ENG 2040 Final Project Assignment

Components:
- Project
- Reflection Essay
- Poster

All due on Friday, April 22nd in class

The final project for the course is one that you conceive, design, and execute – it should be a project that combines your personal interests and your own expertise with the class topic of "Great Books and Bad Weather."

The project is designed to inspire you to be creative and innovative, and you'll be rewarded for hard work and ingenuity. However, although the project is an unusually open-ended assignment, that doesn't necessarily mean that all projects are of equal quality; nor does it mean that you can pursue any project. The guidelines for your project are as follows, and I suggest that you return to this list frequently:

Your project must

- be clearly related to the course topic of climate change and literature, and it should thus directly engage assigned readings listed on the syllabus and reflect the influence of class activities and discussions. You need not address every single reading assigned in the course, nor every point made by activities or discussions, but part of the purpose of the project is to assess your comprehension and achievement of the course's objectives and outcomes. In order to do that, your project must make clear and consistent reference to the materials assigned for the class and demonstrate your ability to draw on classroom discussions and activities.
- be substantial. It should represent a serious investment of time, thought, and effort. It should be some of the best work you've ever done and that you're proud to show the Wright State Community. Your project should not look like it was undertaken the weekend before it was due. It should reflect hours of work and refinement. This course does not require the formal writing assignments and exams that are traditional in college courses of its level; the time spent on developing or studying for these traditional components of a college course should be clearly transferred to work on your project.
- demonstrate independent research. Whatever project you undertake, you will need to do research. This research might take many different forms and be used for a variety of purposes. Yet your project should not just 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 before you. I highly recommend that you share the ideas behind your project with a librarian at WSU's Dunbar libraries and ask them to help you identify sources that you can read and use to develop your project.
- be innovative. Your project should be a genuinely 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). You'll especially want to avoid picking a project that has already been done, or one likely to be undertaken by another student in the class.

Your project might take a lot of different forms: maybe you'll create a comprehensive map of *Robinson Crusoe*; maybe you'll gather together eighteenth-century reports on storms into an online exhibit; maybe you'll take a series of photographs and pair them with passages from assigned readings; maybe you'll write an adaptation of *Frankenstein* that draws on information about climate to change the novel's perspective; maybe you'll make a movie or a documentary or a series of podcasts; maybe you want to incorporate work from another course into this course and write a long paper about the relationships between literature, climate, and economic history; maybe you'll write a series of blog posts or tweets that connect characters to their environments and draw on the work of psychologists; maybe you'll use the 3-D printer to make a board game that helps Frankenstein's monster make his way through the Arctic; maybe you'll build an app that chooses passages from the readings to display based on the day's weather forecast; maybe you'll undertake a series of statistical analyses and data visualizations of word frequencies or densities that relate to the weather in the novels and poems we've read; maybe you'll create a series of paintings that try to capture the scales of time or distance that emerge in the literature's representations of weather; maybe you'll build models of Crusoe's buildings or Frankenstein's labs that capture their relationships to the environment. There options are nearly endless. And you should draw on the resources the university offers for creating and researching your project. If you take a look at the inspire-lab.net website and Twitter feed, you'll find even more tools you might use to develop your project and ideas to think about.

In addition to creating the project itself, you'll need to create a poster for public display and write a reflection essay to turn in for grading at the end of the semester.

I will provide you with a template for your poster in PowerPoint that you will use to create your poster, which you will have to pay to have printed and mounted before April 22nd; we will display everyone's posters in Millett Hall during Finals Week. Your poster will incorporate images relevant to your project and will also include: 1. a description of your project (around 250 words), and 2. a statement of your project's significance (also around 250 words).

Both your description and statement of significance will be related to the reflection essay you will turn in on the last day of class. This reflection essay will describe your project, describe the processes you used to research and create it, and explain the project's significance. The poster and the reflection essay are required components of the project; you cannot pass the overall assignment without turning in hard copies of these two components. I will hold in-class workshops for both of these components.

By Monday, March 14th (the beginning of week 9), I will have you fill out the following form (after a think tank lab on March 11th) so that you can get feedback and advice about your planned project. It doesn't hurt to start thinking about this form now:

Describe the project you plan to complete for this course:

Explain how your project will display your understanding and completion of the assigned texts listed on the syllabus:

Explain how your project will engage with the course topic of literature and climate change/weather.

What research will you do or information will you need to find in order to complete your project?

Explain why you think your project will be innovative and unique (i.e. unlike any other project in the course).

Identify the work you'll have to do and the steps you plan to take to complete this project by April 22nd.

Establish a list of goals of tasks that need to be completed for your project for the following timeline:

by March 18th, I will:	
by March 25th, I will:	
by April 1st, I will:	
by April 8th, I will:	
By April 11th, I will:	
By April 15th, I will:	
By April 20th, I will:	

Grading Criteria:

A: 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 poster and in the reflection essay.

B: 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 poster and in the reflection essay.

C: 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 poster and in the reflection essay, which would similarly benefit from more effort and revision.

D: 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 poster and the reflection essay are both turned in, they similarly demonstrate the need for the project to have undergone more development and effort.

F: The project is missing either the poster or the reflection essay; or, the project fails to adhere to Wright State's standards of academic integrity.