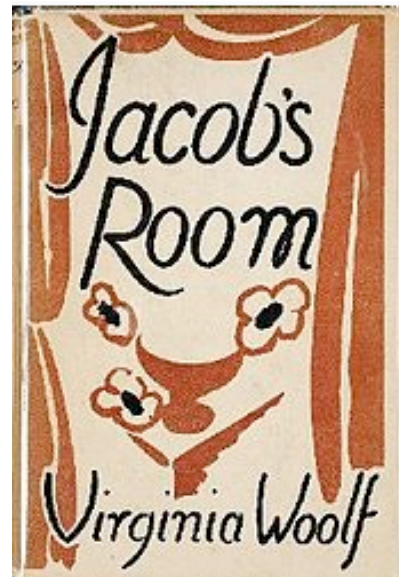


**English 1102 Project 3: Mapping *Jacob's Room* Group Research Presentations
Fall 2013****Presentation Dates: 10/23-10/30**

In the same groups as project 2, students will give 20-minute presentations addressing the design of their maps and presenting research regarding the locations and the historical and cultural contexts informing their segment of *Jacob's Room*. The presentations must also analyze quotations from Virginia Woolf's novel and address the significance that the group's research brings to them. Each group will show the class how their map works. Presenters can organize their presentation materials using a tool such as Power Point or [Prezi](#). In their research, students might investigate the past and present appearance of the locations on their maps, buildings, monuments, forms of transportation, allusions in the text, Woolf's composition of the novel, the British Empire, and World War One. Students can also address the relationship of their research to our larger understanding of Woolf's fiction. Student presentations must engage the class and incorporate an activity that teaches the class about an aspect of their research.



By the date of your presentation, one member of your group must upload a list of works cited to T-Square that records the sources that your group as a whole read and consulted, including websites and the sources of images online. This list must demonstrate correct use of MLA style for works cited pages and entries. Students are not required to, but can also include any Prezi links in their list of works cited and can upload Power Point slides to T-Square. The presentation will receive a group grade and you should demonstrate effective collaboration, clarity, balance, and engagement of your audience.

Resources: [British Library Sound Archive](#), [Virginia Woolf: A Pen and Press of Her Own](#), [The British Newspaper Archive](#), [First World War Poetry Digital Archive](#), and [The Great War Archive](#).

In preparation for your presentation, you should review the segments in *WOVENText* addressing working in groups and presentations, including chapter 5, sections 77, 80, and 81.

As you prepare for your presentations, you can (but are not required to) reserve a rehearsal room in Clough Commons. You can record your rehearsal of your presentation and email it to the members of your group to review. You can use these rooms during any time that the rooms are available and your group members are free. To reserve rehearsal rooms, go to <https://www.gtevents.gatech.edu/VirtualEms/>

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Mon. 10/21	<i>The Hours</i> . Blog Posting Due. Read Hermione Lee, "Virginia Woolf's Nose" (2007) and "Is Woolf too Complex for Cinema?"
Wed. 10/23	Project 3: In Class Group Presentations: Groups 1 and 2.
Fri. 10/25	Project 3: In Class Group Presentations: Groups 3 and 4.
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Mon. 10/28	Project 3: In Class Group Presentations: Groups 5 and 6.
Wed. 10/30	Project 3: In Class Group Presentations: Groups 7 and 8.
Fri. 11/1	Project 3 Reflections in Class. Begin <i>To the Lighthouse</i>, "The Window"

Assessment Rubric

The rubric below presents attributes of an effective presentation. Your approach should incorporate more than one aspect of WOVEN communication and ideally also engage these elements in the course texts. Your presentation should demonstrate creativity, balance among the group members' roles, and thorough analysis of the course texts. Have fun and plan a session that you would enjoy.

Project 3 is worth 20% 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,	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	Attempts to respond to all aspects of the situation, but the attempt is insufficient or	Addresses the situation in a complete but perfunctory	Addresses the situation completely, with unexpected insight	Addresses the situation in a complete, sophisticated manner that

audience, register, and context		effectiveness	inappropriate	or predictable way		could advance professional discourse on the topic
Force 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 grammar, mechanics, style, citation, and genre	Involves errors that risk making the overall message distorted or incomprehensible	Involves a major pattern of errors	Involves some distracting errors	Meets expectations, with minor errors	Exceeds expectations in a virtually flawless manner	Manipulates expectations in ways that advance the argument
Design for Medium features that use affordances to enhance factors such	Lacks the features necessary for the genre; neglects	Omits some important features; involves	Uses features that support with argument, but	Supports the argument with features that	Promotes engagement and supports the argument	Persuades with careful, seamless integration c

s comprehensibility nd usability	significant affordances, such as linking on the web; uses features that conflict with or ignore the argument	distracting inconsistencies in features (e.g., type and headings); uses features that don't support argument	some match imprecisely with content; involves minor omissions or inconsistencies	are generally suited to genre and content	with features that efficiently use affordances	features and content and with innovative use of affordances
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