Group Project 1 – Group Anthology

What? An anthology is a collection of literary works chosen by the compiler.

Why? Classroom anthologies are exercises designed for students to engage in a collaborative learning experience. The aim is to strengthen or develop skills in leadership, interpersonal influence, teambuilding, life-long learning, research, and content mastery.

How? The anthology topics will be chosen by students and groups will be allowed to choose their topic preference by randomization in class. The anthology topics will be the same as the topics for the second project: the debate. In fact, one of the anthology's objective is to prepare arguments for the debate. All group members are expected to participate in the research, development, and presentation of your anthology and debate.

Each student will need to review other groups' work (peer review) on ELMS. Peer reviews will be assigned on ELMS after the individual and first draft submissions are completed. Each student will be assigned two peer reviews and each student is required to complete all assigned peer reviews. **Incomplete and/or missing reviews will receive an individual or group grade penalty of 10% of the assignment's grade (per peer review).**

Each participating member will receive an instructor grade that will reflect the overall grade of the group. At the end of the project, team members will evaluate each other (peer evaluation). The peer evaluations will consist of 10 points in the overall project, and **the individual's peer evaluation grade will be an average of all the group members' grades to the student**. When you submit your peer evaluations, you must include the complete name of the student you are evaluating, **grade penalty for non-compliance is 5%**. **Incomplete or missing peer evaluations receive a grade penalty of 20%.** Peer evaluations are used for accountability purposes and should reflect a student's contribution to the group work.

Anthology Instructions, Examples, and Tips

Choosing a source and submitting them to the instructor:
1. Total of six credible sources
2. Stay away from blogs, opinions pieces with no references, Facebook posts, biased publications
3. Credible sources tend to be peer reviewed publications, opinion pieces with lots of referenced data as backing, news reports from reputable publications
4. Each student will review individually 2 sources
5. Each source will be reviewed by more than one student

Source Summary (this is the most common feedback I give students after their individual submissions)
1. Be concise, do not "waste" unnecessary words such as "this article talks about" or "the authors find that"
2. Be specific, broad arguments are easy to counter and tend to be weaker
3. When possible, use data and numbers to back up your arguments
4. Do not use conversational language
5. Refer to the resources posted on ELMS – there are good tips there
6. Revise each other's writing and grammar
7. Do not ignore the comments on ELMS
8. Peer reviews are required – you need to provide comments as well as use the rubric.

Peer Reviews

1. You will need to submit two peer reviews for the individual submission and two peer reviews for the group draft submission.
2. ***Peer reviews are anonymous.***
3. For your peer reviews, you MUST submit a grade using the rubric and comments on the comment box.
4. ELMS/Canvas assigns the peer reviews randomly.
5. When you review the group draft, you may be assigned two students that belong to the same group (which means you will see the same document twice). If that happens, you may provide comments and your review only once.
6. When you review the group draft, you may be assigned a student that is in your own group (which means you will see your group's submission). If that happens, please provide feedback as you would if it was another group. Try to think critically about your own work from a different perspective (not the writer, but the reader).

Source Summary Examples

"Bad" Example:

This source talks about how the world will move from fossil fuels in a manner that does not scream, we must stop right this second. He first talks about how there is a lot of money, personal and commercial, tied into the fossil fuel industry, and if the fossil fuel industry were to cease to exist right this moment then the money tied up in fossil fuels would become valueless. He talks about the three things that would help move away from fossil fuels and they are: Regulation, money, and moral judgement.

Word count: 92

"Good" Example:

The world will slowly move away from fossil fuels. If the $5.2 trillion dollar fossil fuel industry were to cease to exist immediately, the personal and commercial assets that are tied to this industry would become valueless. Moreover, there are three areas that could help the move away from fossil fuels: regulation, money, and moral judgement. NOW, THERE IS MORE SPACE TO ADD MORE RELEVANT INFORMATION THAT WOULD NOT FIT BEFORE.

Word count: 56

When?

Due Date	Submission	Details	Points
Mar 04th	Topic Selection	• In-class meeting: all students in the group will choose the topic for Team Anthology and Debate.	0
Mar 11th	Anthology Sources	• Group leader will submit a list of six credible sources that the group wants to pursue.	0
Mar 30th	Individual Submission	• Online: Individual submission due. • **Anonymous peer reviews will be assigned by ELMS and must be completed by 11:59 pm on April 06th**.	10
Apr 13th	First Draft Group Submission	• Online: First draft submission due. • **Anonymous peer reviews will be assigned by ELMS and must be completed by 11:59 pm on April 20th**.	30
Apr 27th	Anthology Peer Evaluation	• Online: Student will upload a modified "Anthology Peer Evaluation Form" file with the evaluation of the other students in your group. • If your group has 5 people, you must submit 4 of these evaluations, one for each student in your group.	10
Apr 27th	Anthology Group Submission	• Online: Group Submission Due.	50