**Blueprint Note:** The following assignment sheet language is provided to support instructors and GTAs implementing the Hokie Pitch presentation. The suggested language includes project overview, project specifics, formatting, and due dates. If you are attempting to customize this template for your section(s) of ENGL1105, please download an editable version or create a copy (i.e., make sure you are working with your own version before attempting to apply customizations). **Sections REQUIRING updates or *customization* by instructors appear highlighted in green.**

*As you customize the document, please remove this blueprint note and header* so that all text appears with consistent, intentional design choices, such as common typeface size and color scheme. In customizing the blueprint assignment sheet language, ensure that any customizations work toward the program outcomes for ENGL 1105 and the goals for each unit. Finally, be sure to include a separate rubric or a section below that clearly outlines how students’ projects will be assessed based on your expectations and requirements.

**Project #4: Hokie Pitch**

**Overview**

All students enrolled in ENGL1105 and ENGL1106 give a presentation, or [Hokie Pitch](http://www.hokieswrite.com/the-hokie-pitch/), as part of their coursework. For our class, you will give a 3-4 minute presentation in which you transform one of the first three major projects or present your evolving understanding of reading, writing, and literacy. In planning the presentation, draw upon your developing knowledge of rhetorical appeals and the rhetorical situation to create a memorable and effective presentation. Lastly, your presentation will be multimodal as you will include some sort of visual element (e.g., Google Slides, still image, or physical object) to enhance the presentation.

**Selecting a Presentation Topic**

Select one of the following options for your presentation:

1. Transform your literacy narrative into a multimodal presentation. Ensure that you convey why your literacy experience(s) matters by not only sharing what happened during the experience, but also discussing how the experience affected you and/or your understanding of language/writing/reading/literacy.
2. Transform your reading spaces into a multimodal presentation. Discuss your analysis of the project’s major questions: what is reading to you? Where do you locate yourself while reading, what are your reading habits, and why are they important to you? Explain a few of your 10 items and how these items represent what reading is to you and/or your developing identity as a reader.

OR

Transform your rhetorical profile into a multimodal presentation. Discuss your analysis of your everyday rhetor: tell the audience about your rhetor, provide a description of the rhetorical situation, and use relevant rhetorical terms to account for the rhetor’s effectiveness during the rhetorical situation. Work toward developing a definition of rhetoric and explaining how rhetoric works in our everyday lives.

1. Transform your worknets into a multimodal presentation. Provide a clear but brief overview of the academic argument found in the article then 1) explore some of the more intriguing nodes or findings from your worknet analysis, or 2) respond to the article’s argument, allowing your response/critique to be the main focus of your presentation.

OR

Transform your rhetorical analysis into a multimodal presentation. First, briefly summarize your analysis of your chosen focal text. Then, present your case for some sort of meaningful, significant change related to Virginia Tech and its communities or higher education more broadly.

1. Discuss your beliefs about writing, reading, literacy and/or language and how those beliefs have developed, changed, or been reinforced over the course.

**Formatting of Presentation**

* Give your presentation in 3-4 minutes. Practice, practice, practice!
* Your presentation may be fully scripted and read aloud, delivered from note cards, or presented in a conversational manner without notes.
* A visual that enhances the rhetorical effectiveness of the presentation. Use only images with appropriate citation or images created by the presenter. For Creative Commons-licensed images, visit <https://ccsearch.creativecommons.org/>

**Due Date and Attending Presentations**

Presentations will take place during our class meeting times on [dates]. The presentations are a celebration of the writing you have completed throughout the semester, and your attendance is an embodied support system for your classmates. You are required to attend each presentation day and provide at least one written comment or question for each presenter to be counted “present” (more on this later).