Assignment Sheet
Artifact 2: Textual Annotation with Analysis

For this assignment, **you will choose one of the primary texts we are reading for this class**, or you may choose a text that is not on the syllabus if you wish (please see me for aid), and **annotate it.** You should imagine yourself the editor of this text, designing it for a specific audience. Consider who that audience is, and what information in the text might be most important for them to know. You will provide that knowledge, perhaps through defining unfamiliar terms, pointing out locational information, or by analyzing parts of the text. This information will be provided to your audience via notes embedded in the text.

In order to make our annotations and texts standardized, we will utilize GT's WordPress blog feature. I will create a blog site for you to post in, and provide instructions for how to insert jump links for your annotations. By using the blog's features, you will essentially help author a crowd-sourced informative digital text about 18th Century literature.

We will undergo two rounds of in–class peer review in order to make sure you are on the right track for your commentary, and will practice textual analysis in class, so that you will feel confident in the critical annotations you make.

***Since we will be using a digital format, the affordances of which go beyond Written mode, you must incorporate either the Visual or the Oral mode into your final post in some way. How (image, audio, etc) is up to you.

Requirements for Choosing Your Text

We are reading several genres of texts in this class: periodicals, poetry, letters of all kinds, and non-fiction and fictional prose. You must choose a text that will give you multiple opportunities for commentary. This means that if you choose to annotate one of *The Spectator's* entries, you should choose one that is more than a page long. If you choose a poem, you must include the entirety of it, or you may choose a pair that work together. This does NOT mean that every line/sentence must include an annotation.

Requirements for Annotation

You should include **AT LEAST 15 annotations, 10 of which must be analytical commentary**, rather than informational (e.g. analysis or close reading versus definition of terms). If you include more annotations, which I encourage you to do, you may not decrease the ratio of analysis to information in your annotations – 2/3 analysis to 1/3 information – though **you may have more than 2/3 analytical annotations, you may not have less**.

Creating your annotations may require some research on your part. When you must use information gleaned from another source, cite it using MLA Style formatting (the Purdue OWL website should provide the information you need). **When choosing your sources, DO NOT use Wikipedia.** I am more than happy to help you conduct research into your topic and will give a brief tutorial on working with the library's website. Wikipedia is a good starting point, but it is not a credible end point for research. Any analysis that you do on your own, without utilizing information from any other source does not need to be cited. **You must include a Works Cited at the end of your blog post**.

- For definitions, I recommend: The Oxford English Dictionary
- For Biographical information, try: The Oxford Dictionary of National Biography

Google can help you get started, but you should be cautious of the information found on the internet. Our library provides access to many online holdings that could be of use to you, as will Google Scholar. If you have questions, please don't hesitate to ask or come to office hours.

Due Dates and Submission Guidelines

- **Wednesday, February 20, by 9 pm – Identify Text to Annotate**
  - **Submit Word Doc on Canvas**
    - Under **assignment submission tab,** select **"Artifact 2 Text"**
    - Submission is like adding an email attachment

- **Monday, March 4 IN CLASS – Draft 1 of Annotations**
  - **Submit Word Doc on Canvas**
    - Under **assignment submission tab,** select **"Artifact 2 Draft 1"**
    - Submission is like adding an email attachment

- **Friday, March 8 IN CLASS – Draft 2 of Annotations**
  - **Submit Word Doc OR link to your blog post on Canvas**
    - Under **assignment submission tab,** select **"Artifact 2 Draft 2"**
    - Submission is like adding an email attachment

- **Monday, March 11, by 9 pm – Final Post of Annotated Text**
  - **Publish Post on BLOG**

- **Monday, March 11, by 9 pm – Individual Reflection**
  - **Submit Word Doc on Canvas**
    - Under **assignment submission tab,** select **"Artifact 2 Individual Reflection"**
    - Submission is like adding an email attachment

Points Breakdown

The artifact is worth **170 points** total (**20%** your final grade in the course). The grade breakdown is roughly as follows, and, as always, I will use the programmatic rubric to guide my assessment of your assignment.

