

ENGL 105

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

Communities	Genres	Author Roles	Purposes	Audiences
-Public Humanities -Literary Studies -Media Studies	Literary analysis video essay; also need knowledge literary analysis written essays, primary literary works, close reading, author biographies, and academic literary journal articles	Literary scholar focusing on short fiction and the Public Humanities	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 interested in short fiction as well as members of the general public; this may include both expert and non-expert audiences in terms of literature
Values/ Expectations				
-Clear, accessible, precise language -Attention to detail within the text -Accurate research, analysis, and citations combined with original insights/interpretations -Engaging visuals, music, and voice-over				

Overview

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 of your own unique interpretation of a short piece of literary fiction using images, video clips, 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 & Design Center \(MDC\)](#) 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 Canvas at Files>Helpful Handouts and Resources.

Note that for all of our work in Unit 3, we will be using the Modern Language Association (MLA) 9th edition citation format. Your primary source of information on MLA 9th edition citation format should be the UNC Libraries. See the following pages:

- UNC Libraries: “[Why We Cite](#)”
- UNC Libraries, [MLA 9th ed.](#): “[Sample References Page](#)”; “[In-Text Citations](#)”; “[Print Sources](#)”; “[Online Sources](#)”
- See also “**MLA Works Cited Sample**” (Canvas>Files>Unit 3) for tips on using this citation format, especially tips for citing various forms of media appropriately.

You may also find the following resources helpful for our work in this unit:

- *THWG* Ch. 2-3: “Writing in the Humanities”
- The UNC Writing Center’s page on [writing about literature](#)

Feeder 3.1 is a Close Reading Worksheet that is designed to deeply engage you with your selected short story and lay the groundwork for your traditional, written essay. Feeder 3.1 is worth 5% of your final course grade.

- Tues. Oct. 28: Choose UP3 topics in class (Canvas discussion post)
- Wed. Oct. 29: Feeder 3.1 Rough Draft due by 11:59pm (Canvas discussion post)
- Mon. Nov. 3: Feeder 3.1 Final Draft due for a grade by 11:59pm (Canvas>Assignments)

Feeder 3.2 is a Literary Analysis Essay in which you should analyze or interrogate a specific passage or cluster of passages in your selected short story, relating this analysis to larger themes present in that work. This traditional, written essay will serve as the starting point for your voice-over script for your video essay. Feeder 3.2 is worth 5% of your final course grade.

- Wed. Nov. 5: Feeder 3.2 Thesis Statement due by 11:59pm (Canvas discussion post)
- Mon. Nov. 10: Feeder 3.2 Rough Draft due by 11:59pm (Canvas discussion post)
- Wed. Nov. 12: Feeder 3.2 Final Draft due for a grade by 11:59pm (Canvas>Assignments)

Unit Project 3 is a Literary Analysis Video Essay. You will use my feedback from your final draft of Feeder 3.2 to revise your essay and finalize it into a script for your voice-over narration for a video essay. You will then integrate on-screen text and graphics, images, moving video, music, and sound effects to create a video essay that engages non-expert audiences while illustrating your ideas. Unit Project 3 is worth 15% of your final course grade.

- Mon. Nov. 24: UP3 Rough Cut due by 11:59pm (Canvas discussion post)
- Mon. Dec. 1: UP3 Final Draft due for a grade by 11:59pm (post to the course website: video followed by transcript)

For more detailed instructions for each feeder and your unit project, including grading rubrics, etc., see below. Always remember to refer to the specific instructions and guidelines listed in this document, including grading rubrics, as well as any samples or models we discuss in class.

Feeder 3.1: Close Reading Worksheet (8 questions)

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 Canvas at Files>Unit 3; the document is titled "Possible 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. (Alternatively, scenes from other works might serve to represent a scene from your story. For instance, a student once used clips of tigers in an arena from the film *Gladiator* to represent a similar scene in the story "The Lady and the Tiger.")

Come to class on Tues. Oct. 28 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 discussion board for the day before leaving class that day. If you are absent, you are responsible for posting to the appropriate discussion board before the end of our class session on Tues. Oct. 28 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 – Close Reading Worksheet" and is on Canvas at Files>Unit 3.

A rough draft of your worksheet is due Wed. Oct. 29 by 11:59pm via the appropriate Canvas discussion board. This rough draft should be attached to your post as its own document. We will workshop this in class on Thurs. Oct. 30. 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 Mon. Nov. 3 by 11:59pm via the "Assignments" tab on Canvas. 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 9th 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: Close Reading Worksheet

The final grade for Feeder 3.1 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.
Question 8	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: /90				

Feeder 3.1: Close Reading Worksheet

Directions: Please complete the following worksheet. In your final draft, you can include the questions or simply provide clearly numbered/labeled answers to each question. There are eight questions total; don't overlook the subsequent pages of this document. As always, remember to refer to the specific instructions and grading rubric in the Unit 3 Assignment Prompt (Canvas>Files>Unit 3).

1. **Provide basic information about your selected short story.**
 - a. Title of the story:
 - b. Full name of the author:
 - c. Year of the author's birth and death:
 - d. Year(s) of the story's composition (approximate if necessary):
 - e. Year of the story's original publication:
 - f. Larger work in which the story was originally published (In addition to the title of this larger work, please clarify what type of work it is, such as a magazine, newspaper, or short story collection, etc.):
 - g. The setting of the story (time and place):
 - h. Your initial thoughts/assumptions/expectations about the story:
 - i. Why you've chosen this story:
2. **Provide a full bibliographic citation (in MLA 9th edition format) for your selected short story.**
3. **Summarize your selected short story.**
 - a. Summarize it in five sentences:
 - b. Summarize it in three sentences:
 - c. Summarize it in a single sentence:
4. Complete this sentence with as few words as possible: **"This story is about ____."**
(Note: This question isn't about summarizing the text; this is about trying to identify and articulate the main idea/concept/theme you see apparent in this story. Try to use only one or a few words to fill in the blank.) **Then explain your answer in a few follow-up sentences.**
5. Choose **two passages** from your selected story that interest you or strike you as strange/confusing/worthy of interrogation. To clarify, a passage should probably be around 1-3 paragraphs in length. (In choosing your passages, go beyond the content like "This was a cool moment," or "This surprised me." Instead, look for passages in which the author's use of language interests you.) Copy and paste the passages here and accompany them with appropriate in-text/parenthetical citations, including page numbers (or paragraph numbers if your text is online). **For each passage, write a sentence or two about what interests you about each passage.**
6. Choose **one** of the passages from Question 5 and **dissect** it. Copy and paste the passage here and accompany it with an appropriate in-text/parenthetical citation, including page numbers (or paragraph numbers if your text is online). Then dissect the passage. Look closely at every word, phrase, line, and punctuation mark. Your notes don't have to focus on any specific theme yet; include everything that seems interesting. Your answer here doesn't

need to be polished or even in complete sentences. You're not necessarily drawing any definitive conclusions; you're noting things that seem worthy of further exploration, and you're starting to ask questions or make very tentative guesses. Organize your notes here in a way that works best for you, but make sure that your notes are at least comprehensible to outside readers. Remember to cite specific moments with quotes or page/paragraph numbers.

For instance, your answer can be a list of things you notice and brief comments or inferences. Here's one example of how to do this:

- “Lots of eye imagery [note the location of each by quoting specific phrases or sentences along with page or paragraph numbers] - eyesight or looking is important?”
- “Many super specific references to food, which seems strange, but maybe significant? [note the location of each by quoting specific phrases or sentences along with page or paragraph numbers]”
- Etc.

Work your way closely through all of the elements of the passage a few times. You will want to answer the following kinds of questions (these are suggestions or guides, not specific requirements):

- Think carefully about the diction/word choice in this passage. What words strike you as intriguing or potentially important? Consider looking up their definition/etymology/history in the *Oxford English Dictionary* (<https://www-oed-com.libproxy.lib.unc.edu/>; you might need to access this resource through the UNC Libraries and then log in using your ONYEN).
- What's going on with the syntax/sentence structure in this passage?
- What about the author's use of punctuation?
- What about particular imagery or figurative language?
- How does this moment fit into the plot of the story?
- How does this moment fit into the theme of the story?
- How does this element connect to some larger theme that you think might be important, or how does it connect to your initial interest in this story?

Note: Question 6 isn't about making a coherent argument yet; it's about getting you to practice just dissecting a passage. It's okay if various elements you notice suggest contrasting issues. I want you to pull your passage apart and start guessing about individual elements. Scan the passage with a microscope and note EVERYTHING that MIGHT be worth investigating. Remember to cite page (or paragraph) numbers for any specific elements you reference.

7. **Look at your notes from Question 6.** Look for patterns that stand out to you, especially as they somehow connect to concepts of some larger theme or themes. Are there a few elements you can tie together? **Citing some of these elements (include page or paragraph numbers), explain the significance of this passage in relation to the story as a whole in one or two solid paragraphs.** (A solid paragraph is at least five sentences.)

Maybe it's the word choice (diction) or sentence structure (syntax). Maybe it's the author's use of metaphor, imagery, or other figurative language. Maybe it's the presence of a recurring theme or motif. Can you relate these elements back to the rest of the text AND the text's treatment of some larger theme(s)?

- For instance, perhaps the syntax in this passage caught your attention because it's the only instance in which the author breaks from their usual sentence structure. How does that connect to the way this passage functions in the story as a whole?
- Or maybe this is the turning point of the story, and the passage is filled with imagery of _____. How does that imagery relate back to the rest of the story?
- **Is there some combination of the above? Your interpretation doesn't have to rely on just one single observation or element. Your interpretation might rely on a combination of a passage's unique syntax, diction, imagery, etc. (In fact, your overall argument should be structured thematically, probably not just based on one single element.)**
- There are many options; these are just suggestions.

Basically, look at the stylistic/linguistic choices made in your passage and ask how such choices function in the text. How does this passage affect the text and the way you interpret this story overall? How does this passage reveal the way the story as a whole grapples with concepts of X, Y, or Z? (Hopefully, this will provide you with the groundwork for Question 8, and for the rest of your work moving forward on this project.)

8. Think about the concepts, themes, and literary devices in this story and your work thus far, especially your notes from Question #7. If you were to write an essay analyzing and interpreting this story, what would be your thesis, arguing for your own interpretation of this story? **Write a tentative thesis that will serve as the starting point for the essay you will eventually write for Feeder 3.2.** With this story, the author is doing...something; they are most likely making some kind of larger statement about something beyond just the realm of this specific story. (Remember, a single story can have multiple interpretations, so there is no single "correct" interpretation/argument/thesis to be made. It's all about how you interpret the text and eventually support that interpretation with evidence from the text itself.)

We will discuss thesis statements in more detail soon. You're not expected to compose a perfect thesis yet, but give this your best effort as a starting point. You might also find the following resources from the UNC Writing Center helpful:

- Argument: <https://writingcenter.unc.edu/tips-and-tools/argument/>.
- Thesis Statements: <https://writingcenter.unc.edu/tips-and-tools/thesis-statements/>
- Reading and Discussing Literature: <https://writingcenter.unc.edu/tips-and-tools/literature-fiction/>

You might also want to refer to the handouts on how to close read a text at Canvas>Files>Unit 3.

Remember, your answer here is a tentative thesis, a starting point for your process of research, reflection, and composition. Do your best here, but know that you are not "stuck" with your answer. All thesis statements are malleable and will be adjusted during your subsequent writing process.

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 a few 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/frame** 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 Canvas at Files>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.)

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. Your thesis will state or provide your overall interpretation of the text. Again, your work for Feeder 3.1 (and my feedback on Feeder 3.1) should have laid the groundwork for you. Use that work to get you started in composing your thesis and drafting your essay.

Your tentative thesis statement is due on Wed. Nov. 5 by 11:59pm via the appropriate Canvas discussion board for us to workshop and discuss in class on Thurs. Nov. 6.

A rough draft of your essay is due Mon. Nov. 10 by 11:59pm via the appropriate Canvas discussion board for us to workshop in class on Tues. Nov. 11. 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 into a separate, final draft. This final draft of Feeder 3.2 is due for a grade on Wed. Nov. 12 by 11:59pm via the “Assignments” tab on Canvas. 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 9th 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 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	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	Body contains almost no credible information drawn from scholarly sources; body is

	support the overall argument.		provided to support claims.	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 sentence, or do not analyze their evidence.	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.
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, indicating the significance or larger implications of the essay's argument.	Conclusion makes some effort to point to broader implications of topic.	Conclusion mostly just repeats information already stated.	Conclusion is indistinguishable from introduction.

Citations	A coherent citation system (MLA 9 th 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 (4-7 minutes, approx. 800 to 1,400 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. Your final video essay must be at least four minutes long; the seven-minute-maximum is a soft limit (meaning that it's fine to make an essay longer than that.)

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.

Begin by finalizing the text of your voice-over script. 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. Remember also that your voice-over script should be written to be spoken/heard aloud rather than read silently to oneself.

As you finalize your voice-over script, start brainstorming (and making notes) regarding what you want your video essay to look/sound/feel like. What kind of visual content (video clip, image, graphic, on-screen text) should be on the screen? What kind of audio content (background music, sound effects, silence) should we be hearing as you narrate? These notes to yourself will help you as you begin collecting your media. If you want to go more in depth in creating a plan or "storyboard" for your intended video essay, see "Making a Storyboard" on Canvas at Files>Unit 3.

Once your script is finalized, use your script to begin collecting video clips, images, music, sound effects, and (if necessary) additional secondary sources. As you begin collecting audio/visual elements, keep track of their bibliographic information as you will need to cite not just secondary sources but also all audio and visual elements incorporated into your video essay.

As you edit your written essay moving forward, keep track of the latest version of that essay since it will be your voice-over script, and you will eventually be posting it as a transcript alongside your final video essay. This written transcript will include a full Works Cited list that includes bibliographic citations for all primary and secondary texts cited in your essay as well as bibliographic citations for all media (videos, images, music, sound effects, etc.) that appear in your video essay. For this reason, you should document the citation information for each piece of media as you collect them.

On Tues. Nov. 18, 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 [4K Video Downloader](#) or [clipgrab.org](#), or you can convert media files using such sites as [Zamzar](#). (For tips and resources on capturing and editing audio or video footage, see "Tips for Capturing and Editing Audio-Video" on Canvas at Files>Unit 3>Video Editing.)

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. When recording your voice-over narration, remember the best practices for oral communication, located at Canvas>Files>Helpful Handouts and Resources> "Oral Communication and Presentations – Best Practices." Speak slowly, enunciate, but be sure to modulate your voice (speak like a human, not a robot) so you deliver a poised, paced, articulate, intelligible, and engaging narration. Record your voice-over; then start integrating visual media and author audio media into your editing project.

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 audio/video footage](#) from the [Media & Design Center](#). They even have [small recording booths](#) you can reserve for free in order to record your voice-over. The Media & Design Center also provides [online tutorials for editing footage](#). You can also schedule remote consultations with their staff 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 Canvas at Files>Helpful Handouts and Resources. You could also use [Adobe Express](#) or [WeVideo](#). Or if you have access to and experience with other video-editing software, you can use that software; most, if not all, Apple laptops come with iMovie, and if you have Windows 10 or 11, you can use Windows Video Editor or Microsoft Clipchamp.

No matter what editing program you use or what type of computer you use, please note that collecting and editing video footage takes a great deal of time. Also, video editing—no matter your

software or device—takes a significant amount of processing power. When you are editing, you should have all other programs/windows closed. When you are editing, save your work early and often. Finally, be aware that it also 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.

The final product you submit will be a post on [our course website](#) comprising an embedded video of your literary analysis video essay, accompanied by the final version of your written voice-over script, which will serve as a transcript for your video. The transcript should include appropriate in-text citations (even though, in your voice-over, you won't read those in-text citations aloud) and should conclude with a full Works Cited that includes bibliographic citations for all secondary texts cited in your essay (including the main text you are discussing) as well as bibliographic citations for all media (video clips, images, music, sound effects, etc.) that appear in your video essay. For this reason, you should document the citation information for each piece of media as you collect them.

Let me reiterate:

- The written transcript you eventually post alongside the final draft of your video essay *must* match with your recorded voice-over narration in the video essay itself.
- The final Works Cited you eventually post *must* contain citations for all primary and secondary texts as well as all media incorporated into your video essay.

A rough cut of your video essay is due on Mon. Nov. 24 by 11:59pm via the appropriate Canvas discussion board for us to workshop in class on Tues. Nov. 25. 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 for Capturing and Editing Audio-Video" on Canvas at Files>Unit 3>Video Editing.) In addition to posting your video rough cut, you should also post the latest version of your script to help your partner in giving you feedback.

Note for all rough cuts you submit for workshops:

- Canvas limits how large an uploaded file can be, so you might have to use a website like <https://www.ps2pdf.com/> to **slightly condense** your rough cut 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 Canvas for the purposes of our in-class workshop.
- Alternatively, you could export your current video file and then upload it to [YouTube](#) or [Vimeo](#) (as unlisted) and then post the link to your video in the Canvas discussion board in order to make your video accessible to the rest of the class.
 - For assistance in uploading a video to YouTube or Vimeo, see the relevant section ("Uploading Videos of Your Work Online") in "Instructions for Posting to the Course Website" on Canvas at Files>Course Website Resources.
- Alternatively, you could share your video rough cut via [Google Drive](#) (or some other similar cloud-based file-sharing program) and then post the link to your video onto Canvas.
- The key is that you've exported your project into a playable video file and somehow made it possible for your partner or group members (and me) to watch it and give you feedback via the appropriate Canvas discussion board.

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 cut on Tues. Nov. 26.

Note: When submitting the rough cuts of your video essay in progress, do **NOT** simply attach the Adobe Premiere Pro file (or editing file/project from whatever program you're using) for the workshop. Such a file will be useless to anyone who is not on your specific device. You **MUST** go into Adobe Premiere Pro (or whatever editing program you're using), export your video into a playable file, and somehow make that video file accessible to me and the other members of your working group.

Our final class session together is Tues. Dec. 2. The final cut of your video essay is due, for a grade, by 11:59pm the night before, on Mon. Dec. 1 via a post on 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 that you will take the final draft of your voice-over script and copy and paste it into this UP3 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 in your final UP3 video essay. (That written transcript should include appropriate in-text citations for all primary or secondary sources cited. The written transcript does not need to include in-text citations for the media in your video.)

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. Dec. 1, 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 be a post on our public-facing course website, consisting of: an engaging and descriptive title, the embedded video of your video essay, followed by the final written version of your voice-over script, which will serve as a transcript of your video essay. The transcript should include in-text citations (for all secondary sources, including the main story you are discussing) as well as a complete Works Cited list at the end. The Works Cited should include bibliographic citations for all sources cited within your essay and all media incorporated into your video essay. The post should also be accompanied by a Featured Image, and the final content of your post should be a separate, clearly labeled citation for that Featured Image (skip a line or two after your Works Cited list and label the citation and provide the citation for your Featured Image).

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. Dec. 2, we may 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, so we can celebrate each other's work.

Technical Info:

For technical information on how to access and log into the course website or how to compose, edit, and publish a post, etc., see the document "Instructions for Posting to the Course Website" on Canvas at Files>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. If you make your video "Private" on YouTube or Vimeo, I won't be able to watch it, which is unacceptable.)
- The title of your uploaded video on YouTube or Vimeo should be the descriptive title of your video essay.
- The caption or description of your video on YouTube or Vimeo should explain the context for your video essay and should cite this class and the course website, complete with a hyperlink to your post on the course website and a note that the full transcript of your video is available at that link. Ideally, you should also include the text of your Works Cited list.
 - Add to your video description/caption on YouTube or Vimeo that all media content is cited appropriately to give credit to the original content owners/creators and is being used solely for educational purposes for this class.
- 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. (That written transcript should include appropriate in-text citations for all primary or secondary sources cited.)
- Do not alter any settings for the blog or any other webpage or the site in general.
- You are not required to have a Featured Image for your post.
- Your post should conclude with an MLA 9th 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" (Canvas>Files>Unit 3) to guide you in citing audio, video, and other media. See "How to Cite Images, Visuals, Data Visualizations, etc." (Canvas>Files>Helpful Handouts and Resources") for how you should cite still images.
- Add a few tags to your post, relevant to the content/genre of your post.
- Categorize your post as "Humanities: Literary Analysis Video Essays," selecting the specific section in which you are enrolled.
- Remember to hit "Publish" near the top-right corner when you're done. After you publish/update your post, I suggest you view your post like any other online visitor to double-check one final time, just in case you need to go back and edit changes. Log out from

our site and return to your post; make sure your content appears correctly and your transcript appears correctly.

- Your post must be complete and accessible by the assignment deadline.
- If you only want to share your post with members of our classroom community, password-protect your post (using the class password); 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—using the class password—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 9th edition citation format) all secondary and primary sources you mention in your video essay. This includes the story you are discussing, any additional sources, and all media incorporated into your video essay.
- Effective and intentional video, graphics, images, on-screen text, 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 seven minutes.
- After your Works Cited list, skip a line or two and add a clearly labeled full bibliographic citation for the post’s Featured Image.
- For a reminder of what your final post should look like and/or how it should be organized, see the [Example Post for UP3](#) on our course website.

Grading Rubric for Unit Project 3: Literary Analysis Video Essay

The final grade for UP3 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	Some information about the essay’s central ideas is offered, but it is confusingly organized or summarized strangely. Minor issues with the voice-over,	Introduction is cursory at best and does not provide enough information for the audience to understand the significance of the	Video essay lacks introduction.

	statement. Voice-over, visuals, and other media combine to communicate this material effectively.	visuals, and/or other media.	thesis statement. Major issues with the voice-over, visuals, and/or other media.	
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 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 audience 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/ 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 or larger implications 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 9 th 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 and/or all media present in video essay.	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 & 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				