**Video Essay**

There are two options for the video essay project to accommodate all technological capabilities now that we are all away from campus.

**Option 1:** Create a video essay as we had originally planned.

**Option 2:** Plan and create a very detailed outline of a video essay, but you don’t actually have to go ahead and make it. You are essentially doing all the work of making a video essay without actually doing the editing. Your outline should be detailed to the point that anyone could take your instructions and make your essay without any question.

The video essay project is imagined to be a more creative version of your analytical paper, which is an academic research essay. Therefore, when you start thinking about the video essay you should also be thinking about the paper.

**Steps:**

1. **Decide what you want your video essay/analytical paper to be about.** What are the main themes? What films/ materials do you want to work with? What do you want to say about your subject matter? What is your argument?
2. **Decide what kind of video essay you want to make.** How do you want to deliver your message? See the two resources posted under “Video Essay”: **“Guide to Making Video Essays”** and **“11 ways to make a video essay”** for guidance. You do not have to adhere strictly to one of these formats. Use them as inspiration and then design your own video essay.
3. **Brainstorm your materials.** What scenes or stills do you want to use? Do you want to use voice over narration? What will your text be? What order do you want to show your material in? Do you want music? Which music? Think about what materials your need to effectively deliver your argument with strong evidence.
4. **Create a basic outline.** Create a basic outline that orders the main ideas and scenes. Give your essay a working title. **Your basic outline is due Monday, April 13th at midnight.**
5. **Decide whether you want to do option one or option two**.
	1. **If you choose option 1, go ahead and start editing your material together to make your essay.** Pay particular attention to overarching goal of the video and how everything fits together. Your transitions should be smooth. Use all the skills you have learned this semester. And remember if you need a particular clip, I probably have it, all you need to do is ask and I will upload it to the google drive folder.
	2. **If you choose option 2, turn your basic outline into your super detailed outline.** I want to know exactly what clips form what films you are going to use with times. What music? Which text? If you are using stills, make screen shots and include them in the outline. What kinds of transitions are you going to have between scenes? Is the sound going to fade in and out. The format of the detailed outline is not important, but it should be as detailed as possible. I should be able to imagine every detail of the video essay from your notes.
6. **Post your video essay or detailed outline to the blog as a blog post by April 22nd at midnight.** You will need to use Kaltura if you are choosing option 1.

**Requirements regardless of the option you choose:**

* Your essay should be roughly 4 minutes long give or take.
* You need to propose an argument and support it with evidence. This evidence can be verbal or visual.
* Your video essay should be thematically related to your analytical paper.
* That’s it. You should be creative and present your ideas in a way that is effective. I don’t want to give you too many restrictions.

\*Slight syllabus change\*

**Your video essay is due Wednesday, April 22nd to blog by midnight.**

**Rubric Option 1**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | F (<65%) | D (65-69%) | C (70-79%) | B (80-89%) | A (90-100%) |
| Basic Outline(5 pts) | Basic Outline is not posted | Basic Outline is posted significantly late and indicates a significantly vague plan moving forward for the video | Basic Outline is posted late or indicates a vague plan moving forward for the video | Basic Outline is posted on time or slightly late and indicates a slightly less clear plan moving forward for the video | Basic Outline is posted on time and indicates a clear plan moving forward for the video |
| Title(5 pts) | The title is confusing and does not give an impression about what the video is about | Title is purely descriptive does not give a good impression of what the video is about | Title is more descriptive than engaging and only gives an impression of the major theme of the video and not the argument  | Title is interesting and gives more of an impression of what the topic of the video essay not necessarily the argument | Title is engaging and gives an impression of what the video essay will argue |
| Length(5 pts) | Greater than 90 seconds outside the “A” range either way | 90 seconds outside the “A” range either way | 60 seconds outside the “A” range either way | 30 seconds outside the “A” range either way | Between 3:30 and 4:30 minutes |
| Completed and Posted on Time(5 pts) | Completed and posted later than 72 hours late | Completed and posted up to 72 hours late | Completed and posted up to 48 hours late | Completed and posted up to 24 hours late | Completed and posted on time |
| Complexity and Clarity of Argument(20 points) | Lacks an argument | Basic to poor argument, does not demonstrate understanding of the subject or critical thinking | Basic argument, demonstrates an understanding of the subject, but lacks critical thinking | Adequate argument, demonstrates and understanding of the subject and adequate critical thinking | Sophisticated argument, clearly articulated, demonstrates mastery of the subject and ability to think critically |
| Evidence(25 points) | Lacks supporting evidence | Some evidence exists, but is presented either in a way that is illogical or does not support the argument | Some problems with how the supporting evidence is presented and supports the argument | Sufficient evidence exists and is presented in a way that is mostly logical and supports the argument | Evidence is well chosen and presented, the connection between pieces of evidence and the argument is clear |
| Structure and Coherence(20 points) | Unacceptableorganization and coherence. The reader feels lost and is unsure how the various pieces of evidence fit together.  | Poororganization and coherence. The reader has problems understanding the argument and how the evidence supports the argument. | Adequateorganization and coherence. The reader has some problem understanding the argument and how the evidence supports the argument. | Goodorganization and coherence. The reader is able to understand the argument. Perhaps some problems with how the evidence supports the argument. | Excellent organization and coherence. The reader is easily able to understand the argument and how the evidence supports the argument. |
| Style and Editing(15 pts) | The video is poorly put together, uses very few techniques learned this semester, and the transitions are disjointed and jarring | The video is inadequately put together, uses a few techniques learned this semester, and the transitions are disjointed | The video is adequately put together, uses a few techniques learned this semester, and the transitions are somewhat disjointed | The video is well put together, uses some different techniques learned this semester, and the transitions are mostly smooth | The video is well put together, uses a variety of techniques learned this semester, and the transitions are smooth |

