

Project 2: Mapping *Jacob's Room* Group Project

English 1102

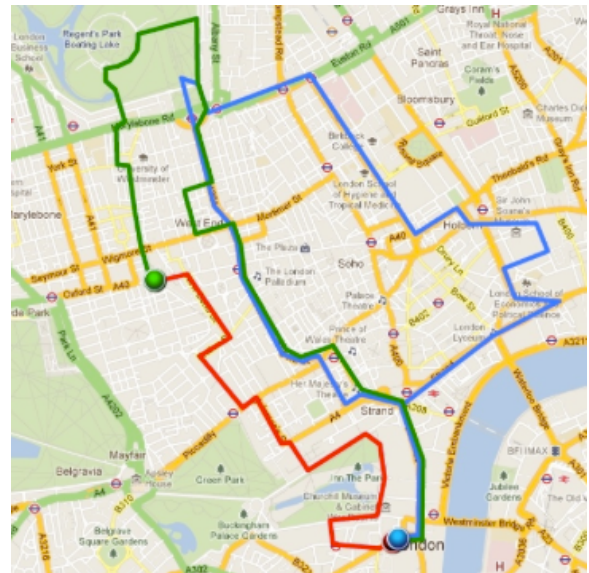
Fall 2013

Rough Draft Due: Mon. 9/30 for in class peer review.

Final Draft Due: Mon 10/7

In groups, students will each have a segment of Woolf's novel (indicated on the syllabus below). Using [Google Maps](#), each group will create an annotated, interactive map of for guiding readers through their segment of the novel. Students will plot the characters' movements through their section. In addition, students will use Google Maps's features to annotate their maps with information, images, and media that sheds light on the places at the time of the novel and today. Students can also include quotations from the novel in their annotations. Students' maps might include street views of the locations, images of buildings, historical information about places in the chapter, links to video footage, or any information students would find useful to interpreting their section of the novel.

Students can include more than one map (if there is more than one place in their section) or a large map with different areas or locations addressed in greater detail using separate images. Students must save their maps using Google Maps and cut and paste images into a Microsoft Word document using [Jing](#) and include links to the version on Google Maps. If necessary, one group member can send an invitation from Google Maps to the instructor's email to view the map. The design of students' maps should make an argument about their segment of the novel.



Map of *Mrs. Dalloway*

Each group will also compose a **250-word caption** to accompany their map that addresses their design choices, the argument(s) their map makes, and the significance of their map's contents to our understanding of *Jacob's Room*. For an example of a project mapping another Woolf novel, see the [Mapping Mrs. Dalloway Project](#). One member of the group will submit a Microsoft Word document T-Square with an image or images of the map, a link to it in Google Maps, and the map's caption. Make sure to also provide a list of the names of all of the group members in this document. The project will receive a group grade.

Using Google's Custom Maps feature ([instructions here](#)), you can decide how best to design your map. You should map the connection between at least two places. You should consider how best to arrange the information regarding your route. How do you want to show its development? With arrows? Shapes? You can also include [photographs](#).

The caption should be in 12 point, Times New Roman font, and include a list of works cited that demonstrates correct use of MLA format and includes all sources you have consulted, including webpages.

Wed. 9/11	Begin <i>Jacob's Room</i> Ch. 1-2 [map draft members of group 1] Hermione Lee, "Biography" and "Bloomsbury" from <i>Virginia Woolf</i> (1999).
Fri. 9/13	<i>Jacob's Room</i> Ch. 3-4 [map drafts members of group 2]
5 Mon. 9/16	Project 1 Rough Draft Due. In Class Peer Review. Read <u>WOVENText</u> Section 25b, Peer Review, Chapter 2, Section 25: Reviewing, Revising, and Editing, and Section 39: MLA Style.
Wed. 9/18	<i>Jacob's Room</i> Ch. 5-7 [map drafts members of group 3]
Fri. 9/20	<i>Jacob's Room</i> Ch. 8-10 [map drafts members of group 4]
6 Mon. 9/23	Project 1 Due. In Class Writing: Reflection on Project 1.
Wed. 9/25	<i>Jacob's Room</i> Ch. 11-12, Excerpt from <i>The Diary of Virginia Woolf: Volume 2 1920-1924</i> . [map draft groups 5 (Ch. 11) and 6 (Ch. 12)]
Fri. 9/27	Finish <i>Jacob's Room</i> Ch. 13-14. [map drafts members of group 7 (Ch. 13) and 8 (Ch. 14)]

Assessment Rubric

Project 2 is worth 15% of your course grade.

Scale	1: Basic	2: Beginning	3: Developing	4: Competent	5: Mature	6: Exemplary
Rhetorical Awareness Response to the situation/assignment, considering elements such as purpose, audience, register, and context	Ignores two or more aspects of the situation and thus does not fulfill the task	Ignores at least one aspect of the situation and thus compromises effectiveness	Attempts to respond to all aspects of the situation, but the attempt is insufficient or inappropriate	Addresses the situation in a complete but perfunctory or predictable way	Addresses the situation completely, with unexpected insight	Addresses the situation in a complete, sophisticated manner that could advance professional discourse on the topic
Argument and Support Argument, evidence, and analysis	Involves an unspecified or confusing argument; lacks appropriate evidence	Makes an overly general argument; has weak or contradictory evidence	Lacks a unified argument; lacks significance ("so what?"); lacks sufficient analysis	Offers a unified, significant, and common position with predictable evidence and analysis	Offers a unified, distinct position with compelling evidence and analysis	Offers an inventive, expert-like position with precise and convincing evidence and analysis
Organization Structure and coherence, including elements such as introductions and conclusions as well as logical connections within and among paragraphs (or other meaningful chunks)	Lacks unity in constituent parts (such as paragraphs); fails to create coherence among constituent parts	Uses insufficient unifying statements (e.g., thesis statements, topic sentences, headings, or forecasting statements); uses few effective connections (e.g., transitions, match cuts, and hyperlinks)	Uses some effective unifying claims, but a few are unclear; makes connections weakly or inconsistently, as when claims appear as random lists or when paragraphs' topics lack explicit ties to the thesis	States unifying claims with supporting points that relate clearly to the overall argument and employs an effective but mechanical scheme	Asserts and sustains a claim that develops progressively and adapts typical organizational schemes for the context, achieving substantive coherence	Asserts a sophisticated claim by incorporating diverse perspectives that are organized to achieve maximum coherence and momentum
Conventions Expectations for	Involves errors that risk making	Involves a major pattern	Involves some distracting	Meets expectations,	Exceeds expectations	Manipulates expectations

grammar, mechanics, style, citation, and genre	the overall message distorted or incomprehensible	of errors	errors	with minor errors	in a virtually flawless manner	in ways that advance the argument
Design for Medium features that use affordances to enhance factors such as comprehensibility and usability	Lacks the features necessary for the genre; neglects significant affordances, such as linking on the web; uses features that conflict with or ignore the argument	Omits some important features; involves distracting inconsistencies in features (e.g., type and headings); uses features that don't support argument	Uses features that support with argument, but some match imprecisely with content; involves minor omissions or inconsistencies	Supports the argument with features that are generally suited to genre and content	Promotes engagement and supports the argument with features that efficiently use affordances	Persuades with careful, seamless integration of features and content and with innovative use of affordances