

FINAL PROJECT ASSIGNMENT

Deadlines:

- March 27: final project proposal presentation (5 minutes), including 1-3 PowerPoint or Prezi slides. 2.5% of final grade.
- April 17: final project progress report (5 minutes), including 1-3 PowerPoint or Prezi slides featuring content and visuals from your project. 2.5% of final grade.
- April 24: final digital projects (35% of final grade) and reflection essay/grade proposal (5% of final grade).
- Date TBD: Final Digital Project Showcase presentation (5% of final grade).

A note on digital projects: digital projects are often inherently modular. That is, they are composed of moving parts, such as pins on a digital map or timeline, or items in digital collection. Therefore, it is important that you think creatively and analytically about how to integrate the components of your project. Include writing in your project that links the moving parts of your project to a central thesis/argument/story, and be sure to include a concluding statement that pulls everything together. You also want to be thinking in terms of what insights are *enabled* by the digital format you're working with. What do you learn when you consider your sources within a new media format such as a videographic essay, or a digital map, timeline, or exhibit?

All final projects must:

- **Include a minimum** of 1500-2000 words of original writing.
- **Include connections** to at least 2 course texts we encountered in class over the course of the semester (whether fiction, poetry, history, oral history interviews, podcasts, etc.). Discuss how these texts relate to and expand our understanding of your topic.
- **Include an in-depth close-reading** (250-300 words minimum) of at least 1 literary text we encountered in class.
- **Incorporate research** from at least 2-3 scholarly sources. Cite your sources using MLA conventions.
- **Incorporate at least 3 digitized archival objects** (primary sources) from any of the following digital collections:

-the Texas After Violence Project collection at the Human Rights Documentation Initiative (http://av.lib.utexas.edu/index.php?title=Category:Texas_After_Violence_Project)

-the Rule of Law Oral History Project

(http://library.columbia.edu/locations/ccoh/new_projects/rule_of_law.html)

-the Digital Public Library of America (<http://dp.la/>)

-The Library of Congress Digital Collections (<http://www.loc.gov/library/libarch-digital.html>)

-Chronicling America Historic American Newspapers (<http://chroniclingamerica.loc.gov/>)

-New York Public Library Digital Collections (<http://digitalcollections.nypl.org/>)

***Please note** that I can help you identify other relevant digital collections based on your topic interests.

- **Be accompanied by a short reflection essay** (750-1000 words) in which you expand on Blog Post #4. Include the text of Blog Post #4, in which you will reflect on texts and tools we encountered during the semester, then transition to reflect on your progress and development over the course of the semester in order to make an argument for the grade you deserve in the class. **Please include in your short essay at least one insight that a nonfiction/archival text enabled you to make into a literary (fiction or poetry) text, and at least one insight that a literary text enabled you to make into a nonfiction/archival text.** How did your understanding of course issues and themes

expand or evolve over the course of the semester? What skills did you build in literary analysis, research, and digital technology? Give specific examples. What will you take with you from this class as you proceed in your education and your career?

FINAL PROJECT OPTIONS

All final projects may be prepared for submission to the *Journal of Undergraduate Multimedia Projects* (<http://jump.dwrl.utexas.edu/>).

Digital Archiving Project for the Texas After Violence Project. In consultation with staff members of the non-profit, you'll complete important project work to advance the mission of the TAVP. Tasks may include transcribing, auditing, and editing oral history interviews; using GLIFOS software to archive interviews at the Human Rights Documentation Initiative (<http://www.lib.utexas.edu/hrdi>); and creating content, including text and edited videos, for TAVP narrator pages. If you choose this final project option, you must a) complete project work significantly beyond what we accomplish in our TAVP Task Sessions and b) write a short essay (300-500 words) reflecting on how your project work connects with course themes and texts.

Videographic Essay. Create a video that makes an argument or tells a story using clips from oral history collections we're exploring over the course of the semester. See the online journal *[in]Transition* (<http://mediacommons.futureofthebook.org/intransition/>) for models of videographic criticism.

Omeka Digital Curation Project (<http://www.omeka.net/>), **Tiki-Toki Digital Timeline Project** (www.tiki-toki.com/), or **Historypin Digital Mapping Project** (www.historypin.org). Curate an online exhibit, timeline, or map that makes an argument or tells a story. Include a concluding statement in your project identifying substantive insights that are made possible by considering your sources within an exhibit, timeline, or map format.

Customized Digital Project. You may propose your own final project plan that incorporates one or more of the digital tools listed above.