**Class Projects**

**In-Class Presentation and Leading Discussions**

During the first week of class, you will sign up to present on one of the topics we cover over the semester. Up to two students can present on a given topic: if two students are presenting on the same topic, you are free to work together or separately, although please do communicate at least a little to minimalize overlap between your presentation(s). Your presentation should last 8-10 minutes and contain the following:

* A summary of the week’s reading(s) and explorative content.
* A concise examination of the central ideas of the reading(s) and how they connect to the week’s topic.
* The main portion: choose between a digital analysis of the reading(s), using a tool we’ve already covered or a tool you discovered or a critical appraisal of the explorative content. Some ideas are listed here, but feel free to run any ideas of your own past me:
  + Compare the frequency of a collection of words or phrases in a reading to its frequency in other works, potentially those in your corpus. Discuss the possible implications of this, but don’t simply speculate wildly – you should perform some amount of research and consult other sources.
  + Demonstrate a creative or otherwise constructive use of explorative content. Ideally include screenshots showing this use in your presentation.
  + Research digital analyses of a reading by other authors and draw conclusions about the reading from those. While you should briefly summarize the analyses you found and read, remember to connect the content of the analyses back to the reading and topic.
  + Showcase an interesting finding within explorative content and talk about it in-depth.
* Optional, but strongly encouraged: how the reading(s) and explorative content affected your corpus.
* Questions you have regarding the reading(s) and explorative content.

The discussion that follows will be more freeform and will resemble a Socratic seminar. It is heavily recommended to address any questions contained in your presentation, as well as the questions found in the week’s “consider” section.

**Intro Project**

Due week 4, this project’s goal is to jumpstart your progression on assembling your corpus. A rubric is available on the course website, which goes more into detail about the mechanics of the expectations.

First, you will select a theme for your corpus. Do not take this task lightly: think long and hard on the theme, as it will almost certainly shape the works you add to your corpus and the form your work will take over the course of the semester. Ideally, decide this theme before week 3.

Second, you will decide upon three texts to include in your corpus. When deciding, make sure to consider how these texts interact with one another as well as how they interact and fit with your theme. You might keep these texts in your corpus for the entire semester, or you might switch all of them out for other texts. Additionally, keep the following in mind when selecting your texts:

* Works you choose must be able to be read: in other words, make sure you are choosing *texts*.
  + This doesn’t necessarily limit you to books, mind you.
* Ideally, your text should be able to be able to at least in theory be saved in a format that lends itself easily to digital analysis (.txt, .docx, .pdf, etc.) We will discuss this more in class.
* For this class, your chosen texts should be texts that you have some familiarity with.

Keep in mind that outside of this project, you are welcome to augment your corpus with pieces that don’t fit these criteria. For instance, one piece of explorative content, the YouTube channel, SiivaGunner, has content that is virtually all in the form of videos, but it is still perfectly valid to discuss in your writing outside this project (or within this project, if you are already familiar with it and can use it in manner that makes sense).

Third, you will decide on a means that you will use to store your corpus. You can use tools that we have explored or that you have discovered on your own. Similarly to the texts, this decision is not set in stone, and you might choose to change your mind as to how you will store your corpus as the semester progresses and you discover more material.

The product you turn in will take the form of a two-to-three page paper where you state, describe, and define your theme, state and very briefly contextualize each of the texts you chose within your theme, and finally, state the means you chose for storage and an explanation of why you chose that means. This explanation does not have to go in-depth, but it should cover your thought process. Feel free to approach the instructor with any questions regarding any portion of this project.

**Mid-Semester Project**

Due week 9, this project mostly revolves around engaging and interacting with course material and explorative content. A project rubric is available on the course website.

Your choice: write a critical synthesis response (roughly 800 words) on the explorative content we have examined so far, or create a small project using Twine and write a brief reflection (roughly 250 words) remarking on your experience doing so. Be aware that if you choose the latter, the expectation is that your game is at least partially functional: it is highly recommended that you test your project before submission and read the documentation on the course website if you choose to create a Twine project. If you pick the former, examining at least two of the pieces of explorative content will be sufficient for the project, although you are welcome to examine more.

**FINAL PROJECT – Presentation, Panel, Practicum**

This course’s final project has three components.

The first component is a semi-formal, in-class presentation of your corpus which will occur on the final day of classes before finals week. In this presentation, you will show and discuss your corpus, showcase the works composing them, and talk about its theme and context. The presentation should have a length of roughly 5 minutes, and it is not expected to be as comprehensive as your presentation on a weekly topic. This portion of the project will be primarily graded based on your completion of it, but you should revisit the “Weekly Presentation and Discussion” rubric and keep the first three expectations (aside from mentions of length) in mind when crafting it.

The second component is a panel that will take the form of a 30-45 minute discussion of your corpus and its theme with the instructor and another faculty member of your choice (if you are unsure of what faculty member you wish to invite, the instructor will invite one of their colleagues instead). Prior to the panel, we will each familiarize ourselves with the contents of your corpus. This panel is by no means a matter of “offense-defense” or something where you need to heavily defend your corpus and theme – rather, it is an intellectual, reflective conversation. This conversation does not need an argument or thesis, and it is perfectly reasonable to explore uncertainty and unsolved or unaddressed inquiries. However, keep in mind that for the purposes of this panel, *you* are the expert: you are leading the conversation. For the panel, you should think about some or all of the following questions:

* Can you articulate your corpus’ theme?
* Is each work in your corpus one that you are ready to discuss critically?
* Has each work in your corpus influenced your thinking in some manner?
* In what ways do the works in your corpus link to one another? How might they link to works outside your corpus?
* In analyzing your corpus as a whole, what is most remarkable about it?
* What influence has technology had on your corpus?
* How have you used digital resources to assemble your corpus?
* Are you perfectly satisfied with the components of your corpus, or will it continue to shift and change after this semester ends?

After this panel (and a brief recess, if desired), you are welcome to stay a short time with the instructor and discuss your progress on the third component of your final project: unless you really have somewhere to be immediately after the panel, please do this, so the instructor has an idea of where you are and how you are doing.

The third component is a scholarly project that can take many forms. You may opt for a traditional research paper format: in this case, an 8-12 page paper in which you draw on course material, explorative content, and works from your corpus to prove a point will be sufficient. In this paper, you should focus on using your corpus, putting pieces in it in conversation with one another and using them in thoughtful and critical manners. Additionally, you should choose at least one piece of explorative content, whether an online tool or a collection of work, and use it to critically augment your research topic or argument. Feel free to use and comment on the theme of your corpus as well.

Alternatively, you may opt for a more creative option. This could be a game created with *Twine*, a video project, a fictional piece or serial inspired by your corpus, or something entirely different. If you choose this option, please meet with the instructor after class or during office hours, or contact the instructor via email to discuss the form your project will take. The expectations for it are the same as the former option, and it should be at least the equivalent of 8-12 pages of writing. If you choose this option, you are encouraged to submit a written abstract explaining what your project is and giving it context, especially if your project doesn’t fully speak for itself, even more so if it doesn’t have a written component already.

Alongside your final project, you will submit your finished corpus. Make sure to refer to the rubric for expectations regarding this part of the project.