

Transcript for: Text - Video - Text: Multimodal Remediation with an Eye on Viral Literacy by Dan Wuebben

[Male voice reading]: The lens of a motion picture projector is an eye that can help you STIMULATE, MOTIVATE, EDUCATE your students, but like any eye, it must be pointed in the right direction. It's wise use demands selectivity. Behind the eye there must be a brain. Your brain.

[Wuebben speaking]:

The age of inkwells, Palmer method cursive, and the "eye" of a motion picture projector has given way to touch-screen tablets, hypertext citations and video recording smart phones. Writing tools that once announced themselves as electronic are now assumed to be digital and the brain that directs, selects, and interprets is no longer standing at the front of the room: the brain is encoded, pluralistic, networked.

Today's networked student has access to thousands of free educational videos, but in addition to learning about calculus, history, or composition by watching online, students should learn by writing videos that teach others and themselves. One of the biggest challenges when drawing video projects into the composition classroom is our bias for the printed word. This, the text, what I'm writing on this page and will edit again and again before recording as a voiceover and publishing for you to read on the screen, this exchange of reading and writing text provides the foundation for technological literacy and academic literacy.

Multimodal writing often requires remediation, turning words into images, audio tracks into visual graphs, videos into printed academic essays. The unique aspect of this assignment is that student videos are supposed to appeal to readers on Youtube and be designed to go viral. With less than month to write, shoot, edit, and upload, most groups struggled to excite the masses. No one is penalized for their video's lack of popularity, but the challenge to go viral encourages careful consideration of audience and gets student excited about the composition process. The push to make the everyday text into a viral sensation is also a way for students to think about marketing their writing skills to the broader public and serves as a reminder of how multimodal texts can stimulate, motivate, and educate.

[Text on screen: The following clips were taken from text-to-video writing projects for UCSB 105M. They show remediation as well as rhetorical conventions.]

[Text on screen: USCB Bike Rules: (ZombieEnforced)]

Oh my god, I was like so drunk last night, you don't even know. Wait, hold on a minute, let me drink my latte.

[Text on screen: A Day on Adderall]

(music playing in background)

[Text on screen: Before I leave USCB]

(music playing in background)

[Text on screen: Into the Wild – Santa Barbara]
(music playing in background)

[Text on screen: A Supermarket in California by Allen Ginsberg]

[Male voice reading:] What peaches and what penumbras
Whole families shopping at night! Aisles full of husbands!
Wives in the avocados, babies in the tomatoes!
--and you, Garcia Lorca, what were you doing down by the watermelons?
I saw you, Walt Whitman, childless, lonely old grubber, poking among the meats in the
refrigerator and eyeing the grocery boys.
I heard you asking questions of each: Who killed the pork chops? What price bananas? Are you
my Angel?
Where are we going, Walt Whitman? The doors close in an hour. Which way does your beard
point tonight?
(I touch your book and dream of our odyssey in the supermarket and feel absurd.)
Will we walk all night through solitary streets? The trees add shade to shade, lights out in the
houses, we'll both be lonely.

[Text on screen: The Prophet: “On Self-Knowledge”]

[Female voice reading:] The hidden well-spring of your soul must needs rise and run murmuring
to the sea;
And the treasure of your infinite depths would be revealed to your eyes.
But let there be no scales to weigh your unknown treasure;
And seek not the depths of your knowledge with staff or sounding line.
For self is a sea boundless and measureless.
Say not, “I have found the truth,” but rather, “I have found a truth.”
Say not, “I have found the path of the soul.” Say rather, “I have found the soul walking upon my
path.”
For the soul walks upon all paths.
The soul walks not upon a line, neither does it grow like a reed.
The soul unfolds itself, like a lotus of countless petals.