Video Storyboard and Transcript

Working Title of Project: ENGL 117 Arguing on the Internet

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|  | What's on screen? | ScriptWhat points will the narration make? Or compose narration | Time |
| 1 | Text “ENGL 117 Arguing on the Internet” | When I found this class, arguing on the internet, I didn’t really know what to expect. I figured it would be a discussion heavy class mainly composed of projects rather than essays and tests. And to that extent I was correct, but this class never ceased to break my expectations. Making podcasts and apps where not the projects I expected, but they intrigued me and had me do things I had never done before.  | 30 seconds |
| 2 | The screen from my twitter report | When given the task to analyze tweets and write up a report on them, I expected something more traditional and like boring school work. But I was happily surprised.  | This whole section about the twitter report will get 1 minute and 30 seconds |
| 3 | The screen from the twitter bot that filled in an excel sheet with data | Professor Daniel Anderson showed us a twitter archive google spreadsheet that would collect twitter posts that included our hashtag of choice. I had picked #climatechange because I felt there would be a considerable amount of tweets on the matter and would be able to see view points from both sides.  |
| 4 | Flashing through some of the graphs | Through my analysis I found that, surprisingly, males tweeted on the subject more than females. I had thought this topic would be more gender neutral, but it just turns out males seemed to tweet more on this subject. I also wasn’t expecting that so many tweets were going to be political, though after having this brought to my attention I can understand why. We often look towards political figures to create laws that will help the environment and a lot of tweets included information on how the Trump administration was handling the climate change situation. Not all of my expectations were wrong, like, I expected most of the tweets would believe in climate change and that something should be done to help the environment and that generally held true.  |
| 5 | Scrolling through the finished result | This project taught me how to tackle a different type of scholarly assignment. Having to use a new way to find my data and then turning it into a less traditional report, helped me engage in the project.  |
| 12 | Show the work space of the first app attempt | The app argument assignment was my favorite project of the semester. I really enjoyed working with adobe xd. It was a completely new program to me, and I appreciated learning how to use it. You never know when having knowledge of a program will come in handy later in life.  | This whole section about the app will get 1 minute and 30 seconds |
| 13 | Show the work space of the second app attempt | With my app argument, I did a complete turn stylistically kind of towards the middle. I didn’t enjoy the color scheme of how my first app attempt was looking, and once I found out there were templates online we could use I drew inspiration from one of those.  |
| 14 | Show a play through of the actual app | The argument of my app was how adding web filters to high school internet doesn’t really have any benefits. It can cause some school work to be more tedious with people not being able to use some useful scholarly websites. And often time’s kids find a way around the web filters.  |
| 15 | Show the Photoshop use of making one of the memes | The meme assignment came after the app argument project. And we switched from working with adobe xd, to adobe Photoshop. Because I already had extensive background in Photoshop, using it wasn’t as exciting, and it made the process of making the memes very easy.  | This whole section about the memes will get 1 minute and 30 seconds |
| 16 | Show the Photoshop use of making another meme | I found coming up with meme ideas was a little hard. Some of the memes I made I feel are a little distasteful, and I talked to a few people and many of them said that it was more inappropriate than funny, though some said they liked it. The mixed feedback let me a little confused on what direction to take the memes. |
| 17 | Show the Photoshop use of making the final meme | All my memes have a common theme of using the current SpongeBob memes in them. I was and still am a big fan of SpongeBob and I always find the memes amusing, so I wanted to incorporate them into my project.  |
| 18 | Have the final memes side by side | I wasn’t as proud of the memes as I would’ve liked to have been. And when I was revising my projects, I spent so much time on things like the twitter report and app argument that the memes got a little neglected.  |
| 22 | A slideshow of all the finished products  | Overall I enjoyed my time in this class. This was by my favorite class of the semester. Professor Daniel Anderson and my classmates created a warm environment and a positive learning experience. From this class I learned more on how the internet is used to craft arguments and heard many different view points and had great class discussions on the topics.  | 30 seconds |

Transcript:

When I found this class, arguing on the internet, I didn’t really know what to expect. I figured it would be a discussion heavy class mainly composed of projects rather than essays and tests. And to that extent I was correct, but this class never ceased to break my expectations. Making podcasts and apps where not the projects I expected, but they intrigued me and had me do things I had never done before.

When given the task to analyze tweets and write up a report on them, I expected something more traditional and like boring school work. But I was happily surprised.

Professor Daniel Anderson showed us a twitter archive google spreadsheet that would collect twitter posts that included our hashtag of choice. I had picked #climatechange because I felt there would be a considerable amount of tweets on the matter and would be able to see view points from both sides.

Through my analysis I found that, surprisingly, males tweeted on the subject more than females. I had thought this topic would be more gender neutral, but it just turns out males seemed to tweet more on this subject. I also wasn’t expecting that so many tweets were going to be political, though after having this brought to my attention I can understand why. We often look towards political figures to create laws that will help the environment and a lot of tweets included information on how the Trump administration was handling the climate change situation. Not all of my expectations were wrong, like, I expected most of the tweets would believe in climate change and that something should be done to help the environment and that generally held true.

This project taught me how to tackle a different type of scholarly assignment. Having to use a new way to find my data and then turning it into a less traditional report, helped me engage in the project.

The app argument assignment was my favorite project of the semester. I really enjoyed working with adobe xd. It was a completely new program to me, and I appreciated learning how to use it. You never know when having knowledge of a program will come in handy later in life.

With my app argument, I did a complete turn stylistically kind of towards the middle. I didn’t enjoy the color scheme of how my first app attempt was looking, and once I found out there were templates online we could use I drew inspiration from one of those.

The argument of my app was how adding web filters to high school internet doesn’t really have any benefits. It can cause some school work to be more tedious with people not being able to use some useful scholarly websites. And often time’s kids find a way around the web filters.

The meme assignment came after the app argument project. And we switched from working with adobe xd, to adobe Photoshop. Because I already had extensive background in Photoshop, using it wasn’t as exciting, and it made the process of making the memes very easy.

I found coming up with meme ideas was a little hard. Some of the memes I made I feel are a little distasteful, and I talked to a few people and many of them said that it was more inappropriate than funny, though some said they liked it. The mixed feedback let me a little confused on what direction to take the memes.

All my memes have a common theme of using the current SpongeBob memes in them. I was and still am a big fan of SpongeBob and I always find the memes amusing, so I wanted to incorporate them into my project.

I wasn’t as proud of the memes as I would’ve liked to have been. And when I was revising my projects, I spent so much time on things like the twitter report and app argument that the memes got a little neglected.

Overall I enjoyed my time in this class. This was by my favorite class of the semester. Professor Daniel Anderson and my classmates created a warm environment and a positive learning experience. From this class I learned more on how the internet is used to craft arguments and heard many different view points and had great class discussions on the topics.