

English II Advanced Honors -- 2021 Summer Assignments

1. Read *Brave New World*, by Aldous Huxley (*You will need to purchase this book*)
2. Complete the assigned PSA Video project.
 - a. Be prepared upon your return from school to authoritatively use the text in class discussions and writing.

PSA Video Assignment for *Brave New World*, by Aldous Huxley

Please start this assignment as soon as possible. You must read this book and complete the required PSA video before the beginning of the 2021 Fall Semester.

Directions:

1. Each student is going to use the context and satirical content of *Brave New World* to script and film a Public Service Announcement (PSA) in one of four sub-departments (listed below). Students must think critically over how propaganda works in our culture—especially its successful influence on adolescent and young adult audiences. The requirements for this year’s group of PSAs is slightly different from what you will see in the example videos, so pay careful attention to the “WHAT’S DIFFERENT” section.
2. Students must strive to make their PSA videos propagandistic in nature. Persuasive Strategies and Rhetorical Devices should be intentionally manipulated to achieve the over-arching purpose of the PSA video, which is to get viewers to authentically accept something as good, healthy, or deserved that –under normal circumstances—they would reject as unhealthy, unwise, or even dangerous. The following resources should assist with this effort:
 - 50 types of Propaganda - <https://www.dailywritingtips.com/50-types-of-propaganda/>
 - Persuasive Strategies & Rhetorical Devices
<https://mi01000971.schoolwires.net/cms/lib/MI01000971/Centricity/Domain/299/persuasivetechiniques.pdf>
 - 50 Examples of Visual Propaganda – <https://www.canva.com/learn/examples-of-propaganda/>
 - Public Relations & Propaganda Techniques – <https://gspm.online.gwu.edu/blog/public-relations-and-propaganda-techniques/>
3. EVERY student must script and complete his or her own Public Service Announcement but MAY use other Advanced Honors students, parents, siblings, or friends as actors/resources.
4. In the past, I required a “Video Proposal Form,” but I am no longer requiring this. However, keep in mind that a good understanding of how propaganda works in our society is vital to the success of your PSA script, and a well-written script is imperative to the success of your product (PSA video).
5. Your Public Service Announcement is due (completely finished) on the second day of class. It should be successfully posted to Youtube so that I can pull up the videos quickly during class, and the URL (site address) for the video will need to be sent to my email address Samuel.gilbert@sumnerschools.org PRIOR to the second day of class (Do NOT simply post it to a Google account. Your video must be posted as “public” on Youtube; otherwise, I will not be able to access it.). I realize that many of you have not posted videos to Youtube before, but effective research and problem solving are both skills I expect you to possess. I have no doubt that you will figure out how to accomplish this.
6. Quality and Effectiveness are the goals. This public service announcement should NOT take on a ridiculous or humorous tone—it is NOT a parody assignment. The more your audience is legitimately apt to “buy in” to the information presented, the higher your grade will be. PSA videos should ideally be between 4-5 minutes in length. There will be a penalty for PSAs under 4 minutes or over 5 minutes.

MOST RECENT EXAMPLES OF PSA VIDEOS CREATED BY ADVANCED HONORS STUDENTS:

Public Service Announcement (PSA) Example from 2019.

- Carson Fisher -- <https://www.youtube.com/watch?v=vaNJvciU67Q>
Carson's PSA video is one of the best PSA videos that has ever been produced by an Advanced Honors English student at HHS. His manipulation of logic to promote his purpose, his expertly crafted script, his exceptional integration of relevant material, the effective tone of his speech, and the perfect pairing of his voice-over script with carefully chosen graphics and images all contributed to him receiving an excellent grade on his project. Since Carson's video is the most recent example on this list, current students should use his PSA as their primary example.

Public Service Announcement (PSA) Examples from 2018.

- Shelby Manasco -- <https://youtu.be/m6NB47YktZk>
Shelby's script was carefully planned out and delivered. She chose good stock images and video to complement her audio text, and she compiled everything in an effective manner.
- Chloe Manasco -- <https://youtu.be/kweSqRt86D0>
Chloe did an excellent job of scripting out her speech. She clearly researched the appropriate way to speak with both authority and accuracy on the scientific nature of her chosen subject, and she was poised and articulate in her delivery. She maintained focus on the objective of the assignment, and she obviously took the time to write, edit, revise, and practice her speech to ensure that it was free of avoidable errors. Although there is an unfortunate shift in the volume of audio at several places, she was careful to maximize the effectiveness of each scene, and her "voiced-over" speech was perfectly coupled with stock video. She also successfully integrated text and image features into her PSA. Chloe's script is among the best ever written for the Advanced Honors English II class.
- Camelia Pele -- <https://youtu.be/mKKeaWbOKWw>
Camelia's PSA video is (to date) the best ever produced for the English II Advanced Honors class. Her efforts to find, access, and utilize effective stock video to heighten and promote the assignment's core objectives was the perfect complement to her carefully written script. Her PSA is relatable, timely, and attractive in tone, which makes it both a relevant and powerful piece of propaganda. The tone and convincing quality of Camelia's video is the standard against which all other PSA videos will be judged, and students should attempt to learn from her example.

