

Purpose

One approach to learning a new skill is to learn through doing. The purpose of this project is just that – you will be learning how to carry out a task-based project for English literature and language learning by taking part in such a project yourself. The inspiration for this project is **JK Rowling's Harry Potter series** and the other transformative works it's inspired, both official (e.g. the eight Harry Potter films, *Harry Potter and the Cursed Child* play) and unofficial (e.g. Wizard Wrock, Potter Puppet Pals, Harry Potter fanfiction). To bridge both literary and language learning and to meet course goals, this project consists of **3 parts**:

Part I – Story Outline and Purpose

Part II – Collaborative Fanfic

Part III – Reflective Essay

Part I – Story Outline and Purpose (Collaborative)

Writing collaborative fanfiction is challenge for even an experienced writer, and planning is necessary to make sure all writers are in agreement of where they would like to end up. For this part of the project, groups will plan their fanfiction by creating an outline and a brief description of what they hope to achieve with their story (in other words, which option they plan to use and why they chose this option). Please note, all options focus on *Harry Potter and the Philosopher's Stone*. However, if all members of your group have read the other Harry Potter books, you may choose to write fanfiction based on any of the other 6 books:

Option A – Draco Malfoy and the Philosopher's Stone (Alternate Point of View) The Harry Potter series primarily follows the point of view of its main character (Harry Potter). Thus, the reader is given access to Harry's thoughts and understanding of what is happening. Fans sometimes refer to this as the Harry Filter. However, rewriting the scene from a different character's point of view (whether a minor character or an opponent) lets writers explore very different perspectives, delve more deeply into a minor character's psychology, and perhaps tell an entirely different story. For this option, you will retell a scene from *Harry Potter and the Philosopher's Stone* from a different character's point of view.

Option B – It's Not Over Until I Say It's Over! (Prequel or Sequel) In the first Harry Potter book, Harry and readers are gradually introduced to the history of a parallel magical world and Harry's own personal history which has been kept from him. While much of this history is explored further in the later books, a great deal is unexplored or described without detail. Another popular fanfiction trope among Harry Potter fans who were not ready to say goodbye to their favorite characters is to continue the story. Thus, stories which explore an event or characters that existed before or after the events of the book represents prequels and sequels (see, for example, the film *Fantastic Beasts and Where to Find Them* or *Harry Potter and the Cursed Child* play). For this option, you will write a story that takes place either before or after the events of *Harry Potter and the Philosopher's Stone*.

Option C – Meanwhile, in Hufflepuff House (Missing Moment) The Harry Potter series is rich in characters. This means that while all attention is on Harry (and whomever he is with at the moment), many other parallel stories could be going on at the same time. In other cases, for the purpose of pacing, the author may skip forward in time a few days or a few weeks between chapters. These are missing moments. For this option you will write a story that concerns one of these missing moments from *Harry Potter and the Philosopher's Stone*.

Option D – When Harry Met Pippi (Alternate Universe) The Harry Potter stories are set in the wizarding world created by author JK Rowling. But what would happen if Harry, Ron and Hermione found themselves working in a coffee shop in Malmö or battling orcs in Middle Earth, or going on adventures with Pippi? For this option, you will write either an original story or retell a scene from *Harry Potter and the Philosopher's Stone* in an alternate universe (either real or fictional).

Part II – Collaborative Fanfic (Collaborative)

Building on the outline and goal in Part I, students will write a collaborative piece of Harry Potter fanfiction. Each student will be responsible for contributing at least 1000 words to this collaborative story. This necessitates careful attention to plot, descriptions, language, dialog, and character by all members so the different parts of the story merge together. The finalized fanfic will be submitted in two forms: (1) on one of

several online options for publishing and sharing which will be introduced in class, (2) and as a word document to a folder on the course management platform to facilitate grading.

