Digital Rhetorics: Abstracts and Presentations

Due in Canvas
7 points

Since one of the goals of this class is to think about how rhetorical concepts apply to digital and new media, we must also talk about some of those rhetorical concepts. Another important goal of this class is to understand some of the rhetorical conventions of digital genres. In this assignment, groups will read a **short** reading about an ancient rhetorical concept or a rhetorical convention of new media. These short readings may be supplemented with a few pages from the *Digital Rhetoric* textbook. Once they have read these short pieces, groups will write an abstract and give a **brief** presentation about that concept to their peers. All group members will receive the same grade. (See below for guidelines on submission portals and formats).

Groups can meet and present their work virtually (Zoom, phone call, messenger, etc.). I encourage this option for people who are immunocompromised.

The assignment has two parts.
1) An abstract that summarizes the basic rhetorical definitions.
2) A brief (5-10 minute) presentation about those concepts for your peers.

The purpose of this assignment is to build a repertoire of digital rhetorical terms to share among peers, who can revisit these abstracts as we get later into the semester. I will post the abstracts to Canvas for everyone to share. This way, when we get to the later major assignments in the semester, everyone can go back and review which concepts make the most sense for their papers. When we get into the major assignments that require additional scholarly sources from the library website. Use these terms as key words in library searches, etc.

The Abstract
The first part of the assignment is a short (**200-300 word**) abstract that summarizes the key definitions of the rhetorical term(s) presented in the short reading. Abstracts are short summaries of longer works that allow readers to decide if they want to read the entire document. OWL Purdue describes "Informational Abstracts"(the type we will write) well. They also offer a step-by-step guide to writing abstracts. For this assignment, the audience is your peers, who will go back to the abstracts later to decide if they want to further explore the rhetorical concept in later papers.

Requirements
- The abstract should include a clear title that tells readers what terms the abstract defines.
- The abstract should be formatted like our other papers, but it should include all of the group members' names.
- The abstract should define the main rhetorical concept(s) in the paper.
- The abstract should accurately explain the rhetorical concept and include the major points from the short essay; it is imperative that abstracts do not misrepresent authors' points.
- Abstracts should *not* introduce any new information.
- The abstract should be contained in a single paragraph (**200-300 words**).
- The abstracts should not use bullet points or use quotes.

- Abstracts will summarize the author's points, but they should be in your still be in your own words.
- The abstract should include an end of reference MLA citation for the short reading (s). They should use in-text citations. The citation can appear on the same page as the abstract

The Presentation

The second part of the assignment is the presentation that explains the rhetorical concept. The presentation should be short (**5-10 minutes**). As with the abstract, the main audience of this presentation is your peers. They will use these presentations to decide of the rhetorical concept is something that they are interested in exploring further for their later assignments. There will be a brief question and answer session at the end for your peers to ask for clarifications.

Requirements
- The presentation should be 5-10 minutes (before peer questions).
- The presentation should have some sort of visual aid; this can be a PowerPoint presentation or slides, but it does not have to be a PowerPoint.
  - o I do not require everyone to speak in the presentation portion; I recognize presentations cause greater anxiety for some people than others. However, if someone does not speak in the presentation, that person should make the visual aid, or do other work for the project.
- The presentation can also be a pre-recorded Zoom video or other video presentation.
  - o If the presentation will be a video, please contact me first so that I can make the appropriate accommodations and prepare to share the video in class.
- Like the abstract, the presentation should clearly and accurately define the rhetorical concept and present information in an order that makes it easy for the audience of peers to follow.
- The presentation should be appropriate for the audience and context (be respectful).
- If the presentation uses images or video, create that content or find copyright free material using Creative Commons. (https://creativecommons.org/)
- There will be a brief question session after the presentation that is not included in the presentation time. Peers will be respectful in their questions (or they will lose points on their presentations). It is okay if you do not know the answer to your peers' questions. These question sessions are meant to be spaces to complicate the rhetorical concept.

Format and Submission Guidelines
- The abstract and visual aid for the presentation will be due in Canvas by class time on the day of the presentation.
  - o The assignment portal for all of the Abstracts and Presentations Assignments will be open until all of them have been submitted. However, each concept is due on a different day. Please check on the syllabus and or/email me with questions.
  - o To submit multiple files at once in Canvas, click on the "File Upload" tab, then click on the blue "+Add Another File" button under the grey "Upload File" button.
  - o Only *one* member of the group should submit the files.

