

### **“This I believe” audio essay**

Georgia Tech holds a campus-wide *This I Believe* essay competition every semester. Students write essays (up to 500 words) describing the beliefs that motivate them in their daily lives. See essay requirements here:

<http://thisibelieve.gatech.edu/content/campus-contest>

I encourage you to submit an essay for the competition. For the purposes of this class, please submit an audio-visual version of your essay. The following information is for creating the sound file:

Create an approximately 3-minute audio file (mp3, wav) that can be uploaded to T-square. Please be sure to record in a quiet, soundproof room. Preferably, record at the Rehearsal Studio in the Library <http://www.library.gatech.edu/news/rehearsal.php> or at the Rehearsal rooms in the Clough Commons which are available for practicing and recording presentations. The rooms can be reserved at: <https://www.gtevents.gatech.edu/VirtualEms/Login.aspx>

Please feel free to use music or any other sound effects that would enhance the quality of your audio file.

You can also, if you wish, create a YouTube video of your essay. See example of a video essay here:

<http://www.youtube.com/watch?v=xH-knHnTKP4>

## Recommended software:

**Audacity®:** <http://audacity.sourceforge.net/>(free download):

See tutorial on how to use Audacity here:

<http://www.youtube.com/watch?v=Mf7-2KSqj4s>

## Garage Band

<http://www.apple.com/ilife/garageband/>

*See the rubric for this assignment. See, especially, the section “Design for Medium” when you are creating your sound file.*

### Rubric for Artifacts

Scale	1: Basic	2: Beginning	3: Developing	4: Competent	5: Mature	6: Exemplary
<b>Rhetorical Awareness:</b> Argument considers audience, persona, message, and medium	Ignores two or more aspects of the rhetorical situation and thus does not meet the expectations of the task	Ignores at least one aspect of the rhetorical situation and thus compromises effectiveness	Attempts to be rhetorically aware, but the attempt is inappropriate or insufficient	Addresses the rhetorical situation in a predictable way	Addresses the rhetorical situation with unexpected insight	Addresses the rhetorical situation in a sophisticated, unique manner
<b>Stance and Support:</b> Central claim is duly supported by evidence	Involves a confusing or unspecified position that is not effectively supported by evidence	States a trite, overly general position that is supported by weak evidence	Ambiguous claim lacks unity because evidence contradicts or competes	Offers a clear, unified, standard position illustrated by predictable evidence	Offers a clear, unified, distinct position illustrated by compelling evidence	Offers an inventive, well-informed position illustrated by well-chosen evidence
<b>Organization:</b> Clear structure logically moves from introduction	Omits a unifying and cohesive claim, exhibits weak paragraph unity, and offers ineffective	Offers ambiguous or unsupportable claims in the thesis and/or topic sentences and uses simple transitions that fail to connect ideas	Uses claims that are sometimes imprecise or poorly matched to content in ways that comprise logical development and	States a unifying claim with clear supporting points, employs a recognizable organizational scheme with mechanical	Asserts and sustains a claim that develops progressively, adapts typical organizational schemes to the context, and achieves substantive	Asserts a sophisticated claim developed with complex, multiple perspectives that are organized to achieve maximum coherence and

to conclusion	transitions		transitions	transitions	coherence	momentum
<b>Conventions:</b> Competent adherence to usage standards; skillful integration and citation of sources	Involves excessive grammatical, punctuation, and/or mechanical errors that disrupt the message	Involves a major pattern of grammatical and/or mechanical errors	Involves some distracting grammatical, punctuation, and/or mechanical errors	Adheres to usage standards, with only minor errors	Exhibits mastery of linguistic conventions	Manipulates conventions in ways that advance the argument
<b>Design for Medium:</b> Well-chosen design features enhance audience motivation and participation	Spoke in an inaudible manner and at a pace that was difficult to follow.	Recording involved distracting sounds that detracted from its quality and made the essay difficult to follow.	Some distracting sounds, but largely audible audio that was easy to follow.	Good quality audio, audible recording, and good pace.	Creates oral appeal with oral features that highlight and enhance specific content	Persuades with careful, seamless integration of design and content
Total=						