DIGITAL JUSTICE

The ENG 201 Digital Justice Project

This is the main project/focus of the semester. Like in ENG 101, we have a required research project, only this one is not as traditional. Instead of one, extended research project, you will choose a project focus that you sustain across the semester. Since the conversation at John Jay is always about JUSTICE--- social justice--- this project will be about digital justice.

YOUR FOCUS

The concept is simple. The difficulty will be in coming up with a focus that you like well enough to follow throughout the semester.

More Details about the ENG 201 Digital Justice Project	
What counts as a digital justice topic?	A digital justice topic is ANY event/person/movement that uses digital tools to achieve its social justice goals. Be creative and wide-ranging in how you conceptualize this.
What kind of digital spaces should I be looking at?	You can follow a website, youtube channel, facebook page, blog, instagram site, a particular tweeter/viner/etc, or a moving event that encompasses digital work. Choose something that you are genuinely interested in following and looking at.
How do I choose? How can I approach this project? What questions should I ask myself?	**Is there an artist (musician, painter, dancer), poet, scholar, or writer who you would like to follow?** This has to be someone who maintains a social media/digital presence themselves--- not the machine/record company behind them--- and has a social justice focus. You are going to take a look at their archive of work and the new work they do this spring. **Is there an activist or activist group who you would like to follow?** You are going to explore the social justice that motivates the group or person. The person or group has to be directing and maintaining their own social media/digital presence though. You are going to take a look at their archive of work and the new work they do this spring. **Is there a cause that you would like to follow?** This is a bit more work, but it is do-able. You will need to find two different artists, activists, or groups committed to this one cause and then compare their archive of work and the new work they do this spring.

Make interesting choices. **Be bold. Be adventurous. Be unique.** And, most of all, make sure that you like this issue because you will be spending a lot of time with them this semester.

YOUR DIFFERENT TASKS

You will discuss and examine your three digital programs in different ways across the semester:

What You Can Expect

TASK I
Oral Presentation
(15 points)

You will do an **ORAL PRESENTATION** for the class using Prezi, Powerpoint/slideshare, or Google Presentations. This presentation must be at least 10 minutes long, but no more than 15 minutes. Each day of class begins with a presentation. You START the class, not the teacher! Do NOT assume that anyone in the class has heard of the 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 a digital justice program and why it is socially significant.

Here are other things to consider in your presentation:
• How and why does this justice issue occupy a digital space that convinces us to act or think deeper?
• What is the social justice issue at stake here?
• How do digital tools connect and/or re-invigorate its community/intended audiences?

You do not need to come to class in a 5-piece suit when you present (though you are certainly welcome to… a lil swag never hurt NObody!) 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.*

There are guidelines for using Prezi and slideshare on the website. Play around with it. Get comfortable with these as you will undoubtedly have the opportunity to present with these platforms in other classes. You will teach this to yourself this semester. *For more on prezi and slideshare, go here:*
http://www.digirhetorics.org/digital-justice-presentation-prezi-youtube-or-slidesharehellip-the-choice-is-yours.html

For a sample prezi, go here: **https://bitly.com/yodalin**

TASK II
Website Project
(35 points)

You will be building a **WEBSITE** with a team. Your particular webpage will do a rhetorical analysis of the digital tools related to your topic. You will embed your prezi there or your slideshare and build an e-page that works as a short digital research paper. We will do this work close to the 6th to 7th weeks of the semester. We will discuss all of the project requirements then. For now, just know that you will be formally writing about your justice issue on your website too.

For a sample team website from 2014, go here:
http://loveyourselfunconditionally.weebly.com

TASK III
Midterm ePortfolio
(30 points)

The class stresses the importance of YOU having a PROFESSIONAL digital footprint across multiple platforms in the 21st century. The content on these platforms can be overlapping, but because they are different platforms, they will do different things. Part of your **ePortfolio** requirements will be to create e-pages, almost like advertisements, that describe, link to, promote, and discuss your website. We will do this closer to the end of the semester. For now, just know that you will be promoting your website and digital justice project across multiple platforms.

You attend a college in New York City committed to social justice. In every class, you experience the full range of world heritages and world languages. You are amongst the first generation of college students who were born in a digital world (NOTE: for those of you who think it only NORMAL and commonsense to send a minim of 200 texts per day, this ain't how everybody thinks!) You have a unique contribution to make in this project. Step up to the plate here and swing!

Your Point-Spread for the Digital Justice Presentation
(15 points)

The ENG 201 Justice Presentation

1) You are ready and prepared EXACTLY 5 minutes after class starts. You have your prezi, slideshare, or Google Presentation up and ready. We do not have to wait for you to set up the classroom computer and screen. You did your own sound-check and video-check (make sure your youtube vdeo works, etc) BEFORE you got started.	
2) You are clear and loud enough for us to hear you. You may be a little nervous, but your presentation is still very professional, informative, and engaging.	
3) You look at us when you present. You are not simply reading the screen out loud to us and having an intimate relationship with your notecards and/or the computer screen. Sure, you may be nervous, but you know how to command the room anyway.	
4) You are very serious in your presentation. You are not giggling or having side-conversations with your colleagues in the room when you are standing in front of all of us.	
5) Your prezi or slideshare/ppt is visually interesting. You did NOT use the pre-packaged templates for the background. Your background image matches your content and/or argument.	
6) You don't use up your entire time by showing us a video (unless, of course, it is a video that YOU made.) If/when you use a video, you make an interesting choice and you have cued up the segment that you want us to see.	
7) You make clear connections to issues of social justice. You explain why this is a justice issue FOR YOU. You inform us about the topic but you are also persuading us to think and do something to combat an injustice.	
8) You explain why the digital tools used by various rhetors who work on this justice issue are important, interesting, and effective. You explain how and why the digital tools achieve change and/or new dialogues.	
9) You show and/or explain the impact that the digital tools have on the audience, how it educates, and how it makes social change.	
10) You stick to the allotted 10-15 minutes. You present for at least 10 minutes but not longer than 15 minutes. You set up the course website when you finish your presentation so that the class is ready to keep going after you are done.	
11) You do NOT offer sadomasochistic reviews of your abilities (i.e., I'm not a very good presenter everybody… do NOT start that way!)	
12) There are NO surface errors anywhere in the prezi or slideshare/ppt. Remember that these are public platforms. Grammar, typos, and spelling matter.	
13) You listen closely and seriously to your colleagues' presentation. You do not act like an immature high-schooler who treats the college classroom and your colleagues' presentation as time to socialize with friends.	
14) You are passionate and personal about the issue that you are sharing with us. The classroom as your audience can feel your convictions and want to do something to positively impact the issues you have presented to us.	
15) You have your overall presentation an interesting title. The title of the presentation is displayed in some kind of obvious way on the prezi and powerpoint.	

	Total Points (please note that this project accounts for 20 points of the final grade's 200 points)

Points Translation

14-15 points: **A**	12-13 points: **B**	11 points: **C**	10 points: **D**	9 points and below: **F**