- Groups should **email me at least 24-hours before class time** if their visual aids are group-created digital videos, of if visual aids are not digital.
- The abstract should be **200-300 words** long.
- Abstracts should be submitted in Word documents or PDF documents (ends with "doc." ".docx" or "pdf"). They should **not** be submitted as "Pages" files.
- Abstracts should include an end of paper Works Cited reference in **MLA format**.
  - In-text citations should differentiate between the textbook and the short reading.
  - They should be double spaced with one-inch margins and 12-point font in Times New Roman or another accessible font.
  - Put the names of group members, course number, course instructor, and due date in the top left corner of the first page
  - All subsequent pages should have a header in the top right corner that includes your last name and the page number
- For the purposes of the Gordon Rule Requirement, writing should follow MLA rules of grammar, punctuation, usage, spelling, and style.
- For the presentation, the presentation should be appropriate and accessible for their audiences (peers).
- If the presentation uses images or video, create that content, or find copyright free material using Creative Commons. (https://creativecommons.org/)

* Rhetoric is about how context matters and affects the meaning of texts. Thus, for clarity of context, this assignment is written to meet the requirements of this course as outlined in the syllabus and by the university. I (the instructor) am the primary audience, while student peers are the secondary audiences of this text.
*This paper fulfills the one of the Gordon Rule Requirements for this course. This paper also aligns with course objectives because it also enables students to: (1) demonstrate how they understand rhetorical conventions in digital genres, and (2) demonstrate how they interrogate digital media using classical rhetoric.

ENC 4415 Final Project Rubric

Please note: I have included this rubric here for clarity and transparency about my expectations. However, all of these criteria are linked to each other and cannot be separated.

	Excellent	Good	Developing
Abstract: Definition and content (2 point)	The abstract accurately defines and describes the digital rhetorical concept. It does not misrepresent authors' points. It includes the major points from the short essay. It does not introduce new information. It is in the groups' own words.	The abstract gets the most important points from the short reading, but it may misunderstand some parts or miss some major points. However, it is does not grossly misrepresent the author. It is in the groups' own words, but it may use patchwriting, or use a lot of	The abstract either misunderstands the rhetorical concept or misrepresents the author. It may miss major points of the readings, or it may introduce completely new information. The abstract may use large chunks of the author's language.

	It uses language and is organized in a way that is accessible to peers.	phrasing from the original author. The abstract does not introduce new information. It may use language and be organized in a way that is less accessible to peers.	It may use language and be organized in a way that is not accessible to peers.
Abstract Format (1.5 point)	The abstract follows the informational abstract format outline above; it is contained in a 200-300 words long single paragraph, includes a title, does not include bullet points or quotes, and includes appropriate MLA documentation.	The abstract broadly follows the informational abstract format outline above, though it may deviate in some places. It meets the 200-300 word-count, but may be missing a title, or it includes bullet points, or quotes. It may miss some elements of appropriate MLA documentation.	The abstract does not follow the informational abstract format outline above. It does not meet the 200-300 word-count. It is missing a title and/or it includes bullet points, or quotes. It does not use MLA documentation well.
Presentation Content (2 point)	The presentation accurately defines and describes the digital rhetorical concept. It does not misrepresent authors' points. It includes the major points from the short essay. It does not introduce new information. It has an effective visual aid and is respectful to peers.	The presentation gets the most important points from the short reading, but it may misunderstand some parts or miss some major points. However, it is does not grossly misrepresent the author. The presentation does not introduce new information. It has a less effective visual aid, but it is still respectful to peers.	The presentation either misunderstands the rhetorical concept or misrepresents the author. It may miss major points of the readings, or it may introduce completely new information. The presentation may use language and be organized in a way that is not accessible to peers. It has a visual aid that is not effective, but it is still respectful to peers.
Presentation Format (1.5 point)	The presentation is 5-10 minutes long. It is respectful to peers.	The presentation is 5-10 minutes long. It is respectful to peers.	The presentation is not 5-10 minutes long. It is still respectful to peers.

	It uses language and is organized in a way that is accessible to peers.	It may use language and be organized in a way that is less accessible to peers.	The presentation may use language and be organized in a way that is not accessible to peers.