ENGL 105
Unit 3 – Writing in the Humanities: Literary Analysis Video Essay

Genre	Purpose	Audience	Role	Rhetorical Situation
Video essay	To argue for your original interpretation of a short piece of literary fiction in a way that is engaging and accessible to both literary scholars and non-experts	Other literary scholars and literature students interested in short fiction as well as members of the general public	Literary scholar focusing on short fiction and the public humanities	You are a literary scholar studying short fiction who wants to engage both expert and non-expert audiences by creating a video essay that argues for an original interpretation of a short literary text.

Scenario

For our third unit, you will compose an original literary analysis of a short story of your choosing and then present that analysis in the form of a digital video essay. This video essay should present an argument in support for your own unique interpretation of a short piece of literary fiction using images, video, graphics, sound, music, and voice-over narration that is effective and engaging to a broad audience.

In order to produce this video essay, you will adopt the role of a literary scholar interested in short literary fiction as well as the public humanities. This means that one of your goals as a scholar is to engage non-academic and/or non-expert audiences. You will read and analyze a short story of your choosing, compose a traditional literary analysis of your selected text, and then translate that analysis into a script that will serve as the voice-over for your video essay. You will then produce your video essay using a variety of media, ultimately publishing it online in order to engage the public with your selected text.

In this final unit of the semester, you have the option of including secondary research into your work, but the priority is on your primary research, your individual interrogation of a short fictional literary text of your choosing. This will require you to develop a detailed and complex thesis statement in which you move from asking questions to forming your own unique argument, supported by claims and sub-claims.

Using the medium of digital essays will force you to "translate" your traditional essays across modes and media to make them more engaging for a broader audience, encouraging an engagement with public scholarship while also allowing us to explore issues surrounding digital literacy, visual literacy, and multimedia composition. To aid us in these attempts, we will coordinate with the Media Resources Center (MRC) so an expert can help you become more comfortable with software for capturing and editing digital audio/video media for the purposes of presenting your own unique claims to a public audience.

If you have not already done so, **you should immediately obtain Adobe Creative Cloud and then use it to install Adobe Premiere Pro.** You can install the **Adobe Creative Cloud** desktop

application for free at http://software.sites.unc.edu/adobe/. For instructions on how to obtain Adobe Creative Cloud and its associated programs for free, see "How to Get Adobe Creative Cloud" on Sakai at Resources>Helpful Handouts and Resources.

Note that for all of our work in Unit 3, we will be using the Modern Language Association (MLA) 8th edition citation format. Your primary source of information on MLA 8th edition citation format should be the UNC Libraries. See the following pages:
- UNC Libraries: "Why We Cite"
- UNC Libraries, MLA 8th ed.:
  - "Sample References Page"
  - "In-Text Citations"
  - "Print Sources"
  - "Online Sources"

Feeder 3.1: Story Selection Worksheet
Your first step is to choose a short text of literary fiction to study and analyze. It may be best to choose a short story with which you are already somewhat familiar. I've provided a list of suggested stories on Sakai at Resources>Unit 3; the document is titled "Potential Stories for Unit Project 3." That list, however, is only meant to offer suggestions. You may choose any story you wish, but when choosing a story, remember that your ultimate goal will be to craft an interpretation of the story's stylistic or linguistic attributes in relation to the story's content and themes.

Helpful hint: You'll eventually be making a video essay about your selected story, which means you'll be collecting footage to represent key moments in your story. It may be advantageous to choose a story that has been previously adapted to the screen.

Come to class on Thurs. Oct. 15 with a few potential stories you are considering for this project. In class, we will begin discussing writing in the Humanities and help you narrow your selection for your story. **You must commit to a story and post it to our forum for the day before leaving class that day. If you are absent, you are responsible for posting to the appropriate forum before the end of our class session on Thurs. Oct. 15 with a selected story.**

In order to understand the complexities and nuances of your selected story, you need to become extremely familiar with the text itself by reading it, rereading it, studying it, and writing about it. To practice your skills analyzing and thinking critically about your text, your first feeder is a worksheet designed to deeply engage you with your selected story. The document is titled "Feeder 3.1 – Story Selection Worksheet" and is on Sakai at Resources>Unit 3.

