

**Final Project overview:**

For my final project, I decided to allow students to choose between a traditional paper and a creative project. Students were allowed to write a traditional paper, an annotated bibliography (10 sources), a film adaptation, or do a creative project. The creative projects listed were music videos, live scene re-enactments, film scene re-enactments, and movie posters. Students wrote papers, did annotated bibs, and created film adaptations. I even had a student create a scrapbook as Emily ("A Rose for Emily") would have kept. I've limited my experiences below to the creative portion of the project.

- Initially, I feared that my ability to guide students was inadequate since I knew little of Movie Maker, Photoshop, or any other creative software. I made it clear to students that if they chose the creative project, they were on their own in mastering the software. I provided handouts created by Joel in the New Media Lab and the lab's hours. The class suffered no problems with my lack of new media knowledge.
- The project worked as an equalizer among students' communicative abilities. Some students write well and are better able to articulate that they have mastered the learning outcomes in written papers. However, this project provided another venue for students whose strength lay in other communicative disciplines.
- Students' abilities in creative software and imagination really amazed me. They enjoyed sharing with the class how they executed some technique or another. Students engaged in numerous questions and appeared very excited about each other's projects. Students revealed a great deal of pride in their work, especially since the movies were published on YouTube and had a broader audience. Student examples:  
<http://www.youtube.com/watch?v=9ajpoX9BvK8> and <http://www.youtube.com/watch?v=LV2anKmLpFQ>
- Students who have previously remained quiet in the class suddenly became demonstrative.
- As always, some students will try the easy route. One student copied a great deal of her movie poster. She was penalized for lack of original work. So searching Google for like images when I suspected foul play became a challenge.
- I discovered that students struggled with negative critique because they were so emotionally connected to their project. This challenged me to develop my skill in polite yet effective critiquing.
- For learning outcomes, I looked to see if the student(s) sufficiently understood the gothic genre and possessed the skill to re-articulate the authors' original intent in a new media.

**Learning Outcomes for the course, which I looked for in the project:**

In addition to mastering and articulating literary terminology, students will demonstrate an understanding of how Gothic literature reflects societal trends & prejudices, political issues, religious beliefs, & psychological fears. In this class students will read and analyze gothic fiction (novels, novellas, & short stories) and then examine how these works reflect and influence society on both sides of the Atlantic Ocean. Students will contemplate how the rise of the gothic novel in Great Britain influenced American literature and contributed to the popular genre of the Southern Gothic. Students will also analyze how the Gothic tradition has evolved over the years into modern film.

**Sub-core Outcomes**

- Identify issues of gender, race, or ethnicity in assigned fiction.
- Apply critical terms (such as plot, character, point of view, setting, narration, dialogue, etc.) to their analysis of selected works of fiction.
- Demonstrate an ability to apply various strategies for reading, interpreting and engaging with fiction through analytical writing and/or exams.

**ENG 10103**  
**Introduction to Fiction**  
**Gothic Literature**  
**Final Project**

This final project will constitute 20% of your final grade and will be due on Tuesday, December 7<sup>th</sup>, in the eCollege dropbox.

This semester I have decided to open the final project up so that students can do either a traditional paper or a creative project. For those choosing to do a creative project, it is required that you write a 2-page write up about your project (directions below) and present the final project to class. Those choosing to do either a traditional paper or an annotated bibliography have the option of doing a presentation or not.

**Traditional Paper:** write a 1,500 word (minimum—not including Works Cited) paper on one of the topics listed below or a topic of your choice that you clear with me first. You should include quotes from our texts, but they should be used sparingly, so be choosy about your selections. If I see a huge amount of quotes, I will assume that you are choosing to hand your “voice” over to one of our authors and take a back seat to the assignment. Remember that quotes should never stand alone; they should be introduced. For example:

Hamlet tells Ophelia, “Get thee to a nunnery” rather than marry and procreate miserable human beings (Shakespeare 27).

Format: Papers should be written using the MLA style; that means 12 pt. font in Ariel or Times New Roman, 1” margins all around and double spaced. Use the Word “insert” tool to insert page numbers. When your paper is complete, hit the “contl” and “enter” buttons simultaneously to start a new page and create a Works Cited page. See the Perdue website for assistance in citing sources and composing a Works Cited page: <http://owl.english.purdue.edu/owl/resource/557/01/>.

**Writing Prompts:**

- Discuss and analyze how Gothic narratives emphasize resistance to authority? Use at least 3 texts/films.
- Discuss and analyze how Gothic narratives use Gothic settings to mirror the psychological tone of protagonists, included in this is the idea of the doppelganger. Use at least 3 texts/films.
- Discuss and analyze the role religion plays in Gothic narratives. How does it add to suspense and superstition? Use at least 3 texts/films.
- Discuss and analyze how race and class are critiqued in Gothic narratives. How do these narratives handle identity? Use at least 3 texts/films.
- Discuss and analyze how Southern Gothic uses gothic devices to depict the struggle between old South and new South. How do these narratives portray and defend the oppressed or ostracized? Use at least 3 texts/films.
- Discuss and analyze how Southern Gothic uses the “grotesque” and local color to give the work that “gothic flavor.” Use at least 3 texts/films.

