The Urban(a) Legends Project

The Urban(a) Legends Project is a documentary-style video and archival research project that tells stories about the history of Urbana University and the surrounding Urbana community. It's goal is to enrich the whole community—students, staff, faculty, and residents—by engaging them in learning about, preserving, and making widely available the history of the University and Urbana community.

In this project, you are being asked to contribute to the content and growth of this collection, by creating a documentary-style video that blends video footage, sound, and still images to tell the story of a person, place, event, or object related to Urbana University and/or the Urbana community. The goal of documentary is to tell an interesting story that helps fellow students, and others, learn about your topic.

SO HOW WILL THIS WORK EXACTLY?

In teams, you will be working together to conduct research, determine the storyline for your documentary, and collect, shoot, and edit the necessary footage to produce your documentary. You will have the option of producing your film in Adobe Premier Rush, Adobe Spark Video or iMovie (if someone in your group owns a Mac).

I have already arranged for you to conduct interviews with alumni as a starting point, but you will also simultaneously be doing research in the university archives, and potentially with other primary sources.

ASSIGNMENT & FORMAT

This is a collaborative multi-stage assignment, part of which is written and part of which is visual. You will be using the information collected through primary research to collaboratively compose (1) a storyboard and script for your project, and (2) a 4-5 minute documentary-style film

Part 1: Storyboard

In this part of the assignment, you will articulate, through a visual storyboard and a corresponding script, the story you plan to tell in your video. Storyboards must include

- A 2-4 sentence overview of the story from your video and a 1-2 sentence statement about the audience response you are trying to achieve
- A detailed, frame by frame timeline (including amount of time each image will be shown) for your film (I will provide you a template to work from for this part.)
- A plan for transitions between major elements of the video
- A written script that aligns with each frame. If a particular section has audio other than speech, like music or recorded interview audio, you need to indicate what that audio will be and provide text for any non-music audio

Your goal is to tell a rich story, not just relay facts, so you will need to consider how you plan to create a particular mood/feeling for your video. Considerations should include color scheme, music, transitions, etc.

Part 2: Documentary Video

Once you have completed the research and storyboarding process, you will need to create your video.

Videos should

- Be 4-5 minutes in length
- Combine multiple modes of expression
    - At a minimum, your video must use one piece of music, one still image, one moving image, and some language (written or spoken). Of course, you may use more than the minimum requirement if desired.
- Use ethical copyright and licensing practices.
    - Any material that you do not create needs to receive proper attribution on the References frame at the end of the film.
    - It will be up to you to decide whether your video will be "copyright clean" and originally created entirely by you or not. You may also choose to license your own video through Creative Commons. Videos that are completely "copyright clean" will receive a small amount of extra credit.
    - Videos that do not meet copyright and licensing standards will not be added to the public website pages.

Part 3: Individual Reflection

You also need to produce an individual reflection about your research process and final project. Your reflection needs to answer the following questions:

- What did you learn about your topic? What do you wish you could have learned that you didn't?
- How was this experience similar to research you've done in the past? How was it different?
- What did you learn about archival research? What would you do differently in the future?
- What did you learn about group research? What would you do differently in the future?
- What was your role in the research project? (Be specific and describe exactly what you did. Not "I looked stuff up" but "I looked up information about the company that produced our artifact and if found. …")

Reflection Format:
Your reflection should be at least 2 double-spaced pages with a title, a correct APA header and title page, and a References page, if necessary.

Assessment

This project is worth 225 points (22.5% of your final grade). You will receive up to 75 points for your storyboard and script, up to 100 points for your video project, and up to 50 points for your individual reflection.

Collaborative Assessment

I will assess the proposal, page and placards your group submits. Unless you have spoken with me about issues in your group before the project is due, all members of the group will earn the same grade for group projects.

