

NAME:

<b>Due: Fri 9/7</b>	<b>WS-1: Individual Tasks &amp; Group Roles for MRG</b>
Provide a self-assessment of your individual strengths/weaknesses; leadership skills; group learning style; technical/creative skills; and relevant experiences. In class, we will organize groups, tasks, and roles based on self-assessment profiles. Please type all answers in the question boxes below (maximum two pages) and bring a hardcopy to class. Don't forget to submit an electronic copy to the Pilot dropbox by 2:30 pm.	

<b>Identify three strengths (as a student)</b>	<b>Identify three weaknesses (as a student)</b>

**Describe any leadership positions or roles you've held in the past. What skills make a good leader? What role do you typically adopt or prefer when working in groups or on team assignments?**

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**How would you describe your learning style in general? What makes an effective or successful group learning experience? What kinds of prior experiences have you had when working in groups? What do you hope to learn from working on this group project?**

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**Do you have any technical/computer skills, knowledge, or experience (e.g. specific software programs, web building, coding, graphic design, etc.)? Do you have any creative skills or strengths (e.g. drawing, painting, writing, filmmaking, musical instrument, singing, etc.)?**

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**What is something about you that is unique (for example, an unusual experience, hobby, interest) that you might be able to bring to this group project?**

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**DUE: Fri 9/14 | WS-2: Website Platforms & Graphic Design Tools**

Find at least three online platform sites (such as [Weebly](#)) and three design software tools (e.g. [Canva](#)) and summarize pros/cons of using these for individual and group projects. In class, we will vote and decide on a web platform for the MRG and explore various design tools based on your research. Be prepared to debate your preferred web platform.

\*Include hyperlinks

Web Platform*	Pros	Cons

Design Software*	Pros	Cons

What kinds of relevant tools or software are available from the Student Technology Resource Center ([STAC](#)) or [New Media Incubator](#)? Are there any that you particularly want to use or learn how to use for this class project?

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What is your preferred web platform for the MRG? Explain why.

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<b>DUE: Fri 9/21</b>	<b>WS-3: Website Content &amp; Organization</b>
<p>Find examples of two online literary reader guides (preferably created by other students for a group project); compile a comparative list of the contents in these guides; assess their organization, visual appeal, strengths and weaknesses, etc. For the workshop, you will share your findings with the class and as a group we will brainstorm the possible components/design for the MRG.</p>	

**\*Identify by name formatted as hyperlink**

<b>*RG Sample # 1</b>	<b>Contents/Tabs</b>	<b>Assessment</b>
<b>*RG Sample # 2</b>	<b>Contents/Tabs</b>	<b>Assessment</b>

**Based on your research of these sample reader guides, identify some specific components, sections, visual/audio/text content that you would like to see in the MRG.**

**Which of these would you be most interested in working on or creating for the MRG project?**

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<b>DUE: Fri 9/28</b>	<b>WS-4: Databases/Digital Archives</b>
Review, describe, and assess <i>in your own words</i> the <a href="#">digital archive</a> created by Elizabeth Povinelli and Peter Cho; propose a possible database for MRG. For the workshop, you will share your assessment with the class and as a group we will brainstorm real-world/fictional databases for the MRG.	

<b>Provide a brief description of the archive. For example, what is its purpose, how is it organized, what kinds of information does it provide?</b>
<b>How would you assess this archive? For example, its design, accessibility, ecocultural narrative, etc.?</b>
<b>Propose a possible database for the MRG project. This can serve a real-world purpose (like a resource directory), or, it can collect/archive fictional data from the MaddAddam trilogy. Be specific in the description of your proposal and explain why you think it should be included in the MRG.</b>

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DUE: Fri 10/5	WS-5: Digital Object & Visual Data
Review the tasks for the remaining worksheets (WS); make a list of possible assignment options you would be interested in doing and explain why these appeal to your interests/skills. During class, you will work with your group to outline where/how your proposed digital objects and data might fit with the group's section of the MRG; your group should create a plan for pairing or teaming up on shared interests; the final texts/products of these weekly projects will be included in portfolios and/or MRG.	

Workshop	Assignment Option	Explanation
WS-6		
WS-7		
WS-8		
WS-9		
WS-10		
WS-11		

**NB:** *This section of the worksheet will be completed in class with your group so that you have a record of your planned assignments. I will explain in class how you should fill in the categories listed in this table.*

Workshop	Assignment Option(s)	MRG Rationale	Individual or Team
WS-6			
WS-7			
WS-8			
WS-9			
WS-10			
WS-11			

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<b>DUE: Fri 10/12</b>	<b>WS-6: Graphs/Charts/Maps</b>
Propose and describe a digital object that illustrates one of the following aspects from the trilogy: relationships between characters; temporal structure/plotline; character perspectives; setting/movements of characters; themes; genre (Ex: <a href="#">Gothic Genre Map</a> ). During class, you will work individually and/or with group or partner to create this object.	

**What kind of object will you make (graph, map, or chart) and what will it illustrate from the trilogy?**

**Describe or outline the components of this object. In other words, provide a draft of what the map, graph, or chart would look like and the information it would convey. If you prefer to draw this object, then you can do so in the text box below (either by hand or software).**

**How will you create this object? Specifically—what software will you use; are you teaming up with someone from your group; if so, which components will you make individually, or, will you design and construct everything together? In what section of your group’s MRG page will this object appear?**

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**DUE: Fri 10/19****WS-7: Memes/Tweets/Profiles**

Propose a meme and/or #campaign slogan based on an environmental issue/theme; or, outline a professional social media profile for a character or company from the trilogy. During class, you will work individually and/or with group or partner to create your profile, meme, or #campaign.

