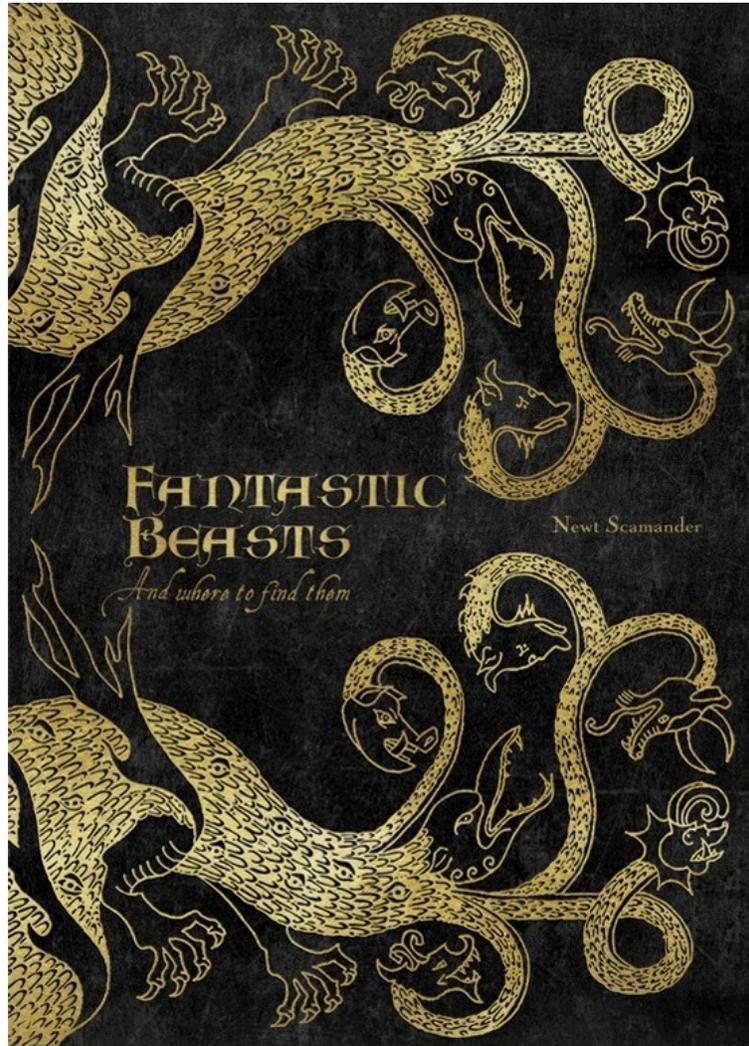**Artifact 1: Fantastic Beasts and Where to Find Them Multimodal Essay**

First Year students at Hogwarts are required to purchase a copy of *Fantastic Beasts and Where to Find Them* before arriving at school. This book presumably serves to aid them in learning about the magical creatures that inhabit their world. But when J.K. Rowling wrote the series – and then created a version of this text, as well – where did she get the information on which she based the creatures that appear there? Do kappas actually have a role in some culture's historical myth? We've heard of phoenixes before – but where did their original legend come from?

For this artifact, you will **research the origins of the fantastic beast** that you've chosen in literature, history, and legend, and **design and create a multimodal essay that analyzes J.K. Rowling's use of that beast in her novels**. You will need to understand how that creature is portrayed in the Harry Potter world, what is its role, where does it appears, and what is its importance. You will then take the information you've found about that particular beast (or creature) through your research and analyze what role those origins had in Rowling's work. For example: the sphinx makes one crucial appearance in Rowling's novels. What are its origins? Where has it appeared in literature before? What does it do? Is it dangerous? What roles does it play in literature or legend? How does Rowling utilize the sphinx's origins in her own work? What role does it play in its appearance in Harry Potter's life? What is significant about this? Why does it matter?

Your essay should address the history of your beast, as well as its role in Rowling's work. You may divide your essay into sections, or you may write a single narrative essay. **You should have some sort of an argument in your**

essay – perhaps addressing the significance of your beast to Harry and/or his friends (ie. Why does it matter?). **This is not just a review of the literature available; you want to include some analytical thinking in your discussion of the role your beast plays in Rowling's work**. You must also include some aspect of multimodality in your essay – an image of your beast (or several), gifs, videos (short, please!), audio tracks, etc.