Collaborative Assessment: Storyboard

Criteria	An Unsatisfactory Project	An Adequate Project	A Strong Project
	0-13	**13.5-16.5**	**17-18.75**
Reasoning	Minimally or never • follows a coherent, sound, and well-evidenced line of reasoning with many lapses in the clarity of the reasoning or evidence • provides content that enables a reader to use the text for its intended purpose with many spots where not enough information is provided, too much unnecessary information is provided, and/or the way the information is confusing or inappropriate • develops and appropriately crafts content for the genre with many spots where the information is inappropriate for the genre type and/or some spots where information is provided but not sufficiently analyzed or commented upon • relays a novel, original, and/or unique argument, explanation, or narrative that allows the subject to be seen in a new light	Generally • follows a coherent, sound, and well-evidenced line of reasoning with some lapses in the clarity of the reasoning or evidence • provides content that enables a reader to use the text for its intended purpose with some spots where not enough information is provided, too much unnecessary information is provided, or the way the information is confusing or inappropriate • develops and appropriately crafts content for the genre with some spots where the information is inappropriate for the genre type and/or some spots where information is provided but not sufficiently analyzed or commented upon • relays a novel, original, and/or unique argument, explanation, or narrative that allows the subject to be seen in a new light with some lapses	Consistently • follows a coherent, sound, and well-evidenced line of reasoning • provides content that enables a reader to use the text for its intended purpose • sufficiently develops and appropriately crafts content for the genre • relays a novel, original, and/or unique argument, explanation, or narrative that allows the subject to be seen in a new light
	0-13	**13.5-16.5**	**17-18.75**
Audience Engagement	Minimally or never • contains intentional features that help develop the reader's understanding of the subject as the writer sees it with many lapses • uses tone and style in the text that meet the expectations of the given audience with many lapses in word choice, formality, and/or language use • develops the line of reasoning in a way that aligns with the intended audience's standards of evidence and argument with many lapses in type and/or amount of evidence provided or in appeals made to the audience	Generally • contains intentional features that help develop the reader's understanding of the subject as the writer sees it with some lapses • uses tone and style in the text that meet the expectations of the given audience with some lapses in word choice, formality, and/or language use • develops the line of reasoning in a way that aligns with the intended audience's standards of evidence and argument with some lapses in type and/or amount of evidence provided or in appeals made to the audience	Consistently • contains intentional features that help develop the reader's understanding of the subject as the writer sees it • uses tone and style in the text that meet the expectations of the given audience • develops the line of reasoning in a way that aligns with the intended audience's standards of evidence and argument

	An Unsatisfactory Project	An Adequate Project	A Strong Project
	0-13	**13.5-16.5**	**17-18.75**
Genre	Minimally or never • selects a genre that is appropriate to accomplish the writer's task in a given situation for particular readers, but many features of the selected genre don't work for the situation and/or audience OR the genre is wholly inappropriate for the situation or audience • uses textual form and structure that align with the conventions of the given genre and the reader's expectations for these conventions with many lapses in the execution of conventions • realizes the conventions of the genre so that readers experience the genre in a meaningful way that is not hackneyed or stereotyped with many lapses	Generally • selects a genre that is appropriate to accomplish the writer's task in a given situation for particular readers but some features of the selected genre don't work for the situation and/or audience • uses textual form and structure that align with the conventions of the given genre and the reader's expectations for these conventions with some lapses in the execution of conventions • realizes the conventions of the genre so that readers experience the genre in a meaningful way that is not hackneyed or stereotyped with some lapses	Consistently • selects a genre that is appropriate to accomplish the writer's task in a given situation for particular readers • uses textual form and structure that align with the conventions of the given genre and the reader's expectations for these conventions • realizes the conventions of the genre so that readers experience the genre in a meaningful way that is not hackneyed or stereotyped
	0-13	**13.5-16.5**	**17-18.75**
Style, Mechanics, & Presentation	Minimally • designs the text in a polished fashion that is in line with instructions, genre conventions, and reader expectations with many lapses in word choice, sentence structure, and/or execution of conventions • displays numerous noticeable or distracting grammar errors • uses appropriate citation practices in-text and on the References page with many noticeable errors or omissions	Generally • designs the text in a polished fashion that is in line with instructions, genre conventions, and reader expectations with some lapses in word choice, sentence structure, and/or execution of conventions • displays some noticeable or distracting grammar errors • uses appropriate citation practices in-text and on the References page with some noticeable errors or omissions	Consistently • designs the text in a polished fashion that is in line with instructions, genre conventions, and reader expectations • displays minimal noticeable or distracting grammar errors • uses appropriate citation practices in-text and on the References page
		Total	**75 points**

