Multimedia project  
Ryan E. Galt CRD 142, Winter 2010

Assignment overview
The multimedia project requires you to individually (1) find a non-text piece of media that relates to one or more important issues or concepts featured in the class, (2) claim that piece for your analysis, (3) analyze the information contained in it and connect it to information and ideas from lecture, discussion, and/or readings, and (4) write a 2-page (double-spaced) paper. The goal is to expand your inquiry of “the rural” beyond what you read about and learn in class and to connect theories to case studies of real world situations, empirical data, or models.

Audience
This should be a formal, 2-page, double-spaced letter to a friend or family member. This means that we expect first-person voice (e.g., “I think...”), but, since you are in college, you should assume that the recipient of your letter expects college-educated writing as well (proper grammar, etc.). Your task is to convince them about how a concept you learned in class matters.

Deadline
You must select a media piece by Feb. 4 (the information must be posted on the SmartSite's Forums section under the appropriate heading/thread and submitted as an assignment in SmartSite). The papers are due on SmartSite on Feb. 23 before class.

Course grade
This assignment is worth 10% of your total course grade, with 1% for the media piece selection and 9% for your paper.

Find a source, post it on the SmartSite Forum, & submit it as an Assignment
Step 1: Find a non-text media piece related to class themes, topics, or concepts that interest you. This can be atlases, audio, diagrams/figures, feature films, games, maps, multimedia projects on the web, video clips, or visual art (if there is another audio or visual medium you would like to pursue, please check with me or your TA). See examples provided at the end of this assignment sheet.

Step 2: Once you have decided on your media piece, post your choice in the appropriate section on the Forum page of the course SmartSite, which is organized according to media type. Click on the forum topic that fits your piece and click on “Post New Thread.” Title the thread the same as the title of your media piece. Use the title of the specific piece if it is a standalone piece, like a feature film, but use the title of the compilation if it is part of a project with many pieces, such as an atlas. This will allow other students to easily see which ones have been claimed. The information you need to post is:

(1) your last name and first name,
(2) full citation information,
(3) specific selection of a piece if your piece is part of a compilation,
(4) the URL if it is available online, or if the media piece is not available online, attach a scanned image or photo of it, and
(5) one or more keywords/tags that describe the content of the media piece. If you are having trouble identifying keywords, use the index of the Woods text for ideas of potential keywords.
For example, I found a movie called “The real dirt on Farmer John” and want to use it for my project. I need to go to the “Feature Film” heading of the Forum page. Below is what I post there to claim it for my project:

Name: Galt, Ryan.
Specific piece: NA
URL: NA
Keywords: rural culture; counterculture; Illinois; Community Supported Agriculture

You cannot analyze the same source as another student, so when you are ready to post to the Forum be sure to see if your piece has been claimed. However, if you choose one piece of media out of a compilation of many pieces (i.e., a map or figure in an atlas), other pieces can still be used by other students. Thus, if you use a map out of an atlas, or a painting out of a book that presents many paintings, or a specific video clip from a project composed of many video clips, you will need to identify the specific piece that you will be writing about. Do this by entering the specific information on your post to the forum, such as page number and title of the piece for printed material, or title and specific url for online material.

For example, I decide to analyze the map titled “Animal feed” in the atlas called The Penguin atlas of food. I need to go to the “Atlas” heading of the Forum page. Below is what I post there to claim it:

Name: Galt, Ryan.
Specific piece: Animal Feed map, pages 34-35.
URL: NA
Keywords: animals; food; meat production

**Step 3:** Submit it as an Assignment in SmartSite under “Multimedia piece selection.” To get credit for this, you must post all of the information specified in Step 2 above. **Additionally, be sure to provide either (1) the exact URL if it is available online but not available as a downloadable file (e.g., a YouTube video), (2) the digital file itself if it is available for download (e.g., an audio clip available as an MP3), or (3) a scanned image or photo of it if the media is not available online (e.g., a visual art piece you find in a book, a board game). Basically, we need to see the piece you have claimed in order to give credit.** If you have questions about this requirement, check with your TA or professor. Deadline for Steps 1-3 is Feb. 4 before class.

**Analysis**
When you have decided on and claimed your media piece, you will do two types work:

1. **Provide your interpretation** of the piece of media. How do you interpret its main message? How effectively does it convey its message? What might be the perspective of the maker? What is the perspective of the main participant(s), if applicable?

2. **Make connections to ideas and concepts from class lecture, discussion, and readings.** Relate the media piece to at least one idea discussed in class and/or the readings. If you want to read ahead on the syllabus, that is fine. Compare the way in which the issue is portrayed in the media piece and the way it was portrayed in class or the readings. Does the piece provide a new perspective? Is it valuable? What could it serve to illustrate?
Two-page paper with a link to the media, or copy of it (if a static visual)

When you are far enough into your analysis you can start composing a two-page paper about your findings. Approximately one page should be devoted to your interpretation, and another page should be devoted to the connections you make between the piece and ideas and concepts from class.

