

CO 100 Introduction to Comparative Literature: Literary Metamorphoses

Time-Line Project

The Assignment

Chronology and genre are the two main ordering principles of this course. The reading schedule, your e-journaling, and your papers will establish genre connections. This time-line assignment will complete the picture. The project will provide you an opportunity to understand the historical circumstances that helped shape the individual texts we're reading for this course and to grasp the chronological relationships among these texts.

We are encouraging you to step beyond conventional historical paradigms so that you can make frame-shattering connections. Ironically, however, in order to do this kind of thinking you need a strong sense of how the texts you're reading fit into a more conventional, developmental, chronological paradigm. The time-line project asks you to build such a frame for your own better understanding of literary texts.

A skeletal time-line appears on our course website: <http://ats.coloradocollege.edu/co100-04-b1>. Your assignment is to create sub-pages to flesh out that skeleton. You will serve both as authors and as users of this time-line. You will present your findings to the class. In addition, the information you gather will help you and your peers prepare for the midterm and final exams.

Project Overview:

- 1) For this project, we will divide the class into groups. Each group will work on one author/text.
- 2) Each group will create a sub-page that provides biographical information about their author; all members must contribute to this page. In addition, each individual will create his/her own sub-page(s) drawing on a *minimum* of three critical sources. These sources should appear in *MLA* format at the end of the sub-page that uses them, under the heading "Works Consulted."
- 3) Your individual sub-page(s) will depend on what type of information you wish to explore. Some possible intellectual foci include:
 - *Historical*, including old fashioned kings-and-battles chronology;
 - *Social*, including ethnic, gender, and class developments;
 - *Scientific and technical*, including major discoveries and their impact on the human community;
 - *Economic*, including systems for production, trade and ownership of resources;
 - *Literary*, including oral/written traditions, literary movements and genre creation.

4) Your group will present its research to the class on the day we begin discussion of the author and the text you are working on. Your group will lead discussion for thirty minutes. Note that you will be presenting your sub-pages *as a group*, which means that 1) you must meet at as a group prior to the date you present to coordinate the presentation and 2) each member of the group *must* participate.

Evaluation:

You will receive two grades for this assignment (worth 20% of your overall grade for the course):

- An individual grade for your sub-page(s) (10%).
- A group grade for the presentation and the biography sub-page (10%).

In evaluating your sub-page(s), we will ask the following questions:

- Does the sub-page provide accurate, in-depth information?
- Does it present a clear and coherent critical discussion of its focus?
- Does it *integrate* at least three critical sources?
- Does it link effectively to the other sub-pages in your group? to the time-line?

In evaluating your presentation, we will ask the following questions:

- Was the presentation informative? (You are responsible for introducing your author, text, and time period to the class so as to help them contextualize their reading).
- Was the presentation interesting? (Reading from your website is NOT interesting and will not result in a desirable grade.)
- Was the presentation interactive? (Engaging your peers is a key part of a successful presentation.)
- Did the presentation relate the information to the text itself? (Provide textual examples!)