

DIGITAL BLACKNESS

Guidelines for the Hype Assignment

Thursdays will be all about the HYPE. For our Thursday classes, we are going to have someone to Hype Us Up! YOU will run the class with an introduction to and interpretation of an important moment in Black digital rhetoric. It could be a hashtag, a dance, a movement, a concept, a digital archivist/curator, a poet, a musician, a wellness coach--- and on and on. The teacher will not be the only person to decide who and what is worthy of our

attention and thinking this semester. You will have a part in building out this curriculum as well.

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 care about. You are NOT competing with anyone in here. *You are SHARING with them.*

Point-Spread for the Presentation (10 points)

Each Point Correlates to an Expectation	Check
1. STYLE AND TONE: 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. TIMING: I stick to the allotted 15-20 minutes. I present for at least 15 minutes but not longer than 20 minutes (cues come from the teacher like a conference panelist would). I must be on time and ready to start right away.	

3. VISUAL INTENT: My presentation is visually interesting. I did NOT use 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. DEPTH OF SLIDES: I have at least 8 slides so that my audience is engaged in something more than just a few pictures. The slides are thoughtfully and artfully sequenced. I have used some kind of transition or animation (loaded onto the platform) that will translate nicely when this goes to “movie” form on a web platform.	
5. NAMING: 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).	
6. SURFACE ISSUES: There are NO surface errors anywhere. I have remembered that these are public platforms. Grammar, typos, and spelling matter now.	
7. TECHNOLOGICAL QUALITY OF SLIDES: 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. I also remembered to email Carmen a link to my google or canva slides by the Wednesday before at NOON so that the slides can be embedded at the course website. The google or canva link that I sent 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: PPT is an unacceptable format.	
8. HISTORICAL AND CULTURAL CONNECTIONS: I make clear connections to historical and/or discursive features of Black digital culture as we have studied it in class.	
9. CITATIONS: I reference at least one article/essay that deals explicitly with Black digital rhetoric. I created a slide with bibliographic information that details where I got all of my images and all of content information.	
10. MORE THAN AN ASSIGNMENT: 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 10 points of the final grade’s 100 points)	
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Points Translation (Roughly)

9-10 points: A 8 points: B 7 points: C 5-6 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 who/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.