Undergraduate Study Guide for your research project text. As practitioners in the discipline of Literature, our teaching and research inform each other, and part of the pleasure of learning is sharing your work with others. UCF has at least two courses in which our work might be shared: AML 3031 (American Literature I) and AML 3286 (Early American Women’s Words). This assignment asks you to compile a study guide geared toward undergraduates enrolled in one of these courses.

Timeline for completion of Undergraduate Study Guide:
11/13/2011 – Decide on contextual documents or information that you will include. Submit a list of these contextual documents and/or information to me with explanations for their inclusion (from the perspective of how they will help undergraduate students). Post links or documents to your blog, and send me a brief email letting me know that you have done so.

12/8/2011 – Final draft of Undergraduate Study Guide due. Please email guide to me as a PDF or “doc” file via Webcourses.

This assignment is meant to be fun and to encourage you to prepare a unit on a text for future students. Think about this assignment as creating an online space for understanding your text fully and as preparation for your Undergraduate Study Guide.

What should I include?
• reading and writing tasks associated with your text
• vital contextual information (biographical, historical, cultural, or literary)
• discussion questions
• links to helpful resources or comparative texts
• images
• a brief bibliography of the most helpful resources (with an undergraduate audience in mind)

What are contextual documents?: You may be familiar with two book series that publish historical and cultural contexts next to primary documents: Broadview Literary Texts (The Coquette and The Boarding School) and The Bedford Series in History and Culture (Salem Witchcraft Trials). Both include appendices with extra documents that illuminate issues and themes raised by the text. While your study guide is certainly not as long as a selection from these series, you may want to include excerpts that help undergraduate students understand a particular controversy, historical or cultural moment, or theme.

Are any examples available?: Blake, Jay Jay, Lesley, Lindsay, and Jen have completed this assignment in a previous course, and so I kindly ask them to give me permission to use them. However, I regularly create guides like these for my own undergraduate courses and am happy to share them. I have posted a few so far this semester, so please have a look. (Although they do not conform to the requirements of this assignment, they show you a bit about audience. However, I expect that you all will be good with the
audience because you were more recently in school!) I will include examples from AML 3286 (Early American Women’s Words) and AML 3031 (American Literature 1) in the “Research Project Handouts” portion of our online course support site in Webcourses. As well, if you’d like to be placed into one of my undergraduate courses as a GTA, I’m happy for you to look around at what I’ve done