A rough draft of your worksheet is due Mon. Oct. 19 by 11:59pm via the appropriate forum. This rough draft should be attached to your post as its own document. We will workshop this in class on Tues. Oct. 20. The file name for this document should be "[Your last name]_3.1 Rough Draft." This draft does not have to be entirely complete, but it should be as close to complete as possible for you to maximize the benefits from the workshop in class.

Based on your workshop experience, revise and complete your Feeder 3.1 in to a separate, final draft. This final draft of Feeder 3.1 is due for a grade on Wed. Oct. 21 by 11:59pm via

the "Assignments" tab on Sakai. The file name for this document should be "[Your last name]_3.1 Final Draft.

Successful worksheets will:
- Display considerable investment in the revision process.
- Contain questions that are all answered in a complete and accurate manner.
- Contain passages quoted from your selected text accompanied by accurate and complete in-text citations in MLA 8th edition format.
- Exhibit the student's careful critical engagement with the selected text and its content, themes, and style.

Grading Rubric for Feeder 3.1: Story Selection Worksheet
The final grade for Feeder 3.1, Story Selection Worksheet, will be worth 5% of the student's final course grade.

	10	7	4	1
Question 1	Answered completely, accurately, and appropriately.	Some information is lacking or inaccurate.	The response is cursory at best and does not provide enough information for the reader to understand.	Little to no response to the question.
Question 2	Answered completely, accurately, and appropriately.	Some information is lacking or inaccurate.	The response is cursory at best and does not provide enough information for the reader to understand.	Little to no response to the question.
Question 3	Answered completely, accurately, and appropriately.	Some information is lacking or inaccurate.	The response is cursory at best and does not provide enough information for the reader to understand.	Little to no response to the question.
Question 4	Answered completely, accurately, and appropriately.	Some information is lacking or inaccurate.	The response is cursory at best and does not provide enough information for the reader to understand.	Little to no response to the question.
Question 5	Answered completely, accurately, and appropriately.	Some information is lacking or inaccurate.	The response is cursory at best and does not provide enough information for the reader to understand.	Little to no response to the question.

Question 6	Answered completely, accurately, and appropriately.	Some information is lacking or inaccurate.	The response is cursory at best and does not provide enough information for the reader to understand.	Little to no response to the question.
Question 7	Answered completely, accurately, and appropriately.	Some information is lacking or inaccurate.	The response is cursory at best and does not provide enough information for the reader to understand.	Little to no response to the question.
Grammar	Worksheet is free from typographical errors as well as spelling and grammar mistakes.	A few surface errors but none so consistent that they obscure the student-author's meaning.	Repeated surface errors.	No sign of editing or revision.
Total: /80				

Feeder 3.2: Literary Analysis Essay (1,000 to 1,400 words)
Now that you've completed preliminary work in analyzing your selected short text, you're prepared to begin composing an essay that analyzes your short story and argues for your own original interpretation of that story. (This essay will lay most of the groundwork for your voice-over script for your video essay and will guide your decisions as you construct your video essay.)

Your written essay for this feeder should carefully interrogate a passage in your selected text, crafting an original interpretation about that passage and how it relates to larger themes throughout the entire story. Alternatively, you can focus on a recurring motif or theme that appears throughout the text and how it contributes to the story as a whole. (Ideally, your work on Feeder 3.1 laid the groundwork for you.)

This is not a research paper, nor is it a summary. Although you might have to contextualize particular moments, scenes, characters, or themes, the emphasis of this paper is on a single passage (or other aspect of the text such as a recurring motif) and how it relates to the rest of the text.

In addition to your primary source (the text you are analyzing), your essay can briefly incorporate one or two secondary sources but only if strictly necessary to support your overall argument. These can be historical/etymological sources that illuminate/inform your own interpretation and/or critical sources to which you are responding. For instance, you might argue against another critic who has made a particular argument for interpreting a story in a particular manner; alternatively, you might use biographical information about the author or historical information about the time period to illuminate your interpretation of the text. These secondary sources, however, are optional and

should only be used to **briefly supplement** your own interpretation; **I am primarily interested in your own interpretation, not what other critics or scholars have said**.