You have freedom in the presentation of your essay: you may include more than just one image of your beast; you may have borders and decoration. You may use different fonts for interest (as long as it's legible), or you may have a video or picture slide show. You are free to be as creative as you wish in the design of your document, especially since you are submitting a digital essay, not just a text document, as long as you **cite your sources in MLA format**.

Required Elements

- **Multimodal Essay –** a text that brings together multiple images, photographs, illustrations, and text for the purpose of conveying a specific message.
  - **Length**
    - **Approximately 1000 words**
    - It should **conform to standard genre conventions** for an analytical essay, with the inclusion of multimodal elements.
    - You should acknowledge the sources from which you gained any images, gifs, videos, etc used in a Works Cited page.
    - The images/videos/gifs, etc should be **legible** – your audience shouldn't have to squint or re-listen to see/hear details.
    - All projects must be **self-created** – it must be clear how you have used your source material, and you cannot simply lift text from another source.
  - **Document format: MLA Style** – this means
    - Double-spaced
    - 12 point, Times New Roman font
    - 1 inch margins, on all sides
    - MLA style citations
    - For help with MLA Style, please see https://owl.english.purdue.edu/owl/resource/747/01/
  - **Citations**
    - You should provide MLA style citations for any source materials that you draw on for your accurate ad (i.e. images)
    - Include a Works Cited list at the end of your document
  - **Effort**
    - Projects that you produce at the last minute will be difficult for you to make coherent and rational, so do keep up with the schedule of deliverables. I've asked for these portions of the project in such a way as to allow you to work over a longer period of time, rather than cramming it all in the night before it's due.
  - **File Type:**
    - If your essay includes still images with your text, a Word Doc will suffice (Though a PDF will preserve your formatting, and so may be the best choice)
    - If your essay includes other multimodal elements that may require web access, submit the file type that is appropriate – if you have a website format, include the URL; if you have a TUMBLR format, submit the URL for that.
    - Chose the file type that is most appropriate for the multimodal essay that you've designed and created.
  - **File Name:** "Last Name First Initial, Artifact 1, Final" (e.g. Hoffman C., Artifact 1, Final)

- **Reflection** on the process of creating Artifact 1.
  - ○ Specific issues to address are listed in a later section of this assignment sheet. See page 6.
  - ○ **File Names**
    - ▪ "Last Name First Initial, Artifact 1 Reflection, Final" (e.g. Hoffman C., Artifact 1 Reflection, Final)
- **Draft** of multimodal essay
  - ○ All above requirements apply for drafts, which should be fully complete.
  - ○ Your final version should differ from your draft in some visible manner (beyond just grammar / mechanics / spelling)
  - ○ **File names**
    - ▪ DO NOT SAVE OVER DRAFT DOCUMENTS, instead save them as follows:
    - ▪ "Last Name First Initial, Artifact 1, Draft #" (e.g. Hoffman C., Artifact 1, Draft 1).
- **Process Deliverables** for multimodal essay
  - ○ **File Name:** "Last Name First Initial, Sources List, Final" (e.g. Hoffman C., Sources List, Final).

Due Dates and Instructions for Submitting the Assignment

- **Monday, January 22, by 9 pm: List of sources for essay due**
  - ○ Find sources in literature and legend that deal with your beast.
  - ○ Compile the list in a Word Doc
  - ○ **Submit on Canvas**
    - ▪ Under **assignment submission tab,** select **"Artifact 1 FB Source List"**
    - ▪ Submission is like adding an email attachment
    - ▪ I will not accept files submitted in the wrong format
- **Wednesday, January 24, by 9 pm: Gallery of Images for essay due**
  - ○ Compile a gallery of images/videos/gifs, with citations, to provide the multimodal elements for your essay.
  - ○ File format: Word Doc or other format (like URL or link to google drive) as appropriate.
  - ○ **Submit on Canvas**
    - ▪ Under **assignment submission tab,** select **"Artifact 1 FB Gallery"**
    - ▪ Submission is like adding an email attachment
    - ▪ I will not accept files submitted in the wrong format
- **Wednesday, January 31, by start of class: Draft 1 of essay due**
  - ○ Your draft must be complete – we will use class time for peer review.
  - ○ **Your draft must change** between this day and the final due date – the level of change depends on the project
  - ○ **DO NOT SAVE OVER YOUR DRAFT WHEN YOU CHANGE IT**
  - ○ **Submit on Canvas**
    - ▪ Under **assignment submission tab,** select **"Artifact 1 DRAFT 1"**
    - ▪ Submission is like adding an email attachment
    - ▪ I will not accept files submitted in the wrong format

