

# DIGITAL BLACKNESS

## guidelines for the hype assignment

attention and thinking this semester. You will have a part in building out this curriculum as well. Remember, the focus of the class is Black cultures online and/or Black technology history as a way of looking at how people work through their society and world. Your presentation should give us an example of this. There are suggested topics on the presentation sign-up sheet. ***Make sure that you do not duplicate a topic that has already been chosen.***

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 cannot use powerpoint. Be extra-careful when you use a more commercial platform like Canva, because the free version comes with ads and embedded videos play ads (you will be deducted points for this). Note: TCU classroom technology will not show TikTok videos, so you will need a work-around for that. The good news is that many TikTok creators have a back-up site elsewhere now.

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 of Black cultures online and/or Black technology history.

Many students choose music for these presentations. A live performance adds a different dimension of audience interaction that you will need to discuss. 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 and/or know about. You are NOT competing with anyone in here. *You are SHARING with them.*

## point system grading

***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

For many of our classes, it will be your job 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 historical point of origins, 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

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***

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. Each project and assignment in the course get counted towards the overall 100 points.

## Point-Spread for the Presentation (10 points)

Each Point Correlates to an Expectation	Check
<p><b>1. <u>STYLE AND TONE:</u></b> 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 (i.e., “I’m not a very good presenter”... I 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. There are no commercial ads on the video that I play.</p>	
<p><b>2. <u>TIMING:</u></b> I stick to the allotted 15-20 minutes (this is the time that YOU talk; audience discussion will get extra time). I present for at least 15 minutes but not longer than 20 minutes (you will be cued come like a conference panelist would if you go longer). I must be on time and ready to start right away.</p>	
<p><b>3. <u>VISUAL INTENT:</u></b> My presentation is visually interesting. I did NOT use the pre-packaged, childish or cartoonish templates. My background image/package matches my content and/or argument. The entire set of slides has their own, unique message. I try to make the template as original as possible so that my presentation doesn’t look unoriginal and cut-and-pasted.</p>	
<p><b>4. <u>DEPTH OF SLIDES:</u></b> 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 that will translate nicely when this goes to “movie” form on a web platform.</p>	
<p><b>5. <u>NAMING:</u></b> 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).</p>	
<p><b>6. <u>LANGUAGE ISSUES:</u></b> 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.</p>	
<p><b>7. <u>TECHNOLOGICAL QUALITY OF SLIDES:</u></b> All images in my slideshow are either weblinked or have their sources listed in order to prevent copyright issues. All of my videos are embedded; I did not simply paste a URL on a page. <i>I also remembered to email Carmen a link to my google or canva slides the day before at NOON 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.</i></p>	
<p><b>8. <u>HISTORICAL AND CULTURAL CONNECTIONS:</u></b> I make clear connections to historical and/or discursive features of Black digital cultures and/or Black technology histories as we have studied it in class. I engage at least one of the reading assignments in the class.</p>	
<p><b>9. <u>CITATIONS:</u></b> 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 from articles, webessays, etc.</p>	
<p><b>10. <u>MORE THAN AN ASSIGNMENT:</u></b> 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 at least three, open-ended 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></p>	
<p><b><u>Total Points</u></b> (this project accounts for 10 points of the final grade’s 100 points)</p>	
<p>Points Translation (Roughly): 9-10 points: A      8 points: B      7 points: C      5-6 points: Failing</p>	

**TRIGGER WARNINGS:** If there is harsh language, profanity, or violence in the depictions that you show us, please offer us a content warning/rating 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.