0:00-0:10 [Video opens with guitar melody playing, Halbritter quote on screen]

0:10 Angie: [inaudible talking] Do you think that’s… if we just assume that’s what it was..

0:16 Kelly: It’s our school, right? Our pride and joy. Then we have “top secret” up in the left upper quadrant…

0:23 Travon: This one [points to screen]… Dominique’s, Quintussa’s… Eh, no, I would take these out because he was talking about off-campus housing, which has nothing to do with a prospective student.

0:35 Marlee: I liked that you used the different slide colors because it didn’t get boring.

Vivian: Yeah, ok.

Marlee: But then, see this one has sort of a plain background, so you might want to use a little bit of, like a more fancy font.

0:46 Lauren: I like the camera moving, and then you’d have a picture, and then the camera, and then a picture. It seemed to go like that. And then you’d have some more video tape. I liked that.

Megan: Ok, yeah.

0:58 Marlee: You become so active in the video that you want your assignments to be that active.

1:05 Travon: When you’re recording a video, you see the video coming to life. And adding the different transitions, and the music, and the effects, all of that. It’s like… you get to see it coming alive.

1:17 Lauren: The video was where audience awareness really, like I really thought about it.

1:23 Marlee: It really made me think about my writing, too. And how I’ll do writing in the future, how I’ve done writing in the past.

1:30 Vivian: I think I learned a lot about writing through things that weren’t writing, because it was technology and stuff. This was like a different kind of practice, so maybe it’ll help other people, different people, some people see that, oh wow, if I do this, but in my writing. Like kind of translate it, in other words, you know?

1:50 Travon: I was actually doing something, like ah, doing something. You can see yourself doing it.