Although we will discuss strategies for analyzing literary texts in class, you should remember to refer to the handouts on close reading a text on Sakai at Resources>Unit 3>How to Close Read a Text. Your essay should be 1,000 to 1,400 words and will eventually serve as the voice-over script for your video essay. (I recommend that as you compose your essay, you start making a list of possible ways you will represent your ideas in your final unit project when you translate this traditional essay into a digital video essay; keep an eye out for video clips and other media, etc. that you will be able to use or images/scenes you will want to film yourself.)

We will also discuss how to craft complex, engaging thesis statements in class. The first step in writing your literary analysis essay (after carefully reading and rereading your text and brainstorming ideas in response to that reading) will be to craft a tentative thesis statement regarding your interpretation of your selected text. Again, your work for Feeder 3.1 should have laid the groundwork for you. Use that work to get you started. **Your tentative thesis statement is due on Mon. Oct. 26 by 11:59pm via the appropriate Sakai forum for us to workshop and discuss in class on Tues. Oct. 27.**

A rough draft of your essay is due Wed. Oct. 28 by 11:59pm via the appropriate Sakai forum for us to workshop in class on Thurs. Oct. 29. The file name for this document should be "[Your last name]_3.2 Rough Draft." This draft does not have to be entirely complete, but it should be as close to complete as possible for you to maximize the benefits from the workshop in class.

Based on your workshop experience, revise and complete your Feeder 3.2 in to a separate, final draft. This final draft of Feeder 3.2 is due for a grade on Mon. Nov. 2 by 11:59pm via the "Assignments" tab on Sakai. The file name for this document should be "[Your last name]_3.2 Final Draft."

Successful drafts will display considerable investment in the revision process and will be clearly written and logically organized. They should include:
- A descriptive title that engages an audience while also suggesting the overall content you'll be discussing.
- A brief introduction that ends with a clearly stated thesis, arguing for your own original interpretation of a short story.
- An organized body that supports your thesis by integrating summaries, paraphrases, and quotations from your primary text and analyzing the specific linguistic/stylistic choices made by the author of your primary text.
- A conclusion that sums up your points and gestures towards the larger implications of your argument.
- A Works Cited page in which you cite (using MLA 8th edition citation format) all secondary and primary sources you mention in your essay. This includes the story you are discussing.

Grading Rubric for Feeder 3.2: Literary Analysis Essay

The final grade for Feeder 3.2, Literary Analysis Essay, will be worth 5% of the student's final course grade.

	10	7	4	1
Introduction	Introduction clearly identifies the central question or issue under study, offers helpful background or contextual information, and contains a logical progression of ideas, ending with the thesis statement.	Some information about the essay's central ideas is offered, but it is confusingly organized or summarized strangely.	Introduction is cursory at best and does not provide enough information for the reader to understand the significance of the thesis statement.	Essay lacks introduction.
Thesis Statement	Thesis statement makes a strong and interesting claim arguing for a particular interpretation of the text; statement is well-worded, clear, and intriguing.	Thesis statement forwards an arguable claim but does so in confusing or unclear language.	Thesis statement makes more of an observation rather than a debatable claim.	Essay lacks thesis statement, or thesis statement is totally unintelligible.
Body	Body includes well synthesized information drawn from sources. It is well organized and offers multiple sub-claims that support the overall argument.	Body is lacking some detail or specificity. In a few instances, more evidence is necessary to support its claims.	Body is significantly lacking in some way. Minimal or no evidence is provided to support claims.	Body contains almost no credible information drawn from scholarly sources; body is disorganized and confusing.
Paragraph Structure	Paragraphs contain an analytical topic sentence that makes one central claim and then provides evidence and analysis to support this claim. Each paragraph flows well.	Paragraphs are mostly well structured with a few slip-ups; some paragraphs either do not contain adequate flow, are missing a topic or ending	A few paragraphs attempt to do too much or do not advance one specific claim. Paragraphs do not contain logical flow of information.	Paragraphs are highly unorganized and very difficult to follow; paragraphs do not advance any claim at all.