Assessment Notes for the Urban(a) Legends Storyboard & Script Project

Reasoning
- To be an adequate project or above, the Storyboard & Script Project must
    - Include specific details about the content to be used
    - Demonstrate how various modes of expression/types of content will work together in the project

Audience Engagement
- To be an adequate project or above, the Storyboard & Script Project must
  - Present information in an easy to access and follow way

Genre
- To be an adequate project or above, the Storyboard & Script Project must
  - Use images to help convey the look of the video project
  - Follow a frame by frame layout

Collaborative Assessment: Documentary-Style Video

	An Unsatisfactory Project	An Adequate Project	A Strong Project
Criteria	0-17	17.5-22	22.5-25
Reasoning	Minimally or never • follows a coherent, sound, and well-evidenced line of reasoning with many lapses in the clarity of the reasoning or evidence • provides content that enables a reader to use the text for its intended purpose with many spots where not enough information is provided, too much unnecessary information is provided, and/or the way the information is confusing or inappropriate • develops and appropriately crafts content for the genre with many spots where the information is inappropriate for the genre type and/or some spots where information is provided but not sufficiently analyzed or commented upon • relays a novel, original, and/or unique argument, explanation, or narrative that allows the subject to be seen in a new light	Generally • follows a coherent, sound, and well-evidenced line of reasoning with some lapses in the clarity of the reasoning or evidence • provides content that enables a reader to use the text for its intended purpose with some spots where not enough information is provided, too much unnecessary information is provided, or the way the information is confusing or inappropriate • develops and appropriately crafts content for the genre with some spots where the information is inappropriate for the genre type and/or some spots where information is provided but not sufficiently analyzed or commented upon • relays a novel, original, and/or unique argument, explanation, or narrative that allows the subject to be seen in a new light with some lapses	Consistently • follows a coherent, sound, and well-evidenced line of reasoning • provides content that enables a reader to use the text for its intended purpose • sufficiently develops and appropriately crafts content for the genre • relays a novel, original, and/or unique argument, explanation, or narrative that allows the subject to be seen in a new light
	An Unsatisfactory Project	**An Adequate Project**	**A Strong Project**
	0-17	17.5-22	22.5-25
Audience Engagement	Minimally or never • contains intentional features that help develop the reader's understanding of the subject as the writer sees it with many lapses • uses tone and style in the text that meet the expectations of the given audience with many lapses in word choice, formality, and/or language use • develops the line of reasoning in a way that aligns with the intended audience's standards of evidence and argument with many lapses in type and/or amount of evidence provided or in appeals made to the audience	Generally • contains intentional features that help develop the reader's understanding of the subject as the writer sees it with some lapses • uses tone and style in the text that meet the expectations of the given audience with some lapses in word choice, formality, and/or language use • develops the line of reasoning in a way that aligns with the intended audience's standards of evidence and argument with some lapses in type and/or amount of evidence provided or in appeals made to the audience	Consistently • contains intentional features that help develop the reader's understanding of the subject as the writer sees it • uses tone and style in the text that meet the expectations of the given audience • develops the line of reasoning in a way that aligns with the intended audience's standards of evidence and argument

