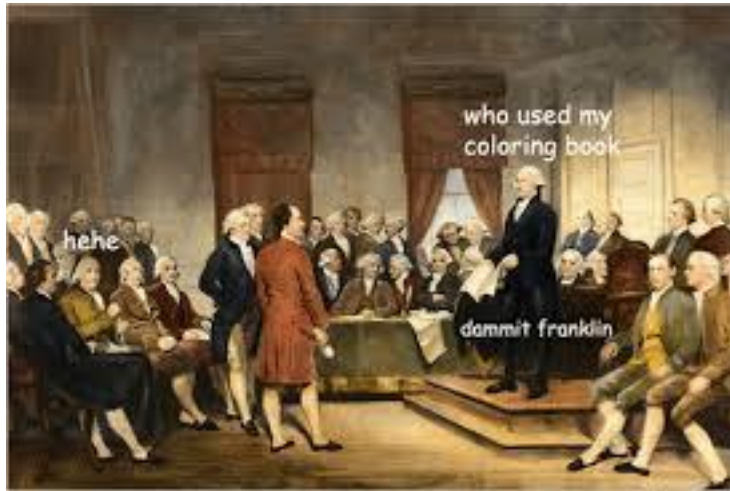


**Assignment Sheet**  
**Artifact 1: Memes, Memes, Memes**

For this project, you will create two series of memes, which you will then present to the class on a poster. For the first series of memes, you'll choose a single 18<sup>th</sup> century image and add 21<sup>st</sup> century text to that image, ending up with 4 different memes, all based on the same image. For the second series, you'll choose 4 different 18<sup>th</sup> century images and add text to them so that you produce 4 different memes that all have the same or similar meanings or points. You will want to think about whether you will have similar themes to your meme series, or if they will be completely separate, how to position your text in relation to the images displayed, how to position each meme in relation to the others, what audience you are attempting to reach, and the tone you want to take.



You might choose portraits, landscapes, or engravings as the visual basis of your project, and you are not limited as to nation of origin. Consider the few examples which I have provided for some ideas for how to get started. Google can help you get started, but you should be sure to keep track of where you find your images on the internet, as you will need to include citations for the images you select, either on the poster OR in your artist's statement. If you have questions, please don't hesitate to ask or come to office hours.

Once you've produced your two series of images – 8 in total – you will design a poster to present your memes to the class. You should consider aspects of design in creating the poster, including but not limited to: placement of your images, text describing those images, titles for both your series, background color, audience, context, theme. In-class presentations will consist of hanging your poster on the walls of the classroom and answering any questions your classmates might have. We'll do this in groups, 1/3 of the class at a time.



**Due Dates and Submission Guidelines**

- **Friday, September 14, by 9 pm – Identify Images**
  - **Submit Word Doc on Canvas**
    - Under **assignment submission tab**, select “**Artifact 1 Images**”
    - Submission is like adding an email attachment
  
- **Friday, September 21 IN CLASS – Draft 1 of Memes**
  - **Submit Word Doc on Canvas**
    - Under **assignment submission tab**, select “**Artifact 1 Draft 1**”
    - Submission is like adding an email attachment
  
- **Monday, September 24 IN CLASS – Poster for Presentation**
  - **Print out a poster that is large enough to display your eight images (should be about movie poster size, or 24” x 36”**
  
- **Monday, September 24, by 9 pm – Individual Reflection**
  - **Submit Word Doc on Canvas**
    - Under **assignment submission tab**, select “**Artifact 1 Individual Reflection**”
    - Submission is like adding an email attachment
  
- **Friday, September 28, by 9 pm – Artist’s Statement**
  - **Submit Word Doc on Canvas**
    - Under **assignment submission tab**, select “**Artifact 1 Artist’s Statement**”
    - Submission is like adding an email attachment

**Points Breakdown**

The poster is worth **185 points** total (**15%** 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.

<b>Points</b>	<b>Requirement for</b>
10	Draft Submission: Submitting images identified, drafts of memes.
15	The Basics: On time, meets required elements
60	Meme Content: Both series consider the use of visual and text in a synergistic fashion; choice of theme/style is reflected in choice of image; text is appropriate to style and content.
40	Digital Design: creating of memes and poster shows seamless use of editing software, without any obvious or glaring erasure of image or text; color of font works with image chosen; placement of text does not obscure image egregiously; aesthetically pleasing; placement of memes works synergistically
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 memes and poster. The statement indicates that the writer / artist has thought carefully about his or her choices. The statement must demonstrate why the meme and poster design matters and consider questions of audience and project materials. Rationales that merely summarize the memes’ and poster’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 or creating images needed, thinking of elements like materials, etc), but also about what interests or concerns you about the topic?
<b>185</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

## What is an Author's Statement?

An author'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 author's statement should speak to the "what, why, and how" of your podcast. 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 podcast?
- Explain what kind of audience your project is supposed to affect (beyond our class)
  - Your podcast **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 podcast
  - How do these choices reflect your greater purpose?
  - What tone does your project have, and why? Consider that podcasts 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 podcast as evidence
- Write the author's statement in the first person ("I made these choices," etc.)
- Reflect on your podcast and discuss its successes and limitations

See **page 534** in *WOVENText* for a chapter 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?

## Some Helpful Sections of *WOVENText*

**Memes: p. 290**

**Creating Electronic Posters: p. 364**

**The Author's/Artist's Statement: p. 534**