



Throughout the term you will post at least **four** blog entries on four of the six dates indicated on the syllabus. You must also comment on at least one of your peers' blog postings on **four** of the six dates on the syllabus. Our blog will be limited to members of the three Digital Woolf sections and not available to the public. You are also welcome to post and comment whenever you feel inspired to do so.

Your blog entries must be at least 250 words and examine the significance of an image, sound, or video clip that you will include or indicate with a link. Your blog entries should engage the readings or assignments for the day that the posting is due and analyze examples and quotations using MLA style. (For a review of integrating and analyzing quotations using MLA style see [WOVENText](#)). Blog postings should also engage the texts we have read and topics we have discussed throughout the term.

Your postings provide an opportunity to shed light on the contexts that inform the texts we will read. You should build from the topics we have addressed in class and in our projects, taking the readings a step further and posing questions for your classmates to consider. The blog is also a place where you can receive feedback as you develop your projects.

You must use MLA citation format to acknowledge the sources to which you refer or the images or media you incorporate in your posting.

The blog entries and comments will count toward your class participation grade.

Blog postings are due at least 30 minutes before class.

### Blog Rubric

The instructor will evaluate your blog postings using the following five-point rubric, ranging from 0 (no credit) to 4 (exceptional). These points will be counted as part of your class participation grade.

Rating	Characteristics
4	Exceptional. The blog entry is focused and coherently integrates examples with explanations or analysis. The author effectively analyzes one or more quotation(s) and an image or form of media. The entry demonstrates awareness of its own limitations or implications, and it considers multiple perspectives when appropriate. The entry reflects in-depth engagement with the topic.
3	Satisfactory. The blog entry is reasonably focused, and explanations or analysis are mostly based on examples or other evidence. Fewer connections are made between ideas, and though new insights are offered, they are not fully developed. The entry reflects moderate engagement with the topic.
2	Underdeveloped. The blog entry is mostly description or summary, without consideration of alternative perspectives, and few connections are made between ideas. The entry reflects passing engagement with the topic.
1	Limited. The blog entry is unfocused, or simply rehashes previous comments, and displays no evidence of student engagement with the topic.
0	No Credit. The blog entry is missing or consists of one or two disconnected sentences.

Adapted from <http://www.samplereality.com/2009/08/14/pedagogy-and-the-class-blog/>

#### In Class Blog Assignment

8.23.13

Review *WOVENText* Section 37b “Working With Quotations,” Section 42b “In-Text Citations,” and “Section 39, Acknowledging Sources and Avoiding Plagiarism.” You must use your own words and cite all sources appropriately in all of your work this term.

<http://ebooks.bfwpub.com/gatech.php>

In an essay, you support your argument with analysis of quotations. Quotations are a central form of evidence. You only need to quote when the language of the quotation is necessary to making your point. Analyzing a quotation allows you to show how a text works. You may say that a text demonstrates an idea, but until you show how the text does so, you have not made a convincing argument.

As you analyze a quotation, you may also find that the ideas it communicates are more complicated than you had once thought. Seize these observations and revise your initial ideas to address how the text works.

#### Group Blog Posting

Select one quotation from the first four chapters to analyze as a group. Designate one member of your group to be the scribe who will collect your observations. Another member of the group will be the *WOVENText* expert, consulting the sections above. The remaining members of the group will be Forster Scholars, with access to *Howards End*.

Include the quotation in your posting. Cite the page number if possible. If not, note the chapter. Use correct formatting for in-text quotation punctuation and citations (See WOVENText). You should also use Microsoft Word to compose the response and then cut and paste it to post it on the blog.

Your analysis will address the significance of your quotation to the first four chapters of *Howards End*. Your group should examine such aspects as the quotation's tone, word choice, imagery, syntax (word order), placement the quotation in the chapter and the novel, and why these elements matter to our understanding of the novel, its characters, and its themes.

You can begin by drafting a list or notes, but your blog posting should be in full sentences. You should organize your analysis in a way that will be clear to readers and best articulate your points.

If time allows, when you are done uploading your response, read another group's posting and respond with a comment. You can also read others' postings and add comments after class.

### **Geographical Scavenger Hunt Blog Assignment** **Due Wednesday 8.28 by 5pm**

The title of E. M. Forster's novel *Howards End* (1910) refers to a place, a house that is of immense value to the characters. It is also a novel of contrasts and of characters seeking belonging. In chapter fifteen, Margaret observes, "[i]t is sad to suppose that places might ever be more important than people" (Forster 93). For your first blog posting assignment, you will investigate one place in chapters 10 to 16. Your posting will address how your findings shed light on the novel. You should analyze at least two quotations from chapters 10 to 16 and at least one image or form of media. What does your research allow you to see in the quotations that you did not before? You could find images or use maps to consider how your location is related to the rest of the novel. If you use Google Maps, you can also capture, save, and upload an image of the map using [Jing](#).

Remember to cite all sources that you consult.

Review WOVENText Section 37b "Working With Quotations," Section 42b "In-Text Citations," and "Section 39, Acknowledging Sources and Avoiding Plagiarism." You must use your own words and cite all sources appropriately in all of your work this term.

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### **"Only Connect" Blog Assignment** **Due Friday 8/30 by 5pm**

In chapter 22, Forster introduces the phrase that also provided the novel's epigraph, "only connect . . ." In your second blog posting, analyze the significance of Forster's epigraph and his discussion of the concept in chapter 22 in relation to the novel, particularly chapters 16 to 29. Consider, for instance, whether there particular characters, relationships, or scenes that Forster's explanations or phrases now allow you to understand differently? How? Do the passages in chapter 22 clarify aspects of the novel for you? How? How do the images and phrases in Forster's explanations question or complicate your sense of the relationship of the epigraph to the novel?

Your blog posting will analyze at least two quotations from chapters 16 to 29. You are not required to include an image in this blog posting, but you could if it is relevant or sheds light on a passage or place to which you refer.