OLDER EXAMPLES OF PSA VIDEOS CREATED BY ADVANCED HONORS STUDENTS:

Public Service Announcement (PSA) Examples from 2017.

- Allison Henry -- <https://www.youtube.com/watch?v=FcyJCbFrPmc&feature=youtu.be>
Allison's PSA video incorporates excellent scripting with stock images, voice-over, text-over, and carefully staged "home video." She also created and used PowToon graphics in her PSA. There is some discrepancy in the audio quality of different sections of the video, but it is still a very well produced PSA.
- Kathryn Reagan -- <https://youtu.be/szDX4KRJZwY>
Kathryn's PSA video is of an exceptional quality. It is one of the best PSA videos that has been produced by an Advanced Honors English student as HHS. Instead of capturing "home video," she researched and figured out how to use stock images and video footage from the internet to increase the professional look of her video. Her script is carefully written, rehearsed, and executed. She successfully incorporates music, voice-over, and text-over components into her video as well.

Public Service Announcement (PSA) Examples from 2016:

- Jaden Mills -- <https://youtu.be/mKciFdkJx2M>
Jaden's videography and transitions aren't as good as they could have been, and much of his video is cheesy or unconvincing as a PSA, but he did use some text and music features effectively. Choose your music, image, and text features carefully—and, above all, attempt to make your PSA relevant and believable; you will be graded down if your video projects a humorous tone.
- Madeline Easter -- <https://www.youtube.com/watch?v=knKchK8eWsc&app=desktop>
Madeline did an excellent job of scripting out her speech. It was obvious to me that she invested time into writing a speech that clearly articulated specific ideas that were essential to the success of this project. She took time to write, edit, revise, and practice her speech to ensure that it was free of mistakes. Although her videography was not perfect, she took several takes of each scene, she was careful to maximize the effectiveness of each scene, and her "voiced-over" speech was coupled well with the video. She also integrated text and image features into her PSA. **IMPORTANT** – Both Madeline & Jaden had very different requirements than this year's students have.

**WHAT'S DIFFERENT --
IN 2021**

SLOGANS & JINGLES

For PSA Videos created during the Summer of 2021, I would like students to come up with “slogans or jingles” that are relevant to our culture and time. In past years, I have had students integrate slogans and jingles from the novel into their PSAs, but since the slogans used in the book are antiquated or awkward for use in our culture, they tend to detract from the relevancy and believability students are attempting to achieve.

-- **SOMA**

For PSA Videos created in the Happiness is a Pill sub-department, I would like students to speak of Soma as a brand name of (1) marijuana cigarettes, (2), a THC aerosol/vapor product OR (3) a prescription anti-depressant . PSAs created in the Happiness is a Pill sub-department should make every effort to promote the widespread use of “soma” in our culture in a believable, relevant way. In addition to making the product emotionally appealing to viewers, I also expect students to integrate highly-logical arguments into their PSAs.

-- **IMAGE, TEXT, MUSIC, AUDIO & VIDEO INTEGRATION**

For PSA Videos created during the Summer of 2021, students need to integrate ALL FIVE of the following media components:

- Images (relevant photos or digital images taken from an outside source and smoothly incorporated into the PSA),
- Text (typed words, phrases, or sentences overlaid onto the images or videos within the PSA),
- Music (effective background music incorporated at appropriate volumes and times),
- Voice Audio (audio of part or all of the student’s script voiced-over the PSA), and
- Video (relevant digital video taken from an outside source and incorporated into the PSA ...i.e. a clip from an actual news broadcast—obviously taken out of context—that complements your PSA’s purpose)

-- **SCRIPTING**

The most vital aspect of each PSA created during the Summer of 2021 is scripting. Mr. Gilbert will grade the script of each PSA twice—once as part of the overall *Brave New World* PSA Project and once as an independent writing assignment. The logical arguments (LOGOS) and emotional appeals/tactics (PATHOS) included in each script must be compelling. Students must turn in a typed (Times New Roman, 12 point font) and double-spaced copy of their speeches on the second day of class.

RUBRIC

BRAVE NEW WORLD – Propaganda Project

Student's Name: _____

Subdepartment: Choose 1

_____ **Shop ‘til You Drop**
(Challenging)

(I have not seen many high quality PSAs for this sub-department, because the topic of wasteful shopping seems a more difficult “sell” than some of the other available options. This seemingly ridiculous idea of needing to consume large quantities of resources and materials for “the good of society” is, therefore, a more difficult PSA to create—especially without coming across to viewers as being sarcastic in tone. Perhaps you can be one of the few to accomplish this difficult task. Impress me.)

_____ **Better Living Through Test Tubes**
(Moderate Difficulty)

(This sub-department is the easiest one to turn into a PSA because it is already scientific in nature and lends itself well to serious scripting and production. Students choosing this sub-department will need to thoroughly impress me.)

_____ **Never a Dull Moment**
(Challenging)

(I have not seen many high quality PSAs for this sub-department, because (much like the Shop ‘till You Drop sub-department, the goal of this PSA seems a more difficult “sell” than other available options. The idea of promoting what, in our society, would still be considered inappropriate, selfish, or unhealthy behavior by many makes this PSA uniquely challenging. Students choosing to create a PSA in this sub-department will need to convince viewers that pleasure seeking and self-indulgence are qualities best embraced. The challenge will be to do it without coming across with a facetious or sarcastic tone. Perhaps you can be one of the few to accomplish this difficult task. Impress me.)

_____ **Happiness is a Pill**
(Moderate Difficulty)

(This is the most often chosen sub-department. The culture of drug use in our society—specifically the growing cultural acceptance of marijuana—makes a PSA in this sub-department easier to conceptualize for students. However, an effective, non-ridiculous, and original/unique presentation of this particular PSA is more difficult than most students recognize. It is important to remember that PSA videos must successfully convince viewers to accept the proposed belief or action (in this case, drug use) as healthy. Because this sub-department is chosen so often, and because I have seen dozens—if not a hundred—PSAs on SOMA already, students who choose this sub-department will need to thoroughly impress me.)

BRAVE NEW WORLD – PSA RUBRIC

1. LENGTH OF VIDEO

SCORE: _____

14-15	16-17	18-19	20	18-19	16-17	14-15	10
7+ min.	6-7 min.	5-6 min.	4-5 min.	3-4 min.	2-3 min.	1-2 min.	0-1 min.

2. SCRIPTING

SCORE: _____

AP LEVEL “Alpha Plus”	19-20	EXCEPTIONAL	Successful in achieving the desired result, organized, well-structured, seamlessly delivered, memorized, and free of mistakes. The finer points of scripting (grammar, vocabulary, phrasing, articulation, emphasis, intonation, and other word and/or speech qualities) were all effectively examined and manipulated in order that the PSA’s primary goals could be most readily achieved.
PRE-AP LEVEL “Beta Minus”	17-18	EXCELLENT	Generally successful in achieving the desired result, organized, well-structured, and effectively-delivered, with only minor mistakes or distractions such as occasionally having to read from an off-screen script (“drifting eyes”), stutters, mispronunciations, or incorrect/ineffective phrasing. A solid attempt at memorization is evident. The finer points of scripting (grammar, vocabulary, phrasing, articulation, emphasis, intonation, and other word and/or speech qualities) were examined and manipulated with relative success in order that the PSA’s primary goals could be most readily achieved.
“HONORS” LEVEL “Gammas”	15-16	GOOD	Occasionally successful in achieving the desired result but marred by an apparent rushed effort. The general “skeleton” of the PSA script is organized with a discernable internal structure, but the lack of attention to detail is indicative of a tendency to rely on natural ability without exercising AP-level effort. The student’s effort seems to be aimed more at the goal of “completion” rather than on successful completion of the stated goal. The finer points of scripting (grammar, vocabulary, phrasing, articulation, emphasis, intonation, and other word and/or speech qualities) were not sufficiently examined, although the student’s natural charisma and speech allow for the intended message to be inferred by the viewer. Although there may have been some attempt at memorization, it is weak and unconvincing.
STANDARD LEVEL “Deltas”	13-14	WEAK	Rarely successful in achieving the desired result due to either a rushed/haphazard effort or a reckless inattention to detail that continually detracts from the PSA’s intended purpose. Although there may be areas of seeming organization, the over-arching structure of the script is disheveled and weak. The student’s effort seems to be aimed entirely at the goal of “completion” (with minimal regard for quality) rather than on successful completion of the stated goal. The finer points of scripting (grammar, vocabulary, phrasing, articulation, emphasis, intonation, and other word and/or speech qualities) were not sufficiently examined, and the intended message of the PSA could only be inferred through the cumbersome effort of the viewer. Any attempt at memorization is weak or indiscernible.
DROP-OUT LEVEL “Epsilons”	5-10	POOR	The student “completed” his or her PSA project without regard for quality. The goal of the PSA was not achieved due to poor planning, effort, and/or drive. The student, no doubt, viewed this project as an assignment to be finished by a particular date in order that he or she could receive a grade, but was not forward-thinking enough to recognize that his or her grade would be more heavily connected to quality than completion. I strongly recommend that this student transfer out of the advanced honors class back into an honors level class.

3. VIDEO QUALITY

SCORE: _____

AP LEVEL **19-20** **EXCEPTIONAL**
"Alpha Plus"

Successful in achieving the desired result, the video was well-framed and void of choppy and/or distracting transitions. Camera movement was effectively controlled at all times. Light and sound quality were excellent and served to further promote the PSA's primary message. Scenes were carefully selected, arranged, and/or created that would exhibit the PSA's message in the most appropriate format. Scenes were clear of clutter and/or distracting features (i.e. moving fans, television screens, etc.) except where they further promoted the intended message. The finer points of videography (lighting, sound, stability, scenery/props, clothing, gesture, facial expression, and story-boarding) were all effectively examined and manipulated in order that the PSA's primary goals could be most readily achieved. Multiple takes were likely filmed in order that the final product could be presented free of errors and/or mediocre characteristics.

PRE-AP LEVEL **17-18** **EXCELLENT**
"Beta Minus"

Generally successful in achieving the desired result, the video was well-framed with only minor choppy and/or distracting transitions. Camera movement was effectively controlled for most of the PSA. Light and sound quality were generally excellent and served to further promote the PSA's primary message. Scenes were selected, arranged, and/or created (with apparent discretion) that would exhibit the PSA's message in the most appropriate format. Scenes were generally clear of clutter and/or distracting features (i.e. moving fans, television screens, etc.) except where they further promoted the intended message. The finer points of videography (lighting, sound, stability, scenery/props, clothing, gesture, facial expression, and story-boarding) were all effectively examined and manipulated with relative success in order that the PSA's primary goals could be most readily achieved. Although a few errors were present, it was obvious that multiple takes were likely filmed in order that the final could be presented in the best and most advantageous light possible.

"HONORS" LEVEL **15-16** **GOOD**
"Gammas"

Occasionally successful in achieving the desired result but marred by an apparent rushed effort. The general "framing" of the video is organized with a discernable internal structure, but the lack of attention to detail is indicative of a tendency to rely on natural ability without exercising AP-level effort. The student's effort seems to be aimed more at the goal of "completion" rather than on successful completion of the stated goal. The finer points of videography (lighting, sound, stability, scenery/props, clothing, gesture, facial expression, and story-boarding) were not sufficiently examined, although the student's natural talent and/or resources allows for the intended message to be inferred by the viewer.

STANDARD LEVEL **13-14** **WEAK**
"Deltas"

Rarely successful in achieving the desired result due to either a rushed/haphazard effort or a reckless inattention to detail that continually detracts from the PSA's intended purpose. Although there may be areas of seeming organization, the video presentation is disheveled and weak. The student's effort seems to be aimed entirely at the goal of "completion" (with minimal regard for quality) rather than on successful completion of the stated goal. The finer points of videography (lighting, sound, stability, scenery/props, clothing, gesture, facial expression, and story-boarding) were not sufficiently examined, and the intended message of the PSA could only be inferred through the cumbersome effort of the viewer.

DROP-OUT LEVEL **5-10** **POOR**
"Epsilons"

The student "completed" his or her PSA project without regard for quality. The goal of the PSA was not achieved due to poor planning, effort, and/or drive. The student, no doubt, viewed this project as an assignment to be finished by a particular date in order that he or she could receive a grade, but was not forward-thinking enough to recognize that his or her grade would be more heavily connected to quality than completion. I strongly recommend that this student transfer out of the advanced honors class back into an honors level class.

4. TECHNOLOGY INCORPORATION

SCORE: _____

AP LEVEL **19-20** **EXCEPTIONAL**
“Alpha Plus”

Student exercised resourcefulness and ingenuity by successfully learning how to use technology to enhance the intended message of his or her PSA. The student overlaid and/or incorporated music, audio, text, image, and/or video material seamlessly into his or her PSA video, which distinctly enhanced the receptivity of the video for viewers.

