UNIT 2
Group Project: Omeka Exhibit for the Baldwin Library

ASSIGNMENT SUMMARY

Omeka Exhibit on Early Science Writing for Children (200 points) - For this assignment, teams of 3-4 students will work together to create a themed online exhibition for the Baldwin Library of Historical Children's Literature, using materials available from the digital annotated bibliography "Guiding Science" or the UF Digital Collection. Students will work in groups towards the creation of a digital archival exhibit. The theme of the entire collection is "Early Science Writing for Children," and each group will work on one themed exhibit that fits within that broader idea. The final products will be published on an Omeka site hosted on the Baldwin domain.

Possible themes for your team's exhibition might include:
- Amateur vs professional authors/scientists
- Forms of science instruction, comparing formats like poetry, epistolary, catechism, fairy tales.
- Hard sciences vs soft sciences
- Scientific illustrations
- Topical by Subject (Botany, Geography, Health)
- Topical by Author
- Topical based on author biographies (i.e. three authors who were all the children of ministers, or women married to professors in the sciences).

Each exhibit page will look different depending on the topic of the exhibit. Some exhibits will be more text-heavy while others will be more image-heavy. Additionally, some tools, pages, and plug-ins will be helpful for some exhibits but not for others. For example, an exhibit on scientific illustrations might benefit from slide shows, while an exhibit on different formats of science writing might be far more text heavy. Groups are encouraged to individualize their exhibits by incorporating features best suited for their project.

PROJECT STAGE: TEAM CONTRACT AND EXHIBIT OUTLINE (25 PTS)

Team Contract - Each team will use the Effective Team Dynamics workshops to compose a team contract to help negotiate their collaborative work and establish team expectations.

1 copy per team is due to Canvas by Wednesday, February 21 by 11:55pm.

A template for a team contract is available in Canvas in the Unit 2 folder. Each team is welcome to customize the template as they see fit, so long as they have had thorough and substantial conversations on each of the topics listed. Successful team contracts will be thorough, carefully thought out, specific to the current team, and actionable. ("We will all check our email once a day" instead of "We will all communicate regularly.") A strong team contract based on the template will likely be 3-4 pages.

All team members should plan to sign the document (digitally, or print, sign and scan to upload) and agree to all of the practices outlined before turning it in. The team contracts will be graded on the Project Stage scale (syllabus page 7).

Effective Team Dynamics Workshops will take place in class on February 16 and March 2.

TEAM CONTRACT AND EXHIBIT OUTLINE (cont.)

Exhibit Outline: In addition to the team contract, each team will propose a theme and an outline for their online exhibit, based on the form usually used to propose an exhibit: (http://exhibits.uflib.ufl.edu/docs/ExhibitProposal_form.pdf).

Each outline should be approximately **2 pages long (400-600 words)** and should be a separate Word/PDF document.

1 copy per team will be due to Canvas by Wednesday, February 21 by 11:55pm.

Each exhibit outline should include sections about:
- Exhibit Theme - 50-100 words about the proposed theme, its relevance to the course, and potential interest
- Exhibit Abstract- 250-500 words describing the exhibit, intended audience, purpose, outcomes
- Types of Materials to be Included: outline or list of potential books, photographs, manuscripts, original art, A/V

Teams are welcome to engage with the original research team members completed from Unit 1 or to propose a theme based on their areas of interest (early engineering books, botany, amateur scientists, etc.); each team is encouraged to look through the materials that have been digitized by the Baldwin Library and select areas of common interest. Teams should plan to feature the materials available through the Baldwin's digital archives - a full list of texts is available on Canvas - and augment the exhibit with other materials as necessary.

Each exhibit outline will be submitted with the team contract and will be shared with the Curator of the Baldwin Library, Suzan Alteri. She and the instructor may have feedback about the proposed trajectory of each exhibition that should be factored in to the final exhibition plan.

PROJECT STAGE: GROUP PRESENTATION (75 pts)

On either **Wednesday, March 7 or Friday, March 9**, in class, each team will give a brief (8-10 minute) tour of their online "exhibition," to their peers and instructor. Each presentation should point out the key features, highlights, and elements of the exhibit that stand out. Students might envision this as a tour of a (digital) museum exhibit that is scheduled to open the following week. Each team should highlight the elements of the exhibit they are most proud of, as well as any work that has yet to be completed. Each team should strive to make the presentation engaging, interesting, entertaining, and informative for the audience; teams may consider ways to make the presentation interactive.

Following the "tour" of the exhibition, each team will have a Q&A session, where peers and the instructor may ask questions about the exhibition, the content, the information provided, or the backend set up of the Omeka site (3-5 minutes).

The total time for the presentation and Q&A should not exceed 15 minutes.

By 11:55pm on Friday, March 9, each team should submit one copy of the following items to Canvas:
- Team script or talking points for the presentation
- Any A/V used for the presentation (PowerPoint, Prezi, video, audio)
- A video of the presentation taken during class (by a teammate or a fellow classmate)

Students who are not presenting will provide peer feedback during the presentation through written comments, questions, and Tweeted questions/comments. Peer feedback will be graded as a part of the course participation grade.

FINAL ARTIFACT: OMEKA EXHIBIT AND CONTRIBUTOR'S STATEMENT (100 pts)

Each team will assemble and turn in one exhibit using Omeka by Monday, March 12 at 11:55pm: a link to the exhibit should be submitted to Canvas by this date. As a baseline, each exhibit must include the following:

1. An Introductory Essay Page
- The essay should explain the focus of your exhibit, why this focus was chosen, and what we can learn about science education, children's literature, authorship, the rhetoric of science, and/or the history of science from your exhibition.
- Each essay should be at least 1000 words and include a Works Cited in MLA 8
- Each essay should be multimodal and make use of the affordances of a website to introduce the material

2. The Exhibit Page(s)
- The exhibit should center around digitized images of texts from the Baldwin and explanatory captions.
- The exhibit should use appropriate captioning; peruse other online exhibits for inspiration. Oftentimes, these captions are closer to full paragraphs than individual sentences; think explanatory plaques in museums.
- The exhibit should keep copyright restrictions in mind. If the exhibit features books still in Copyright, discuss possible restrictions of use with your instructor. In order to be mindful of copyright, exhibits may include more graphics of your own making, like charts, graphs, and timelines.
- All images of texts from the Baldwin must be cited and credited to the Baldwin.

3. Bibliography for Further Research Page
- In addition to appropriate credit for all secondary scholarship cited in essays and captions, each exhibit should have a separate page listing additional sources for those interested in researching the topic further. This should include relevant scholarly books and articles that address your topic.
- This page may also include additional primary sources that would fit within your exhibit but may not be in the Baldwin (digitized texts in HathiTrust for example).
- This page should serve as a resource for scholars and students who want to continue the work you began in this course.
- This page may also include information from the Unit 1 Research Project, including a call for more research on under-recognized or hard to find authors.

4. About Us Page
- This page should describe and credit the authors and researchers of the exhibit: you!
- This page should include a description of the group (Georgia Tech students, 1102 course theme) and assignment in your own words
- This page should also include individual bios for each contributor. You may include majors, research interests, career plans, and, if applicable, main role in the project (ie. editor, contributor, researcher, author, digital engineer, etc). You may use the job titles from the Team Contract if relevant.

Individually, each team member will also turn in a **Contributor's Statement** to Canvas. This 300-500 Word document/PDF will discuss the following:
- The inspiration or idea behind the exhibit
- The research and composition process of the exhibit
- The role the student played in the team and in the research/composition process
- The elements of the exhibit the student is responsible for
- A discussion of the team dynamics and a reflection on the role of the teamwork workshops in that dynamic
- Any other information the student wishes to share with the instructor

The Contributor's Statements, in conjunction with the CATME assessment from team members, will be used to assess the "Collaboration" portion of each student's grade (see Rubric on page 5).

Resources

Georgia Tech's Communication Center is located in Clough Commons, Suite 447. It is an excellent resource for all students (undergraduate or graduate) who want help with a communication-related project, from their multimodal assignments for English 1101 and English 1102 to graduate school applications, from engineering and science reports to oral presentations, from storyboards for videos to poster designs, from grant proposals to job cover letters and resumes. The trained professional and peer tutors in the Communication Center help all students with their written, oral, visual, electronic, and nonverbal communication in every discipline. The staff includes professional tutors specially trained to assist non-native speakers. All services are free and confidential.

> Website for Appointments: communicationcenter.gatech.edu/content/make-appointment
> Phone: 404-385-3612

Karen Viars (LMC Subject Librarian) - Office hours on Tuesdays from 1:30-3 p.m. in the Sci-fi Lab, Skiles 349A and Thursdays from 1:30-3 p.m. in the Design and Social Interaction Studio, TSRB 209. For updates to this schedule see https://karenviars.weebly.com/officehours.html
You can email her questions at karen.viars@library.gatech.edu.

Alison Valk (Multimedia Librarian)- Alison will host a tutorial on Omeka in class on Monday, February 19. She is also available for office hours by appointment.

Omeka Guides
- Up and Running with Omeka (http://programminghistorian.org/lessons/up-and-running-with-omeka)
- Creating an Omeka Exhibit (http://programminghistorian.org/lessons/creating-an-omeka-exhibit)

Baldwin Library of Historical Children's Literature at the University of Florida:
Suzan Alteri (Curator) You can email her questions at salteri@ufl.edu.
UF Digital Collection Homepage: http://ufdc.ufl.edu/
Guiding Science Annotated Bibliography: http://cms.uflib.ufl.edu/guidingscience/bibliography

Sample Omeka Exhibits:
UF Baldwin Paratexts Project (https://ufbaldwinparatexts.omeka.net/): This site is simpler than yours will be, but our final project will follow a similar design to this one, with a home page for the entire collection and linked pages for each thematic exhibit.

Cradle and Grave: Childhood and Death in the Baldwin Archives (http://cradleandgrave.omeka.net/): This digital collection showcases materials in the Baldwin Archive; the exhibits were entirely constructed by University of Florida students enrolled in Kristen Gregory's Spring 2016 LIT 4930 course, which focuses on the presence of death in literature for and about children.

James Monroe Papers (http://projects.umwhistory.org/jmp/about-us): Student constructed project contains great examples of a student About Us page, a Bibliography for Further Research, and additional tools you might consider adding to your exhibit like maps and timelines.

RUBRIC

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; could be presented to target audience with small changes	Addresses the situation in a sophisticated manner that could be presented to target audience as is.
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. Organization impedes understanding.	Uses insufficient unifying statements; uses few effective connections; some logical moves necessary to prove the argument are absent. Organization does not improve understanding.	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. Logical organization supports understanding.	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. Organization anticipates readers' needs.
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.
Collaboration Group dynamics, jobs within a group, demeanor, potential for positive influence over the collaborative process	Unsuccessfully contributes to group project.	Works with group in limited fashion, makes minimum contributions; individual work is late or incomplete; is unwilling to bend or negotiate with group.	Contributes work, completes apportioned work load; does not contribute to group dynamics in additional ways; causes conflicts or is unable to diffuse conflicts among group members	Completes individual work skillfully and in a timely manner; performs one or two roles within the group well but is unwilling to take on new roles or be flexible.	Promotes overall improvement of individual work through group dynamics, takes on new roles with success, encourages peers; diffuses potential conflicts	Skillfully manages group dynamics, negotiates group workload and roles with ease, improves group's morale and work through encouragement and high standards