**Rubric Option 2**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | F (<65%) | D (65-69%) | C (70-79%) | B (80-89%) | A (90-100%) |
| Basic Outline(5 pts) | Basic Outline is not posted | Basic Outline is posted significantly late and indicates a significantly vague plan moving forward for the video | Basic Outline is posted late or indicates a vague plan moving forward for the video | Basic Outline is posted on time or slightly late and indicates a slightly less clear plan moving forward for the video | Basic Outline is posted on time and indicates a clear plan moving forward for the video |
| Title(5 pts) | The title is confusing and does not give an impression about what the video is about | Title is purely descriptive does not give a good impression of what the video is about | Title is more descriptive than engaging and only gives an impression of the major theme of the video and not the argument  | Title is interesting and gives more of an impression of what the topic of the video essay not necessarily the argument | Title is engaging and gives an impression of what the video essay will argue |
| Length(5 pts) | Greater than 90 seconds outside the “A” range either way | 90 seconds outside the “A” range either way | 60 seconds outside the “A” range either way | 30 seconds outside the “A” range either way | Between 3:30 and 4:30 minutes |
| Completed and Posted on Time(5 pts) | Completed and posted later than 72 hours late | Completed and posted up to 72 hours late | Completed and posted up to 48 hours late | Completed and posted up to 24 hours late | Completed and posted on time |
| Complexity and Clarity of Argument(20 pts) | Lacks an argument | Basic to poor argument, does not demonstrate understanding of the subject or critical thinking | Basic argument, demonstrates an understanding of the subject, but lacks critical thinking | Adequate argument, demonstrates and understanding of the subject and adequate critical thinking | Sophisticated argument, clearly articulated, demonstrates mastery of the subject and ability to think critically |
| Evidence(25 pts) | Lacks supporting evidence | Some evidence exists, but is presented either in a way that is illogical or does not support the argument | Some problems with how the supporting evidence is presented and supports the argument | Sufficient evidence exists and is presented in a way that is mostly logical and supports the argument | Evidence is well chosen and presented, the connection between pieces of evidence and the argument is clear |
| Structure and Coherence(20 pts) | Unacceptableorganization and coherence. The reader feels lost and is unsure how the various pieces of evidence fit together.  | Poororganization and coherence. The reader has problems understanding the argument and how the evidence supports the argument. | Adequateorganization and coherence. The reader has some problem understanding the argument and how the evidence supports the argument. | Goodorganization and coherence. The reader is able to understand the argument. Perhaps some problems with how the evidence supports the argument. | Excellent organization and coherence. The reader is easily able to understand the argument and how the evidence supports the argument. |
| Level of Detail(15 pts) | A stranger would have many significant questions and much difficultly when trying to produce the video | A stranger would have many questions when trying to produce the video | A stranger would have a few to several questions when trying to produce the video | A stranger could read the outline and produce the video essay with only a few questions | A stranger could read the outline and produce the video essay without any questions |