INTEGRATED IMAGES TEXT OVERLAID MUSIC OVERLAID AUDIO VOICE-OVER VIDEO INTEGRATED

PRE-AP LEVEL **17-18** **EXCELLENT**
“Beta Minus”

Student exercised resourcefulness and ingenuity by learning how to use technology to enhance the intended message of his or her PSA. The student overlaid and/or incorporated sound and/or video material into his or her PSA video, and although there are minor glitches and/or technological inconsistencies existing in the transitions from one scene to another (i.e. volume changes, white noise, dead space, etc.), the technological features generally serve to enhanced the receptivity of the video for viewers.

INTEGRATED IMAGES TEXT OVERLAID MUSIC OVERLAID AUDIO VOICE-OVER VIDEO INTEGRATED

“HONORS” LEVEL **15-16** **GOOD**
“Gammas”

Student exercised some resourcefulness in attempting to use some basic technology to enhance the intended message of his or her PSA, but the effectiveness of the technology is somewhat corrupted by a rushed effort. Procrastination clearly played a role in the inconsistent and/or distracting nature of the technology in the student’s PSA video. While the student did attempt to overlay and/or incorporated sound and/or video material into his or her PSA, there are significant glitches and/or technological inconsistencies that exist in the transitions from one scene to another (i.e. volume changes, white noise, dead space, etc.). Although the chosen technology does allow viewers to infer the intended message of the PSA, and may even occasionally serve to heighten it, the technology is not adapted adequately to the message and detracts from what should be an attempt at a professional looking PSA video.

INTEGRATED IMAGES TEXT OVERLAID MUSIC OVERLAID AUDIO VOICE-OVER VIDEO INTEGRATED

STANDARD LEVEL **13-14** **WEAK**

Student exercised minimal effort to use technology in his or her PSA, and the effectiveness of the technology he or she did use is significantly corrupted by a rushed effort. Procrastination and/or apathy clearly played a role in the inconsistent, distracting and/or absent nature of the technology in the student’s PSA video. While the student did attempt to incorporated a little sound and/or video material into his or her PSA, there are significant glitches and/or technological inconsistencies that exist in many of the transitions from one scene to another (i.e. volume changes, white noise, dead space, etc.). Although technological feature may exist in a limited way within the video, those features do not assist viewers in an improved understanding of the PSA’s message. The technology is not adapted adequately to the message and significantly detracts from what should be an attempt at a professional looking PSA video.

INTEGRATED IMAGES TEXT OVERLAID MUSIC OVERLAID AUDIO VOICE-OVER VIDEO INTEGRATED

DROP-OUT LEVEL **5-10** **POOR**
“Epsilons”

The student “completed” his or her PSA project without regard for quality. The goal of the PSA was not achieved due to poor planning, effort, and/or drive. The student, no doubt, viewed this project as an assignment to be finished by a particular date in order that he or she could receive a grade, but was not forward-thinking enough to recognize that his or her grade would be more heavily connected to quality than completion. I strongly recommend that this student transfer out of the advanced honors class back into an honors level class.

INTEGRATED IMAGES TEXT OVERLAID MUSIC OVERLAID AUDIO VOICE-OVER VIDEO INTEGRATED

5. TONE

SCORE: _____

18-20
Serious/Genuine/Appropriate

15-17
Ironic/Humorous/Sarcastic

10-14
Ridiculous/Insincere/Unconvincing

6. USE of ORIGINAL & RELEVANT SLOGANS or JINGLES

SCORE: _____

18-20
Appropriate/Seamless/Effective

15-17
Somewhat Effective/ Somewhat Awkward

10-14
Random/Poorly Used

7. CREATIVITY

SCORE: _____

19-20
AP LEVEL "Alpha-Plus"

17-18
Pre-AP LEVEL "Beta Minus"

15-16
"HONORS" LEVEL "Gammas"

13-14
STANDARD LEVEL "Deltas"

8. ATTENTION GRABBING

SCORE: _____

19-20
AP LEVEL "Alpha-Plus"

17-18
Pre-AP LEVEL "Beta Minus"

15-16
"HONORS" LEVEL "Gammas"

13-14
STANDARD LEVEL "Deltas"

9. TRANSFERENCE OF INTENDED MESSAGE

SCORE: _____

19-20
AP LEVEL "Alpha-Plus"

17-18
Pre-AP LEVEL "Beta Minus"

15-16
"HONORS" LEVEL "Gammas"

13-14
STANDARD LEVEL "Deltas"

10. ACTUAL BROADCASTABILITY

SCORE: _____

19-20
AP LEVEL "Alpha-Plus"

17-18
Pre-AP LEVEL "Beta Minus"

15-16
"HONORS" LEVEL "Gammas"

13-14
STANDARD LEVEL "Deltas"

TOTAL SCORE _____/200