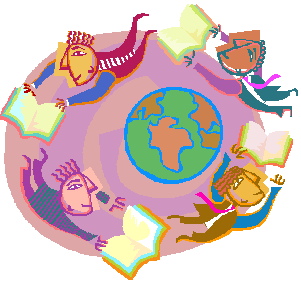
**El Museo de Literatura**

**Virtual**



***Overview:***

Each student will choose an author that we have studied this year and create a virtual webpage detailing information about that author’s life, works, historical context and an analysis of a work or works. All pages will be compiled to complete a virtual museum of literature. All work will be done completely in the target language of Spanish. Students will be collaborating with a student from the Web Design class in order to create both their web pages and their multimedia presentations.

***Purpose:***

The purpose of this project is to give students the opportunity to research in-depth a Spanish speaking author that we have studied in order to deepen their understanding of that author. They will focus both on the historical context in which they wrote and general information concerning their lives and works. Students will also be asked to write an analysis of a work or works. By collaborating with the Web Design class this project also allows for all the information to be organized in such a way that it can be easily accessed by others and used in the classroom. Also, students will be utilizing only the Spanish language and therefore their usage of Spanish grammar and vocabulary will be of the utmost importance.

By collaborating, individuals from both classes will have the opportunity to apply their critical thinking skills and knowledge in a real life setting and will produce a final product that is representative of each individual’s best work.

***Procedure:***

Students will complete the following steps

1. Pick an author
2. Conduct extensive research on the author with the help and guidance of the Library Media Specialist and classroom teacher
3. Students need to make sure their research meets the requirements below:

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| **Los Requisitos** | **Los Detalles** |
| 1. The author’s name | - Please write the complete author’s given name and any name changes |
| 2. A portrait of the author | - Please provide the age of the author at the time of the portrait |
| 3. Biography | - Please provide biographic information about author |
| 4. Two paragraphs detailing historical context in which the author wrote | - Paragraphs must be no less than ten sentences each detailing the historical context in which the author wrote |
| 5. An analysis of a work by the author  - It is the responsibility of the student to develop a topic for their analysis and meet individually with the teacher to get approval (Some examples are provided below) | - A four-page analysis will be narrated by the student and must be accompanied by a multimedia presentation |
| 6. Annotated Works Cited | -A list of at least 7 MLA-formatted works cited, two of which should be print resources, and all should have a 3-sentence annotation. |

1. Students will develop a thesis statement and work to complete research and an analysis of their chosen author.
2. Students will provide all information to their partner in the Web Design Class so that the design of the webpage can begin.
3. They will work together to create a webpage that meets the requirements of the rubric listed below.
4. Together they will also develop a multimedia presentation that narrates their analysis and is accompanied by graphics that coincide with what is being narrated.

**Analysis Examples:**

*Jorge Luis Borges*

Se ha dicho que la obra de Jorge Luis Borges, con su mezcla de lo real y lo irreal, ha influido en muchos libros y películas norteamericanas. Discute varias obras norteamericanas que pudieran calificarse de borgeanas. Puedes incluir el cine, la literatura y la televisión.

*Julio Cortázar*

Compara los elementos absurdos y cómicos de “Viajes” con estos mismos elementos en las obras de realismo mágico de Cortázar. Puedes incluir ejemplos de tu propia vida para ilustrar la idea de que lo cómico y lo absurdo de “Viajes” están más

cercanos a nuestra vida diaria.

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| **Análisis**  Teacher Name: Señora Theberge Student Name:     \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

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| **Category** | **Exemplary**  **14 points each** | **Proficient**  **9-13 points each** | **Developing**  **4-8 points each** | **Exemplary**  **0-3 points each** | **POINTS** |
| **Writing Process** | Student devotes a lot of time and effort to the writing process (prewriting, drafting, reviewing, and editing). Works hard to make the document interesting. | Student devotes sufficient time and effort to the writing process (prewriting, drafting, reviewing, and editing). Works and gets the job done. | Student devotes some time and effort to the writing process but was not very thorough. Does enough to get by. | Student devotes little time and effort to the writing process. Doesn't seem to care. |  |
| **Introduction** | The topic and the thesis are very well stated and are clearly identifiable. | The topic and the thesis are for the most part well stated and are somewhat identifiable. | The topic is identifiable but the thesis is not clearly stated. | Both the topic and the thesis are not identifiable. |  |
| **Focus on Assigned Topic** | The entire analysis is related to the assigned topic and allows the reader to understand much more about the topic. | Most of the analysis is related to the assigned topic. The analysis wanders off at one point, but the reader can still learn something about the topic. | Some of the analysis is related to the assigned topic, but a reader does not learn much about the topic. | No attempt has been made to relate the analysis to the assigned topic. |  |
| **Organization** | The analysis is very well organized. One idea follows another in a logical sequence with clear transitions. | The analysis is pretty well organized. One idea may seem out of place. Clear transitions are used. | The analysis is a little hard to follow. The transitions are sometimes not clear. | Ideas seem to be randomly arranged. |  |
| **Grammar** | All grammar in the script is correct. | Almost all grammar in the script is accurate. (1-5 errors) | There are a few grammatical errors in the script. (6-10) | There are several grammatical errors in the script. (more than 10) |  |
| **Spelling and Punctuation** | There are no spelling or punctuation errors in the final draft. | There is one spelling or punctuation error in the final draft. | There are 2-3 spelling and punctuation errors in the final draft. | The final draft has more than 3 spelling and punctuation errors. |  |
| **TOTAL POINTS** | | | | | **/ 84** |

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| |  | | --- | | **Análisis**  **Multimedia Presentation**  Teacher Name: Señora Theberge Student Name:     \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | | | |
| **ACTIVITY** | **Exemplary** | **Proficient** | **Partially Proficient** | **Incomplete** | **POINTS** |
| **Special Effects** | 3 points  Good, but not excessive use of effects. | 2 points  Use of effects is worthwhile. | 1 points  Some special effects are distracting. | 0 points  Effects are either missing or excessive. |  |
| **Use of Multi-Media** | 12 points  The graphics, sound and/or animation assist in presenting an overall theme that appeals to the audience and enhances concepts with a high impact message. All multimedia elements work well together and demonstrate excellent synthesis. Graphics explain and reinforce key points during the presentation. | 8 points  The student uses proper size and resolution to create images. The graphics, sound/and or animation visually depict material and assist the audience in understanding the flow of information or content. Images are student produced. Images are proper size and resolution. Multimedia elements are appropriate and enhance the presentation. | 4 points  Some of the graphics, sounds, and/or animations seem unrelated to the topic/theme and do not enhance concepts. Most images are clipart or recycled from the WWW. Images are too large/small in size. Images are poorly cropped or the color/resolution is fuzzy. Multimedia elements support the presentation occasionally. | 0 points  The graphics sounds, and/or animations are unrelated to the content. Graphics do not enhance understanding the content, or are distracting decorations that create a busy feeling and detract from the content. |  |
| **Audio and Voice Editing** | 12 points  The audio is clear and effectively assists in communicating the main idea. The student communicates ideas with enthusiasm, proper voice projection, appropriate language, and clear delivery. | 8 points  The audio is clear, but only partially assists in communicating the main idea. The student communicates ideas with proper voice projection, adequate preparation and delivery. | 4 points  The audio is inconsistent in clarity (too loud/too soft/garbled) at times and insufficiently communicates the main idea. The student has difficulty communicating ideas due to weak voice projection and/or lack of preparation. | 0 points  Audio is cut-off and inconsistent. The student has great difficulty communicating ideas with poor voice projection. |  |
| **Pronunciation** | 10 points  The student uses proper pronunciation throughout the entire video. | 6 points  The student pronounces most of the Spanish words properly. | 3 points  The student pronounces some of the Spanish words properly. | 0 points  Most of the Spanish words are not pronounced properly. |  |
| **Pace** | 8 points  All video clips fit the script. Clips are just long enough to make each point clear. The pace captures audience attention. | 6 points  Most video clips move at a steady pace, fast enough to keep the audience interested and slow enough to tell a complete script. | 4 points  Video clips are used but need to be edited in length or move too quickly to assist in telling the script. | 0 points  Video clips are too long and do not advance the script or to short and leave out essential action or dialogue. |  |
| **Work Cited** | 8 points  Sources of information are properly cited using MLA citations and enable the audience to determine the credibility and authority of the information presented. | 6 points  All sources of information are clearly identified and credited using MLA citations throughout the project. | 4 points  Most sources of information use proper MLA citation and sources are documented to make it possible to check on the accuracy of information. | 0 points  There is no way to check validity of information. |  |
| **Credit Slide** | 8 points  The student included a credit slide with his/her name, date and copyright. | 6 points  The student included his/her name and either the copyright or date. | 4 points  The student only included his/her name. | 0 point  Student did not have a credit slide. |  |
| **TOTAL POINTS** | | | | | /61 |

