Project One Video Forum on Garbology (5% / 50 points)
Post videos to the course blog before class on Tuesday, January 19.
Post comments to the course blog before class on Thursday, January 21.

Task
Your task for the Project One video forum is two-fold:

1. Create a 60- to 90-second video in which you make and defend a claim in answer to ONE of the following questions about the assigned reading (Introduction and Chapter 7, “The Trash Trackers”) from Edward Humes’s Garbology:
   a. Assess the impact on your 102-ton trash legacy of one change Humes persuades you to make.
   b. Does Humes’s trash-tracking experiment persuade you that technology can solve specific issues related to trash? Why or why not? Which issues?
   c. Humes centers his argument on the claim that Americans practice an “out of sight, out of mind” mentality when it comes to their trash and their trash legacy. How else might one describe Americans’ relationship to trash?

2. After the entire class has posted its videos, you will write a 100-word comment on one classmate’s post and a 100-word comment on another classmate’s comment. Your comment should respond to your classmate’s point, evidence, or reasoning and advance the thread of the conversation. You may elaborate on their observations about Garbology and the 102-ton legacy, respectfully disagree with your classmate’s position, or raise a question to prompt further discussion in the thread.

I encourage you to incorporate information from other credible sources into your comments by embedding links, videos, recordings, or images.

You want to seduce others into commenting on your post: crown it with an intriguing title!

Technology
Use an easily accessible video camera: your (or your friend’s or classmate’s) smartphone, tablet, laptop, or desktop computer with webcam and mic. There are also resources available to you on campus: the Presentation Rehearsal Studios in Clough allow you to work with a presentation coach, record yourself, and send yourself a link to the video. The library’s gadget service allows you to check out a range of equipment, including laptops, tablets, and cameras.

Audience and Purpose
The audience for your blog post is other first-year students at Georgia Tech, especially your classmates, all of whom have read Humes’s Garbology (at least the Introduction and Chapter 7). In other words, your audience is interested in your reasoned and supported opinions, not a summary of what they’ve already read. The purpose of your video is to get you thinking about
what an argument is, what evidence is, how to appeal to your audience, and what your chosen genre and medium allow you to do. The purpose of your comments is to stimulate and learn from one another.

**Rehearsal**
Consider the advantages and disadvantages of rehearsing or not, of rehearsing too little or too much. In your video, you want to appear relaxed, poised, and confident. Those qualities project differently from different personalities. What works for you? How are you going to get other people to see you as your most persuasive self? Think about the setting in which you’re speaking, your appearance, your voice, your body language, your eye contact.

**Submission**
Your video, including the inviting caption, will be submitted as a Post on the course blog, where you will find your classmates’ posts under the “Blog Forum” tab. Please double-check that your post has published to the Blog Forum and the video works. I will count your assignment late if it hasn’t been published by class time.

**Grading**
Your post and comments are worth 50 points, which is a mere 5% of your final grade: NOT VERY SIGNIFICANT! DO NOT SWEAT THIS ASSIGNMENT! You will be evaluated on:

- how directly and concisely your video makes a claim in response to your chosen question
- how well you support and reason through your response with concrete examples
- the poise and spontaneity of your delivery in the video
- how well your comments advance the blog conversation
- how well your title and caption tease and represent the content of your post

**Reflection**
During the class period after you submit your comments, we will reflect as a group on the assignment and then you will write an individual reflection on your own work.

Reflecting in this case means that you’ll consider **in writing** how and why you made the rhetorical choices you made in completing the diagnostic assignment. You may save the reflection and return to it later in the semester as you prepare your final portfolio.

Reflection is an important part of the writing process. When you critically **review** your approach to solving a problem, you learn how to apply those critical-thinking, communication, and project-management skills to other subjects and areas of your life.