

GROUP PROJECT OVERVIEW

MaddAddam Reader Guide (MRG)

As a group, the class will create a website for the *MaddAddam* trilogy, with a focus on the ecological-cultural issues raised by Atwood's novels and other assigned readings. The *MaddAddam* Reader Guide (MRG) will include a combination of visual and written components, such as: summaries of the primary texts and public reception of Atwood's trilogy; critical responses to major themes and problems raised by the trilogy and related readings, including public-facing criticism (e.g. opinion essays, policy reports, funding proposals); and creative digital objects (such as charts, graphs, maps, memes, databases, etc.) that illustrate various aspects of the trilogy and make connections to the course theme of ecological and/or environmental issues.

This is a semester-long project that will be conducted in stages as we read and discuss each of Atwood's novels; the project requires ongoing, dedicated work from *all* class members. The reader guide will be created by the class as a single website; however, the class will break up into three subgroups. All students will have assigned roles in their project tasks and are responsible for collaborative and individual material contributions to the guide, some of which you will be expected to do outside of scheduled class-time. The three sub-groups will create different components for each of the three sections in the reader guide—these may correspond to each of the novels in the trilogy, or, they might focus on various themes or environmental issues, depending on how the class decides to organize the various components. One member from each group will volunteer or be elected to serve as the group leader. Those students will form a fourth "leadership" group to ensure clear coordination between the three sub-groups, and a portion of their sub-group contributions will be designated toward creating the website's landing page.

Overall, this project should be something that challenges you, but also something that you are inspired to work on as a representation of your strengths and best effort; it should be something you can show to your family, friends, and prospective employers. Although I provide students with the project structure and general prompts for creating various components to include in the MRG, in order for you to pursue something that you're passionate about, something that's new and interesting—as individuals and a team—I am giving you considerable freedom when it comes to the final product. You will decide what ends up appearing on the website and are entirely responsible for its organization and design.

Most important, this project should be fun—a unique opportunity to turn your skills in literary analysis, research, and writing into hands-on activities that incorporate both textual and visual information. The goal of this project is to have you produce exceptionally high-quality work that demonstrates your immersion in academic research alongside your commitment to intricate, comprehensive creative production that reflects careful, critical thinking. These are skills valued by employers who hire liberal arts majors; they are looking, specifically, for graduates who can conduct reliable and specialized research, who can transform that specialized research into compelling copy suitable for intriguing a general audience, and who can conceptualize ideas and products that are market-ready because of what we might describe as their "wow-factor."

PROJECT GUIDELINES & RUBRICS
MaddAddam Reader Guide (MRG)

Group Project (25%)

As a collaborative assignment that requires ongoing, dedicated work from all class members, the Group Project grade will assess your group's commitment and professionalism; ability to work together and meet deadlines; and the overall quality and organization of the group's finished MRG section. In other words, this is a group grade and each group will be assessed on both the process and product of their work, just as you would in a professional environment. The grading criteria is straightforward—groups will receive the equivalent of a letter grade, as follows:

A (100% = 250 points): The project is excellent and innovative. It demonstrates a high-degree of work and professionalism that suggest the project was developed and refined over many weeks leading up to the deadline for its submission. The project is clearly related to the assigned texts and course topics and it offers a compelling, persuasive response to the questions with which the class was engaged throughout the semester. It demonstrates reliable and relevant research conducted by the group, clear organization, well-written textual information, a variety of critical and creative components, and visual quality/appeal.

B (80% = 200 points): The project is strong and demonstrates a professionalism that suggests the project was developed and refined over several weeks leading up to the deadline for its submission. The project is clearly related to the assigned texts and course topics, and it offers a thoughtful response to the questions with which the class was engaged throughout the semester. It demonstrates reliable and relevant research conducted by the group; however, there might be some minor errors or deficiency in one or more of the following: organization; well-written textual information; visual quality/appeal.

C (70% = 175 points): The project is completed but would benefit from more work, development, and refinement. The project may have been too hastily undertaken too close to the deadline. The project is clearly related to the assigned texts and course topics, but its response to the questions with which the class was engaged throughout the semester is incomplete or inconsistent. The project demonstrates some research conducted by the group, but this research may not be as reliable and relevant as that demonstrated by B projects.