Points	Requirement for
15	Draft Submission: Submitting text identification and drafts of annotations.
15	The Basics: On time, meets required elements
80	Annotation Content: Meets requirements for analysis; demonstrates substantive thought in terms of context and information; demonstrates some elements of research beyond Wikipedia or dictionary entries; demonstrates effort to make an argument about the text
20	Awareness of Rhetorical Situation of Text: demonstrates some understanding of source text's genre; displays audience awareness for annotations and of the blog's potential audience
20	Digital Design: demonstrates use of jump links; considers potential for inclusion of other modes beyond written
20	Reflection: Consideration of your thinking that went into the project throughout each stage. What might you do differently next time? What did you learn about not only the design process (e.g. tools used, finding or creating images needed, thinking of elements like materials, etc), but also about what interests or concerns you about the topic?
170	**Total**

Assignment Sheet
Artifact 2: Textual Annotation with Analysis

<u>Programmatic Rubric</u>

Scale	Basic	Beginning	Developing	Competent	Mature	Exemplary
Rhetorical Awareness Response to situation, including purpose, audience, register, and context	Overlooks two or more aspects of the situation or assignment, and thus does not fulfill the task	Overlooks at least one aspect of the situation or assignment and thus compromises effectiveness	Attempts to respond to all aspects of the situation or assignment, but the attempt is incomplete	Addresses the situation or assignment in a complete but perfunctory or predictable way	Addresses the situation completely, with unexpected insight	Addresses the situation in a sophisticated manner that could advance professional discourse on the topic
Stance Argument, significance and implications ("so what" factor)	Involves an unspecified or confusing argument; significance is not evident	Makes an overly general argument; significance is difficult to discern, or not appropriate to the rhetorical situation	Makes a simplistic or implicit argument, or multiple arguments that have no clear connection to one another; gestures towards significance, but does not fully develop it	Makes an explicit and straightforward argument that does not oversimplify the problem or question; explores at least one implication of the argument in depth	Makes a complex, unified argument that clearly articulates a position or stance; explores multiple implications of the argument	Offers an inventive, expert-like argument that clearly articulates a sophisticated position/stance; explores multiple implications of the argument in a compelling manner
Development of Ideas Evidence, analysis, and substance	Claims requiring support are not backed by necessary evidence; lacks analysis of major pieces of evidence; content is not substantive	Evidence and/or analysis is weak or contradictory; does not account for important evidence that could support or disprove the argument	Evidence provides minimal but necessary support to each point; attempted analysis is not sufficient to prove the argument	Evidence and analysis are substantive; they support the argument and related claims, but are mostly predictable	Evidence fully supports and proves the argument and all related claims; evidence is always paired with compelling analysis	Evidence and analysis are precise, nuanced, fully developed, and work together to enhance the argument,
Organization Structure and coherence, including elements such as introductions and conclusions as well as logical connections between points	Lacks unity in constituent parts; fails to create coherence among constituent parts; contains major argumentative holes or fallacies	Uses insufficient unifying statements; uses few effective connections; some logical moves necessary to prove the argument are absent	Uses some effective unifying claims, but a few are unclear; inconsistently makes connections between points and the argument; employs simplistic organization	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 logically and progressively; adapts typical organizational schemes for the context; achieves substantive coherence	Artifact is organized to achieve maximum coherence and momentum; connections are sophisticated and complex when required
Conventions Expectations for grammar, mechanics, style, citation	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	Meets expectations in a virtually flawless manner	Exceeds expectations and manipulates conventions to advance the argument
Design for Medium Features that use affordances of the genre to enhance factors such as usability and comprehensibility	Lacks features necessary or significant for the genre; uses features that conflict with or ignore the argument	Omits some important features; distracting inconsistencies in features; uses features that don't support argument	Uses features that support the 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

Required Elements for Reflection

Write **a one-paragraph introduction** to the artifact that articulates your intellectual process for this project. Put another way, explain where your ideas came from and how they evolved during the course of the project. You should also discuss how composing processes (examples: prewriting, outlining, drafting, peer review, revising, editing) affected your intellectual process, and vice versa.

After the introductory paragraph, compose bullet points answering each of the following questions. **Compose 2-3 bullet points per question and 1-3 complete sentences per bullet point.** Review this assignment sheet as you compose your answers.

1. What were the main intellectual goals of the assignment? Please situate these goals in terms of the course theme and in terms of the communication skills you were to learn or practice.
2. What is your argument or purpose? How did you make the argument or purpose visible and persuasive in your artifact?
3. Who is the intended audience for your artifact; why is this an appropriate audience? How is your choice of audience reflected in your artifact?
4. What are the defining features of the genre or media that you are using in this project? How do you make use of these features?
5. If you had more time for revision, what would you change and why?