You also need to provide a full citation of the media piece at the top of your paper. You must include: author(s), year, title of project, title of specific piece, place produced, organization/company that produced it. If your media piece is available online but not available as a download, provide the URL. If it is not available online, you must provide a digital copy of the piece (photo or scanned image) that is embedded in the paper that you turn in (though it will not count toward page length). Either way, be sure to have a version accessible to the TA and me, either as a digital copy or as a functional link to an online source.

The paper is due on SmartSite under the Assignment “Multimedia paper” on Feb. 23 before class.

Examples of possible media pieces (compilation of pieces designated with *)

Atlases (choose only one map/diagram)


Audio
*395 Roadside Heritage: http://roadsideheritage.org/index.html

Diagrams (in newspapers and magazines)


Feature Films


For food and agriculture, see also Phil Howard's database: http://www.msu.edu/~howardp/booksfilms.html

**Games (online)**


The Amish Farming Game:  http://accad.osu.edu/~midori/Game/

Third World Farmer: http://www.3rdworldfarmer.com/

**Games (board)**

Agricola
Carcassonne
Settlers of Catan
The Farming Game

**Maps**


**Multimedia on the web**

*Up From the UnderStory: http://upfromtheunderstory.blogspot.com/*

*Story Mapping: http://www.storymapping.org/projects.html

**Videos**


Ensuring the Future of Food, from Japan's Ministry of Agriculture, Forestry, and Fisheries (MAFF): http://www.youtube.com/watch?v=ok3ykR2GHCc

Filmmaker-in-Residence, National Film Board of Canada (see The Bicycle): http://www3.nfb.ca/filmmakerinresidency/

*Passion for the Land (stories from the Sierra Valley, California): http://artofregionalchange.ucdavis.edu/?page_id=53


Other ideas: search government websites in Europe, the U.S., Australia, New Zealand, and Japan to find some interesting maps or diagrams.

**Visual art (static)**

*Beehive Design Collective: http://www.beehivecollective.org/*

*Chris Jordan: http://www.chrisjordan.com/*
## Rubric: Multimedia project

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Excellent</th>
<th>Good/adequate</th>
<th>Marginal</th>
<th>No credit</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Media piece choice</td>
<td>Done on time (before class on Reb. 4) and is not the same as another student’s choice</td>
<td></td>
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<tr>
<td>Paper:</td>
<td></td>
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<tr>
<td>Explanation of main message of multimedia piece</td>
<td>Provides a thorough and believable explanation of the main message of the piece. (2)</td>
<td>Adequate explanation of the main message, but includes some errors or omissions. (1.6)</td>
<td>Poor explanation of main message. (1)</td>
<td>No explanation of main message. (0)</td>
<td></td>
</tr>
<tr>
<td>Assessment of effectiveness of piece's message</td>
<td>Thoughtful assessment of effectiveness of piece, including suggestions for improvement. (1)</td>
<td>Adequate assessment. May be missing suggestions for improvement. (0.8)</td>
<td>Weak or vague assessment. Missing suggestions for improvement. (0.5)</td>
<td>No assessment is presented (0)</td>
<td></td>
</tr>
<tr>
<td>Interpretation of perspective of the maker (and main participant(s), if applicable)</td>
<td>Clearly and convincingly identifies perspective of the maker. If applicable, identifies perspective of the main participants. (1)</td>
<td>Identifies the perspective of the maker, but includes some error or omits relevant participant perspectives. (0.8)</td>
<td>Interpretation of the perspective of the maker is unconvincing. (0.5)</td>
<td>No identification of perspectives presented. (0)</td>
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<tr>
<td>Connections to ideas and concepts from class lecture, discussion, or readings</td>
<td>Deftly identifies at least one major idea from class and relates it to the piece. Compares the way the issue is portrayed in the piece and in class. Analysis demonstrates how the piece helps show the importance of the concept. (4)</td>
<td>Provides adequate analysis of the major concept and how it is highlighted, but may be missing some key elements of the concepts or linkages. (3.2)</td>
<td>Provides very incomplete and/or inaccurate analysis of the concept. (2)</td>
<td>No explicit connections made between concepts from class and the media piece. (0)</td>
<td></td>
</tr>
<tr>
<td>Quality and mechanics of writing</td>
<td>Demonstrates correct grammar, punctuation, and orthography (1)</td>
<td>Demonstrates mostly correct grammar, punctuation and orthography. (0.8)</td>
<td>Grammar, punctuation and orthography are generally poor. (0.5)</td>
<td>Grammar, punctuation and orthography are very poor. (0)</td>
<td></td>
</tr>
</tbody>
</table>

Total: __________ of 10