

ANTI-RACIST PEDAGOGIES

GUIDELINES FOR THE HYPE ASSIGNMENT

At the start of each class, we are going to have someone to Hype Us Up! YOU will run the class with an introduction to and interpretation of the readings/theme of the week. You have 15-20 minutes. Plan something for us to see, do, think about--- don't just talk off the top of your head. Show us a performance or some kind of text and present it via google slides or canva.

You should assume--- like with any college classroom--- that the ideas that you present to your colleagues in this class are competing for their mind-space and attention with work, family, sleep, fatigue, hunger, and the stress of 100s of pages and hours of reading and studying for other classes. Do NOT assume that anyone in the class has heard of the rhetor or issue you are focusing on. Do NOT assume that we know or have thought critically about why this topic is important. Tell us what, who, when, and where. Then dive deeper into why you are arguing for this as socially/cultural/linguistically/historically significant.

Many students choose music for these presentations. If you do so, consider a live performance or music video. A live performance adds a different dimension of audience interaction than just a song playing. And, well, let's be honest: some of them ballads that sound so good on iTunes come apart when it goes live... some folk can't sing a lick of what their records sound like. Please note the difference, also, between a music video and an artist's live performance. A music video will require a significant amount of discussion about visual rhetorics (camera angles, colors, lighting, setting, etc). Music videos can also be their own thing and live their own digital life with the ways they are shared and watched on youtube and other hosting platforms.

You do not need to wear a 5-piece suit when you present (though you are certainly welcome to... a lil swag never hurt NOOObody!) Do not let your nerves psych you out though. You are talking to your colleagues here, giving them information that they do not have about something you have thought a lot about. You are NOT competing with anyone in here. *You are SHARING with them.*

POINT SYSTEM GRADING

Remember that you are graded in this class via 100 points which might look very different from your other classes. Young adults today have *witnessed and been*

subjected to the most rubrics, norming standards, and high-stakes tests than any other group of K-12 students in the history of education in the United States. In this class, let's not replicate the kinds of assessment strategies experienced in prototypical standardization regimes. Instead the class is based on a point spread. This means that you are graded on what you DO and CREATE as tangibly and transparently as possible.

The point system does not fully achieve equitable assessment, but it still attempts to strategically counter oppressive norms and social constructions of grades and grading. Each project and assignment in the course get counted towards the overall 100 points. There are no rubrics in the course because I see those processes as too nested with corporate standardization. There are no "contracts" in this class because I see that language as too nested with U.S. contract law--- a system that has never treated Black and Indigenous communities equally or humanely. Until we can find a better way, we use points.

Point-Spread for the Presentation (14 points)

Each Point Correlates to an Expectation	Check
1. <u>STYLE AND TONE:</u> I do not simply read the screen out loud to everyone and have an intimate relationship with my notecards and/or the computer screen. I do NOT offer sadomasochistic reviews of my abilities either (i.e., “I’m not a very good presenter”... do NOT start that way!) I don’t use up my entire time showing a video; if/when I use a video, I make an interesting choice and have cued up the segment(s) that I want my audience to see.	
2. <u>TIMING:</u> I stick to the allotted 15-20 minutes. I present for at least 15 minutes but not longer than 25 minutes (cues come from the teacher like a conference panelist would). I must be on time and ready to start right away. This time does not include Q&A from colleagues.	
3. <u>VISUAL INTENT:</u> My presentation is visually interesting. I did NOT the pre-packaged templates for the background. My background image matches my content and/or argument. The entire set of slides have their own, unique packaging.	
4. <u>DEPTH OF SLIDES:</u> I have at least 8 slides so that my audience is engaged in something more than just a few pictures. I pay attention to where and how I display words and images, etc. Nothing runs off the page.	
5. <u>SEQUENCE OF SLIDES:</u> The slides are thoughtfully and artfully sequenced. I have used some kind of transition or animation that will translate nicely when this goes to “movie” form on a web platform.	
6. <u>NAMING:</u> I gave my overall presentation an interesting title. The title of the presentation is displayed in some kind of obvious way on the google landing and on a front-page slide. My title follows the usual academic format (Short and Sexy Attention-Grabber: Longer Explanation).	
8. <u>LANGUAGE:</u> I have attended to surface errors. I have remembered that these are public platforms, so typos matter now (I can always go back and change things). I use all of the languages, idioms, vibes, and vernaculars that I fly with to make this presentation really sing.	
9. <u>TECHNOLOGICAL ISSUES:</u> All images in my slideshow are weblinked to their source in order to prevent copyright issues. All of my videos are embedded; I did not simply paste a URL on a page.	
10. <u>SUBMISSIONS:</u> I remembered to email Carmen a link to my google or canva slides <i>on the Monday of by 8am</i> so that the slides can be embedded at the course website. The google or canva link that I send must give Carmen an editor role so that she can embed. I do NOT attach a powerpoint presentation and just hope it goes through. PLEASE NOTE AGAIN: PPTX is an unacceptable format.	
11. <u>HISTORICAL AND CULTURAL CONNECTIONS:</u> I make clear connections to historical and/or discursive features of anti-racism/anti-colonialism as we have studied it in class. I engage at least one of the reading assignments in the class.	
12. <u>CITATIONS:</u> I reference at least one article/essay. I created a slide with bibliographic information that details where I got all of my images and all of content information.	
13-14. <u>MORE THAN AN ASSIGNMENT:</u> I share with my colleagues why I have chosen this topic. I inform my colleagues about this topic but am also helping them to see or hear something differently. I end my slides with discussion questions for further consideration that I would like my colleagues to ponder. <i>The questions are interesting and deep enough to generate at least five minutes of free discussion.</i>	

Total Points	
(this project accounts for 14 points of the final grade’s 100 points)	
Points Translation (Roughly) 13-14 points: A 12 points: B 10-11 points: C 1-9 points: Failing	

TRIGGER WARNINGS: If there is harsh language, profanity, or violence in the depictions that you show us, please offer us a trigger warning beforehand. Explain what the trigger is and for whom/why it might be triggering. If there are music lyrics, etc that drop the n-bomb, please also make sure that you do not read out loud those lyrics to us.