Part III – Reflective Essay (Individual)

In this component students are asked to reflect upon what they have gained through the collaborative creative writing process. Below are four questions to discuss in your reflection:

1. What did you learn as a result of this project?
2. Describe at least two aspects of language that this writing project forced you to pay careful attention to. Give an example of each of these language aspects.
3. Describe at least two literary or stylistic features you engaged with in writing your section. Give an example of each of these features.
4. In what way can creative writing like this influence the development of reading, writing, listening and conversation skills in English?

Reading List

[Sauro, S. \(2017\). Online fan practices and CALL. CALICO Journal, 34\(2\), 131-146. doi: 10.1558/CJ.33077](#)

Sauro, S., & Sundmark, B. (2016,) Report from Middle Earth: Fanfiction tasks in the EFL classroom. *ELT Journal*, 70(4), 414-423 . doi: 10.1093/elt/ccv075

For the Fanfiction Workshop

Read at least 2 of the following Harry Potter fanfics (or parts of fanfics) before class. Each one represents one or a combination of more than one of the different options for the Potter Project. Stories are available online and at the link below.

1. [A House of a Different Color](#) by Tathrin – Alternate POV and (minor) Alternate Universe – What would happen if characters were sorted into different houses. Each of the six chapters follows the sorting of a different HP character, both major and minor. (6 chapters, 16189 words) **Read any 3 chapters.**
2. [The Shoebox Project](#) by Lady Jaida and Rave – Prequel that begins in 1975 (5 years before Harry Potter was born) and which follows the generation prior to Harry's. It concerns different items and letters found in a shoebox and draws upon knowledge of characters introduced in later Harry Potter books. (26 chapters) **Read the first 2 chapters.**
3. [Draco Malfoy and the Boy Who Lived](#) by kete – Alternate POV – Follows Draco Malfoy as he begins his first year at Hogwarts. Scenes include his first meeting with Harry Potter, his sorting, his first potions lesson with Professor Snape. (1 chapter, 26,801 words) **Read at least half.**
4. [A Love Story Told in Caffeine](#) by Phoenixctm – Alternate Universe – Draco Malfoy is an overworked university student and Harry Potter is a barista in a local coffee shop. Non-magical love story set in a coffee shop AU. (1 chapter, 3027 words) **Read entire chapter.**
5. [Teach Us Things Worth Knowing](#) by Sadbhyl – Alternate Universe/Fusion and Sequel – Set after the seventh Harry Potter book in which Hogwarts hires new staff including Sherlock Holmes and John Watson. Potterlock fusion. (9 chapters, 10,911 words) **Read at least 5 chapters.**
6. [The Super Secret Diary of Ginevra Molly Weasley](#) by FanficAllergy and RoseFyre – Missing Moment – Diary-based fic following the written conversations Ginny Weasley had with a magical diary she discovered. This story includes sexual themes. Based on the events of the second Harry Potter book. Written to reflect the language of an 11-year-old girl. (32 chapters, 11657 words) **Read at least 16 chapters.**

Timeline

Fall 2017

Week	Date	Topic	Deadlines
45	8 Nov	Introduction to the Project Read Sauro & Sundmark (2016) and Sauro (2017)	Shannon will introduce The Potter Project in class. Students will form groups and begin brainstorming possible story option & the type of technology they will use to post their stories.
46/47	----	Planning, Reading and Writing	
48	27 & 29 Nov	Collaborative Fanfic Workshop Read at least 2 of the selected Harry Potter fanfics (or parts of fanfics) from the reading list.	In class writing workshop and brainstorming using fanfiction activities provided by fans.
49	8 Dec	Collaborative Writing	Part I – Story Outline and Purpose Each group will post a link to the site they will be using to host their story and will upload a draft of their outline and universe description to the course management platform.
50	-----	Collaborative Writing	
51	-----	Collaborative Writing	
52-	-----	Collaborative Writing	
1	4 Jan	Finalize and Publish	Part II – Collaborative Fanfic Published Each group will post a link to their completed story online and will upload a version in Word to the course management platform.
2	11 Jan	Reflection	Part III – Reflective Essay Uploaded Upload to the course management platform.

The Potter Project Rubric

Purpose

To bridge both literary and language learning and to meet course goals, this project consists of **3 parts, 2 of which will be examined using the rubric below:**

Part I – Story Outline and Purpose (formative assessment only)

Part II – Collaborative Fanfic (summative assessment, see rubric below)

Part III – Reflective Essay (summative assessment, see rubric below)

Course Objectives

1. Describe the role texts play in and out of school in verbal and nonverbal communication, and the relationship between language development, reading and listening, and conversation and writing
2. Summarize, analyze and discuss literary texts
3. Write a fictional story (a) using a few different creative writing techniques (b)

	High Pass	Pass	Unsatisfactory
Creative Writing (Fanfic) (3a)	The piece of creative writing (fanfic) is complete, is of high literary quality, <u>and</u> the student's contribution is clear and sufficient (at least 1000 words). <u>In addition</u> , the creative writing is engaging, cohesive, well-paced, and captures recognizable aspects of JK Rowling's Harry Potter series.	The piece of creative writing (fanfic) is complete, is of acceptable literary quality, <u>AND</u> the student's contribution is clear and sufficient (at least 1000 words).	The piece of creative writing (fanfic) is incomplete, not submitted, is of inferior literary quality, <u>OR</u> the student's contribution to the fanfic is unclear or insufficient (less than 1000 words).
Use of Creative Writing Techniques in a Fictional Story (Fanfic) (3b)	The fanfic thoroughly integrates creative writing techniques (imitation, collaborative writing, template writing, symbolism, language play, setting(s), genre and genre-crossing), <u>AND</u> merges these seamlessly with elements of fanfiction writing such as alternate POV, AU, cis/gender swapping, character bending, minor character or missing moment exploration, continuation, etc.	The fanfic includes creative writing techniques (imitation, collaborative writing, template writing, symbolism, language play, setting(s), genre and genre-crossing) as well as elements of fanfiction writing such as alternate POV, AU, cis/gender swapping, character bending, minor character or missing moment exploration, continuation, etc.	The fanfic fails to include creative writing techniques (imitation, collaborative writing, template writing, symbolism, language play, setting(s), genre and genre-crossing) <u>AND/OR</u> elements of fanfiction writing such as alternate POV, AU, cis/gender swapping, character bending, minor character or missing moment exploration, continuation, etc.
Analysis of a Literary Text (Reflective Essay) (2)	The reflective essay includes an accurate description of two or more literary or stylistic features (use of setting, plot development, characterization, narration, intertextual awareness, style, and vocabulary choice) that the student used when writing the casefic which they are able to explicitly identify in JK Rowling's writing. <u>In addition</u> , the student discusses the motivation underlying the use of these features, what desired impact this has on a story <u>AND/OR</u> identifies other stylistic features found in different texts they have read.	The reflective essay includes an accurate description of two or more literary or stylistic features (use of setting, plot development, characterization, narration, intertextual awareness, style, and vocabulary choice) that the student used when writing the casefic and which they are able to explicitly identify in JK Rowling's writing.	The reflective essay fails to include an accurate description of two or more literary or stylistic features (use of setting, plot development, characterization, narration, intertextual awareness, style, and vocabulary choice) that the student used when writing the casefic and which they are able to explicitly identify in JK Rowling's writing.
Language Development (Reflective Essay) (1)	The reflective essay includes descriptions and examples (personal or theoretical) of at least two aspects of language the student paid careful attention during this project <u>AND</u> provides examples <u>AND</u> discussion of how similar projects <u>COULD</u> facilitate the development of reading, listening, writing and conversation skills among future pupils.	The reflective essay describes at least two aspects of language that the student paid careful attention during this project <u>AND</u> provides examples of how similar projects <u>COULD</u> facilitate the development of reading, listening, writing and conversation skills among future pupils.	The reflective essay fails to describe at least two aspects of language that the student paid careful attention during this project <u>OR</u> fails to provide examples of how similar projects <u>COULD</u> facilitate the development of reading, listening, writing and conversation skills among future pupils.