Video StoryBoard and Transcript

Working Title of Project: Understanding how to Argue on the Internet

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|  | What's on screen? | ScriptWhat points will the narration make? Or compose narration | Time |
| 1 | Title page called Understanding how to Argue on the Internet | This is the introduction part of the presentation. I am explaining in a summary how much I have learned about arguing on the internet and that previously I did not know how to work with these types of programs. I will introduce the audience to what projects I will talk about in my portfolio. Through this class, I have learned to express my arguments more creatively instead of only documenting it via text. | 30 seconds |
| 2 | Twitter Report:Show all hashtags and raw data | This report exposed me to digital humanities’ research. First, I had to choose a topic which I did #BigPharma. I used a system called TAGS which brought up all of the tweets using that hashtag. I had to filter the tweets by day, language used, exclude retweets, etc. I had to create categories for the tweets and graph the frequency of them. | 30 seconds |
| 3.  | Bar Graph | For example, talk about graph of frequency. Also, I had to extract tweets and integrate them in my report. Talk about one. I learned that many people on Twitter are making compelling arguments that get their message across effectively. | 30 seconds |
| 4. | Show bar graph of rhetorical bar pie chart and zoom in on tweet | Describe briefly results of finding of how there were more tweets than expected using ethos. Then, I will talk about how I incorporated tweets into my report and zoom in on a tweet that uses ethos. | 30 seconds |
| 4 | App Argument: Showing my previous edits and to new ones | I never thought before this class I would create an app. I learned that an app can create a powerful message especially when it is subtle. I used an app template to make a realistic social media company called SnapIt where the user would be a younger user and see the dangers of how a younger user on social media can be exposed to risky and inappropriate behavior and content. I had trouble at the end of my app making a clear argument and typed my message out. I received feedback from my professor and peers that continuing the realistic style would be beneficial instead of turning to words on a screen. Show before and after. Also, conclude back to thinking outside the box and delivering a creative content and problem-solving. More people want an interactive experience so an app with an argument can accomplish people’s needs and desire for how they interact with the internet and media. | 1 minute |
| 5 | Memes/GIFs | Before this class, I was not entirely familiar with memes and GIFs. I did not realize that I could actually take this form and actually create compelling arguments. I had to use Photoshop to create the Memes and GIFS and add the effects to them. Show different features on Photoshop. On top of that, for the GIFs I had to work on capturing clips on screen using the SnagIt tool. I could not believe that the still images I chose could create movement on Photoshop. I had to think outside the box to ensure my memes would deliver a strong argument instead of only being funny or overthinking it. People now want to read a short idea and look at images more. This design helps deliver a succinct argument that is simple enough. However, sometimes not all people might not understand all memes/GIFs since some have templates and jokes that only well-versed users on certain aspects of culture and on this form will fully understand. | 1 minute |
| 6 | Schedule page of ENGL 117 | Describing where I have come from in the beginning of not knowing how to use any of these online forms to argue on the internet to now knowing how to use these. Stating how I want to explore more about these programs and continue learning more about them. | 30 seconds |
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\*Note... to add additional rows, place your cursor anywhere in the last row > select the **Table** menu > click on **Insert Row Below.**

Transcript: