

## ENGL 105

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

Genre	Purpose	Audience	Role	Rhetorical Situation
Video essay	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 and literature students interested in short fiction as well as members of the general public.	Literary scholar focusing on short fiction and the public humanities	You are a literary scholar studying short fiction who wants to engage both expert and general audiences by creating a video essay that argues for an original interpretation of a short literary text.

#### Scenario

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 for your own unique interpretation of a short piece of literary fiction using images, video, graphics, sound, 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.

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 Premiere Pro for free, see “How to Get Adobe Premiere Pro” on Sakai at Resources>Helpful Handouts and Resources.

Note that for all of our work in Unit 3, we will be using the Modern Language Association (MLA) 8<sup>th</sup> edition citation format. Your primary source of information on MLA 8<sup>th</sup> edition citation format should be the UNC Libraries. See the following pages:

- UNC Libraries: “[Why We Cite](#)”
- UNC Libraries, [MLA 8<sup>th</sup> ed.](#):
  - “[Sample References Page](#)”
  - “[In-Text Citations](#)”
  - “[Print Sources](#)”
  - “[Online Sources](#)”

### **Feeder 3.1: Story Selection Worksheet**

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 Sakai at Resources>Unit 3; the document is titled "Potential 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.

Your first feeder is a worksheet designed to get you thinking critically about your selected story. The document is titled "Feeder 3.1 – Story Selection Worksheet" and is on Sakai at Resources>Unit 3.

**Question #1 on the worksheet is due by 11:59pm on Wed. March 25.** This first question asks for basic information about your selected short story.

Go to Sakai>Forums>Unit 3: Writing in the Humanities. **Find the forum topic for March 25 and post the title of your selected story and its basic publication information (Question #1 from the Story Selection Worksheet) by 11:59pm on Wed. March 25.** On Thurs. March 26, we will begin discussing writing in the Humanities and strategies for close reading a literary text.

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, you will complete the rest of the Story Selection Worksheet as your first feeder.

**A rough draft of your worksheet is due Mon. March 30 by 11:59pm via the appropriate forum. This rough draft should be attached to your post as its own document. We will workshop this in class on Tues. March 31. 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 Wed. April 1 by 11:59pm via the "Assignments" tab on Sakai. 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 8<sup>th</sup> 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: Story Selection Worksheet**

The final grade for Feeder 3.1, Story Selection Worksheet, will be worth 5% of the student's final course grade.

	<b>10</b>	<b>7</b>	<b>4</b>	<b>1</b>
<b>Question 1</b>	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.
<b>Question 2</b>	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.
<b>Question 3</b>	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.
<b>Question 4</b>	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.
<b>Question 5</b>	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.
<b>Question 6</b>	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.
<b>Question 7</b>	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.

<b>Grammar</b>	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.
<b>Total: /80</b>				

**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 eventually become the 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 one or two 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** 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 Sakai at Resources>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.)

**A rough draft of your essay is due Mon. April 6 by 11:59pm via the appropriate Sakai forum for us to workshop in class on Tues. April 7. 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 in to a separate, final draft. This final draft of Feeder 3.2 is due for a grade on Wed. April 8 by 11:59pm via the “Assignments” tab on Sakai. 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.
- 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 8<sup>th</sup> edition citation format) all secondary and primary sources you mention in your essay.

**Grading Rubric for Feeder 3.2: Literary Analysis Essay**

The final grade for Feeder 3.2, Literary Analysis Essay, will be worth 5% of the student’s final course grade.

	10	7	4	1
<b>Introduction</b>	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.
<b>Thesis Statement</b>	Thesis statement makes a strong and interesting claim regarding the central object of analysis;	Thesis statement forwards an arguable claim but does so in	Thesis statement makes more of an observation rather than a debatable claim.	Essay lacks thesis statement, or thesis statement is

	statement is well-worded, clear, and intriguing.	confusing or unclear language.		totally unintelligible.
<b>Body</b>	Body includes well synthesized information drawn from sources. It is well organized and offers multiple sub-claims that support the overall argument.	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 provided to support claims.	Body contains almost no credible information drawn from scholarly sources; body is disorganized and confusing.
<b>Paragraph Structure</b>	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.
<b>Integration of Sources</b>	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.

<b>Organization</b>	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.
<b>Style</b>	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.
<b>Conclusion</b>	Conclusion clearly & definitively answers the "so what"/ "who cares" questions, indicating the significance 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.
<b>Citations</b>	A coherent citation system (MLA 8 <sup>th</sup> 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.
<b>Grammar</b>	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.
<b>Total: /100</b>				

### **Unit Project 3: Literary Analysis Video Essay (4-6 minutes, approx. 800 to 1,200 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.

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.

**On Thurs. April 9, we will meet for class in the Media Resources Center (MRC) in the basement of the Undergraduate Library (UL), so you can all spend time getting comfortable with software for editing digital media and video.** When we visit the MRC, the staff will show you how to lift clips from films or videos in their (or your) 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 using programs like [clipgrab.org](#) or convert media files using such sites as [Zamzar](#).

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.) Some of you might have smartphones or other equipment sufficient for your needs, but the staff will also discuss with us how to reserve and check out—for free—their audio and video equipment for capturing footage. The MRC also provides [online tutorials for editing footage](#). You will most likely need to make subsequent visits to the MRC on your own 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 Premiere Pro for free, see “How to Get Adobe Premiere Pro” on Sakai at Resources>Helpful Handouts and Resources. You could also use [Adobe Spark](#) to make your video essay or, if you have access to and experience with other video-making software, you can use that software, including Windows MovieMaker, iMovie, etc. **Please note that it takes time for videos to export, upload, etc., so throughout this unit, you should always begin these processes early. Also, while editing, save your work early and often.**

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. **As you edit your essay moving forward, keep track of the latest version of your essay since this will be your voice-over script, and you will eventually be posting this as a transcript alongside your final video essay.**



**Your first step will be to create a plan or “storyboard” for your video essay.** Before you begin composing a writing project, it’s best to develop an idea and an outline. Similarly, before you begin constructing your video essay, you should develop a detailed plan for what you want your video essay to look, sound, and feel like. Although this written plan won’t technically be an actual “storyboard” like filmmakers use (which involve sketches of individual shots), I want you to think about this written document in a similar manner, envisioning each individual shot or cut (or at least each major segment) that will appear in your essay.

I recommend you start with your written essay and construct a [reverse outline](#) of that essay. Look at each paragraph and write out the main idea or claim that paragraph covers. Below each of these, write a list of the main points or sub-claims included in that specific paragraph. This is basically an outline of your existing essay, and since this written essay will serve as the voice-over for your video essay, the outline you’ve just made will serve as the outline guiding your work as you collect footage and begin constructing your video essay.

During each segment of your video essay, you know that your voice-over will be playing, but in addition, for each of these segments, think about what kinds of video, images, graphics, and sound will most effectively communicate your ideas while engaging a viewer. Use your reverse outline and craft a plan that walks me through each major segment of your video essay. What will we see? What will we hear? In addition, explain each decision you’re making in terms of how it will affect the audience. For example, if you have a shot in which the audience (via the camera) is looking up at the hero of the story, explain that you want a shot like that because it will make the character look imposing or powerful. If you have a sudden cut to black, explain that you want to do that to create a sudden shock or suspenseful moment. Think about music, sound effects, transitions. Will the music gradually get louder or softer or suddenly stop? Why? Will this be material/footage you’ve shot yourself or collected from some other source? Do you have this material already, or do you need to gather it?

As you develop your essay storyboard, I want you to find a balance between feasibility and ambition. Although you *do* need to be aware of what’s realistic (certain shots might be impossible to obtain or film yourself), it’s okay if your final video essay does not match the storyboard you submit. In fact, it’s likely that your plan and your final essay itself will end up changing after you submit and workshop this document. But by carefully thinking about these many options, you will be better prepared when the time comes to begin constructing your video essay and ready to deal with changes or alterations as they arise.

**Your storyboard is due on Mon. April 13 by 11:59pm via the appropriate Sakai forum for us to workshop in class on Tues. April 14.** The file name for this document should be “[Your last name]\_UP3 Storyboard.” After workshopping these in class, we will spend some time in class for you to collect footage and edit, etc.

**A rough cut of your video essay is due on Wed. April 15 by 11:59pm via the appropriate Sakai forum for us to workshop in class on Thurs. April 16.** 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.”

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 cuts on Thurs. April 16. **(If you have headphones for your laptop, bring them to class on Thurs. April 16.)**

**The final cut of your video essay is due, for a grade, by 11:59pm on Wed. April 22 via the course website. This means you will need to finalize your video essay, export it into a 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 you will take the final draft of your voice-over script and copy and paste it into this 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 on your video essay.**

**This process will take time, but the completed draft of your video essay and its transcript must be published online by 11:59pm, 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 include the embedded video of your video essay, accompanied by the final version of your voice-over script, which will serve as a transcript of your video essay. 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 Thurs. April 23, we will 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.**

#### **How to post your video essay:**

- 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 and to me.)
- The title of your uploaded video should be the descriptive title of your video essay. Save the url where your video can be found.
- Go to the course website at <https://engl105sp2020.web.unc.edu/>. Scroll to the bottom and look for the heading “Webmaster Login.” The second option allows you to log in using your ONYEN. Once you're logged in, go to the Dashboard. Then click on “All Posts” and then “Add New.”
- Embed your video: Click inside the text box where you would normally write your post. Then click on the box just above, which is titled “Add Media.” This will cause a new box to

open. In the list on the left side of this box, click on “Insert from URL.” Then copy and paste the url for your video (where it appears on YouTube or Vimeo) into the box that appears. This will embed your video essay into your post.