D (60% = 150 points): The project indicates problematic group dynamics; one or more sections are sloppy or unclear; and/or not much thought was given to providing a cohesive design. The project would clearly benefit from more work, development, and refinement and/or the project's relationship to the course topic and assigned texts is unclear or haphazard, suggesting that the group hasn't completed or comprehended the work assigned in the class at multiple points in the semester. The project would also benefit from more research.

F (50% = 100 points): Incomplete projects, projects mired in negative group dynamics, or projects that fall far short of professional standards and academic integrity.

Worksheets (25%)

Friday classes will be held in the New Media Incubator (Inc.) and are devoted to working on specific stages or components of the MRG; computer workstations are available in the Inc. but you may also bring your personal laptop or tablet. The purpose of these workshops is to provide some structure (or scaffolding) for designing the MRG. Each week's workshop has a designated worksheet that gives prompts for analyzing and practicing different types of writing, using new media tools, or drafting components that may be included in the MRG. The workshops are structured around the worksheets, allowing the class to brainstorm different ideas or allow time for working individually and/or with your group members. Some worksheets may be completed with a group member, but all students must complete and submit an individual worksheet. Keep in mind, these worksheets are the only writing assignments that you will submit throughout the semester; thus, they are your primary opportunity for receiving feedback on written components prior to the submission of all final work. All worksheets are available in Pilot; you should download and save these, and they must be submitted with all answers typed (excepting instances where you might be prompted to provide a visual illustration or digital object). You will need to bring to class a completed hard copy of that day's assigned worksheet and submit an electronic copy to Pilot before the start of class. I will *not* accept late submissions of worksheets.

There are twelve worksheets in total and these are assessed according to the same criteria as your Participation grade: on a √, √+, or √- point system. If you meet the minimum requirements, completing all sections of the worksheet, following directions, demonstrating research (when required), clarity of thought, and coherent writing, you will receive a √ (85 pts). If you exceed these requirements by engaging in the exercises or prompts with especial enthusiasm, originality, critical insight, and/or thorough research, you will receive a √+ (100 pts). If you show only minimal effort with little to no research or thought in the exercise, then you will receive a √- (70). If the writing is generally incoherent, the worksheet is incomplete and/or missing, you will receive no credit (X). The final worksheet grade is based on the average of total points earned.

Portfolio (25%)

At the end of the semester, students will compile a portfolio of all work produced for this class, including a reflective essay that introduces the portfolio and provides a self-assessment of the process, scope, and experience of working on the group project. You might also discuss how your work reflects your personal or disciplinary interests and how these speak to broader public or community interests regarding eco-cultural issues. Worksheet #12 provides specific prompts for drafting this essay. The final draft of the essay must be 5-7 pages and follow academic standards of writing and integrity. The portfolio grade will be assessed as follows:

- **Reflective Essay (10% = 100 pts. max):** Meets minimum length requirement, provides thoughtful reflection on the course and both individual/group work, clearly written with focused structure, effectively introduces and highlights the portfolio contents.
- **Content (10% = 100 pts. max):** Think of this as your individual grade for all work that you contributed to the MRG; the portfolio is where you can showcase the strengths and

quality of your contributions as well as your individual level of engagement with the course materials, goals, and learning process. Any essay or digital object that was written/created with a partner or your group members must be clearly identified as such: Beneath the essay/object title, include the names of all contributing "authors" and a brief explanation of the specific element that was completed by you. Be sure to include an appendix with copies of all graded worksheets (in sequential order) since these will provide evidence of your individual working process and any components that may not have been included in your group's final section of the MRG.

- **Organization (5% = 50 pts. max):** Follows the general required format—1) cover page and table of contents; 2) reflective essay; 3) MRG projects/contributions; 4) appendix with copies of all graded worksheets. You may order the third section of the portfolio in any way you choose—thematically, chronologically, by genre, individual vs. group contributions. What matters most is that the contents are clearly and effectively organized rather than haphazardly with no logic or thought.

Presentation (10%)

Instead of a final exam, you will give a Prezi or PowerPoint presentation that shares with the class the main points of your self-assessment essay; you should also include examples of any audio/visual work created for the class. Presentations should be no more than 10 minutes. Rubrics will be provided.