		sentence, or do not analyze their evidence.		
Integration of Sources	Sources are excellently paraphrased and summarized and are incorporated into the writing using signals or attributions. Quotations of specific phrases, word choice, etc. are used when appropriate. Student-author analyzes this material and offers their own perspective.	Sources are mostly paraphrased and summarized well, as is the inclusion of quotations. Student-author makes some attempt to analyze this research.	Summaries and paraphrases are confusing, awkward, and do not flow well with the rest of the paragraph. Quotations are poorly integrated into the text and tend to be unnecessarily long with little comment/analysis.	Sources are pulled in as lengthy direct quotes, and almost no effort is made to paraphrase or summarize them. Student-author does not provide enough information for the reader to understand the importance of this material and offers no analysis of their own.
Organization	Essay is organized with a logical and explicit pattern.	Essay is mostly well-organized, but some paragraphs seem out of order or repetitive.	Essay is very confusingly organized and does not reflect an overall organizational pattern.	Essay is organized so confusingly that it impedes the student-author's purpose.
Style	Essay features varied and sophisticated sentence structure and diction.	Essay uses some repetitive diction, simplistic language or sentence structures but mostly maintains a professional and objective tone.	Essay occasionally lapses into casual, colloquial discourse or subjective claims. Writing appears erratic, and some sentences are hard to follow.	Major lapses into casual discourse or little attempt to maintain objectivity. Diction is highly repetitive, and syntax is confusing.
Conclusion	Conclusion clearly & definitively answers the "so what"/ "who cares" questions,	Conclusion makes some effort to point to broader	Conclusion mostly just repeats information already stated.	Conclusion is indistinguishable from introduction.

	indicating the significance or larger implications of the essay's argument.	implications of topic.		
Citations	A coherent citation system (MLA 8ᵗʰ edition) is used consistently throughout; Works Cited page is complete and formatted accurately.	A citation system is systematically used with some lapses in providing required bibliographical information; Works Cited does not include all sources cited in body of text.	It is very difficult to tell if a single citation style has been adopted throughout. Citations are erratic, and/or Works Cited is incomplete.	No effort at citing sources accurately and consistently is made.
Grammar	Essay is free from typographical errors as well as spelling and grammar mistakes.	A few surface errors but none so consistent that they obscure the student-author's meaning.	Repeated surface errors.	No sign of editing or revision.
Total: /100				

Unit Project 3: Literary Analysis Video Essay (4-6 minutes, approx. 800 to 1,200 words)

You've written a traditional essay analyzing a short literary text. Now it's time to communicate your interpretation across different modes and media by turning your traditional written essay into a digital video essay in order to engage a public audience while still contributing to the scholarly discourse around your selected story.

A video essay consists of voice-over narration communicating your ideas and arguments, but it also incorporates a combination of graphics, on-screen text, music and sound effects, images, and most importantly, moving video in order to engage an audience while still communicating the major points of your argument.

On Thurs. Nov. 5, we will take time for you to discuss (and hopefully practice) getting comfortable with software for capturing and editing digital audio, video, and other media. You'll learn how to lift clips from films or videos in your collection (or the UNC Libraries' collection) to use in your own essay (using such programs as Handbrake, which you can download for free) and will discuss copyright and citation issues regarding that content. You can also download video clips from the internet (such as from YouTube or Vimeo) using programs like clipgrab.org or convert media files using such sites as Zamzar. (For tips and resources on capturing

and editing audio or video footage, see "Tips and Resources for Capturing and Editing Audio-Video" on Sakai at Resources>Unit 3>Capturing and Editing Video or Audio.)

If you wish, you can also record your own video and/or audio footage. (At the very least, all of you will have to record the audio of your voice-over.) Some of you might have smartphones or other equipment sufficient for your needs, but you might also be able to reserve and check out—for free—audio and video equipment for capturing footage from the Media Resources Center (MRC). The MRC also provides online tutorials for editing footage. You can also schedule remote consultations with the staff at the MRC to get additional assistance as you construct your video essay.

