Literary Studies Resource Guide

What is the Literary Studies Resource Guide?

Like any field of study, literary studies has its own set of theories and terms. The Literary Studies Resource Guide will explore topics related to literary studies and combine them into a resource to help you improve your understanding of literature and help you prepare to write your final paper.

Assignment

This assignment has 2 parts—an individual part and a collaborative part.

As a class, we will decide which topics will be included in our guide. We will also determine what content each entry should include and what the entries should look like. Once the entries have been written, we will organize them into sections and groups will be responsible for writing introductions for those sections.

Individually, you will write an entry for the guide, choosing a topic from the list we create as a class. You will also be responsible for revising your entry as requested by your classmates. Entries will be 1-2 paragraphs and include specific examples from literary works.

Format

As a class, we will decide the format for the individual entries and for the project as a whole.

Important Dates

9/17	Begin to build topic list in class
9/26	Finalize list
	Sign up for topic
10/7	Bring a list of ideas for what content should be in each entry
10/22	Entries due to Moodle
	Assign editing groups
10/24	Determine final format of Literary Studies Reference Guide
10/29	Bring annotated list of topics organized into sections by theme
	Groups choose a section and topics they would like
11/7	Written report from group detailing which topics they would like and what order they would put them
	Negotiate final sections and prepare to write introductions
11/12	Request edits from entry authors
	Begin composing introductions
11/19	Edited Entries to Editing Group
	Completed Section Introductions and Section Order
	Discuss final polishing
11/21	Notes for any final changes
12/3	Completed components of Literary Studies Reference Guide
	Assemble final version

Assessment

This project is worth 30 points (12% of your final grade). You will receive up to 20 points for your entry and up to 10 points for your work with your editing group.

Individual Assessment

	Content	Organization	Presentation
An A Entry 45-50 points	• Contains the required information • Contains at least 4 examples • Is interesting and engaging to read	• Follows the required organization • Uses transitions when necessary • Uses headers or labels when necessary	• Contains no major grammar or spelling errors and only a few minor errors • Follows the design as determined by the class
A B Entry 40-44 points	• Contains the required information, established by the class, but omits a few important details or ideas • Contains at least 4 examples • Is interesting and engaging to read	• Mostly follows the required organization, but deviates in a few spots • Mostly uses transitions when necessary • Mostly uses headers or labels when necessary	• Contains a few major grammar or spelling errors and some minor errors • Usually follows the design as determined by the class
A C Entry 35-39 points	• Contains the required information, established by the class, but omits some important details or ideas • Contains at least 3 examples • Is mostly interesting and engaging to read	• Generally follows the required organization, but often deviates • Generally uses transitions when necessary • Generally uses headers or labels when necessary	• Contains some major grammar or spelling errors and many minor errors • Generally follows the design as determined by the class
A D Entry 30-34 points	• Contains some of the required information, established by the class, but omits many important details or ideas OR contains more random information than required information • Contains 2 examples • Is somewhat interesting and engaging to read	• Sometimes follows the required organization, but usually deviates • Sometimes uses transitions when necessary • Sometimes uses headers or labels when necessary	• Contains many major grammar or spelling errors and many minor errors • Sometimes follows the design as determined by the class
An F Entry Less than 30 points	• Contains little or none of the required information • Contains 1 or fewer examples • Is not interesting and engaging to read	• Rarely or never follows the required organization • Rarely or never uses transitions when necessary • Rarely or never uses headers or labels when necessary	• Contains many major grammar or spelling errors and many minor errors that make the entry unreadable • Rarely or never follows the design as determined by the class

Collaborative Assessment

I will assess the texts you submit to the final project, but you will also fill out a Group Assessment form to help me assess how you worked as a group. You will each fill out a Group Assessment Form that will allow you to let me know your role in the project and how the group worked as a whole. I will then assign a grade to each group member, based on my observations and the Group Assessment reports. Groups will also receive feedback from me.

	Introduction	Organization	Collaboration
Excellent (45-50 points)	• Clearly shows the topic for the section • Clearly shows how each entry belongs in the section and what it adds to the section • Contains no major grammar and spelling errors • Follows the class-directed format	• Group shows a clear logic for choosing topics for their section • Group shows a clear logic for the order in which they present topics in their section	• Group clearly communicates expectations with entry authors • All members have an active role in writing the introduction and organizing the section • Group members actively respond to other groups requests for information and for revision of their entries
Successful (35-40 points)	• Shows the topic for the section, but it's not always clear what the topic is • Shows how each entry belongs in the section but doesn't always make that case clearly OR doesn't clearly show what each entry adds to the section, • Contains a few major grammar and spelling errors and some minor errors • Generally follows the class-directed format	• Group shows some logic for choosing topics for their section • Group shows some logic for the order in which they present topics in their section	• Group generally clearly communicates expectations with entry authors, but there are some misunderstandings about the requested revisions • All members have a role in writing the introduction and organizing the section, but some are more active than others • Group members generally respond to other groups requests for information and for revision of their entries
Unsuccessful (Less than 30 points)	• Does not clearly shows the topic for the section • Does not shows how each entry belongs in the section OR doesn't show what each entry adds to the section, • Contains many major grammar and spelling errors and many minor errors • Rarely or never follows the class-directed format	• Group shows little or no logic for choosing topics for their section • Group shows little or no logic for the order in which they present topics in their section	• Group rarely or never clearly communicates expectations with entry authors • Group requests no revisions from entry authors • All members do not have a role in writing the introduction and organizing the section • Group members rarely or never respond to other groups requests for information and for revision of their entries