Final Project – ENGL 612

Each of the assignments in this course is designed to tie into and support the development of your final, cumulative project. Your final project will take the form of a scholarly essay, a creative project, or curriculum for a unit on medieval romance or a medieval romance text of your choice. All final projects *must* engage with *at least one* work of medieval romance as well as with scholarship on that text; additionally, final projects will be **presented (via video)** to your class members at the end of the semester.

If you choose the scholarly essay, you will write a conference-length academic paper that makes an argument about *at least one* medieval romance. Papers should be suitable for a 15 – 20-minute presentation, meaning that they **will likely be between 8 and 10 double spaced pages**.

If you choose to write curriculum for a unit of instruction, your final project needs to include:
- The goals and outcomes for the unit;
- A unit plan which will include a reading list, tentative calendar, and assignment sheet(s);
- Rough lesson plans (these don't need to be overly specific, but they should give a sense of how the unit will progress and what students will be asked to do); and
- A short reflection on how learning goals and outcomes will be achieved by the unit and/or lesson plans.

ASSIGNMENT OBJECTIVES:
• DEMONSTRATE CRITICAL THOUGHT ABOUT A WORK OF EARLY BRITISH, ENGLISH, OR FRENCH LITERATURE;
• ENGAGE WITH SCHOLARLY DISCOURSE ON A MEDIEVAL TEXT;
• DEVELOP YOUR OWN PROFESSIONAL STANCE AND OPINIONS;
• EXPRESS YOUR THOUGHTS CLEARLY, COMPELLINGLY, AND WITH CONFIDENCE; AND
• CONSIDER THE RELATIONSHIP BETWEEN PAST AND PRESENT (AND FUTURE).

If you choose a creative project, you will need to consult with your instructor about the form the project will take and the length it will be expected to meet. Creative projects should be accompanied by either an introduction or a reflection that explains the ways in which primary and secondary course materials were used in the creation of the project.

For all projects, **citations** should be done in MLA or Chicago (Notes/Bibliography) style (when and where applicable), and students are encouraged (though not required) to create a **visual** of some kind to accompany and increase the accessibility of their **final presentations**.

To help you develop your final projects, you will first compile an annotated bibliography, an abstract, and a peer review activity.

Annotated Bibliography

You annotated bibliography will likely grow as you continue to work on your final project, but the version you will submit is intended to assist you in deciding where to join the conversation about the text(s) of your choice. Your annotated bibliography **must** contain **at least 5** entries and should cover the following categories (you may double dip!):

- One source that examines or discusses the/a **manuscript context** of the romance in some way;
- One source that takes a **cultural studies** approach to the romance;
- One piece of **public or digital humanities scholarship** (some links and suggestions are provided below to help you get started);
- One source that was **published in the last 15 years**;
- One source that was **published 30 or more years ago**; and
- *Optional*, a work of **medievalism** (such as a film, TV show, graphic novel, Budweiser commercial, etc.).

Annotated bibliographies are due **Saturday, February 29th by 11:59 PM via Bb**.

Project Abstract

What are you planning or thinking you might do in and for your final project? While this plan is likely to change and evolve (which is part of the process), writing a brief description of what you think you are going to say will help you get started. Your abstract should be **no more than 250 words** and should convey a sense of what kind of project you will be developing, what text or texts you'll be focusing on, and what you will be considering and discussing with respect to those text(s). Abstracts should avoid the inclusion of lengthy or numerous quotations. Additional guidelines and suggestions will be provided for you on Blackboard as we get closer to the deadline.

Tips for Abstract Writing: https://style.mla.org/how-to-write-an-abstract/
Abstracts are due **Saturday, March 14th by 11:59 PM via Bb.**

Peer Review Exchange

This final element of your project development may take a number of forms depending on the needs, processes, and schedules of both yourself and your peer review partner (or partners). All I ask is that you meet, synchronously or asynchronously, with at least one classmate to share the development of your project and to exchange feedback on your rough drafts and materials. This conversation can be

done in the margins of Google Docs, in a private conversation on Slack, via Zoom meeting, etc. The projects exchanged do not need to be finished; the purpose of this exchange is to get feedback and assistance in developing and refining your ideas.

As a suggestion, when you share your materials with your partner(s), I encourage you to also mention any areas in which you are feeling "stuck" and/or any questions you have about what is or isn't "working" in your writing. This will give your partner or partners a sense of what you want them to look for and comment on. Conversely, as you are commenting on your peers' work, remember that there is a person on the other end of this conversation; try to use "I" statements and to ask generous questions as often as possible.

By **Saturday, April 18th at 11:59 PM**, I will need you to submit some proof of peer review exchange. You can share documents with comments, you can screenshot Slack conversations, scan written notes, etc. *NB: You do not need to conduct these exchanges in writing, but, if you do meet and review your peers through video or phone conference, please submit a reflection on your call as your proof of peer review exchange.* **If you have trouble with your peer review partner, please let your instructor know as quickly as possible**.

SLOs FULFILLED BY ASSIGNMENTS

Final Project Submission and Presentations

DEPARTMENT SLOS: 1 & 2

COURSE SLOS: 2, 5, 6, 7 (1 & 8 OPTIONAL: MEDIEVALISM)

MET BY:

- GUIDED RESEARCH & ANNOTATED BIBLIOGRAPHY;
- PROJECT ABSTRACT & ENGAGEMENT WITH THE FIELD; AND
- THE FINAL PROJECT & ENTERING THE CONVERSATION

We will have an asynchronous conference in the last week of class. You will be making a 15 – 20-minute conference-style presentation video on/of your final project, and you will share that video presentation with your instructor and your fellow classmates **by mid-day, Tuesday, May 5th**. In addition, **the project itself should be uploaded to Bb by 11:59 PM Tuesday, May 5th**. You are encouraged, though not required, to comment on each other's presentations and to ask questions much as you would at an academic conference. This is a great opportunity to see what your fellow classmates have been thinking about and to celebrate the amazing work we have all completed! Go team!

Public and Digital Humanities Resources (a very definitely not exhaustive list):

- Database of Middle English Romance: https://www.middleenglishromance.org.uk/
- Twitter
  - #medievaltwitter

- o #RaceB4Race
- o The 2020 Medieval Insular Romance Conference will be taking place mid-semester. If they adopt a conference hashtag, I will get you that information ASAP!
- The Medieval Academy of America's Curated Digital Resource Database: http://mdr-maa.org/resource/
- Constantinus Africanus (& love sickness): https://constantinusafricanus.com/; https://constantinusafricanus.com/2017/12/22/ego-constantinus-africanus-montis-cassinensis-monacus/
- People of Color in European Art History: https://medievalpoc.tumblr.com/
- The Camelot Project: https://d.lib.rochester.edu/camelot-project
- Feminae: Medieval Women and Gender Index: https://inpress.lib.uiowa.edu/feminae/QuickSearch.aspx
- British Library: Discovering Literature (Medieval): https://www.bl.uk/medieval-literature
- In the Middle (Blog): http://www.inthemedievalmiddle.com/
- The Medieval Bestiary: http://www.bestiary.ca/index.html
- The Newberry Library: Medieval, Renaissance, and Early Modern Studies: https://www.newberry.org/medieval-renaissance-and-early-modern-studies
- The Huntington Library, *Ellesmere Manuscript* (Digital): https://hdl.huntington.org/digital/collection/p15150coll7/id/2838
- The Auchinleck Manuscript: https://auchinleck.nls.uk/
- The Cotton Nero A.X Project: http://people.ucalgary.ca/~scriptor/cotton/
- ACMRS Arizona: https://medium.com/@acmrs
- The Global Medieval Sourcebook: https://sourcebook.stanford.edu/
- Medieval Disability Glossary: https://medievaldisabilityglossary.hcommons.org/
- The Global Middle Ages Project: http://globalmiddleages.org/
- *De raptu meo*: http://chaumpaigne.org/
- Steam Game, "The Road to Canterbury": https://store.steampowered.com/app/849560/The_Road_to_Canterbury/
- Open Access Canterbury Tales: https://opencanterburytales.dsl.lsu.edu/
- Medievalists of Color: http://medievalistsofcolor.com/
- Global Chaucers: https://globalchaucers.wordpress.com/
- The Romance of the Rose (Digitization): https://www.gla.ac.uk/myglasgow/library/files/special/Rose/default.htm
- Visualizing Chaucer: https://d.lib.rochester.edu/chaucer
- The Crusades Project: https://d.lib.rochester.edu/crusades
- The Robin Hood Project: https://d.lib.rochester.edu/robin-hood
- Late Medieval English Scribes: https://www.medievalscribes.com/
- The Middle English Compendium: https://quod.lib.umich.edu/m/middle-english-dictionary
- Virtual Mappa: http://sims.digitalmappa.org/workspace/#965fe731
- Teaching the Codex Project: https://teachingthecodex.com/
- The Hill Museum & Manuscript Library: http://hmml.org/
- Parker Library on the Web: https://parker.stanford.edu/parker/