

These assignments are included with J. Bret Maney's webtext "Cartographers in the Literature Classroom: Using CARTO and Wordpress to Build a Digital Public Writing Project" published in Kairos: Rhetoric, Technology, Pedagogy, available at http://praxis.technorhetoric.net/tiki-index.php?page=PraxisWiki%3A_%3ACritics+and+Cartographers.

April 12

ENG 308: NYC Literary History Mapping Project Overview and Proposal

The second essay will involve a literary history project based in New York City. Your aim is to identify and research a New York site that has a bearing on American literature and examine how its present relates to our literary past. You will visit the site and take photographs (including a selfie to prove you were there). You may also interview people, perform library research, record a short video, among other activities.

The second essay will be expanded into and result in a final multimodal essay with a short presentation to the class during our final exam meeting. Once posted online (under your name, your initials, or a pseudonym) and made accessible through a mapping interface on our course website, your writing will become a contribution to the digital documentation of our city and region's literary history.

This writing project will involve several phases, including a proposal, blog posts, and peer review. The first task is to propose a site and text(s) for your project. Everyone in the class must review a different site. Selection is on a first-come, first-serve basis, so if you want to stake out a claim to a given site, post on the Blackboard "Proposals for NYC Literary History Project Essay" blog ASAP. The proposal is due on Blackboard no later than April 16.

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April 21

ENG 308: NYC Literary History Mapping Project Research & Blog Posts

Once your text is approved in consultation with the instructor, you should develop a plan and timeline for your research and writing. Such research includes the visit to the site, online research, and in most cases a library visit. As you progress through the project, you will write three blog posts (in any order). The first is due on **May 1**; the other two should be completed no later than **May 5 before class**. You should post them to your Editorial Group on Blackboard. The aim of these blog posts is to produce chunks of writing as you go through the research process, parts of which you will re-use in your essay. The rough draft of your essay is due on **May 9**. Part of our class on Thursday, **May 12**, will be devoted to a peer review session.

Site Blog Post: Document your visit to the site through notes and photographs. Think like a professional writer: you are telling a story about this New York site and its connection with our near or distant literary past. What will help you craft an interesting narrative for your readers? Pick up brochures, quiz tour guides, talk to passers-by, take photos of informational placards, jot down stray thoughts, and don't forget to take a selfie while there. Write a 250-word post describing the site and your visit and attach a few pictures (including the selfie).

Literary Text & Research Blog Post: After re-reading your literary text and performing some print and online research, write a 250-word post about your literary text(s). You will probably find it helpful to start by providing a plot summary and context for the work (once again, think like a writer who is presenting a text to a digital readership who may or may not be familiar with it). Next, write about the connections you want your reader to draw between your text(s) and site.

Works Cited Blog Post: Keep track of the sources you consult and use throughout the project. This record is important for two reasons: to maintain your academic integrity and because your project will eventually live online. To receive credit for this blog post, your sources must be in flawless MLA format. The Purdue Owl Site gives formats for Books, Periodicals, Electronic and Other Sources. If you're struggling with the format for a particular source, you can email me and we'll examine it in class.

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April 28

ENG 308 NYC Literary History Mapping Project: The Rough Draft

Your final blog post is due on **May 5**. The purpose of these blog posts is to produce chunks of writing as you go through the research process, parts of which you will re-use in your essay. The rough draft of your essay is due on **May 9**. It should be posted on that date as a Word document to your Editorial Group on Blackboard. Part of our class on Thursday, **May 12**, will be devoted to a peer review session, so it's important you keep to schedule.¹ The rough draft should be 750-1000 words and have a title. Different ways to structure your NYC Literary History Research Essay will be discussed in class on May 5.¹

¹ If you've fallen behind or have concerns about your progress, now is the time to get in touch with the instructor, have your questions answered, and for us to come up with a schedule to get you back on track. I'm here to help and want to see you succeed. Stay after class tonight and let's set up an appointment.

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May 12

Peer Editing & Final Draft of NYC Literary History Mapping Project & Final Exam

Your role in this assignment has been that of a professional writer. You began the process by pitching the site and literary text you wanted to write about ("the proposal"), are seeing your essay through several drafts in concert with your peers who function as assistant editors ("the rough draft" and "peer editing"), and will submit the finished draft to me for final editing ("the final draft") and prior to digital publication in our jointly-authored [Mapping New York's Literary History Project](#). My role throughout, from the proposal onward, has been similar to that of an editor-in-chief.

Peer Editorial Work (You = Assistant Editor)

You will complete this peer review in class or at home. Type up your comments in a Word document and submit to your Blackboard editorial group for a grade by Friday, May 13 at midnight. It is very important that you keep to this deadline because if you don't, you're holding up your peer's own revision process. Peer editing counts as 5% of your course grade so do a bang-up job. Aim for one double-spaced page of solid feedback and title your Blackboard post clearly.

Final Draft of Essay

Based on your editorial work with peers, revise the rough draft of your essay. Note that you may continue exchanging ideas and giving and receiving feedback with your peer editor after May 13. You are also welcome to visit the ACE Center, come to office hours, or consult friends and fellow writers. On or before Wednesday, May 18 by midnight, submit the final draft of your essay in your peer editing group as a Word document. I will edit your essay and return it to you with my feedback promptly.

Multimodal Essay & Short Presentation (= Final Exam)

The final exam will consist of reviewing my suggested edits and changes, revising the essay once more, and turning it into a [multimodal essay](#). The deadline to send me your revised multimodal essay is **May 25 at 8 a.m.** This deadline is in place to give me enough time to upload your essays to our [website](#). Please send the multimodal essay to

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The final exam meeting will be held on **Thursday, May 26, from 6:00 p.m. – 8:40 p.m.** In the short presentation you give in class, your final essay will be shown on the projector, and you will have 3-4 minutes to talk about your research and findings, show a clip from your multimodal essay (optional), and answer questions from the audience.