	An Unsatisfactory Project	An Adequate Project	A Strong Project
	0-17	**17.5-22**	**22.5-25**
Genre	Minimally or never • selects a genre that is appropriate to accomplish the writer's task in a given situation for particular readers, but many features of the selected genre don't work for the situation and/or audience OR the genre is wholly inappropriate for the situation or audience • uses textual form and structure that align with the conventions of the given genre and the reader's expectations for these conventions with many lapses in the execution of conventions • realizes the conventions of the genre so that readers experience the genre in a meaningful way that is not hackneyed or stereotyped with many lapses	Generally • selects a genre that is appropriate to accomplish the writer's task in a given situation for particular readers but some features of the selected genre don't work for the situation and/or audience • uses textual form and structure that align with the conventions of the given genre and the reader's expectations for these conventions with some lapses in the execution of conventions • realizes the conventions of the genre so that readers experience the genre in a meaningful way that is not hackneyed or stereotyped with some lapses	Consistently • selects a genre that is appropriate to accomplish the writer's task in a given situation for particular readers • uses textual form and structure that align with the conventions of the given genre and the reader's expectations for these conventions • realizes the conventions of the genre so that readers experience the genre in a meaningful way that is not hackneyed or stereotyped
	0-17	**17.5-22**	**22.5-25**
Style, Mechanics, & Presentation	Minimally • designs the text in a polished fashion that is in line with instructions, genre conventions, and reader expectations with many lapses in word choice, sentence structure, and/or execution of conventions • displays numerous noticeable or distracting grammar errors • uses appropriate citation practices in-text and on the References page with many noticeable errors or omissions	Generally • designs the text in a polished fashion that is in line with instructions, genre conventions, and reader expectations with some lapses in word choice, sentence structure, and/or execution of conventions • displays some noticeable or distracting grammar errors • uses appropriate citation practices in-text and on the References page with some noticeable errors or omissions	Consistently • designs the text in a polished fashion that is in line with instructions, genre conventions, and reader expectations • displays minimal noticeable or distracting grammar errors • uses appropriate citation practices in-text and on the References page
		Total	**100 points**

Assessment Notes for the Urban(a) Legends Documentary Video Project

Reasoning
- To be an adequate project or above, the Documentary Project must
  - Tell a specific story or narrative related to Urbana University or the community of Urbana

Audience Engagement
- To be an adequate project or above, the Documentary Project must

- Present information in an easy to access and follow way
- Transition effectively between topics and modes of expression

Genre

- To be an adequate project or above, the Documentary Project must
  - Use the affordances of video
  - Present multiple modes of expression

Style, Mechanics, & Presentation

- To be an adequate project or above, the Documentary Project must
  - Follow best practices for accessibility
  - Cite sources in APA format (as appropriate for the genre)

Individual Assessment: Reflection

Criteria	An Unsatisfactory Project	An Adequate Project	A Strong Project
	0-8.5	**8.75-11**	**11.25-12.5**
Reasoning	Minimally or never • follows a coherent, sound, and well-evidenced line of reasoning with many lapses in the clarity of the reasoning or evidence • provides content that enables a reader to use the text for its intended purpose with many spots where not enough information is provided, too much unnecessary information is provided, and/or the way the information is confusing or inappropriate • develops and appropriately crafts content for the genre with many spots where the information is inappropriate for the genre type and/or some spots where information is provided but not sufficiently analyzed or commented upon • relays a novel, original, and/or unique argument, explanation, or narrative that allows the subject to be seen in a new light	Generally • follows a coherent, sound, and well-evidenced line of reasoning with some lapses in the clarity of the reasoning or evidence • provides content that enables a reader to use the text for its intended purpose with some spots where not enough information is provided, too much unnecessary information is provided, or the way the information is confusing or inappropriate • develops and appropriately crafts content for the genre with some spots where the information is inappropriate for the genre type and/or some spots where information is provided but not sufficiently analyzed or commented upon • relays a novel, original, and/or unique argument, explanation, or narrative that allows the subject to be seen in a new light with some lapses	Consistently • follows a coherent, sound, and well-evidenced line of reasoning • provides content that enables a reader to use the text for its intended purpose • sufficiently develops and appropriately crafts content for the genre • relays a novel, original, and/or unique argument, explanation, or narrative that allows the subject to be seen in a new light
	0-8.5	**8.75-11**	**11.25-12.5**
Audience Engagement	Minimally or never • contains intentional features that help develop the reader's understanding of the subject as the writer sees it with many lapses • uses tone and style in the text that meet the expectations of the given audience with many lapses in word choice, formality, and/or language use • develops the line of reasoning in a way that aligns with the intended audience's standards of evidence and argument with many lapses in type and/or amount of evidence provided or in appeals made to the audience	Generally • contains intentional features that help develop the reader's understanding of the subject as the writer sees it with some lapses • uses tone and style in the text that meet the expectations of the given audience with some lapses in word choice, formality, and/or language use • develops the line of reasoning in a way that aligns with the intended audience's standards of evidence and argument with some lapses in type and/or amount of evidence provided or in appeals made to the audience	Consistently • contains intentional features that help develop the reader's understanding of the subject as the writer sees it • uses tone and style in the text that meet the expectations of the given audience • develops the line of reasoning in a way that aligns with the intended audience's standards of evidence and argument

