) affected your intellectual process, and vice versa.

After the introductory paragraph, compose bullet points answering each of the following questions. **Compose 2-3 bullet points per question and 1-3 complete sentences per bullet point.** Review this assignment sheet as you compose your answers.

1. What were the main intellectual goals of the assignment? Please situate these goals in terms of the course theme and in terms of the communication skills you were to learn or practice.
2. What is your argument or purpose? How did you make the argument or purpose visible and persuasive in your artifact?
3. Who is the intended audience for your artifact; why is this an appropriate audience? How is your choice of audience reflected in your artifact?
4. What are the defining features of the genre or media that you are using in this project? How do you make use of these features?
5. If you had more time for revision, what would you change and why?

### **Peer Review and Changing Your Draft**

We will spend several days in class doing peer reviews of your drafts. This means that you will provide and receive feedback on your work, which will allow you to make changes to your work between draft and final submission.

If you miss class on these dates, you will not receive the benefits of peer review. However, I will still expect you to make changes between the draft and final versions of your project – these changes will just be based on your own self-reflection.

### **Lateness Policy**

I will not accept any draft late – if you do not submit the drafts by their due dates at the start of class time, you will not receive credit for the draft elements of this assignment.

The reason for this is that we will spend those days on peer review activities, so coming to class empty-handed will mean that you would not be able to participate in that day's class. If for some reason you have to miss class that day, you will still be able to submit the draft via Canvas

I will reduce the grade for your final version of the book, video, info card, reflection, and artist's statement by 5 points for each day that each is late (including weekends). If you submit any part on time, but any other part is late, I will reduce the grade for the late element by 5 points per day.