

Seminar Paper, Archive Project, and Presentation Guidelines

Due: Friday, May 1st with all components submitted to the dropbox by 11:59 pm. Presentations will be on Wednesday, April 29th, 5:00-7:00 pm.

For the seminar paper, you will need to develop a theoretical model (generated from assigned texts in theory and your own research beyond those texts), and then apply your model to one or more of the assigned literary texts discussed in this class. You may further develop your analysis of any text(s) you wrote about in the short paper but should also include discussion of one of the novels from Weeks 9-15. Begin by framing and outlining your theoretical model in careful detail (the literature review) and then offer your own detailed reading of the literary text(s) through this theoretical lens, using additional literary criticism to flesh out the text's contexts. The seminar paper should have an arguable thesis and scope of analysis that engages the concept of the archive, collective memory and/or major themes explored in this class and your chosen literary text(s). Papers must be a minimum of 3,000-3,500 words (approx. 12-15 pages), make effective use of scholarly/secondary sources (at least 10), and follow the most recent MLA style guidelines. The paper will be assessed according to the project rubric (see below).

For the archive project that accompanies your paper, you will create or map out a possible archive based on issues, themes, documents, artifacts, places and/or events described within your selected novel (or inspired by the novel). Overall, the archive project should be original, innovative work that combines your academic/professional interests while showcasing your critical/creative skills and strengths. Your project should demonstrate a depth of learning and engagement with the seminar topic of archives/memory studies and within the specific context of literary studies. Although the project is open-ended, that doesn't necessarily mean that you can pursue any project. Keep the following general guidelines in mind:

Your project must:

- Be clearly related to the course topic, and it should thus directly engage assigned readings (or at least indirectly build on themes or issues found within the texts) and reflect the influence of class activities and discussions.
- Be substantial. It should represent a serious investment of time, thought, and effort. Your project should not be incomplete, sloppy, or look like it was undertaken the weekend before it was due but reflect hours of planning, work, and refinement.
- Demonstrate independent research. This research might take many different forms and be used for a variety of purposes. Your project should not be something that you invented out of thin air but rather should reflect how your sustained thinking around your project has drawn on the reliable work of others who have thought about the same things as you.
- Be innovative. Your project should be a genuinely creative and/or new way of representing, thinking, or engaging with the course topic and the assigned texts (which is one of the reasons why you have to do some research).

Grading Criteria

The seminar paper is expected to meet the general criteria for writing assignments outlined in the syllabus as well as inclusion of relevant research that adheres to MLA guidelines; think of the essay as something that could potentially be developed for submission to a journal. The finalized project, including the seminar paper, is worth up to 300 points and assessed accordingly:

A (270-300 pts): The project is excellent and innovative. It demonstrates a high-degree of work and professionalism that suggest the project was developed and refined over many weeks leading up to the deadline for its submission. The project is clearly related to the assigned texts and course topics and it offers a compelling, persuasive response to the questions with which the class was engaged throughout the semester. It demonstrates reliable and relevant research conducted by the student. The project's quality and significance are also evident in the essay, and the essay demonstrates coherent organization and a sophisticated level of writing.

B (240-269 pts): The project is strong and demonstrates a professionalism that suggests the project was developed and refined over several weeks leading up to the deadline for its submission. The project is clearly related to the assigned texts and course topics, and it offers a thoughtful response to the questions with which the class was engaged throughout the semester. It demonstrates reliable and relevant research conducted by the student. The project's quality and significance are also evident in the project essay but the writing or organization of the essay could have been more polished or coherent.

C (210-239 pts): The project is completed but would benefit from more work, development, and refinement. The project may have been too hastily undertaken too close to the deadline. The project is clearly related to the assigned texts and course topics, but its response to the questions with which the class was engaged throughout the semester is incomplete or inconsistent. The project demonstrates some research conducted by the student, but this research may not be as reliable and relevant as that demonstrated by B projects. The project's quality and significance are also evident in the essay, but at least one or more of the project and/or essay components would have benefited from more effort and revision.

D (180-209 pts): The project would clearly benefit from more work, development, and refinement. And/or the project's relationship to the course topic and assigned texts is unclear or haphazard, suggesting that the student hasn't completed or comprehended the work assigned in the class at multiple points in the semester. The project would also benefit from more research on the part of the student. Although the essay is turned in, it similarly demonstrates the need for both the project and essay to have undergone more development and effort.

F (179 pts or less): The project and/or essay is incomplete, incoherent, or lacking relevance; or, the project fails to adhere to Wright State's standards of academic integrity.

Presentation

Instead of a final exam, you will provide a visual presentation of your archive to the rest of the class, explaining its components, its relation to the text(s), and how it conceptualizes key concepts, issues, or themes explored in this seminar. The presentation should include some form of visual media (digital or 3-D) and be approximately 10-15 minutes in length; after everyone has presented, any remaining exam time will be used for Q&A and peer feedback.

Presentation Rubric (10%=100 points); final grade is the average of total criteria points:

Criteria	Sophisticated (100 pts)	Competent (80 pts)	Needs Improvement (60 pts)
<i>Style</i>	Level of presentation is appropriate for the audience. Presentation is a planned conversation, paced for audience understanding. It is not a reading of a paper. Speaker is clearly comfortable in front of the group and can be heard by all.	Level of presentation is generally appropriate. Pacing is sometimes too fast or slow. The presenter seems uncomfortable at times, and the audience occasionally has trouble hearing him/her.	Aspects of presentation are too elementary or too dense for audience. Presenter appears uncomfortable and can be heard only if listener is very attentive. Much of the information is read or provided in a monotone.
<i>Organization</i>	Presentation is clear, logical, and organized. Listener can follow line of reasoning.	Presentation is generally clear and well organized. A few minor points may be confusing.	Listener can follow presentation only with effort. Some points are not clear. Organization seems haphazard.
<i>Visuals</i>	Visuals enhance presentation and are prepared in a professional manner to highlight main points; information is organized to maximize understanding.	Visuals contribute to quality of the presentation. Includes relevant information. Some material is not supported by visual aids. Several typos or writing errors are present.	Visuals are poorly prepared or inappropriate, with multiple typos and writing errors. Too much information is included. Unnecessary material is highlighted. Listeners may be confused.

Total Points: _____/150 = **Average:** _____/100 **Letter Grade:** _____