*Unit III*

**Children’s Book & Review**

In Unit III, we’re going to explore multimodality—what it means, how it is variously approached, and perhaps most important for our purposes, what multimodal texts actually look like. People often incorrectly believe that multimodal texts equate to digital texts. And certainly, most digital texts are indeed multimodal. But many paper texts are multimodal too.

This assignment asks you to imagine, design, compose, and share—that is, to *make* your own multimodal text. The possibilities are seemingly endless within the bounds of the genre. For the purposes of this assignment, we’ll be building on knowledge acquired from Unit I, specifically our focus on image analysis of album covers, where we looked at a number of things: rhetorical appeals, image-text relationships, cultural assumptions, layout choices, design, etc. In this unit, we’re going to be using a lot of the same concepts to form our multimodal project.

Ultimately, you’re going to compose a children’s book and write a review. Unit III is going to be divided into two parts. We’ll be looking at the genre of the children’s book to help us better understand the conventions and expectations, hopefully giving us a foundation to create our own. Then, we’ll be analyzing the genre of a review in order for you to write a review a children’s book. The following guidelines will help you construct your multimodal project:

The children’s book must include:

* An argument about a societal issue, distilled to the point that it’s appropriate for your intended age group
* At least four original images of your creation (photographs or illustrations)
* At least 400 words of text
* The children’s book must have a title page, a cover, and an author biography

**The children’s book is due on Friday, November 13** (failure to complete and turn in the assignment on this day will count as two late assignments, not one)

The review must include:

* Three to four pages of alphabetical text in 12 pt. font w/ 1” margins
* Standard conventions of reviews (see *New York Times Book Review,* etc.)
* an awareness of the ethics of good reviewing
* an attention to the audience expectations of reviewing
* an evaluation supported by evidence
* an authoritative tone
* an accompanying image to further the argument or rhetorical purpose

The composition of the children’s book and the review will continue our analysis and understanding of rhetorical moves (e.g. rhetorical appeals, organization, layout, design, image-text relationship, etc.) while incorporating multimodality. Style will be a point of emphasis. This type of project will reflect your labor, or the amount of time you spend on the composition process. I’m not expecting artistic perfection but (honestly) it’s easy to identify who took time to thoroughly create the children’s book and who waited last minute.

Some questions to ask yourself during the children’s book process:

* How will the book appeal to the intended audience?
* Who is the intended audience (what age group)?
* What will your storyline communicate?
* How will your characters drive the plot in order to effectively deliver the theme or message?
* How does the interaction of text and image create an argument?
* What color scheme/layout design will most effectively create meaning to the intended audience?

Some questions to ask yourself during the review process:

* What are conventions of a standard children’s book review?
* How will you meet the expectations of the genre?
* How will you incorporate the text in your evaluation?
* Is your evaluation fair, authoritative, and supported by evidence?

**As I read your children’s book and review, I will consider the following questions:**

1. Did your children’s book attempt to communicate something?
2. Is your argument clear to the intended audience?
3. Did your children’s book include 400 words of text and at least four original images?
4. Does your children’s book engage with the appropriate genre conventions?
5. Does your review meet standard expectations and conventions?
6. Does your Review contain an appropriate accompanying image?
7. Did you conference with me about your projects?

These questions should help guide you in understanding the expectations of the assignment. We will form a more in-depth expectation criteria together as a class, and we will negotiate what is and is not effective for this particular assignment.

**Deadlines:**

**Friday, November 13:** Children’s book due in class

**Friday, November 20:** Group conferences

**Monday, November 23:** Group conferences

**Monday, November 30:** Children’s book review due in class and online