**Film Adaptation paper:** Imagine you were to make a film about one of our narratives; which would it be? How would you change or adapt the plot? What actor would you choose to play what role and why? Where would you set the narrative? How would you translate the feeling of suspense to the big screen? Where would you put the climax and how would you achieve the ultimate terror/horror effect? This is not an easy assignment, and I will grade it with a critical eye. You will have to prove to me that you understand the author’s intent and fully understand how to interpret that intent for a visual audience. Finally, you will need to use film theory terminology, available on a variety of websites.

**Annotated Bibliography:** For this project, you’ll need 10 cohesive sources about a singular topic of study. For example, say you wish to investigate performance theory in *Behind a Mask* and “Goophered Grapevine,” you will need to compile a list of 10 sources on that subject. Each source should be summarized using about three to four “healthy” sentences (I am quite aware that sentences can be made of 3 words—don’t do that) and then add two additional sentences explaining how these sources would be beneficial to you in understanding the topic or in writing a paper (I do understand that you will not be writing a paper, but suppose you were). At the top of your paper, please place a hypothetical thesis statement so that I can see how your research could come together. The entries should average about two or maybe two-and-a-half sources per page. In other words, annotations should not be brief. All annotations should follow MLA guidelines. If you choose to do this project, contact me. I have a handout for annotated bibliographies.

**Creative Project:** All projects below should accompany a rhetorical analysis by the team. For teams of one and two, the write-up should be two pages. For teams of 3 to five, the write-up should be at least three pages. The write-up should do three things: summarize the project, explicate the rhetorical decisions behind the choices made, and explain who did what in the creation process. Make sure the write-up is proofed and polished and that it meets the criteria that most English papers require: flow, cohesion, clarity, and grammatical excellence. Yes, it will need an introduction.

**Presentations:** Please go on eCollege to the Threaded Discussion Question under “Final Project” and sign up for a presentation time. Five extra points will be given to those that sign up to present on the first day.

- **Music Video:** Find a song that could be considered Gothic or Southern Gothic in some way, and using Windows Movie Maker (or some other program) create a montage of visual vignettes that showcase the gothic themes and coincide with the lyrics. A few weeks back, I showed you all the Marie Laveau video for an example, (<http://www.youtube.com/watch?v=G9galFS16nE>). I consider this project a one-person, or possibly a two-person, project (depending on the level of difficulty and original creativity). Your grade will, in part, depend on how well you interpret the genre in your rhetorical choices—the music, the visuals, and the gothic feel of the piece. You will also be graded on creativity and level of difficulty.
- **Recreation of scene from text:** You can re-create a scene to be acted out in front of the class or filmed outside of class and shown in class. Many students have done this type of project, so you should be able to find some excellent examples on YouTube. For example, this one on “A Rose for Emily”: <http://www.youtube.com/watch?v=gt9i2QCpIM>. If you act it out in class, be creative with the classroom, your costumes, and the script. It should last about five minutes—start to finish. Make sure you rehearse before the day of presentation. If you choose to film your scene, then the film should last about three-and-a-half minutes for a crew of three people or less; for 4 or more, I would like to see four-and-a-half minutes of film. Like in the YouTube clip above, you’ll want to consider background music and possibly narration. All aspects of the creation should be cohesive and should harmonize to the gothic genre. Like the film adaptation paper above, your project should demonstrate to me that you understand the author’s intent and fully understand how to interpret that intent for a visual audience. OR if you are creating an original scene of your own creation, your adaption should demonstrate a keen understanding of the gothic genre.
- **Movie Poster / Painting (including digital art):** In this option, think about how one of our readings would be adapted to film, and how that film would be advertised in a movie poster. Then create a poster with a montage of images that compliment both the gothic genre and the literary subject. Consider who will direct your film and who would play in specific roles. Below are two examples of movie posters.
  - [http://en.wikipedia.org/wiki/File:Young\\_Frankenstein\\_movie\\_poster.jpg](http://en.wikipedia.org/wiki/File:Young_Frankenstein_movie_poster.jpg) or
  - [http://list-downloads.com/movies/11635-the-skeleton-key-2005\\_woc.html](http://list-downloads.com/movies/11635-the-skeleton-key-2005_woc.html)

\*\*\*Remember, this should be 20% worthy. It is up to you and/or your group to select a subject that is rich enough to drive your project.

