

Group Edition Assignment

Details:

As you can tell from WWO or some of the other texts we are reading in this course, there is a significant amount of intermediary work that goes into creating a text for public or student consumption. Part of this is modernizing, formatting, and retyping. Part of it is scholarly, adding in footnotes, glosses, and explanatory material. This assignment entails making a six-page edition of a text (it can be an excerpt or a combination of small texts). You will determine how you want to format it and which choices you will make in modernizing the language or not.

You will find your text through Women Writers Online. WWO is a database that houses an array of early women's writing. You can reach the website through Google Classrooms or at <https://wwp.northeastern.edu/WWO> . The username is ***** and the password is ***** For this assignment, you and a group of 3-4 of your classmates will be preparing a 6- page edition of a text from WWO that we have not read in class. I would prefer it be by a writer we have not read, but I am open to discussing this should you have a compelling reason (that will need to be accounted for in your proposal).

Honestly, Microsoft Word feels like a better tool for this kind of work, and you may choose to copy/paste in/out of MS word to Google Docs. [nb: typically all work in this class is written and submitted in Google Docs to evidence originality in the age of AI]

There will be several steps to this assignment, with various check-ins to assist you and your group.

Step One: The first thing you will do is decide what workflow will serve you group most. You should discuss your own strengths and weaknesses with regard to reading, writing, and collaborating. This will help you decide how you want to divide the work. You will choose specific roles for each team member and define them in the first assignment, the Work Plan. You will also propose a timeline and the way in which you will choose a text.

Step Two: The next step will be deciding on a text, according to the method you outline in your work plan. You will decide amongst yourself which text you will look at and which part if you are excerpting a section. Your proposal will also outline your priorities as editors. choose a text. Work with peers to decide what going to look at and which part.

Step Three: The final product that you and your group submit should contain the following components, each of which will earn one point. You will all earn the same grade on this assignment. You will be submitting an individual written cover letter as a separate assignment to account for your personal (and perhaps differing) experiences of this whole process.

1. 6 page text, formatted according to the conventions you outline in your editorial note. This will include modernizing letters and words consistently, adding in line numbers if relevant, and managing headings and spacing. There should be no typographical errors and if there are printing errors or syntax/spelling that doesn't make sense, this is a great opportunity for a footnote.
2. 1-2 page headnote introducing the text. This will cover some of the same ground as the final presentation, but what should a reader know before reading this? This might include brief context, biographical information, and a critical orientation. If secondary sources are used, a bibliography and proper citations are necessary to earn this point
3. ½ page editorial note about the choices you made in creating your text. What did you choose to leave as-is? What did you modernize? What approach did you take to creating this edition?
4. 15-20 footnotes. This is a guess—you may find that you need more, although too many would be overwhelming for your reader. These should be formatted as footnotes and offer explanatory material for the reader. They should not be more than a few short phrases or sentences each. They might offer more context about a phrase, explain an allusion, or discuss a textual quandary. If there are disputes or confusions about interpretation, they should go here.
5. 10-20 glosses. These should be written in the right or left margin (you choose the aesthetics here) and provide short definitions for antiquated words. You may also choose to use the comments feature if your text reaches both margins. Anything more substantial should be in a footnote.

There will be time set aside in (nearly) every class from here on out to work on this and check in with your group. Additionally I am giving you one full class day to work on this. It will still take communication with you group outside of this, work on your own, and likely meetings outside of class. You can meet with me at any time, either as a group, or you can designate a representative to do so.