

Fall 2011

Assignment #1: DIY

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Repository Citation

Delwiche, Aaron A., "Assignment #1: DIY" (2011). *Information Literacy Resources for Curriculum Development*. 6.
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Games for the Web (Fall 2011) Assignment #1. DIY

Step One. Planning

Please take a few minutes to glance over the following list of odd projects, circling any of the items that are new and completely unfamiliar projects. Next, pick *one* of these items as your personal DIY project.

- Make your own goat cheese in your dorm room
- Using pieces from an old DVD player, convert your phone's camera into a super-high-quality macro lens.
- Create a fur cover for your laptop
- Use Photoshop to create a convincing photograph of you standing next to a famous celebrity.
- Install Ubuntu on an old computer and turn it into a dedicated multimedia server.
- Create a video camera stabilizer with materials found at Home Depot.
- Note to QEP committee. I'm expanding the list of projects here with the goal of at least 20 different project possibilities.

During the next few days, track down and review at least four different tutorials that explain how to accomplish this task. Look for a range of different types of resources (e.g. not just YouTube videos, not just forum postings, not just technical manuals). Figure out what you need to do and what physical resources – if any – you will need to complete the project. After skimming these materials, take a few minutes to share your thoughts via the "DIY Project Survey" posted at <http://somehyperlink.com>. Please be sure to complete this survey no later than 5:00 pm on Friday, September 2nd.

Step Two. Do it yourself

After reading through the tutorials and locating all necessary materials, the next step is to actually tackle the project. Take it slow, and allow yourself to have some fun with this. Be sure to document your creative process along the way by maintaining a journal, taking photographs, capturing screenshots, and/or using your phone's video camera to capture key moments of the process. This documentation will come in handy when writing your blog posting and delivering your short presentation to the class.

Step Three. Talking about what you did

This assignment will culminate in two deliverables: a self-reflective blogs posting and a short slide deck that will structure your three minute presentation to the rest of the class. Your blog posting is due before class on Thursday, September 9th. It should be three to five paragraphs long, and it should address the following questions:

- What was the nature of your project, and what concerns did you have when first tackling this?
- What sorts of problems did you encounter along the way?
- What types of guides or tutorials did you track down? Why created these resources? Why did the authors create these resources, and did you find them to be credible?

- What source was most helpful? Along the way, did you find that certain types of materials (e.g., video clips, instructional web pages, or technical manuals) fit particularly well with your learning style? What was it about the good resources that made them most effective?

You should also post a short Powerpoint slide deck that will be used to structure your three-minute class presentation. This will not be a text-heavy deck. Rather, it will include photographs and screenshots that document your creative process. Your presentation will cover much of the same ground as your blog posting. You should talk about what you did, explain problems that you encountered along the way, discuss guides and tutorials that you found most effective, and explain what resources fit best with your own learning style.

ACCESS	
Student locates at least five different tutorials and instructional resources (e.g. videos, instructional guides, forums, technical manuals, frequently-asked-questions lists) related to the DIY project. Rather than relying on a single type of resource, the student should use at least three different types of resources (e.g. two videos, two forum postings, and one web-based instructional guide).	/ 10
In his or her blog posting, the student explains specific techniques and search strategies used to track down these resources. This explanation should be more thoughtful and nuanced than simply saying "I searched Google for information on how to do X."	/ 10
EVALUATION	
In the blog posting, the student explains which resources were more or less helpful, identifying the relative strengths and weaknesses of these materials.	/ 15
In the blog posting, the student evaluates the identity, expertise and motivations of the authors who created these resources.	/ 15
In the blog posting, the student makes connections between the DIY project, informational resources, and his or her own learning style and creative disposition.	/ 15
CREATION	
Student documents the project with a combination of written notes, photographs, and screenshots. Video clips are encouraged but not required.	/ 10
Student explains what they learned from their project in a three-minute <i>PowerPoint</i> presentation to the class.	/ 10
Student's written work demonstrates mastery of writing mechanics (e.g., consistent verb tense, no incomplete sentences, no run-ons or comma splices, clearly structured paragraphs organized around a guiding idea).	/ 10
Author's written and digital work is presented in a clean and polished manner (e.g. written documents stapled, digital documents clearly labeled and loaded on machine in advance.)	/ 5
/ 100	

Note to grant review committee: I will use the following rubric to assess student blog postings throughout the semester.

BLOG POSTING CHECKLIST

- Blog posting begins with a unique and creative title.
- Blog posting weaves together ideas from the assigned reading and acknowledges ideas articulated by other students in the class.
- Blog posting is thoroughly proofread for writing mechanics.
- Blog posting includes at least one picture (with a caption) that is right-aligned or text-aligned within the body of the text.
- To the extent feasible, the blog posting includes at least one usefully annotated hyperlink that points to other Internet resources.
- Blog posting uses the “Insert More” command (ALT-SHIFT-T) to create a break after the first paragraph.
- Blog posting is tagged with at least three useful and meaningful tags.

BLOG GRADING CRITERIA

- A range** Outstanding content, clarity of writing, and presentation of thoughts. Sophisticated, appropriate use of language. Informality and creativity are encouraged. Ideas and assertions are supported with logic or evidence. Author weaves together ideas from the assigned reading and acknowledges ideas articulated by other students in the class. Free of mistakes: no typos; no misspellings; no punctuation or grammatical glitches; no errors of fact. Deviation from grammar and punctuation clearly intended for stylistic effect.
- B range** Very good to excellent; above average work. Some improvement needed in content, clarity, organization, or documentation. Occasional typos or other glitches say more about the lack of close proofreading than failure to master the mechanics of spelling, punctuation, grammar and usage. Errors of fact (incorrect spelling of a title, reference name, source, or date, etc.) show inattention to detail and accuracy, although content is above average.
- C range** Average, acceptable writing that meets basic expectations. Needs much work on content, clarity, organization, and documentation. Basic facts are there, but work lacks supporting documentation. Errors indicate need for improvement in grammar, punctuation, spelling, and word usage: material was not proofread carefully. Inattention to detail and accuracy.
- D range** Weak, unfocused work. Organization is below average, with numerous grammar, punctuation, and spelling errors. Documentation and details are scanty or superfluous, with errors of fact. Web log entries may reflect a lack of understanding of the assignment or topic under discussion.