

Project 1: Harlem Renaissance Digital Resources

English 1102

Spring 2014

Rough Draft Due: Monday 2/3 for in class peer review.

Final Draft Due: Monday 2/10

In groups, students will create digital resources for studying the Harlem Renaissance. Some possibilities include annotated maps, websites, apps, and [Omeka exhibits](#). Each resource must be related to at least one text we have read, but can also explore ideas or places present in more than one text. Students' resources should incorporate research with precision and reflect through consideration of the course materials.

Students may construct their resources using such programs as [Google Maps](#), Omeka, Power Point, Prezi, Photoshop, Microsoft Word, [Wix](#), or [Weebly](#). You may also be able to use Georgia Tech's web servers. If you use a website, make sure that it is not available to the public.

Using [Google Maps](#), groups can create annotated, interactive maps. Using Google's Custom Maps feature ([instructions here](#)), you can decide how best to design your map. These maps could be part of your resource, or could be your resource, depending on the extent of your project. Maps might include street views, images of buildings, historical information, or links to videos. Examples of resources, some including maps, are the [Digital Harlem Blog](#), [Digital Harlem:: Everyday Life 1915-1930](#), [Stephen Robertson, "Putting Harlem on the Map" in *Writing History in the Digital Age*](#).

Each group will also compose a **500-word rationale** to accompany their digital resource that addresses their design choices, the argument(s) their resource makes, how the resource demonstrates multimodal synergy, and the significance of its contents to our understanding of the Harlem Renaissance. You should also give your resource a title and include it in your rationale. The rationale must analyze at least two quotations from at least one text we have read. **Groups do not need to build all aspects of their resources.** Create what your resource would look like and in your rationale you can describe other aspects that the resource could include and how they would function.



From Stephen Robertson, "Populating a Building in 1920s Harlem: 116 West 144th Street." [Digital Harlem Blog](http://digitalharlemblog.wordpress.com/2012/04/12/116-west-144th-street/).
<http://digitalharlemblog.wordpress.com/2012/04/12/116-west-144th-street/>

Students can also sketch additional images by hand and photograph or scan them to submit them with their rationales

One group member will submit a Microsoft Word document on T-Square including the rationale, at least two images of the resource (**include screenshots of your resource to save the rough and final version of it** in the rough and final drafts of the Word document containing the rationale), and a link to the resource or a note regarding where the contents are located (you can store media files in the Dropbox folder on T-Square or upload additional files, such as a Power Point or pdf with your rationale). If necessary, the group can send the instructor an invitation to view the resource online. Make sure to also provide the names of all of the group members in your rationale document.

The rationale must 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. **You must use your own words in your resource and rationale.** You may not cut and paste content from websites. You can quote appropriately and must acknowledge in your resource all sources for materials to which you refer or images you incorporate. Your project can include links to other resources.

See [WOVENText](#) for a guide to MLA format for works cited entries. When returning to WOVENText, you should review Section 37b, "Working With Quotations," Section 42b, "In-Text Citations," and Section 39, "Acknowledging Sources and Avoiding Plagiarism."

The rough and final drafts are due on T-Square at least thirty minutes before class on 2/3 and 2/10. The project will receive a group grade. Project 1 is worth 20% of the course grade.

Assessment Rubric

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