- **Friday, February 2, by start of class: Draft 2 of essay due**
  - ○ Your draft must be complete – you will peer review outside of class time.
  - ○ **Your draft must change** between this day and the final due date – the level of change depends on the project
  - ○ **DO NOT SAVE OVER YOUR DRAFT WHEN YOU CHANGE IT**
  - ○ **Submit on Canvas**

- ▪ Under **assignment submission tab,** select **"Artifact 1 DRAFT 2"**
- ▪ Submission is like adding an email attachment
- ▪ I will not accept files submitted in the wrong format

- **Monday, February 5, by 9 PM:** Final version of essay and reflection due
  - o **Submit on Canvas**
    - ▪ Under **assignment submission tab,** select "**Artifact 1 FINAL"** and **"Artifact 1 Reflection"**

<u>**Points Breakdown**</u>

The poster is worth **170 points** total (**15%** your final grade in the course). The grade breakdown is roughly as follows, and, as always, I will use the programmatic rubric to guide my assessment of your assignment.

Points	Requirement
10	The Basics: On time submission, formatting correct, everything submitted on time.
20	Draft submission: Student submitted complete drafts of essay on Wednesday Jan. 31 and Friday Feb. 2, respectively (via Canvas)
20	Process Deliverable Submission: Student submitted source list and gallery on Monday Jan. 22 and Wednesday Jan. 24, respectively (via Canvas)
60	Essay Text Content (W): Student analyzes use of beast in the series; addresses the sources in myth/legend/literature and how it relates to the series; makes an argument and touches on the significance of Rowling's use of the beast and its origins; meets grammatical conventions and standards; includes Works Cited.
40	Multimodality: How does/do the multimodal element/s match, reflect, enhance the textual elements of the essay? How is the space of the page used – design and affordances are efficiently utilized? Does the choice of format work/make sense/improve the essay as a whole? Are visuals and/or audio elements easily seen/heard? What are the aesthetics of the essay?
20	Reflection: Consideration of your thinking that went into the project throughout each stage. What might you do differently next time? What did you learn about not only the design process (e.g. tools used, finding images, thinking of elements like casting, etc), but about what interests or concerns you about the topic?
170	**Total**

Programmatic Rubric

Scale	Basic	Beginning	Developing	Competent	Mature	Exemplary
Rhetorical Awareness Response to situation, including purpose, audience, register, and context	Overlooks two or more aspects of the situation or assignment, and thus does not fulfill the task	Overlooks at least one aspect of the situation or assignment and thus compromises effectiveness	Attempts to respond to all aspects of the situation or assignment, but the attempt is incomplete	Addresses the situation or assignment in a complete but perfunctory or predictable way	Addresses the situation completely, with unexpected insight	Addresses the situation in a sophisticated manner that could advance professional discourse on the topic
Stance Argument, significance and implications ("so what" factor)	Involves an unspecified or confusing argument; significance is not evident	Makes an overly general argument; significance is difficult to discern, or not appropriate to the rhetorical situation	Makes a simplistic or implicit argument, or multiple arguments that have no clear connection to one another; gestures towards significance, but does not fully develop it	Makes an explicit and straightforward argument that does not oversimplify the problem or question; explores at least one implication of the argument in depth	Makes a complex, unified argument that clearly articulates a position or stance; explores multiple implications of the argument	Offers an inventive, expert-like argument that clearly articulates a sophisticated position/stance; explores multiple implications of the argument in a compelling manner
Development of Ideas Evidence, analysis, and substance	Claims requiring support are not backed by necessary evidence; lacks analysis of major pieces of evidence; content is not substantive	Evidence and/or analysis is weak or contradictory; does not account for important evidence that could support or disprove the argument	Evidence provides minimal but necessary support to each point; attempted analysis is not sufficient to prove the argument	Evidence and analysis are substantive; they support the argument and related claims, but are mostly predictable	Evidence fully supports and proves the argument and all related claims; evidence is always paired with compelling analysis	Evidence and analysis are precise, nuanced, fully developed, and work together to enhance the argument,
Organization Structure and coherence, including elements such as introductions and conclusions as well as logical connections between points	Lacks unity in constituent parts; fails to create coherence among constituent parts; contains major argumentative holes or fallacies	Uses insufficient unifying statements; uses few effective connections; some logical moves necessary to prove the argument are absent	Uses some effective unifying claims, but a few are unclear; inconsistently makes connections between points and the argument; employs simplistic organization	States unifying claims with supporting points that relate clearly to the overall argument and employs an effective but mechanical scheme	Asserts and sustains a claim that develops logically and progressively; adapts typical organizational schemes for the context; achieves substantive coherence	Artifact is organized to achieve maximum coherence and momentum; connections are sophisticated and complex when required
Conventions Expectations for grammar, mechanics, style, citation	Involves errors that risk making the overall message distorted or incomprehensible	Involves a major pattern of errors	Involves some distracting errors	Meets expectations, with minor errors	Meets expectations in a virtually flawless manner	Exceeds expectations and manipulates conventions to advance the argument
Design for Medium Features that use affordances of the genre to enhance factors such as usability and comprehensibility	Lacks features necessary or significant for the genre; uses features that conflict with or ignore the argument	Omits some important features; distracting inconsistencies in features; uses features that don't support argument	Uses features that support the argument, but some match imprecisely with content; involves minor omissions or inconsistencies	Supports the argument with features that are generally suited to genre and content	Promotes engagement and supports the argument with features that efficiently use affordances	Persuades with careful, seamless integration of features and content and with innovative use of affordances