	An Unsatisfactory Project	An Adequate Project	A Strong Project
	0-8.5	8.75-11	11.25-12.5
Genre	Minimally or never • selects a genre that is appropriate to accomplish the writer's task in a given situation for particular readers, but many features of the selected genre don't work for the situation and/or audience OR the genre is wholly inappropriate for the situation or audience • uses textual form and structure that align with the conventions of the given genre and the reader's expectations for these conventions with many lapses in the execution of conventions • realizes the conventions of the genre so that readers experience the genre in a meaningful way that is not hackneyed or stereotyped with many lapses	Generally • selects a genre that is appropriate to accomplish the writer's task in a given situation for particular readers but some features of the selected genre don't work for the situation and/or audience • uses textual form and structure that align with the conventions of the given genre and the reader's expectations for these conventions with some lapses in the execution of conventions • realizes the conventions of the genre so that readers experience the genre in a meaningful way that is not hackneyed or stereotyped with some lapses	Consistently • selects a genre that is appropriate to accomplish the writer's task in a given situation for particular readers • uses textual form and structure that align with the conventions of the given genre and the reader's expectations for these conventions • realizes the conventions of the genre so that readers experience the genre in a meaningful way that is not hackneyed or stereotyped
	0-8.5	8.75-11	11.25-12.5
Style, Mechanics, & Presentation	Minimally • designs the text in a polished fashion that is in line with instructions, genre conventions, and reader expectations with many lapses in word choice, sentence structure, and/or execution of conventions • displays numerous noticeable or distracting grammar errors • uses appropriate citation practices in-text and on the References page with many noticeable errors or omissions	Generally • designs the text in a polished fashion that is in line with instructions, genre conventions, and reader expectations with some lapses in word choice, sentence structure, and/or execution of conventions • displays some noticeable or distracting grammar errors • uses appropriate citation practices in-text and on the References page with some noticeable errors or omissions	Consistently • designs the text in a polished fashion that is in line with instructions, genre conventions, and reader expectations • displays minimal noticeable or distracting grammar errors • uses appropriate citation practices in-text and on the References page
		Total	**50 points**

Assessment Notes for the Final Reflection Project

Reasoning
- To be an adequate project or above, the final reflection must
  - Include multiple specific examples from the writer's experiences and work during the semester
  - State or explain how the examples provided demonstrate learning

Audience Engagement
- To be an adequate project or above, the final reflection must
    - Use a tone appropriate for communication with an acquaintance rather than a peer

Genre
- To be an adequate project or above, the final reflection must
    - Use paragraph format to address the assignment questions

Style, Mechanics, & Presentation
- To be an adequate project or above, the final reflection must
    - Cite in APA format as necessary