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.

February 18

ENG 308: Review Essay Overview and Proposal

In the review essay, you will choose a poem, short story, novel, film, play, exhibition, album, or other "cultural production" related to our study of American literature up to February 25. Themes that connect our coursework and your review text may include but are not limited to American identities, immigration, American arrivals, the Revolutionary War, borders, and multilingualism. The review text may be contemporary or old, yet I recommend that you choose a contemporary text about which the jury is still out. If you choose an older text, I'll ask you to write a re-evaluation of that text from the standpoint of the present. However, my only hard and fast requirement is that the materials we've studied together will allow you to shed led light on the text under review in a way that would not have been possible before the start of the semester. That is to say, there should be an organic link between the themes we've been thinking and writing about and the text you're evaluating as a critic.

This writing project will involve several phases. The first task is to propose a text for review. With the exception of those choosing Hansberry's *A Raisin in the Sun,* everyone in the class must review a different text. Selection is on a first-come, first-serve basis, so if you want to stake out a claim to a given text (e.g., a popular film), post on the Blackboard "Proposals for Review Essay" blog ASAP. The proposal is due on Blackboard on February 23.

Once your text is approved by the instructor, you will (re)read, visit, watch it, etc., and proceed to write a three-page rough draft of your review. This rough draft will be read and commented on by a small group of peer editors. Based on your assessment of their feedback, you will write a second draft, which will be submitted to the instructor. The instructor will provide you with additional feedback, which you will use to generate a final review essay. This review essay will then be posted on an online forum,[1] where it will become part of the exchange of ideas, and submitted for a grade. As mentioned above, the proposal is due on Blackboard on **February 23**. The first draft will be due about two weeks hence and the final project will be completed no later than the last week of March. Firm deadlines will be established as the projects move forward.

As we progress through the different phases of this project, further details will be provided on how to write a compelling review essay, how digital writing intended for the general public differs from the traditional student essay, and how to be an effective editor of other people's work.

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[1] Examples of online fora include amazon.com, imdb.com, goodreads.com, an undergraduate journal of writing, a cultural blog, the campus newspaper, a web zine, among many others. *Nota bene*: the online review does not have to be posted under your real name.

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ENG 308

Review Essay: The Rough Draft

Based on our class discussion, the writing guides posted on Blackboard, and your study of published reviews, write a 750 to 1000-word review essay on the text proposed by you and approved by the instructor. Cite your sources using MLA format and include a Works Cited section. Please scrupulously follow college guidelines regarding plagiarism.

Due Dates:

March 4 before the end of the day: A 125-word blog post providing an update on the status of your review project is due on Blackboard.

March 11 before the end of the day: The rough draft is due on Blackboard. Post it in your peer-editing group.

The following are the basic **criteria** you should use to **identify plagiarism**:
• Changing just a few words or phrases of an original text.
• Copying of source "word-for-word" without quotation marks or citing of the author.
• Taking an author's idea without crediting him/her.
• Copying a major word or phrase without quotation marks and/or without crediting the author.
For more complete information, see the CUNY Academic Integrity Policy.

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Peer Editing & Final Draft of Review Essay

Your role in this assignment has been that of a freelance writer. You began the process by pitching the text you wanted to review ("the proposal"), are seeing your review 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. My role throughout, from the proposal onwards, has been similar to that of an editor-in-chief of a publication.

Peer Editorial Work (You = Assistant Editor)

You will begin this process in class. At home, finish editing and writing feedback on your partner's review. Type up your comments in a Word document, email them to your partner, and submit Blackboard for a grade by Friday, March 18 at midnight. It is very important that you keep to this deadline because if you don't, you're holding up your partner's own revision process. Peer editing counts as 5% of your course grade so do a bang-up job.

Final Draft of Review Essay

Based on your editorial work with peers, revise the rough draft of your review. Note that you may continue exchanging ideas and giving and receiving feedback with your peer editor and peer editorial group after March 18. You are also welcome to visit the ACE Center.

On or before Friday, April 1 by midnight, submit the final draft of your review essay on Blackboard as a Word document. In your file, indicate where you intend to publish your review. I will edit your review and return it to you as quickly as I can but withholding the grade. After incorporating some (or all) of my suggested changes, you should post your review online using your name, your initials, or a pseudonym (this is your decision and will have no effect on your grade). Once you share the URL for your review on the Blackboard Blog, I will post your final grade for the project.

What if I want more feedback before submitting my final draft? Get feedback from another student in your group or schedule a face-to-face conference with me in office hours on March 22, 24, 29, or 31. (If you work during those hours, email me and we'll find another time to meet.) Alternatively, consider volunteering to have your paper "workshopped" in class. We'll spend ten minutes together as a group at the start of class to help diagnose

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what works and what could be improved in your review essay. Workshopping is a great learning opportunity for all involved. Please email me if interested.