Breakdown of Project Components

Curriculum prepared by Dr. Carly Thomsen

Project Scaffolding (25% of overall project grade)

- Groups will submit a developed 3-4 page project proposal. In addition to a detailed description of their project, they will also submit a timeline for completion of the project (which is itself a sort of strategic plan for actualizing the project), and group contract that spells out the duties of each group member. When making the timeline, students should plan for at least a week of turn-around time from when they submit their work until the professor returns it with feedback.

- Things to include in the proposal:
  - The text and argument, articulated correctly, that the group seeks to translate
  - Description of the project idea
  - How will they make this happen (students should work backwards and spell out EVERY task that will need to be done)
  - Why this project is important
  - The methods to be utilized
  - The sources that will be drawn from
    - Course text(s)
    - Outside research (optional)
  - Other people, groups, organizations, or institutions with which the group might collaborate
  - How the group will fund the project
  - Whether the group’s building on a previous idea/project or starting something new
  - Questions or concerns the students have

The actual project (25% of overall project grade)

- This includes the actual project materials. The entire class will workshop each groups’ project ideas and materials during class time. Students should come to these classes prepared! Students’ engagement with the editing process will comprise a significant part of their grade. Students will also be expected to get additional feedback on their materials outside of these workshops.
Formal Paper (25% of overall project grade)

- Groups will write a 6-8 page paper (plus bibliography) answering the questions: **What is a feminist reproductive justice politic? How does their project advance this politic?**

- In answering these questions, the group should describe and analyze their project: What academic argument did they translate? Why did they choose this text? What was the goal of the project? Who was the intended audience and why? What medium did they use and why? What challenges, achievements, personal and institutional barriers, and surprises did they experience? Did the project shift over the course of its life? How? In what ways did this assignment encourage them to engage differently with course material? What were the outcomes of the project? What would they do similarly or differently next time? What did they learn—about theory, about social engagement, about praxis—through this project?
  - Groups should answer each of these questions in the paper and they should inform the final in-class presentations. If groups cannot address each of these questions within the time limits of the final presentation, they should choose which aspects are most relevant to their particular project.

- These are **INTELLECTUAL AND ACADEMIC REFLECTION** papers. As such, students should **REFLECT ON THEIR PROJECT** in terms of the course concepts and texts.

- In addition to the course text that the project translates, groups are expected to cite at least five other course readings, explicating how these texts informed their projects.
  - Depending on the project, groups may decide to do additional outside research, although this is not required. In this case, additional sources should be adequately cited.

Final presentation, portfolio, and personal and group assessments (25% of overall project grade)

- **Presentations**
  - Although these are **FORMAL PRESENTATIONS**, they should be FUN! Students are sharing with each other the projects on which they spent the entire semester working!
  - Groups must present on their project for 8-10 minutes. Students should practice the presentation in advance, so they know how long it takes to communicate the information they want to share.
  - Students should be organized, direct, and prepared. This presentation can be viewed as a persuasive speech in which they make an argument, rather than simply describe a topic. This is an opportunity for students to improve their public speaking skills.
  - Groups may want to create a visual representation. This can be a handout, a pamphlet, a PowerPoint presentation, a large poster, etc. If students need technological capabilities to show a blog or video that they made for the class, they should send these materials at least an hour prior to their presentation.
Portfolio and Final Assessments

- Groups should include the physical manifestation of EVERY aspect of their project in a binder, including the drafts upon which they received feedback.
- This is the final representation of their project. As such, aesthetics and organization are important.
- A grade and written assessment:
  - The only item students will turn in directly to the professor (outside of the portfolio) is a half page assessment they will write of their fellow group members and of themself. What did each person in the group do? What was their role? What grade would the student give to their partners and to themself? Why? Their assessment should include a rationale for the grades they’ve articulated. Students should know that the grades they assign could vastly differ from those that the professor assigns.