A Checklist of Basic Matters for Papers:

- Is my title engaging?
- Does the introduction provide essential information (artist, work, publication date, topic, or approach of the essay?)
- Does the paper have a thesis, a point?
- Do I support my arguments with sufficient persuasive detail?
- Have I kept the needs of my audience in mind—for instance, have I defined unfamiliar terms?
- Is the paper organized, and is the organization clear to the reader?
- Have I set forth my views effectively with supporting evidence cited in MLA style?
- Does the essay fulfill the assignment (length, scope)?
- Have I carefully proof and polished my paper?

Note: a digital copy of your project should also be submitted in the digital dropbox in eCollege (Under Final Project) before the deadline.

## Final Paper Assignment

### ENG 10103

#### Rubric

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**Claim about importance of passage (thesis):** Is your claim narrowly focused? Is it specific? Is it arguable?

Excellent	Good	Needs some work	Needs lots of work
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**Close reading (use of evidence):** Do you use sufficient textual evidence to prove the claim? Do you explain how details of the text support your idea about the passage's importance? Do you avoid plot summary?

Excellent	Good	Needs some work	Needs lots of work
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**Organization:** Does each paragraph present a distinct point that supports the overall claim? Does the paper avoid needless wordiness and dialogue that goes nowhere? Do the body paragraphs build upon one another logically? Do the points within paragraphs build logically? Is the paper easy to follow?

Excellent	Good	Needs some work	Needs lots of work
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**Significance of argument:** Does the claim you make about the passage have significance in terms of interpreting the work as a whole? Do you explain that significance clearly in the paper?

Excellent	Good	Needs some work	Needs lots of work
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**Originality:** Do you go beyond the obvious in your analysis? Do you discover something new in the text that we have not discussed in class?

Excellent	Good	Needs some work	Needs lots of work
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**Style:** Is the writing in the paper clear and easy to follow? Is the paper free from grammatical and proofreading mistakes?

Excellent	Good	Needs some work	Needs lots of work
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**Persuasiveness of argument:** Overall, do you convince the reader of the importance of your passage? Are you successful in making your case?

Excellent	Good	Needs some work	Needs lots of work
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**Overall Assignment:** The paper *in all ways* achieves the purposes of the assignment by writing an analytical essay using three works and following one of the prompts of the assignment, unless student has obtained approval for an alternate topic. Paper is at least 1,500 words in length, double-spaced, MLA formatted with a Works Cited, and is turned in on time (Dec. 7<sup>th</sup>) in eCollege.

Excellent	Good	Needs some work	Needs lots of work
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**Other Comments:**

**Grade:**

**Visual Assignment Rubric**  
Final project  
Gothic Literature, 10103, Intro to Fiction

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**Interpretation of gothic readings & genre into visual media project:**

**Interpretation conversion:** Student(s) converted / interpreted the semester's study into a multimedia composition, making a poster, a movie, or another pre-approved visual. In this new media, the interpretation is visually evident, narrowly focused, and specific. The visual argument comes across without needing oral interpretation. The end product adequately highlights its gothic theme.

Excellent	Good	Needs some work	Needs lots of work
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**Ethos:** Project exhibits the student's/group's *ethos*, in other words, the author(s), through discussion and presentation of project, comes across as knowledgeable about the genre and the various perspectives pertaining to it. Project is complex and thought provoking. Final project is well-done; it doesn't feel "thrown together." It appears evident that the student(s) spent adequate time and energy in creating a final product that gives a sense of completion worthy of the 20% value.

Excellent	Good	Needs some work	Needs lots of work
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**Presentation:** Student(s) does not *read* from the rhetorical response paper but talks freely and with ease upon his/her/their rhetorical choices. Presentation displays student's/group's ability to casually yet intellectually discuss his/her/their understanding of rhetorical contexts by describing the rhetorical choices the student(s) made in converting and/or interpreting the genre into a visual media.

Excellent	Good	Needs some work	Needs lots of work
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**Rhetorical Response (15% of the total)**

**Rhetorical Observation:** Student(s) describes the decision process and the rhetorical choices that went into creating his/her/their visual project, including a brief overview of the project and an explanation of who did what in the creation process. Student(s) resists the urge to simply describe the end product and instead focuses solely on *why* he/she/they made certain rhetorical choices to interpret and present the product visually. Student's/Group's observation reflects his/her/their ability to understand the gothic genre—its tone, its elements, and its polemical subtexts, that drive the visual media, such as: audience, visual appeals, and visual only narration (visual argument would make sense if author were not in the room it explain it).

Excellent	Good	Needs some work	Needs lots of work
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**Organization:** The paper avoids needless wordiness and dialogue that goes nowhere. The body paragraphs build upon one another logically. The points within paragraphs build logically. The paper is easy to follow.

Excellent	Good	Needs some work	Needs lots of work
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**Style:** The writing in the paper is clear and easy to follow. The paper is free from grammatical and proofreading mistakes. Paper is 2 pages in length and in MLA format; if group consists of 3 or more members, the paper is a minimum of 3 pages.

Excellent	Good	Needs some work	Needs lots of work
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**Other Comments:**

**Grade-**

Participants in project: