ENG 226 Final Project Guidelines and Rubric

Overview
For your final assessment, you will produce a completed creative work in the writing form of your choice: fiction, nonfiction, screenwriting, or poetry. This final assessment is a vital first step toward focusing your experience within a particular area, as it establishes practices and habits that not only will help you grow as a student, but also as a professional writer. Those practices and habits include applying the basic tools of writing craft to your creative work, including matters of structure, voice, grammar, and style; producing quality creative work in your area of focus; effectively rewriting and revising in response to constructive and actionable feedback; recognizing and appropriately communicating potential issues in the creative works of others.

You may choose the form of the creative work that you will produce for the assessment (fiction, nonfiction, poetry, or screenplay) with an understanding that there are varying criteria for each. The criteria are presented in the Part I Guidelines for Submission below.

In addition to your creative work, you will submit a reflection in which you detail the techniques of writing you chose to implement, your experiences with the peer-review process and how you discern quality feedback, and your experience with the particular area of writing you chose to focus on in this course.

The project is divided into one milestone and two final submissions, which will be submitted at various points throughout the course to scaffold learning and ensure quality final submissions. The milestone will be submitted in Module Five. Part I of the final project, your creative work, will be submitted in Module Seven. Part II of the final project, the writing reflection, will be submitted in Module Eight.

In this assignment, you will demonstrate your mastery of the following course outcomes:

- Write short creative works that reflect basic form structures and contextual norms related to grammar, style, and voice
- Produce constructive and executable feedback for creative works in specific genres
- Distinguish the executable and constructive messages from feedback for improving creative works
- Determine a creative writing path on which to focus growth as a writer that reflects personal interests and style

Milestones

Milestone One: Rough Draft of Your Creative Work
In Module Five, you will submit a first draft of your completed creative work based on the parameters of the type work you chose. You will incorporate the literary elements you have learned about in the first four modules of the course and then submit this draft for instructor and student feedback. This milestone will be graded with the Milestone One Rubric.
Final Submission Part I: Creative Work

In **Module Seven**, you will submit your creative work. It should be a complete, polished artifact containing all of the critical elements of the final project. It should reflect the incorporation of feedback gained throughout the course from both instructor and peers. This submission will be graded with the Final Project Part I Rubric.

Final Submission Part II: Writing Reflection

In **Module Eight**, you will submit your writing reflection. Your reflection will discuss the feedback process and how you made use of that process. You will provide a self-critique of your final creative work. You will evaluate your choice of writing form and determine your continuing interest in studying and developing your skills using this form. This submission will be graded with the Final Project Part II Rubric.

**Part I: Creative Work**

Craft a short creative work (fiction, nonfiction, poetry, or screenplay) that reflects your interpretations of the structural, grammatical, and creative elements of the area of writing that you chose to focus in this course. Your submission should reflect the incorporation of feedback from your instructor, and may incorporate constructive and actionable feedback received from peers. Remember that the choices you make while crafting your creative work will need to be explained in the reflective essay that serves as the second part of your final project.

Specifically, the following critical elements should be addressed:

1. **Contextual Norms**: Craft an original short creative work that meets the following specifications:
   A. Adhere to the contextual norms related to **structure** and form to communicate the ultimate message of your work.
   B. Integrate the contextual norms related to establishing a **style and voice** for your creative work as appropriate for the purposes of your work based on what you have learned in this course. You will explain your choices in your reflective essay.
   C. Use appropriate **grammatical** construction to ensure clarity of the overall work.
   D. Employ creative **writing techniques** appropriate for your selected form and the meaning of your work. These techniques will differ among the forms, but may include skills or techniques such as tone, point of view, voice, character, narrative structures, poetic structures, imagery, and rhythm.
   E. Feature a complete, cohesive **narrative, theme, or topic** that moves from beginning to end, rather than an excerpt from a larger piece.
Final Project Part I Rubric

Guidelines for Submission: Your creative work must adhere to one of the following criteria:

- For **fiction**, you will write a complete short story. This story should be 3 to 5 pages in length. Use double spacing, 12-point Times New Roman font, and one-inch margins.
- For **nonfiction**, you will write an essay, a memoir, or a personal journalism piece. This work should be 3 to 5 pages in length. Use double spacing, 12-point Times New Roman font, and one-inch margins.
- For **poetry**, you will write a minimum of 3, but no more than 5, poems. Use single spacing, 12-point Times New Roman font, and one-inch margins.
- For **screenplays**, you will produce a scene or story of approximately five minutes, or about 5 to 7 pages. No matter which format you choose, special formatting rules apply to each. Use the defined screenplay format presented in the Module Five resources.

Your creative work should include a cover page and must be written using standard formatting, as described above.

Instructor Feedback: This activity uses an integrated rubric in Blackboard. Students can view instructor feedback in the Grade Center. For more information, review these instructions.

<table>
<thead>
<tr>
<th>Critical Elements</th>
<th>Exemplary (100%)</th>
<th>Proficient (85%)</th>
<th>Needs Improvement (55%)</th>
<th>Not Evident (0%)</th>
<th>Value</th>
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</thead>
<tbody>
<tr>
<td><strong>Contextual Norms: Structure</strong></td>
<td>Meets “Proficient” criteria and structural and form integration shows an exceptional grasp of proper integration of genre norms</td>
<td>Consistently adheres to the structural and form norms of the selected genre in communicating the overall message of the work</td>
<td>Adheres to the structural and form norms of the selected genre in communicating the overall message of the work but with gaps or inconsistencies</td>
<td>Does not adhere to the structural and form norms of the selected genre in communicating the overall message of the work</td>
<td>20</td>
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<tr>
<td><strong>Contextual Norms: Style</strong></td>
<td>Meets “Proficient” criteria and shows advanced ability to integrate genre norms to further style and voice within written works</td>
<td>Integrates genre norms as appropriate for establishing a style and voice within the purpose of the work based on course materials and explanation in the reflective essay</td>
<td>Integrates genre norms but with deviations or integrations that are not appropriate for establishing a style and voice within the purpose of the work based on course materials and explanation in the reflective essay</td>
<td>Does not integrate genre norms related to establishing style and voice into the work</td>
<td>20</td>
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<tr>
<td><strong>Contextual Norms: Grammatical</strong></td>
<td>Meets “Proficient” criteria and shows a mastery of fundamental grammatical construction in ensuring clarity without compromising tone or style</td>
<td>Uses appropriate grammatical construction to ensure clarity of the overall work</td>
<td>Uses appropriate grammatical construction to ensure clarity of the overall work but with grammatical errors or gaps in clarity of the work</td>
<td>Does not use appropriate grammatical construction to ensure clarity of the work</td>
<td>20</td>
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</table>
**Contextual Norms: Writing Techniques**

| Meets “Proficient” criteria and use of creative writing techniques shows advanced grasp of technique(s) for furthering work within the selected genre | Employs relevant and appropriate creative writing techniques for the genre and message of the work | Employs creative writing techniques, but techniques are not relevant or appropriate for the genre and message of the work | Does not employ creative writing techniques | 20 |

**Contextual Norms: Narrative, Theme, or Topic**

| Meets “Proficient” criteria and creation of narrative, theme, or topic is authentic in its completion and cohesion | Creates a single, complete, and cohesive narrative, theme, or topic | Creates a single narrative, theme, or topic but is incomplete or has gaps that prevent cohesion | Does not create a single narrative, theme, or topic | 20 |

**Term** | **Explanation**
--- | ---
Writing techniques | In this case, techniques appropriate for the selected form that further the relevant aspects of the work, such as tone, point of view, character, narrative structures, poetic structures, imagery, and rhythm
Authentic in its completion and cohesion | Work does not feel as if it were cut from a greater anthology or work, and establishes the arc of the story or message without stretching or unnecessarily cropping the idea. The work should fit well within itself rather than give the feeling of incompleteness.
Furthering work | Establishing rich tone, narrative, and so on. This will depend on the area of writing the student chose for this course.

**Part II: Writing Reflection**

Reflect on your experiences throughout this course and the form of writing on which you choose to focus, and use this information to inform your writing path moving forward.

Specifically, the following critical elements must be addressed:

1. **Feedback Process**
   A. Reflect on the feedback received on your work throughout the course. Within your discussion on feedback, you must address each of the following:
      i. How did you distinguish the feedback that was appropriate and actionable from the feedback that was not? Provide specific examples to support your explanation.
      ii. How did the feedback you implemented improve your work? Provide specific examples to support your explanation.
   B. Based on your experiences in this course, identify best practices that should be applied when receiving feedback during the peer critique and feedback process. Why?
   C. Based on your experiences in this course, identify best practices that should be applied when providing feedback during the peer critique and feedback process. Why?
D. Provide an example of constructive and executable feedback that you gave (or would now provide based on what you have learned in this course) on a peer’s work. What makes this example constructive and executable?

II. Self-Critique: Consider the final work that you submitted for your project. Critique the work in its current form. In other words, analyze your own work and determine areas or aspects that could use improvement based on writing form and why. If you feel there are no areas, explain why, using your knowledge of the specifics of the form and writing techniques and an objective eye.

III. Writing Form of Focus
   A. Explain the reasoning behind your selection of the form you chose to focus on during this course. Why did you choose this path? What interests or style preferences led you to this focus? What did your selection say about you?
   B. Reflect on how your understanding and perception of your selected form and the forms you did not select has changed during this course. Provide specific examples.
   C. If you could take the course over, would you write in the same form again, or would you choose another one? Moving forward, on which writing path and in which form, if any, will you likely focus your growth. Why?

Final Project Part II Rubric

Guidelines for Submission: Your writing reflection must be 2 to 3 pages in length (plus a cover page and references) and written in MLA format. Use double spacing, 12-point Times New Roman font, and one-inch margins.

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>Feedback Process:</td>
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<tr>
<td>Distincting the Feedback</td>
<td>Meets “Proficient” criteria and shows exceptional insight into the process of receiving and evaluating feedback for improving creative works</td>
<td>Reflects on how appropriate and actionable feedback was distinguished from inappropriate feedback, providing specific examples</td>
<td>Reflects on how appropriate and actionable feedback was distinguished from inappropriate feedback, but with gaps in specificity, detail, or support</td>
<td>Does not reflect on how appropriate and actionable feedback was distinguished from inappropriate feedback</td>
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<tr>
<td>Feedback Process:</td>
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<tr>
<td>Improve Your Work</td>
<td>Meets “Proficient” criteria and shows exceptional insight into the process of implementing feedback for improving creative works</td>
<td>Reflects on how the feedback implemented improved the work, providing specific examples</td>
<td>Reflects on how the feedback implemented improved the work, but with gaps in specificity, detail, or support</td>
<td>Does not reflect on how the feedback implemented improved the work</td>
<td></td>
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<tr>
<td>Feedback Process: Receiving</td>
<td>Meets “Proficient” criteria and detail of rationalization shows keen insight into practices for receiving feedback</td>
<td>Identifies and explains best practices that should be applied when receiving feedback, based on experience in the course</td>
<td>Identifies best practices that should be applied when receiving feedback, but has gaps in explanation or is not based on experience in the course</td>
<td>Does not identify best practices that should be applied when receiving feedback</td>
<td>10</td>
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<tr>
<td>Feedback Process: Providing</td>
<td>Meets “Proficient” criteria and identifications show keen insight into appropriate tone, structure, and approach for ensuring acceptance of feedback</td>
<td>Identifies and rationalizes best practices that should be applied when providing feedback, based on experience in the course</td>
<td>Identifies best practices that should be applied when providing feedback, but with gaps in rationale or is not based on experience in the course</td>
<td>Does not identify best practices that should be applied when providing feedback</td>
<td>10</td>
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<tr>
<td>Feedback Process: Constructive and Executable</td>
<td>Meets “Proficient” criteria and example shows keen insight into ensuring executable and constructive feedback to peers or couching adverse feedback in a consumable way</td>
<td>Provides and defends an example of constructive and executable feedback that was given (or would be given based on experiences in the course) on a peer work</td>
<td>Provides and defends an example of feedback that was given (or would be given based on experiences in the course) on a peer work, but feedback is not constructive or executable or there are gaps in defense</td>
<td>Does not provide and defend an example of feedback that was given (or would be given based on experiences in the course) on a peer work</td>
<td>10</td>
</tr>
<tr>
<td>Self-Critique</td>
<td>Meets “Proficient” criteria and determinations show keen ability to approach self-critique with a critical, objective eye</td>
<td>Analyzes own work to determine areas or aspects that could use improvement and why (or why not)</td>
<td>Analyzes own work to determine areas or aspects that could use improvement, explaining why (or why not), but with gaps in detail or lack of critical eye</td>
<td>Does not analyze own work to determine areas or aspects that could use improvement</td>
<td>10</td>
</tr>
<tr>
<td>Form of Focus: Reasoning</td>
<td>Meets “Proficient” criteria and explanation shows keen awareness of self, willingness to challenge self, or an exploratory approach to creative writing</td>
<td>Explains the reasoning behind the form selection made during the course with specific references to personal style, interests, or preferences</td>
<td>Explains the reasoning behind the form selection made during the course but with gaps in detail or specificity of references to personal style, interests, or preferences</td>
<td>Does not explain the reasoning behind the form selection made during the course</td>
<td>10</td>
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<tr>
<td>Form of Focus: Perception</td>
<td>Meets “Proficient” criteria and reflection demonstrates deep insight into the various forms</td>
<td>Reflects upon how the perceptions of the selected form and unselected forms have changed over the duration of the course, providing specific examples</td>
<td>Reflects upon how the perception of the selected form and unselected forms has changed over the duration of the course, but with gaps in detail or specificity</td>
<td>Does not reflect upon how the perception of the selected form and unselected forms has changed over the duration of the course</td>
<td>10</td>
</tr>
<tr>
<td>Form of Focus: Writing Path</td>
<td>Meets “Proficient” criteria and reflection reveals advanced insight into the forms and selection of forms and writing paths to match interests, strengths, or perceived areas of growth</td>
<td>Reflects on the form selected for this course, distinguishing and explaining a tentative form and writing path on which to focus future growth in writing</td>
<td>Reflects on the form selected for this course, distinguishing a tentative form and writing path on which to focus future growth in writing, but with gaps in depth of reflection or gaps in specificity or explanation</td>
<td>Does not reflect on the form selected for this course</td>
<td>10</td>
</tr>
<tr>
<td>Articulation of Response</td>
<td>Submission is free of errors related to citations, grammar, spelling, syntax, and organization and is presented in a professional and easy-to-read format</td>
<td>Submission has no major errors related to citations, grammar, spelling, syntax, or organization</td>
<td>Submission has major errors related to citations, grammar, spelling, syntax, or organization that negatively impact readability and articulation of main ideas</td>
<td>Submission has critical errors related to citations, grammar, spelling, syntax, or organization that prevent understanding of ideas</td>
<td>10</td>
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<tr>
<td><strong>Total</strong></td>
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<td><strong>100%</strong></td>
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