In actually making and editing your video essay, I strongly recommend using Adobe Premiere Pro as it is an amazing program to which you all have free access. For instructions on how to obtain Adobe Creative Cloud and its associated programs (which includes Adobe Premiere Pro) for free, see "How to Get Adobe Creative Cloud" on Sakai at Resources>Helpful Handouts and Resources. You could also use Adobe Spark or WeVideo to make your video essay or, if you have access to and experience with other video-editing software, you can use that software, including Windows MovieMaker, iMovie, etc. **No matter what program you use, please note that it takes a significant amount of processing power while editing. When you are editing, you should have all other programs/windows closed. When you are editing, save your work early and often.**

Please also note that it takes a great deal of time for videos to export, upload, etc., so throughout this unit, you should always begin these processes as early as possible. Do not try to export and upload a video at the last minute.

Your written essay from Feeder 3.2 will serve as the starting point for your voice-over script and will serve as the structural frame for your video essay as you collect footage and other materials. Once you have feedback from your graded Feeder 3.2, remember to incorporate that feedback and adjust your script and overall plan moving forward as necessary. Note also that collecting and editing footage takes a great deal of time. For that reason, I've designed this assignment for you to make a slightly shorter video essay than would be dictated by the length of your essay from Feeder 3.2. This means, however, that you will most likely have to cut or condense a few paragraphs from your earlier essay. **As you edit your essay moving forward, keep track of the latest version of your essay since this will be your voice-over script, and you will eventually be posting this as a transcript alongside your final video essay.**

Your first step will be to create a plan or "storyboard" for your video essay. Before you begin composing a writing project, it's best to develop an idea and an outline. Similarly, before you begin constructing your video essay, you should develop a detailed plan for what you want your video essay to look, sound, and feel like. Although this written plan won't technically be an actual "storyboard" like filmmakers use (which involve sketches of individual shots), I want you to think about this written document in a similar manner, envisioning each individual shot or cut (or at least each major segment) that will appear in your essay.

I recommend you start with your written essay and construct a reverse outline of that essay. Look at each paragraph and write out the main idea or claim that paragraph covers. Below each of these, write a list of the main points or sub-claims included in that specific paragraph. This is basically an outline of your existing essay, and since this written essay will serve as the voice-over for your video

essay, the outline you've just made will serve as the outline guiding your work as you collect footage and begin constructing your video essay.

During each segment of your video essay, you know that your voice-over will be playing, but in addition, for each of these segments, think about what kinds of video, images, graphics, and sound will most effectively communicate your ideas while engaging a viewer. Use your reverse outline and craft a plan that walks me through each major segment of your video essay. What will we see? What will we hear? <u>In addition to describing each scene/cut/transition, explain each decision you're making in terms of how it will affect the audience</u>. For example, if you have a shot in which the audience (via the camera) is looking up at the hero of the story, explain that you want a shot like that because it will make the character look imposing or powerful. If you have a sudden cut to black, explain that you want to do that to create a sudden shock or suspenseful moment. Think about music, sound effects, transitions. Will the music gradually get louder or softer or suddenly stop? Why? Will this be material/footage you've shot yourself or collected from some other source? Do you have this material already, or do you need to gather it? Are there screen adaptations of your selected story from which you can pull? Are there other sources that contain similar scenes you could use to represent scenes from your story?

As you develop your video essay storyboard, I want you to find a balance between feasibility and ambition. Although you *do* need to be aware of what's realistic (certain shots might be impossible to obtain or film yourself), it's okay if your final video essay does not match the storyboard you submit. In fact, it's likely that your plan and your written transcript will change after you submit and workshop this document. But by carefully thinking about these many options, you will be better prepared when the time comes to begin constructing your video essay and ready to deal with changes or alterations as they arise.

Your storyboard is due on Wed. Nov. 4 by 11:59pm via the appropriate Sakai forum for us to workshop in class on Thurs. Nov. 5. The file name for this document should be "[Your last name]_UP3 Storyboard." After workshopping these in class, we will spend some time in class for you to collect footage and edit, etc.

