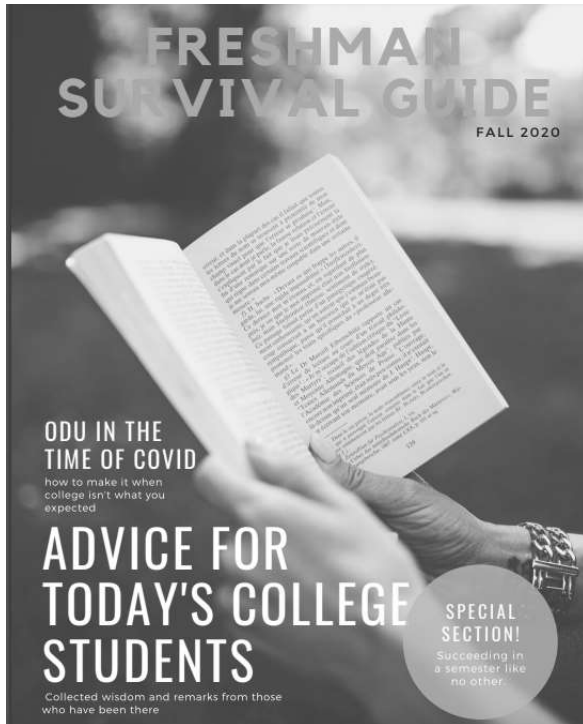


## “Freshman Starter Kit”

### Team Resource Project: How To . . .

Short article DRAFT due Tues., March 30 by 11:59 PM  
 Short article FINAL DRAFT due Tues., April 6 by 11:59 PM  
 Long article DRAFT due Tues., April 13 by 11:59 PM  
 Long article FINAL DRAFT due Tues., April 20 by 11:59 PM  
 Final product after editing due Tues., April 27 by 11:59 PM



**About:** You will be creating a “Freshman Starter Kit”-style digital magazine as a class. It’s called the “Team Resource” project because it will be done as a *Team* (the whole class contributing), and you have the option to form groups or pairs to complete your individual contribution. It’s also called the *Resource* project because you will all gather, review, select, and then display a “Survival Guide” set of resources focused on writing tips and general student skills for future freshmen at ODU.

**Audience:** Your audience will be future students new to ODU and new to college life.

**Purpose:** To show off what you have learned in your writing courses (110 and 101) and help future students at ODU. Your work is also the start of an ongoing, long-term project that should continue over multiple years.

**Summary:** Students will use writing and visual rhetoric skills to create their work. The project has **four** parts.

- (1) Each student will contribute one individually-written short article for the magazine.
- (2) Each student will either work solo or with a partner or small group to complete a long article for the magazine. [The two articles will add up to 1,000 words.] The class will work together to assemble, edit, and review the final product.
- (3) All students will individually keep track of notes, drafts, and links to resources along the way, and these will be turned in separately from the magazine work. The three different writings will add up to 1,250 or more words.
- (4) contribution to the magazine (assembly) and editing.

### **Possible topics:**

See the signup list for your class posted on Blackboard.

## **Guidelines**

### **Part I: The Short Article**

The short article will be 250-350 words. The short article will be a writing or student skill tip for future students. In the article, students will...

- Identify and introduce what the problem is upfront
- Offer advice on the problem in the paragraphs that follow
- Link to three sources from reputable online sites (lesson on this) inside of the paragraphs
- Have a title
- Include one image associated with the topic
- Have the link to the image under the image
- Use linking formatting to link inside of sentences (not just a copy & paste of long links)

To do this work, students will...

- Keep track of all work along the way (see Tracking Log below)
- Write drafts in Google Docs saved to their Google Drives for this class
- Meet deadlines for all work
- Come to class
- Manage pair/teamwork outside of class if you voluntarily work with others

### **Part II: The Long Article \*\*\*optional pair or small group work\*\*\***

The long article will be 650-750 words. The short article will be a writing or student skill tip for future students. In the article, students will...

- Identify and introduce what the problem is upfront
- Offer advice on the problem in the paragraphs that follow
- Link to three sources from reputable online sites (lesson on this) inside of the paragraphs--**you will need three sources**
- Have a title
- Include two-three images associated with the topic; one of the images might be a "break-out quote"
- Have the link to the image under the image
- Use linking formatting to link inside of sentences (not just a copy & paste of long links)

To do this work, students will...

- Keep track of all work along the way (see Tracking Log below)
- Write drafts in Google Docs saved to their Google Drives for this class
- Meet deadlines for all work
- Come to class
- Manage pair/teamwork outside of class if you voluntarily work with others

\*\*\*For the long piece, if you choose, you may form pairs or groups of no more than three students per group to do the "individual" long portion of the assignment. We will talk about how this works during class.

### **Part III: The Tracking Log**

Additionally, each student will keep a [Tracking Log](#) to record their work during every step of the project. Using the Tracking Log template linked above is required. The Tracking Log itself will consist of 250 or more words, many from lists of resources and notes kept along the way.

Tip: save all links as you work on any part of this project. Resources will be cited in the words of the sentences themselves and not with parenthetical citations, just as cited sources would be used in a magazine. The magazine will have a Works Cited at the end, however, as the

magazine is a publication involving online resources, and digital publications involve links.

*Source work isn't as much about avoiding plagiarism as it is about leaving an accurate record for the future. Fundamentally, digital publications include links for convenience, too.*

All students will create drafts and upload them to a shared Google Drive folder that DrV will provide.

### **Part IV: Assembly and Editing**

As a class, you will all decide on the magazine template from Canva after searching templates, contributing your choice to a shared document, and voting on the template to be used by the whole class. Some of this work will happen during live class. Tutorials will be provided.

Before final assembly, students will put copies of their drafts in the Shared Drive for the course that DrV posts.

All students will upload their short and long articles to the magazine outside of class. Once the completion deadline has passed, all students will participate in editing the magazine.

*\*\*\*A chief editor will be voted on (after volunteers are taken) from the class. The chief editor will negotiate to have fewer writing responsibilities associated with the project or work out an exchange/alternative with DrV to compensate for this special job.*

### **Format**

We will use Canva. |

DrV will share the template the class votes on for the final product. Students must put their work into that linked document. It works just like a Google Doc, so it's shared with everyone, and all can edit. It will automatically save & may prompt you before you log out to save unfinished work. *Don't touch anyone else's pages!*

Diction & Style: this writing has your peers as the audience, and the magazine itself should be similar to a professional digital magazine, website, or newsletter geared towards your peer group. Therefore, while it shouldn't be extremely informal, it can have a "conversational" style, or what is sometimes called "medium" diction. Grammatical and language choices must be deliberate, so the use of appropriate slang and informality will be allowed, but profanity isn't. First person, second person, and third person may be used. Proofreading is required and expected.

Work will be proofread individually by each student before sharing to the magazine. Then, later rounds of proofreading will occur.

### **Grading Criteria:**

Part I: 25 points.

Short article. Students get full credit for meeting the 250-350 words requirement. The article will identify and introduce what the problem is up front. It will offer advice on the problem in the paragraphs that follow; link to three sources from reputable online sites (lesson on this) inside of the paragraphs; have a title; include one image associated with the topic; have the link to the image under the image; use linking formatting to link inside of sentences (not just a copy & paste of long links); and the article will be proofread.

Part II: 45 points

Long article. The long article will be 650-750 words. The short article will be a writing or student skill tip for future students. In the article, students will identify and introduce what the problem is up front; offer advice on the problem in the paragraphs that follow; Link to three sources from reputable online sites (lesson on this) inside of the paragraphs; have a title; include two-three images associated with the topic; one of the images might be a "break-out quote"; have the link to the image under the image; use linking formatting to link inside of sentences (not just a copy & paste of long links). For pairs or groups, the shared work will be graded the same for this portion of the assignment. Group members will write a very brief assessment of each other and how the work happened as a team.

Part III: 15 points

Tracking Log. The Tracking Log will be complete and contain all the workspace assignments done in and out of class. All columns are filled out. Links are included. Descriptions include details.

Part IV: 15 points

Full points are awarded for submitting your short article and your long article to the magazine. Students receiving full points in this category will also vote on the template (Google Form vote) and contribute to an editing document/style guide (done in a shared Google Doc).

### ***Summary of instructional documents & links***

The links below will grow in this live document over the course of the project's creation. This project will be done in stages during class and outside of class as Workspace grades. Students will step through the items below on the Schedule as we advance towards the final product.

[How to log in to Canva](#)

Tutorials From Canva

[Getting started with Canva](#)

[Sample Magazine by ODU students](#)

Canva Template Links

[Science Magazine Features Page](#)

[Interior Design Article Magazine Page](#)

[Techie Editor's Note Magazine Page](#)

[Literary Magazine Article Page](#)

[Athlete's Lifestyle Contents Magazine Page](#)

Home/Lifestyle Magazine Article Page

Magazine Covers