Tools for Designing Your Essay

Photoshop is also a great image editor, and is available for free through a remote desktop server. InDesign is helpful for designing your final project, after you have done any editing on the images with Photoshop, should you choose to do so. See http://it.iac.gatech.edu/vlab for instructions on how to access these or any programs of the Adobe Suite, but make sure to save any work that you produce in this program onto a flash drive or onto your own cloud service, like Google Drive or Dropbox (never save anything onto the remote desktop).

For tutorials in using these programs, you can find information at lynda.gatech.edu.

Useful Pages in *WOVENText*

See Chapter 14, beginning on page 321, for commentary on Informative Genres.

See pages 478-501 for commentary on Researched arguments.

See pages 515-531 for some commentary about how to create a collage (which this assignment is, in some ways).

See pages 713-775 for commentary on choosing and evaluating sources.

See pages 776- 796 for commentary on integrating sources into your essay.

Required Elements for Reflection

Write **a one-paragraph introduction** to the artifact that articulates your intellectual process for this project. Put another way, explain where your ideas came from and how they evolved during the course of the project. You should also discuss how composing processes (examples: prewriting, outlining, drafting, peer review, revising, editing) affected your intellectual process, and vice versa.

After the introductory paragraph, compose bullet points answering each of the following questions. **Compose 2-3 bullet points per question and 1-3 complete sentences per bullet point.** Review this assignment sheet as you compose your answers.

1. What were the main intellectual goals of the assignment? Please situate these goals in terms of the course theme and in terms of the communication skills you were to learn or practice.
2. What is your argument or purpose? How did you make the argument or purpose visible and persuasive in your artifact?
3. Who is the intended audience for your artifact; why is this an appropriate audience? How is your choice of audience reflected in your artifact?
4. What are the defining features of the genre or media that you are using in this project? How do you make use of these features?
5. If you had more time for revision, what would you change and why?

<u>Peer Review and Changing Your Draft</u>

We will spend several days doing peer reviews of your drafts. This means that you will provide and receive feedback on your work, which will allow you to make changes to your work between draft and final submission.

If you miss class on these dates, you will not receive the benefits of peer review. However, I will still expect you to make changes between the draft and final versions of your project – these changes will just be based on your own self-reflection, unless you find a partner to give you suggestions for revision.

<u>Lateness Policy</u>

I will not accept the draft late – if you do not submit the drafts by their due dates at the start of class time, you will not receive credit for the draft elements of this assignment (and thus your total possible maximum grade for the assignment will be decreased).

The reason for this is that we will spend those days on peer review activities, so coming to class empty-handed will mean that you would not be able to participate in that day's class. If for some reason you have to miss class that day, you will still be able to submit the draft via Canvas.

I will reduce the grade for your final version of the essay by 5 points for each day that it is late (including weekends).