Project 2: Blog Forums (20% / 200 points)

**Due dates: all at 5 p.m.**
Forum 1: February 9 (posts), February 11 (comments)
Forum 2: March 1 (posts), March 3 (comments)
Forum 3: March 15 (posts), March 17 (comments)

Scroll to the end for individual forum prompts.

**Task**
For this assignment, you will participate in three online conversations with your classmates. Each conversation, like the Project One forum, will require you to create a substantial blog post for your classmates to read, which everyone will in turn comment. Each post must be 250–300 words or 60–90 seconds long; each comment must be 50–100 words. The prompts for each of the three forums are given below.

Posts should clearly state a claim, then develop and support that claim with concrete evidence. Comments should advance the conversation initiated by your classmates’ claims with a counterclaim or extension of the original claim as well as evidence or reasoning to support your new claim. You may respectfully disagree, suggest further reading or another line of thinking, or raise a question for further discussion.

In both posts and comments, I encourage you to incorporate or embed links, videos, recordings, or images to substantiate your position and illustrate your presentation. Make sure to contextualize such inclusions with a caption or embed them near the text that they illustrate.

Remember: You want to seduce others into commenting on your post. Escort your audience into your argument with an **intriguing title**!

**Submission**
All posts and comments will be submitted on the course blog. Your third blog post will be an audio post (a sound recording of your response to the prompt).

**Audience**
YOU are your audience. Your instructor is your secondary audience, but your primary audience consists of those participating in the conversation, i.e., your classmates. Assume your own level of knowledge of the subject matter, that your audience has read what you’ve read on the topic, and shares your vocabulary.

**Intellectual and Practical Goals**
At the end of this assignment, you should be able to:

- make a clear, explicit claim.
support and develop that claim with specific, concrete evidence.
• build on others’ claims with new claims and evidence.
• embed a variety of media in a blog post.
• appreciate the levels of audience interface in Web publishing interface.
• recognize your intellectual peers as your primary audience.

Grading
The Blog Forums are worth **20% of your final grade**. Each forum increases in value to reward increased skill and ambition. **Forum 1 is worth 50 points.** Forum 2 is worth 70 points. Forum 3 is worth 80 points. Your demonstrated level of engagement with both the material and your peers in posting and commenting will also factor into your participation grade. You will be evaluated on:

• the insight, clarity, and explicitness of your claim.
• the specificity and relevance of your evidence.
• whether you advance the conversation with new evidence or questions.
• how resourceful you are with the affordances of the blog platform.
• the polish of your posts and comments.
• your awareness of your peers as an audience.

Prompts
Blog Forum 1: The Acousmatic Dimension of Documentary Film
You have two options for the first blog forum. Choose one and support your answer to the question with specific evidence from the video/film you watched:

• **Laquan McDonald**
  Write your own narrative of the events—including sounds—that you observe in the video of Laquan McDonald’s death. What claim does your narrative make about the sound/silence of this video? How does that claim support or contest John Cage’s definition of silence?

• **Pina**
  Choose any clip from the documentary *Pina* in which the acousmatic dimension of the film is particularly interesting to you. Are sound and image working together or against each other in the clip? What kind of claim does that working-together or working-against-each-other make about Pina Bausch, her choreography, or the dancers in Tanztheater Wuppertal (her company)?

Blog Forum 2: Reduced Listening / Poetry@Tech
• Although Michel Chion claims that the inexperienced listener must listen to a recording over and over to practice reduced listening, poetry’s heightened attention to sound and sense affords an exceptional occasion to experience pleasure from “sounds just as they are.” At the Poetry@Tech reading on February 25, try reduced listening as the two poets read: listen to the sound independent of the meaning of the words. Describe what you hear. Compare and contrast the sound of each poet’s voice in
reading one of the translations. Is it still poetry once you’ve reduced the sound from its source and meaning?

Blog Forum 3: Audio Post about Mario Petrireña’s CULC Art Installation
This post must be an audio post that incorporates recordings from your participation in Mario’s CULC installation. The goal is to give you practice collecting audio and editing it.

• As you are handing out postcards at CULC with Mario during class, record some of your interactions with the people you approach. (Clearly ask for permission first; explain that it is for an assignment in your course about sound.) Choose at least one person that you expect to speak completely differently from the way you speak and start a conversation about the art installation with that person. Did that person sound the way you expected them to sound? How differently (if at all) did they sound from what you expected to hear? How differently does that person speak from the way you speak? How does seeing the source of the sound before it makes a sound shape your expectations of a conversation?