- **Post a transcript:** Leave an empty line or two below where your video now appears in your post. Then copy and paste the *latest* version of your voice-over script into the browser. This will serve as the transcript for your video.
  - Note that when composing online, you indicate paragraph breaks not by indenting your paragraph but by inserting a blank line in between each paragraph.
  - Because your post is one continuous page, you will not need page numbers. Nor will you use the academic heading of your name, the course number, etc. Instead, insert the descriptive title of your video essay into the bar for the title of your post, and insert the text of your voice-over script directly into the text box below your embedded video. Your name will automatically be included in/attached to your post.
  - Because your post is one continuous page, you will not have a separate Works Cited page. Instead, at the end of the text of your voice-over script, insert a few blank lines and then begin your Works Cited page. You will not be able to use hanging indents for your bibliographic citations. Instead, insert an empty line in between each citation.
  - You won’t read your Works Cited page as part of your video essay voice-over script, but this list still needs to be included in the transcript you post. (Remember to include in your script any in-text citations or attributions to the sources you mention.) In class, we will discuss how to cite the visuals, video, graphics, etc. that appear in your video essay.
- Check your formatting to make sure everything copied over and inserted appropriately.
- You can also add hyperlinks or other media to your transcript when appropriate. If possible, your Works Cited list should include appropriate hyperlinks to those sources referenced.
- Do not alter any settings for the blog or any other webpage or the site in general.
- On the right, you’ll see a spot to add tags for your post. Feel free to use some already listed and/or add your own.
- On the right, you’ll also see a place to choose a category for your post. Make sure you select “Humanities: Literary Analysis Video Essay” for your post.
- Remember to hit “Publish” near the top-right corner when you’re done. Once you have published your post, I strongly encourage you to view your post as though you were any other online visitor in order to double-check the appearance of your post one last time, just in case you need to go back and edit changes before the final deadline and to ensure that your readers can fully comprehend your intended message. You should also confirm that your embedded video plays successfully on the published post.

**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 a Works Cited page in which you cite (using MLA 8<sup>th</sup> edition citation format) all secondary and primary sources you mention in your video essay.
- Effective and intentional graphics, on-screen text, images, video, 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 six minutes.

**Grading Rubric for Unit Project 3: Literary Analysis Video Essay**

The final grade for UP3, Literary Analysis Video Essay, will be worth 15% of the student’s final course grade.

	10	7	4	1
<b>Introduction</b>	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. Voice-over, visuals, and other media combine to communicate this material effectively.	Some information about the essay’s central ideas is offered, but it is confusingly organized or summarized strangely. Minor issues with the voice-over, visuals, and/or other media.	Introduction is cursory at best and does not provide enough information for the audience to understand the significance of the thesis statement. Major issues with the voice-over, visuals, and/or other media.	Video essay lacks introduction.
<b>Thesis Statement</b>	Thesis statement makes a strong and interesting claim regarding the central object of analysis; 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.
<b>Body</b>	Body includes well synthesized	Body is lacking some detail or	Body is significantly	Body contains almost no

	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.	specificity. In a few instances, more evidence is necessary to support its claims. Minor issues with the voice-over, visuals, and/or other media.	lacking in some way. Minimal or no evidence is provided to support claims. Major issues with the voice-over, visuals, and/or other media.	credible information drawn from scholarly sources; body is disorganized and confusing.
<b>Paragraph Structure &amp; Segment Structure</b>	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.
<b>Integration of Sources</b>	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	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

	their own perspective.			analysis of their own.
<b>Organization</b>	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.
<b>Style</b>	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.
<b>Conclusion</b>	Conclusion clearly & definitively answers the "so what"/ "who cares" questions, indicating the significance 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.
<b>Citations</b>	A coherent citation system (MLA 8 <sup>th</sup> edition) is used consistently	A citation system is systematically used with some lapses in	It is very difficult to tell if a single citation style has been adopted	No effort at citing sources accurately and

	throughout; Works Cited page is complete and formatted accurately.	providing required bibliographical information; Works Cited does not include all sources cited in body of text.	throughout. Citations are erratic, and/or Works Cited is incomplete.	consistently is made.
<b>Grammar &amp; Editing</b>	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.
<b>Total: /100</b>				