**What kind of object will you make (meme/#campaign or profile) and what will it illustrate?**

**Describe or outline the components of this object. In other words, provide a draft of what the profile or meme/#campaign will look like and the information it will convey.**

**How will you create this object? Specifically—what software will you use; are you teaming up with someone from your group; if so, which components will you make individually, or, will you design and construct everything together? In what section of your group's MRG page will this object appear?**

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**DUE: Fri 10/26****WS-8: Public-Facing Writing: Opinion Essays/Policy Reports/Proposals**

Research an environmental issue explored in the trilogy and summarize its socio-cultural, political, and historical contexts; identify key problems, predictions, action plans. Your answers below will serve as a rough draft/outline and may be up to a maximum three pages (the final version will be approximately 3-5 pages). Make sure you cite any information from secondary sources. For this assignment, you will work individually or with one or more members from your group to write an essay/policy report on an environmental issue, or, a proposal for a funded project/event bringing awareness to this issue.

**What environmental issue will you research? Why does this issue interest you?**

**How is this issue explored and/or represented by Atwood in her trilogy? How is it related to any of the other assigned critical and theoretical readings?**

**What are some of the relevant socio-cultural, political, and historical contexts for this issue?**

**Identify key problems raised by this issue. What are some predictions for how this issue will impact the environment in the future? What are some possible action plans for addressing this issue?**

**Which option do you plan to write—an opinion essay, policy report, or proposal? Why have you selected this “genre”? How will you organize the essay, report, or proposal? If you have a template or model that you will be using, provide the link. This is recommended, and you can find multiple samples online.**

**If you are writing this with any other members from your group, how will the work be designated? In other words, who will be responsible for what?**



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**DUE: Fri 11/2****WS-9: Creative Visual/Audio Response**

Design a playlist/mix tape and album art, short film, or podcast inspired by the trilogy and focused on relevant environmental issues; or, outline a text conversation between two characters (Ex: [Mary Ortnor's Pride & Prejudice Texts](#); [Mock Trailer for Oryx & Crake](#)). You will work individually and/or with one or more members of your group to create this visual/audio response.

**What creative visual/audio response will you create? Why have you chosen this format or genre? What kinds of software, technology, or design tools will you use?**

**What environmental issue will you be exploring? How is this issue explored and/or represented by Atwood or any of the assigned critical and theoretical readings?**

**How will your response be structured or designed? Provide an outline of its main components.**

**If you are creating this visual/audio response with any other members from your group, how will the work be designated? In other words, who will be responsible for what?**

**If your response includes any visual elements, feel free to include a copy or draft in the textbox here:**

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<b>DUE: Fri 11/16</b>	<b>WS-10: Critical Summaries, Responses, and Reviews</b>
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Draft critical summaries, responses and/or reviews of your assigned book for MRG. In class, you will work with your group to organize, edit, and add responses and reviews to the MRG website.
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<b>Identify the title of the novel that you are writing on, and provide an explanation of how your group has designated this work:</b>
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<b>If you are writing all or part of your group's summary of the novel, please provide a draft here:</b>
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<b>If you are writing all or part of your group's critical response to the novel, please provide a draft here:</b>
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<b>If you are writing all or part of your group's summary of literary reviews, please provide a draft here:</b>
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<b>If you were selected to write or design part of the MRG's home page, please provide a draft here and/or a summary of the work you (and your group) contributed to the design:</b>
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**NAME:**

<b>DUE: Fri 11/30</b>	<b>WS-11: Marketing &amp; Promotion</b>
Design prototype of a marketable product (board games, coffee mugs, t-shirts, magnets, etc.) to promote the MRG website, including ecological themes (can incorporate memes, #campaigns, or any other visual/digital objects created for a previous workshop). During the workshop, the class will share their prototype ideas and we will discuss how these might be implemented in real-world contexts (i.e. budgeting, reproduction, circulation, public appeal).	

**What kind of marketing product would you create to promote the MRG website? Explain your rationale for why you think this would be a successful marketing tool?**

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**What environmental issue and/or ecological theme from the trilogy does your product represent?**

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**How will your product be structured or designed? Provide a description or illustration of its components.**

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**DUE: Fri 12/7****WS-12: Portfolio Self-Assessment & Presentation Outline**

Complete the self-assessment questionnaire; this will serve as the draft for your final portfolio essay, which should be 5-7 pages; please also provide an outline for the contents of your presentation. For the final workshop, you will have the option to work individually on your portfolio or with your group on further creating and/or finalizing any MRG components.

**PORTFOLIO SELF-ASSESSMENT ESSAY**

**Intro:** provide a summary of your essay “talking points,” portfolio contents, and general experience of this class and/or the group project.

**Process:** describe your process of working on the various assignments for this class; compare/contrast this to your process when producing more traditional academic writing; explain any elements of this process that you enjoyed or found challenging.

**Scope:** reflect on the range or diversity of the work that you produced for this class; identify any examples that especially highlight your strengths or that you simply enjoyed creating; describe any new skills that you learned and/or strengthened; assess the extent to which you might translate these skills into your future career, post-graduate studies and/or general workplace practices.

**Group Project:** describe your experience working with other group members, including challenges, rewards, practical lessons, newfound skills, personal or academic insights; assess the extent to which you believe the final MRG project was successful and/or where you think any element could be improved.

**Connections/Conclusions:** reflect on how anything you learned or created for this class connects to your personal or disciplinary interests; assess how the work you created for this class might speak to broader public or community interests regarding ecocultural work.

**PRESENTATION**

Identify the visual platform/software you will use (e.g. PowerPoint, Prezi) and provide a general outline of the presentation contents and organization. Keep in mind, presentations should be no more than 10 min.