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| |  | | --- | | **Annotated Works Cited\***  Teacher Name: Señora Thomas Student Name:     \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | | | |
| **Category** | **Exemplary**  **9-10 points** | **Proficient**  **7-8 points** | **Partially Proficient**  **5-6 points** | **Incomplete**  **0-4 points** | **POINTS** |
| **Content** | Sources are interesting and they are all clearly related to the topic. | Sources are interesting and most are clearly related to the topic. | Sources cover the topic, but are less interesting and their relationship to the paper is less clear. | Few, if any, sources are related to the topic. |  |
| **Relevance** | A variety of research sources are represented that are all written at the appropriate level for this paper’s purpose. The connection between the sources and the topic is clear. | A variety of research sources are represented and most are written at the appropriate level for this paper’s purpose. | The sources are less varied, but most are written at the appropriate level for this paper’s purpose. At times, the connection between the sources and the topic is unclear. | There is only one source type. The connection between the sources and the topic is unclear. |  |
| **Spelling, Grammar & Style** | Five sources are cited correctly using MLA format. The citations are with alphabetical order and all spelling and grammar is accurate. | At least four sources are cited correctly using MLA format. There are 1-3 errors with alphabetical order, spelling and/or grammar. | Fewer than four sources are cited correctly and an attempt is made at using MLA format. There are several 4-6 errors with alphabetical order, spelling and/or grammar. | Fewer than four sources are cited and no attempt is made at using MLA format. There are more than 6 errors with alphabetical order, spelling and/or grammar. |  |
| **Annotation, according to the guidelines outlined on** [**OWL**](http://owl.english.purdue.edu/owl/resource/614/01/)**: Summary, Assessment, Reflection** | All five annotations follow the three points outlined on OWL. | Four annotations follow the three points outlined on OWL. | Three annotations follow the three points outlined on OWL. | One or two of the annotations follow the three points outline on OWL. |  |

**\*Adapted from** [**http://library.csusm.edu/course\_guides/gel/GELsonntag/rubric.html**](http://library.csusm.edu/course_guides/gel/GELsonntag/rubric.html)

***Overall Breakdown***

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| ***Requirement*** | ***Total Value of Points*** | ***Number of Points Received*** |
| *The author’s name* | *2.5 pts* |  |
| *A portrait of the author* | *2.5 pts* |  |
| *Biography* | *5 pts* |  |
| *Two paragraphs detailing historical context* | *5 pts* |  |
| *Analysis* | *84 pts* |  |
| *Annotated Works Cited* | *40 pts* |  |
| *Multimedia Presentation* | *61 pts* |  |
| **TOTAL** | ***200 pts*** |  |
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***MUY IMPORTANTE***

* The student will be penalized 10 points off the final grade for everyday a specific assignment turn-in date is missed. Specific assignment turn-in dates are stated below.
* The student will be penalized 10 points off the final grade for everyday the project is passed in late.
* **All work** completed in and out of class (this includes absolutely everything) must be completed strictly by the student. The student may not reference any on-line translators, ask anyone for assistance (including a relative or friend that is Spanish speaking), use Wikipedia or turn in anything that is not 100% their own work. If they fail to do so they will receive a **zero** for the project and be reported to the academic principal. There are no exceptions!!!

***Las Fechas de Entregar:***

***El Tema La Fecha de Entregar***

1. Author
2. Thesis
3. Outline
4. Introduction
5. Body of Paper
6. Conclusion
7. The Completed Project