Some Helpful Sections of *WOVENText*

- **Chapter 17.5 on Critical Analyses: p. 367**
- **Chapter 17.8 on Creating Blogs: p. 390**
- **Chapter 22 on Evaluating and Choosing Sources: p. 578**
- **Chapter 23 on Integrating and Documenting Sources: p. 614**
  - **Especially 23.7 on MLA Style: p. 651**
- **Chapter 24.1 on Revising Your Work: p. 689**

Instructions for Annotating Text in WordPress

In order to complete your annotations, you will type or copy and paste the body of your text into the draft of the blog post. You will then add a footnote for each annotation. Below you will find detailed instructions for how to complete this process; make sure to read through them carefully to avoid making unnecessary mistakes and/or losing points.

First, though, some major suggestions to keep in mind:
- **Save, save, save**. WordPress and other online text editors can be fickle friends. I *highly* recommend writing all your annotations in a separate document you can save frequently (save these for your portfolio, as well!). If you choose to write your annotations directly in the WordPress text editor, be sure to safe your draft as often as possible.
- **Give yourself plenty of time to work on making your footnotes.** The process is simple once you get used to it, but it's not mindless. **DO NOT wait until the last minute!**
- **Technical difficulties are *not* an excuse** for failing to complete this assignment on time, nor an excuse for your jump links not to work after submission. **Double check** that your jump links work before submitting your artifact. (If you need an extension because of technical difficulties, however, that is different, and you should be sure to talk to me if you're having issues.)
- The footnotes will make the body of your blog post very long. Please insert a "read more" cut after your document and before your footnotes to help streamline the blog's main feed.

Preparing for Annotations

I recommend preparing the text of your annotations *before* you begin to insert the footnote code. Your footnotes will be numbered, and they should appear in order. If you miss a footnote or add one at the last minute, you will then have to renumber all the ones that follow. Be aware of that risk!

Each of your annotations should be assigned a number in the text; that number should follow the last word in the sentence or phrase to which your annotation is relevant. Put the number in brackets, without a space after the previous word. In your blog post, it would look something like this:

"...Wortley Montagu wrote this super smart thing[1] and I have a really cool annotation[2] to share about it."

Put the text of your annotations at the bottom of the post, in the order they are encountered in your document. Number each of them with its corresponding number. That would look a little something like this:

"...document ends here.

_____
1. Super smart annotation text
2. Super smart annotation text"

Inserting Links for Annotations

Getting all your text written and in place on the document is step one. Next, you're going to create "jump links" to let your reader more easily find each annotation. What this means is that we're going to turn each of the bracketed numbers you have in the text into a link that will drop you down to the bottom of the page--directly to the annotation for that number. This is not an overly complicated process, but allot time to make sure it works correctly. I've included step-by-step instructions below, but you can also go to this video if you prefer having a visual walkthrough. (The code she uses is very slightly different than the one we'll use, but the process is the same.)

To make the jump link work, it requires the insertion of two pieces of code--one for the link in the text, and one to tell it where to go.

STEP ONE: Change view
When you're looking at the Wordpress text editor, there should be an option on the top right of the text box to switch from "Visual" to "Text." **Click on "Text."** This will change what you're looking at in the editor because it reveals the code used to format the post.

STEP TWO: Insert link
Find your first bracketed number. Highlight it.

Copy and paste this code, exactly, in its place:
`<a href="#annotation-one"><sup>[1]</sup></a>`

The original [1] should be gone, replaced by the above code.

STEP THREE: Insert destination
Go down to your first annotation. Put your cursor before the number.

Copy and paste this code, exactly, into that spot:
`<a id="annotation-one"></a><small>`

STEP FOUR: Save and check
For your first annotation, I recommend stopping here to publish the post. Check to make sure your links work. The footnote number in the text should now be a superscript (that is, a little number hovering above the text) and if you click on it, it should jump you down to the bottom of the page, at or near its connected annotation. The text for your annotations should also now be smaller than the text for your historical document.

If it doesn't work, revisit the code to make sure you don't have any errors.

STEP FIVE: Continue inserting links
For the remainder of your annotations, you will repeat this process, with one major change: you will need to update ALL the numbers (in text and numeral forms) referenced in both sets of code.

Your second footnote link, for instance, would need to read:
`<a href="#annotation-two"><sup>[2]</sup></a>`

Similarly, your second destination would need to read:
`<a id="annotation-two"></a><small>`

****Please note that for the footnote link, you would need to **change TWO pieces every time**--the written-out number in quotation marks, and the numeral in brackets. The destination only needs to change the written-out number.

***I will supply you with a list of handy codes for WordPress so that you can make your posts look neat, including wrapping text around images, a link to return to the body of the text from your notes, and hanging indents for your Works Cited.**