A rough cut of your video essay is due on Wed. Nov. 11 by 11:59pm via the appropriate Sakai forum for us to workshop in class on Thurs. Nov. 12. This should be an exported video file ready for a partner or group member to watch. This does not mean it's expected to be a complete version of your video essay, but I want you to have practiced going through the process of exporting your video. When exporting, choose H264. Your video file should be an .mp4 file. The file name for this video file should be "[Your last name]_UP3 Rough Cut." (See "Tips and Resources for Capturing and Editing Audio-Video" on Sakai at Resources>Unit 3>Capturing and Editing Video or Audio.)

Note: Sakai maxes out at 200MB, so you might have to use a website like https://www.ps2pdf.com/ to **slightly condense** your video. Don't condense it too much or else the video/audio quality will be compromised. Condense it just enough so you can post it to Sakai for the purposes of our in-class workshop. In a worst-case scenario, you might have to save your exported video file and upload it to YouTube or Vimeo (as unlisted) and then post the link to your video in the Sakai forum in order to make your video accessible to the rest of the class.

In the event of technical difficulties exporting/uploading your video essay (this draft or any other draft), make sure you begin the export/upload process well before the deadline. If technical difficulties arise, email me immediately explaining the difficulties, and attach the rough cut to the email via an upload or link. We will do an in-class workshop of your rough cuts on Thurs. Nov. 12.

Note: Do NOT simply attach the Adobe Premiere Pro file for the workshop. This file will be useless to anyone who is not on your specific device. You MUST go into Adobe Premiere Pro (or whatever program you're using), export your video into a playable file, and somehow make that accessible to me and the other members of your working group.

The final cut of your video essay is due, for a grade, by 11:59pm on Mon. Nov. 16 via the course website. This means you will need to finalize your video essay, export it into a playable video (.mp4) file, upload it to YouTube or Vimeo, and then create a new post on the course website in which that video is embedded. That embedded video should be followed by a transcript of your video essay, which means you will take the final draft of your voice-over script and copy and paste it into this post below your embedded video on our course website.

Note: The transcript you post to the course website should NOT be your final draft of Feeder 3.2 but should, instead, be an edited version that is accurate to your actual voice-over as it plays on your final video essay.

This process will take time, but the completed draft of your video essay and its transcript must be published online by 11:59pm on Mon. Nov. 16, so you should start this process early. Your submissions are time-stamped, and once the deadline has passed, if you go back and revise, your submission will be considered late.

Remember, the final product will include an engaging and descriptive title, the embedded video of your video essay, accompanied by the final version of your voice-over script, which will serve as a transcript of your video essay. The transcript should include in-text citations as well as a complete Works Cited list at the end.

There are many reasons I'm requiring you to provide a transcript of your video essay. It will serve as a reference for me while grading, and it also makes your work accessible to those who cannot watch or hear your embedded video essay.

During our final class session on Tues. Nov. 17, we will select a few volunteers who would like to premiere their video essays (or at least a portion of them) in class for us all to watch.

<u>**Technical Info**</u>**:**
For technical information on how to access and log into the course website; how to compose, edit, and publish a post; how to post a video to YouTube or Vimeo; or how to upload/embed a video, etc., see the document "Instructions for Posting to the Course Website" on Sakai at Resources>Course Website Resources.
- When your video essay is complete, export it (select H264) as an .mp4 video file. Open it and watch it to make sure it plays.

