Isabelle's written reflection on the MAB from after the class

I chose to create my MAB as a series of TikTok videos, with one video dedicated to each source I wanted to use. Because I run the social media for my university's writing and rhetoric department and have career goals in college writing pedagogy, I chose to find sources that talked about the intersection of social media and the teaching of college writing. Unlike many of my peers, I enjoy scouring through our library's database to find scholarly articles that are relevant and inspiring, and I actually enjoy reading and taking notes on them more. So the initial stages of creating the MAB were not so different from any other major writing assignment because the process of researching and collecting sources was very much the same. Despite the emphasis on public access internet resources, we were still expected to select sources that were credible, engaging, and were relevant to our topic.

As I read my sources and took thorough notes, I copied down notable quotes and summaries of the sources' main ideas, like I normally would. My original plan for my TikTok MAB was to have a series of short clips that somehow represented both student writing and social media and record a voice-over that would describe the source over the videos. I wrote up a script for myself to read when recording the voice-over that also included a "storyboard" that denoted what video clip would be playing during each section of the voiceover (things like: "typing on keyboard," "flip through notebook").

As I began to record my video clips and eventually my voice-over for my first video, I thought about how arbitrary my videos seemed in comparison to the summary and analysis of the article that I had just read. It was here that I began to really consider the rhetorical situation of both the medium and the source at the same time. Even though TikTok was generally a casual platform that oftentimes didn't take itself too seriously or make sense, I realized that the sources I was talking about were doing the exact

opposite. I thought about what we had learned in our Digital Publishing class so far when it came to video and audio rhetorics and that everything should have some purpose that further supports the author's intent–and my random video clips didn't really complement the ideas of my sources. All they were doing really were showing off the cool stickers on my laptop as I filmed myself typing on a word document.

So I decided to change my game-plan slightly. My MAB needed more harmony between the medium and its purpose, which altogether reflects a greater awareness of the rhetorical situation. Similar to how "Community-engaged 'writing for' assignments help students break out of a writing-as-test mentality," my decision to change gears for my MAB allowed me "to apply the concept of audience to [my] writing in a way that [helped me] develop writing that has more audience relevance and clarity of purpose" (Young & Morgan, 2020, p. 49). I opted to keep the scripts I had written and just film myself reading them. I have a background in theater so I trusted myself enough to read off my scripts in an engaging manner. Because my sources discussed social media and the role it can play in college writing pedagogy, I wanted the conversational feel of my sources' summaries to mimic the kind of professor one might see giving a fascinating lecture.

To make even more use of the medium, I chose to have some of the important "big idea words" appear as text on the video as well, which was easy to do on TikTok. I also had the title of the article and the authors appear on screen as text at the beginning of the video and included a full APA citation in the caption. I tried to incorporate some music via the TikTok 'sounds' feature underneath my first two videos, but after publishing them, I realized that balance between my voice and the music was extremely off and that most of the music available to use on TikTok is only one minute long, so they didn't play for the entire length of my videos. Thankfully, I added closed captions to all the videos (another feature that is easy to use on TikTok), which made up for the sound imbalance between my voice and the music.

Overall, while the research and annotated bibliography portions of this project were not too different from what one might do in other courses, it was the process of expressing those components in

an unfamiliar medium that provided the most implications for learning. I could easily whip up an annotated bibliography in a word document that would grant me a good grade, but trying to find the balance between the ethos of TikTok (a casual, meme-sharing platform) and the great ideas that my sources were presenting was a new challenge. It forced me to think about how I was reflecting the rhetorical purpose of the sources that I had but also how I was creating an ethos for myself that was qualified to make these videos in the way that I did. I wanted to make sure that my videos honored the source's original purpose and matched the platform's vibe (for lack of a better term), but combined them in a way that was unique and rhetorically effective. The fact that I switched from my original idea of clips and a voice-over to simply filming myself talking about them reflects a shift in my thinking and testifies to the effectiveness of this kind of assignment. While annotated bibliographies can feel boring, pointless, and impersonal, knowing it was going on TikTok and that I had to find a way to balance the interplay between the medium and the rhetorical purpose of my sources gave me more of a 'reason' to think outside of the box, which is supported by community-engaged writing pedagogy (Young & Morgan, 2020). I definitely think assignments like these have a place in digital media classes because it reminds students of the importance of the rhetorical triangle and that all rhetoric is multimodal, but similar to what my sources said about social media, this type of assignment would also be effective in first-year composition classes. Because the very essence of this project was to fuse scholarly sources with a medium that doesn't quite match, it can encourage students to think critically about how they might effectively utilize elements from both the sources and the medium.

Young, D.D., & Morgan, R. (2020). The impact of critical community-engaged writing on student understanding of audience. *Composition Studies 48*(3), 35-52.