



We will use *My Beloved World* by Sonia Sotomayor as an anchor and inspiration to create our own interactive narratives. In this project, much like Sotomayor does, you need to think critically about what you will share about your life, why, and to what ends. As is frequently noted, Sotomayor has shared more about her personal life than is customary for a U.S. Supreme Court Justice. As she explains, she intentionally wanted to re-shape and guide the public's representation of her experiences. As you can see, Sotomayor is strategic; she is not simply writing a well-composed, lyrically rich autobiography. That is certainly an important element of any storytelling. However, Sotomayor has purposes beyond the showcasing of beautiful language and imagery. That will be the kind of public text that you also need to create for the simple reason THAT THIS WILL BE PUBLIC.

In the past, many students have wanted to write about extraordinarily personal things and that will be welcomed here. However, when it came down to the

wire, they were too uncomfortable sharing the writing openly and had to start over. Please understand, early on, that this is not a diary-entry assignment. It will be read by others and not locked away. Think and act rhetorically.

Please do the reading assignment, as indicated on the syllabus. Please make sure that you sink into all of the texts available for you at the website. Remember, you are not just analyzing these people's words and life; you are looking at how and why they share as a model for what you will do.



This project culminates with you making a short trailer video. We won't be doing voiceovers in our video (that is the work you will do with me in ENG 201), but you should certainly add music.



We will complete the final movie together in the lab. If you miss the lab day, the demonstration will not be repeated for you. If you decide that you do not need a demonstration and that you can do this on your own, no extra time will be allotted for you (in the past, students have decided to skip the lab day; to date, each of those students failed the assignment or lost many points because they could not finish alone so be warned: expect no sympathy or special accommodations because you over-estimated your digital prowess).

<p>Step One Your Story</p>	<p>Your 1000-word story must illustrate a larger social message about you or the situation you describe. You have five options.</p> <ol style="list-style-type: none"> 1) Describe a powerful memory of childhood or adolescence: this memory should be one that, based on its lodging in your memory today, shows up as a significant influence of or power for your life now. Can you take us back to that memory, paint a picture of it, and then bring us forward so we can see the impact? 2) Describe a stereotype that has been imposed on you: describe your memories and instances of this stereotype. How did you navigate these moments? What are the social and political issues at work here? 3) Write a letter TO a younger person: describe the social issues that you would like to
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<p>Write a 1000-word story</p>	<p>prepare this young person for. Why is this person so important to you? What kind of life do you envision for him/her? What are social/political obstacles s/he needs to understand?</p> <p>4) Write ABOUT a young person you care for: describe the social issues that you would like to prepare this young person for. Why is this person so important to you? What kind of life do you envision for him/her? What are social/political obstacles s/he needs to understand?</p> <p>5) Write about the impact a genre of music has had on you: describe a genre of music that most inspires, excites, or interests you. What memories are inspired? What are the social and political histories involved?</p> <p>Please go to the website for more details on what to write. Go to the subpages under the "Life is Real Project" tab for your details.</p>
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<p><u>Step Two</u> The Trailer</p> <p>Collect Your Visual Artifacts</p>	<p>This will be very simple in terms of the technology: <i>you will turn at least 5 images (with sound and words) into a movie and upload it to youtube.</i> More complicated work than that is for ENG 201. The time-consuming part will be choosing the images and ordering them to fit your stories, not the technology.</p> <p style="text-align: center;"><u>Preparation</u></p> <ol style="list-style-type: none"> 1) Choose five major photos that you will use (you can, of course, do more than that) for EACH vignette. Make a folder on google drive for these images (all jpeg) or email them to yourself. You will not have time in the lab to send photos from your phone to email! Do that before you get there. Get yourself prepared beforehand. These photos must be original. You can use artwork instead but it MUST be YOUR own artwork! 2) Create a caption for each photo (preferably words straight from your story)! 3) Choose one song. Have an mp3 of your song ready. Email it to yourself or set up a google drive and upload these songs there. 4) This video will only be about 45-60 seconds. Go to mp3cut.net (or something like it) and cut your song down to the 1 ½ minute section that you like best. 5) If you choose a really popular, mainstream song, you will run into a problem when you upload on youtube. Here are your alternatives: 1) find a free, open-access song on soundcloud.com; 2) find a LIVE performance on youtube and convert that to mp3 (go to http://www.vidtomp3.com to convert a youtube URL to mp3). 6) Create a title for your story.
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<p><u>Step Three</u> Putting It All Together</p>	<h2 style="margin: 0;">LAB DAY</h2> <p>Come to our lab session with all of 1-6 above. At the end of our lab session, you will have a video ready for the world! Please email your youtube link to Professor Carmen: professorkynard@gmail.com on DEADLINE! Please note that your final writing and video will be embedded to your ePortfolio. Keep the photos in a folder because you will need them again in a week or so for the ePortfolio.</p>
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<p>CHECK-OFF LIST/GUIDELINES (8 Points)</p> <p>Please note that you will be graded again on this project again since you are required to place it in your ePortfolio.</p>	
	<p>Check Here if Yes!</p>
<p>List of Tasks and Goals</p>	
1) Did I give my story an interesting title? Is my title spelled & capitalized correctly on my video?	<input type="checkbox"/>
2) Does my video trailer have at least five images, sound, and words that will draw readers in and make them want to read the full story that I have written? Does each image correspond to relevant words from my story? Are all my words spelled correctly?	<input type="checkbox"/>
3) Have I spent considerable energy and effort to make sure that my writing <i>shows</i> , not tells? Have I told interesting stories vs just making lists?	<input type="checkbox"/>
4) Is my writing is clear about the social and political implications of what I am talking about?	<input type="checkbox"/>
5) Have I copyedited my work such that there are few surface errors on this version of my work? Am I ALMOST ready to take this writing public (the full story is not going public yet, not until we start the ePortfolios)?	<input type="checkbox"/>

6) Have I submitted my COMPLETED project worksheet in class with my final story draft (see the next pages here)?	
7) Did I write a 1-paragraph introduction to my video on youtube? Does my title for the project also appear on youtube?	
8) Have I uploaded my final video to youtube and emailed Carmen by the required deadline with the youtube weblink (send emails to professorkynard@gmail.com ONLY)?	

Early Drafting & Thoughts

Which topic will you select? Why? What are the things you think you will write about?