- Upload this video online via [YouTube](#) or [Vimeo](#). (If you upload your video essay to YouTube, make sure you edit the viewing permissions to make your video "unlisted" to avoid being blocked because of copyright issues but to still make it accessible to the class, to me, and to anyone else who has the link to your video.)
- The title of your uploaded video should be the descriptive title of your video essay.
- The caption or description of your video online should explain the context for your video essay and should cite this class and the course website, complete with a hyperlink to the site and, ideally, your complete Works Cited list.
- Once the video is posted online, embed the video from YouTube or Vimeo into your UP3 post on the course website.
- Post a transcript: Leave an empty line or two below where your video now appears in your post on the course website. Then copy and paste the *latest* version of your voice-over script into the browser. This will serve as the transcript for your video.
- Do not alter any settings for the blog or any other webpage or the site in general.
- Remember to set a Featured Image for your post and cite it appropriately.
  - See "How to Cite Images, Visuals, Data Visualizations, etc." (Sakai>Resources>Helpful Handouts and Resources) for how you should cite your Featured Image and any other images, etc. you include in your post or video essay.
- Your post should conclude with an MLA 8th edition format Works Cited list. If those citations contain urls, activate those urls as hyperlinks for our website visitors.
  - In addition to citing your primary text and any outside sources referenced in your essay, your Works Cited should also cite all images, videos, music, or other media incorporated into your video essay. See "MLA Works Cited Sample" (Sakai>Resources>Unit 3) to guide you in citing audio, video, and other media. See "How to Cite Images, Visuals, Data Visualizations, etc." (Sakai>Resources>Helpful Handouts and Resources") for how you should cite still images.
- Add tags for your post.
- Categorize your post as "Humanities: Literary Analysis Video Essays" for your section of ENGL 105.
- Remember to hit "Publish" near the top-right corner when you're done. I also suggest viewing your post like any other online visitor to double-check one final time after you've published, just in case you need to go back and edit changes. Make sure your embedded video plays correctly and your transcript appears correctly.
- Your post must be complete and accessible by the assignment deadline.
- If you don't want to share this post with anyone outside our classroom community, password-protect your post; if you only want to share your post with me, publish your post as "Private." (Another option is to keep your transcript public but password-protect your video through Vimeo when uploading.)

Successful video essays will display considerable investment in the revision process and will be clearly written and logically organized. They should include:
- A descriptive title that engages an audience while also suggesting the overall content you'll be discussing.
- A brief introduction that ends with a clearly stated thesis, arguing for your own original interpretation of a short story.

- An organized body that supports your thesis by integrating summaries, paraphrases, and quotations from your primary text and analyzing the specific linguistic/stylistic choices made by the author.
- A conclusion that sums up your points and gestures towards the larger implications of your argument.
- A complete transcript of your video essay that is proofread, formatted properly, and contains in-text citations and a Works Cited page in which you cite (using MLA 8th edition citation format) all secondary and primary sources you mention in your video essay. This includes the story you are discussing as well as all media incorporated into your video essay.
- Effective and intentional graphics, on-screen text, images, video, and audio that enhance your ability to communicate your ideas and argument while also taking advantage of these various modes and media to engage an audience.
- A structure, layout, and editing style that makes the video essay feel seamless, organic, and effective while still falling within the time frame of four to six minutes.

Grading Rubric for Unit Project 3: Literary Analysis Video Essay
The final grade for UP3, Literary Analysis Video Essay, will be worth 15% of the student's final course grade.

	10	**7**	**4**	**1**
Introduction	Introduction clearly identifies the central question or issue under study, offers helpful background or contextual information, and contains a logical progression of ideas, ending with the thesis statement. Voice-over, visuals, and other media combine to communicate this material effectively.	Some information about the essay's central ideas is offered, but it is confusingly organized or summarized strangely. Minor issues with the voice-over, visuals, and/or other media.	Introduction is cursory at best and does not provide enough information for the audience to understand the significance of the thesis statement. Major issues with the voice-over, visuals, and/or other media.	Video essay lacks introduction.
Thesis Statement	Thesis statement makes a strong and interesting claim arguing for a particular interpretation of the text; statement is well-worded, clear, and intriguing.	Thesis statement forwards an arguable claim but does so in confusing or unclear language.	Thesis statement makes more of an observation rather than a debatable claim.	Video essay lacks thesis statement, or thesis statement is totally unintelligible.

