Core 100 Adapting Austen
Collaborative Final Project
Draft

Overview:
The final project is to create an adaptation of some aspect of an Austen novel working in conjunction with two of your classmates that in some way addresses the concept of “the greater good.” Your adaptation should be rooted in a sound understanding of the significant themes and contexts of the novels themselves, though you can translate that understanding into any context. Consider the criteria we have established for what makes a good adaptation (critics’ ideas from scholarly essays, our own ideas formulated in class discussion, the interview with Andrew Davies—you have a lot of source material here!). Put it to work in your project and then be prepared to explain how you did so in your oral presentation. This project will require 1) collaborative work and planning, 2) literary explication based on close reading, 3) research appropriate to your purpose and/or use of the course Wiki, 4) a visual element, and 5) a presentation. Each individual student will also need to produce a short (350-500 words, 1-2 pp.) written reflection, due at the end of the semester on the day of our final exam.

Due Dates:
Draft of project uploaded by: Friday, 4/10
Complete version uploaded by: The following week, on the date of your presentation
Project presentation: See schedule.
Revised version that addresses feedback from presentation uploaded by: The Final Exam period
Individual written reflections: The Final Exam Period

Objectives:
• Evaluate primary literary source material
• Exercise your creativity and take intellectual risks
• Translate material from one medium to another and one context to another
• Think critically about audience and how to present your work to that audience
• Work collaboratively to best utilize individual participants’ strengths and interests
• Participate in producing final product via the process of drafting and revision
• Identify, mobilize, and attribute appropriate secondary resources (literary criticism and theory, historical and contextual research, etc.) if necessary
• Identify and deploy the right tools for your project
• Present ideas in multiple modes, including written, oral, and visual
• Reflect upon the creative and interpretive process

Assignment Guidelines and Instructions:
1. Your project can take any form you want, but must have a visual element that can be uploaded onto our class website.
2. Your product should demonstrate deep understanding of at least one aspect of one of the primary texts we have read. A very narrow focus is fine—don’t bite off more than you can chew. We will workshop your ideas in class on a designated lab day.
3. Identify a target audience for your project, consider why this is your audience, how your project appeals to that audience, and what the best means are to reach that audience.
4. **Use assigned class readings and collaboratively produced course materials** (maps, Wiki, etc.) when appropriate to support the creation of your product.

5. Conduct research if necessary, derived from varied and valid sources appropriate to the purpose and genre of your project.

6. Every project must also include a written *introduction* (very brief—we will work on these on a designated lab day) for your project’s landing space on the website.

7. You must deliver an **8-10 minute** presentation based on your project to the class toward the end of the semester. During your presentation you will:
   - Clarify the overall creative vision and explain the choices you made:
     - Detail the themes of your adaptation and be prepared to explain and *point to* how the project illustrates them. Address creative choices (design, setting, etc.).
     - Explain your intended audience.
     - Explain your interpretive choices and why you think this makes a good adaptation. *Citing your sources,* tell us what criteria you used for creating your adaptation and why you think you’ve done a great job. You will need to *refer back to the novel and quote from it* to explain what you’ve included and what you’ve left out. Is it important to use Austen’s precise language? Why or why not? If so, when? If not, why?
     - Explain how or why this adaptation addresses the theme of the greater good.
     - Class members will be expected to respond to presentations with constructive comments in the Wordpress comment area in the minutes between presentations [refer to blog commenting guidelines for developing these comments].
   - Be prepared to field questions or comments for **2-3 minutes**.

8. Your project idea must be approved, both informally at midterm [during 2/25 class session] and via the **formal project proposal** blog post [one post per group, due Sunday, 3/22]. **Project topics cannot be changed after Monday 3/16!**

9. You must upload your project at various stages to the course website by the dates noted at the top of this assignment and on the course schedule.

10. Your project must have a written reflective component that addresses your personal experience creating the adaptation. Write about 350-500 (1-2 pp.) words explaining your personal experience with the creative process and what you learned. You must specifically address how the process affected your understanding of the course text, but you can address other aspects of the project as well (collaboration, tool use, etc.). Upload that to the “Final Project Reflective Essay” Assignment on Canvas by **the final exam period (date TBD).**

**Grading:**
- Draft of project uploaded by: **4/10** – marked for completion only
- Complete version uploaded by **date of formal in-class presentation** – marked for completion only
- Your group will receive a holistic grade for the web product and presentation after the final revision process is complete. Your grade will be based on the following elements:
  1. Project presentation
  2. Revised version that addresses feedback from comments made during formal in-class presentations
- Comments on other groups’ presentations will count toward your participation grade
- Individual written reflections will be marked for completion. You will not receive a grade on the final project until you have submitted this reflection.
Evaluation of the final version of your project, including the presentation and incorporated revisions, is based on the overall effectiveness of the project or how successfully you have executed your purpose, which should be thoughtful, perceptive, insightful, and provocative. All written portions of the assignment will be evaluated in terms of the writing rubric [hyperlink this], summarized below. Writing is evaluated in terms of:

1. the articulation of a clear purpose or focus, usually in the form of a specific thesis that demonstrates the writer’s understanding of the issue, text, etc. being addressed;
2. the organization of the argument and how well it flows (this includes use of such elements as an introduction, body paragraphs, topic sentences, transitions, and a conclusion in conventional prose. Other standards may apply to other forms of expression, especially briefer pieces);
3. how gracefully and insightfully it makes use of specific primary textual references by using quotations and paraphrase when appropriate/applicable;
4. how gracefully and insightfully it incorporates and/or synthesize secondary source material (research) if applicable;
5. the grammatical clarity and stylistic finesse (this includes things like spelling, punctuation, diction, proofreading, etc.).

Presentations are evaluated in terms of [hyperlink to oral presentation rubric]:

1. Delivery (Presenters are poised, speak coherently, not too hurried, do not ramble unnecessarily, and are not simply reading text; presenters stay within allotted time; presenters do not rely too heavily upon props or tech, such as text-laden PowerPoint slides.)
2. Content (The presentation is succinct and organized; balances general ideas with specific references to illustrate for the audience; includes well-planned and thought-out visuals that do not take attention away from the presenter; holds the audience’s attention.)

Rubric: (see next page)
<table>
<thead>
<tr>
<th>Purpose</th>
<th>Advanced</th>
<th>Competent</th>
<th>Developing</th>
<th>Basic</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>clear, focused original, and provocative</td>
<td>clear, narrow, identifiable</td>
<td>recognizable</td>
<td>confused, too general, or not clearly articulated</td>
<td>lack of purpose and/or controlling idea; may be too broad or off or the assigned topic</td>
<td></td>
</tr>
</tbody>
</table>

| Ideas/Innovation/Creativity | innovative, creative, and perceptive ideas; demonstrates a depth and/or breadth of insight; sophisticated concepts are explored confidently; risks are taken; creates an entirely new idea, question, format, or product; tackles controversial or complex ethical issues | original points that capture the audience’s interest, and/or original synthesis of familiar ideas; demonstrates a clear understanding of concepts; creates or significantly experiments with a novel or unique idea, question, format, or product; includes new directions or approaches; addresses ethical considerations; | addresses the discursive situation competently; does not offer many new insights or is partially derivative; may include excessive summary, digression; makes safe or unoriginal choices such as reproducing an appropriate exemplar; uses a simplistic approach to ethical considerations. | addresses discursive situation somewhat competently, but lacks ideas, takes no risks, etc.; reformulates, a collection of available ideas, formats, etc.; does not adequately consider ethical implications. | no innovation or creativity; copies available ideas; merely lists facts or elements; does not promote any reflection upon ethical issue; does not meet the requirements of the assignment. |

| Content Organization (spatial, narrative, etc.—can vary from project to project. Web considerations include font, color, text placement, etc.) | exceptionally clear and suited to the purpose; elegant connections between elements | coherent; strong and appropriate connections between elements | logical but sometimes formulaic or inappropriate for the audience; coherence weakened by ineffective connections | lacks coherence; no or very weak transitions and connections between elements | absence of any apparent organizational or developmental plan |

| Evidence/use of Research | all support offered is interesting, relevant, and boldly thought-provoking; engages with and incorporates all source material exceptionally well | support offered is specific, substantive, relevant and integrated seamlessly into the project; research, if applicable, is used to an advantage and correctly | adequate support of recognizable point; source material (primary and secondary) is contextualized and documented appropriately | support is not specific, wholly accurate, relevant, or sufficient; evidence and/or research is incorrectly documented | almost total lack of support |

| Use of images/Visual content/Design | Visuals are bold and interesting, adding or creating significant meaning. | Visuals add to the interest, meaning, and purpose of the project | Visuals don’t always add to the interest, meaning, and purpose of the project and/or lack coherence | Visuals are lacking or are incoherent | Not used, don’t add meaning, purpose is confused |

| Grammar/Mechanics/Stylistic concerns | exceptionally sophisticated style and tone; mature vocabulary and/or understanding of visual rhetoric; no grammatical, proofreading, or errors | style and tone reflect attention to discursive concerns; sophisticated sentence structure, higher level diction; no grammatical or proofreading errors | tone and style are appropriate; prose is readable, graphics are interesting; the reader does not encounter awkward syntax or diction; few editing errors | Voice, tone inconsistent or inappropriate; style, diction awkward, vague, making perception difficult; distracting number of editing errors | Alienating voice or tone; style is incomprehensible either because of vagueness and imprecision or number and magnitude of editing errors |