Body	Body includes well synthesized information drawn from sources. It is well organized and offers multiple sub-claims that support the overall argument. Voice-over, visuals, and other media combine to communicate this material effectively.	Body is lacking some detail or specificity. In a few instances, more evidence is necessary to support its claims. Minor issues with the voice-over, visuals, and/or other media.	Body is significantly lacking in some way. Minimal or no evidence is provided to support claims. Major issues with the voice-over, visuals, and/or other media.	Body contains almost no credible information drawn from scholarly sources; body is disorganized and confusing.
Paragraph Structure & Segment Structure	Paragraphs contain an analytical topic sentence that makes one central claim and then provides evidence and analysis to support this claim. Each paragraph flows well. Each segment of the video flows well; shifts from one segment to the next feel natural or seamless.	Paragraphs are mostly well structured with a few slip-ups; some paragraphs either do not contain adequate flow, are missing a topic or ending sentence, or do not analyze their evidence. A few transitions between segments feel inorganic or awkward.	A few paragraphs attempt to do too much or do not advance one specific claim. Paragraphs do not contain logical flow of information. Many transitions between segments feel inorganic or awkward.	Paragraphs are highly unorganized and very difficult to follow; paragraphs do not advance any claim at all. Transitions in the video are abrupt, awkward, and distracting.
Integration of Sources	Sources are excellently paraphrased and summarized and are incorporated into the writing using signals or attributions and incorporated into the video appropriately. Quotations of specific phrases, word choice, etc. are used when appropriate. Student-author analyzes this	Sources are mostly paraphrased and summarized well, as is the inclusion of quotations. Student-author makes some attempt to analyze this research.	Summaries and paraphrases are confusing, awkward, and do not flow well with the rest of the paragraph. Quotations are poorly integrated into the text and tend to be unnecessarily long with little comment/analysis.	Sources are pulled in as lengthy direct quotes, and almost no effort is made to paraphrase or summarize them. Student-author does not provide enough information for the audience to understand the importance of

	material and offers their own perspective.			this material and offers no analysis of their own.
Organization	Essay is organized with a logical and explicit pattern.	Essay is mostly well-organized, but some paragraphs/ segments seem out of order or repetitive.	Essay is very confusingly organized and does not reflect an overall organizational pattern.	Essay is organized so confusingly that it impedes the student-author's purpose.
Style	Essay features varied and sophisticated sentence structure and diction. The video feels cohesive, reflecting intentionality behind its construction. The use of various media is engaging, as is the tone of the script and its delivery.	Essay uses some repetitive diction, simplistic language or sentence structures but mostly maintains a professional and objective tone. Or the video, at times, doesn't feel entirely cohesive. Or the tone of the script/ delivery is flat/ unengaging/ inappropriate.	Essay occasionally lapses into overly casual, colloquial discourse or subjective claims. Writing appears erratic, and some sentences/ segments are hard to follow. Media is rarely used in an engaging or cohesive manner.	Major lapses into casual discourse or little attempt to maintain objectivity. Diction is highly repetitive, and syntax is confusing. Video is extremely disjointed; media is not used in an engaging manner.
Conclusion	Conclusion clearly & definitively answers the "so what"/ "who cares" questions, indicating the significance of the essay's argument. Voice-over, visuals, and other media combine to communicate this material effectively.	Conclusion makes some effort to point to broader implications of the topic. Minor issues with the voice-over, visuals, and/or other media.	Conclusion mostly just repeats information already stated. Major issues with the voice-over, visuals, and/or other media.	Conclusion is indistinguishable from introduction.
Citations	A coherent citation system (MLA 8th	A citation system is systematically	It is very difficult to tell if a single	No effort at citing sources

	edition) is used consistently throughout; Works Cited page is complete and formatted accurately.	used with some lapses in providing required bibliographical information; Works Cited does not include all sources cited in body of text.	citation style has been adopted throughout. Citations are erratic, and/or Works Cited is incomplete.	accurately and consistently is made.
Grammar & Editing	Video essay and accompanying transcript are free from typographical errors as well as spelling and grammar mistakes. Video is free from technical glitches or errors.	A few surface errors in the writing or technical glitches in the video but none so consistent that they obscure the intended meaning.	Repeated surface errors in the writing or technical problems in the video.	No sign of editing or revision.
Total: /100				