

Comparative Textual Analysis Using Juxta Commons

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Artifact type: Syllabus, Assignment, and Rubrics

Developed for: Third-year undergraduate French literature survey (Introduction to French Literature, Medieval to eighteenth century)

Audience: French majors and minors

Time required: Two formal 75-minute class sessions (for instruction and working with Juxta), additional time for outside work and reflection

Method and tool: Textual analysis and comparison with Juxta Commons

Description:

This activity is designed to be implemented in an upper-level, undergraduate French literature survey course that serves as the bridge to the advanced seminars for majors and as a type of capstone for minors. The course is challenging due to the scope and range of works. Additionally, these students are typically in the intermediate range in terms of linguistic proficiency, meaning that this is a course designed to help them develop more advanced skills, in particular exploring their ability to use more abstract forms of language. They are still working to develop their reading skills, and these texts tend to challenge their ability given the texts' poetic imagery and intertextuality. Therefore, it is my goal to introduce students to various methodological approaches to literary analysis to facilitate both the transition (linguistic and analytic) to advanced seminars and to provide them with insight into the professional opportunities available to those who study languages. Prior to this activity, we will have explored a variety of approaches and DH tools for literary analysis and research, including distant reading and Voyant; metadata and Zotero; data visualization with RAWGraphs; and mapping and digital storytelling with Knight Lab's tool, StoryMap JS; all with the goal of facilitating reading and analysis in the advanced second language classroom.

This assignment comes at the end of the semester during the final unit of the survey, dedicated to the French Revolution. This activity asks students to prepare a comparative analysis of two documents, the *Déclaration des droits de l'homme et du citoyen* (1789), authored by members of the National Assembly, notably the Marquis de Lafayette and Honoré Mirabeau, and the *Déclaration des droits de la femme et de la citoyenne* (1791), the revision proposed by Olympe de Gouges who found the original exclusionary. Our goal is to examine the context and implications of the now-famous tripartite motto of France, "*liberté, égalité, fraternité.*" We will combine close reading with the use of Juxta Commons to enhance our analysis. Juxta was originally created to facilitate collation, the process of comparing multiple versions of the same text with the goal, ultimately, of establishing a critical edition; that is, an authoritative version of the text that notes extant variants. Juxta Commons is the online version of the application. In this activity, we modify its use by comparing these two documents as a means of facilitating our reading and evaluation of the stylistic choices and divergences between the two. The majority of work with Juxta Commons will take place with the professor during class.

In order to assess this multi-step activity, I have created a range of opportunities for reflection and feedback, including both short, informal written responses; group discussion; and a final, more

formal, collaboratively-authored annotated edition of the compilation, opening the door to discuss the question of authorship in the humanities and models for digital scholarship. The scores on these assignments will be combined and averaged with other grades on DH activities from throughout the course. These documents are provided in English here to facilitate sharing, but will be translated into French as the course is taught entirely in the second language. Anyone interested in the French-language versions is welcome to contact me.

Supporting materials:

Syllabus, assignment sheet, and assignment rubrics

Course Goals

At the end of this course, the student will be able to, in French in writing and orally:

1. Read and research independently;
2. Identify, describe and contextualize a selection of representative writers and works from the Middle Ages through the 18th century;
3. Analyze literary works using a range of techniques, including traditional approaches and those inspired by the digital humanities (such as social reading, distant reading, textual comparison, data visualization, mapping);
4. Discuss formally and informally one's ideas on topics studied, including literature, style, theme, culture;
5. Evaluate the representation of love and war in texts examined;
6. Present, creatively and formally, the result of one's research and analysis.

Texts

Many of the texts we will study this semester are freely available online and links to them will be provided in Canvas. Nonetheless, it will be necessary to purchase these two books from the K-State bookstore in the Union or online (ex. Amazon.com):

- Molière, *Tartuffe*, Larousse, ISBN : 9782035859174
- Voltaire, *Candide*, Larousse, ISBN : 9782035866011

Moreover, it is important that students have access to a good French-French and French-English dictionary. For homework, a digital dictionary like wordreference.com or larousse.fr will suffice, so long as the student may access it regularly.

Grade Distribution

The final grade will be based on student work in the following categories:

Quizzes (4 x 5%)	20%	Digital Humanities Activities (HN)	20%
Final paper (5-6 pp.)	20%	Participation and preparation (Homework)	20%
Group project	20%		
A : 90-100%	B : 80-89%	C : 70-79%	D : 60-69%
			F : 0-59%

Course Components

Quizzes (20%): The nature of this course demands that students be able to demonstrate their analytical capabilities as well as their familiarity with the authors/texts/periods studied. Throughout the semester, you will complete short quizzes either in class or on Canvas. Details regarding the quizzes, including material to review and points distribution, are available on Canvas and will be discussed in class. NB : Everyone must take the quizzes on the day and at the time indicated in the syllabus. Make-up quizzes do not exist except in the case where a student has an absence verified by the Office of Student Life or is participating in a documented, University-approved activity. Please notify me via email (macro@ksu.edu) of your absence. Without the necessary documentation, students will not be permitted to make-up the missed quiz.

Final Paper (20%): The student will complete a final writing assignment during the second half of the course. Further details are available on Canvas. Students may choose either to do a comparative analysis of one of the course themes across two works studied or prepare an analysis and pastiche of a work studied. Details and rubrics are available on Canvas.

Group Project (20%): The group project will be completed over a series of steps and several weeks. Included will be a text analysis, a discussion of a cultural note related to the text, and some secondary research. It will be presented in a professional manner observing the criteria for the presentation, available on Canvas, and using a range of analytical methods studied during the course of the semester.

DH Activities (20%): This semester we will explore a series of techniques of analysis and research stemming from work in the digital humanities. These activities will be completed partially in-class and partially at home. The classroom will serve as a laboratory wherein we may experiment collaboratively. Rubrics and assignment details are available on Canvas.

Participation and Preparation (Homework) (20%): Your presence in class and your preparation of the assigned texts will be part of your daily participation grade. I recommend you plan to spend two hours to prepare each class period. You will have homework for each period to complete at home, such as comprehension and reflection questions (either to bring to class or submit on Canvas in discussion boards), oral activities (listening and speaking), mini research and short writing assignments (like *explications de texte* or creative writing assignments). I will base your grade in part on your homework and in part on your participation in class. In class, you are asked to participate in French in a respectful and professional manner. That is, you will participate in group discussions by listening to peers and the professor, contributing your own opinions and observations, and working in small groups. It is not expected that your French will be perfect—only that you use it regularly and do your best.

Absences : You are asked to attend class regularly. You may miss three (3) courses without any justification needed. If you miss more than three classes, you will lose 5 points per absence, including the first three, from your final grade.

Course Rules

- Students are not permitted to have homework or assignments corrected by another person without the express permission of the professor. If you have any questions (linguistic or otherwise), I am at your disposal. The goal of this course is to improve your analytic and linguistic competence, therefore all work submitted must be your own. Nonetheless, we will have opportunities for peer-review and in-class work to help improve and prepare your formal assignments prior to submitting them.
- No late work will be accepted.
- All cellphones must remain off or silenced during class. If you send or receive texts, you will be considered absent.
- Laptops are permitted and encouraged. However, you must restrict your use of them to work related to class and use them in a professional manner. All other activity is unacceptable and will be grounds for losing your right to use the laptop in future classes.

University Policy Statements

- **Statement Regarding [Academic Honesty](#):** Kansas State University has an Honor and Integrity System based on personal integrity, which is presumed to be sufficient assurance that, in academic matters, one's work is performed honestly and without unauthorized assistance. Undergraduate and graduate students, by registration, acknowledge the jurisdiction of the Honor and Integrity System. The policies and procedures of the [Honor and Integrity System](#) apply to all full and part-time students enrolled in undergraduate and graduate courses on-campus, off-campus, and via distance learning. A component vital to the Honor and Integrity System is the inclusion of the Honor Pledge which applies to all assignments, examinations, or other course work undertaken by students. The Honor Pledge is implied, whether or not it is stated: "On my honor, as a student, I have neither given nor received unauthorized aid on this academic work." A grade of XF can result from a breach of academic honesty. The F indicates failure in the course; the X indicates the reason is an Honor Pledge violation.
- **Statement Regarding [Students with Disabilities](#):** Students with disabilities who need classroom accommodations, access to technology, or information about emergency building/campus evacuation processes should contact the Student Access Center and/or their instructor. Services are available to students with a wide range of disabilities including, but not limited to, physical disabilities, medical conditions, learning disabilities, attention deficit disorder, depression, and anxiety. If you are a student enrolled in campus/online courses through the Manhattan or Olathe campuses, contact the

Student Access Center at accesscenter@k-state.edu, 785-532-6441; for K-State Polytechnic campus, contact Academic and Student Services at polytechnicadvising@ksu.edu or call 785-826-2674.

- **Statement Defining Expectations for Classroom Conduct:** All student activities in the University, including this course, are governed by the [Student Judicial Conduct Code](#) as outlined in the Student Governing Association [By Laws](#), Article V, Section 3, number 2. Students who engage in behavior that disrupts the learning environment may be asked to leave the class.
- **Hale Library:** On May 22, 2018, a fire in Hale Library resulted in significant smoke and water damage. While the building will be closed for the 2019-2020 school year, library and IT services are available, including Ask a Librarian and the IT Help Desk, which is located in the Student Union. Online resources such as databases, ebooks, and journals are available, but most physical collections that were in Hale during the fire will not be accessible during the 2018-2019 school year. Students should request books and articles that are not available through the Libraries' free interlibrary loan service. They will work to get these items from other libraries for you. Alternate computer, printing, and study locations have also been identified. For more information about the fire and alternate study locations, visit the Hale Library Recovery website at www.k-state.edu/hale.

Course Schedule

Daily homework will be posted on Canvas. The professor reserves the right to modify this syllabus and schedule as necessary.

Semaine 1	mardi le 27 août	Introduction au cours : Qu'est-ce qu'un texte littéraire ? Qu'est-ce que la lecture ? l'interprétation ? Survol
	jeudi le 29 août	Unité 1 : Le Moyen Age Survol, La littérature épique et les chansons de geste
Semaine 2	mardi le 3 sept.	<i>La Chanson de Roland</i> (extraits) ; Chrétien de Troyes
	jeudi le 5 sept.	La littérature courtoise : la poésie Guillaume d'Aquitaine, « À la douceur de la saison nouvelle » HN 1 : Faire des recherches littéraires et culturelles en français (Zotero, les métadonnées)
Semaine 3	mardi le 10 sept.	La poésie courtoise : la voix des femmes (la chanson de toile, la pastourelle)
	jeudi le 12 sept.	Marie de France, <i>Les Lais</i> (extraits) Comment faire une explication de texte
Semaine 4	mardi le 17 sept.	Le renouveau poétique (XIV/XVe siècles) : Christine de Pizan, <i>Cent Ballades d'Amant et de Dame</i> et Charles d'Orléans, <i>Œuvres poétiques</i>
	jeudi le 19 sept.	Interro 1 Unité 2 : La Renaissance Survol, La poésie lyrique et la prose ; L'école lyonnaise : Louise Labé
Semaine 5	mardi le 24 sept.	La Pléiade : Pierre de Ronsard & Joachim Du Bellay
	jeudi le 26 sept.	L'humanisme et les guerres de religion Rabelais, <i>Pantagruel</i> (extrait), Marguerite de Navarre, <i>L'Heptaméron</i> (extrait)
Semaine 6	mardi le 1 ^{er} oct.	Montaigne, <i>Essais</i> (extrait) HN 2 : Lire de loin v. de près (distant v. close reading) (Voyant)
	jeudi le 3 oct.	Interro 2 Unité 3 : Le Dix-Septième Siècle Survol, la littérature baroque (le burlesque, la préciosité)

Semaine 7	mardi le 8 oct.	La poésie (Malherbe, Frénicle) et le roman (Sorel, d'Urfé) Introduction : Projet de groupe
	jeudi le 10 oct.	Madeleine de Scudéry, les salons et la carte du Tendre HN 3 : La cartographie numérique ; préparer une exposition numérique (KnightLab)
Semaine 8	mardi le 15 oct.	Le classicisme : l'âge d'or du théâtre (Boileau, les unités, Corneille, Molière, Racine) ; Molière, <i>Tartuffe</i> (Acte 1)
	jeudi le 17 oct.	Molière, <i>Tartuffe</i> (Actes 2 & 3)
Semaine 9	mardi le 22 oct.	Molière, <i>Tartuffe</i> (Actes 4 & 5)
	jeudi le 24 oct.	Interro 3 Les genres mondains : La fable, le conte, la maxime, la lettre, la nouvelle ; Projet de groupe (jour de travail 1)
Semaine 10	mardi le 29 oct.	Projet de groupe (Discussion et analyse de texte) : La Fontaine, d'Aulnoy, La Rochefoucauld, La Bruyère, Sévigné, Lafayette (Jour de travail 2)
	jeudi le 31 oct.	Projet de groupe : présentations
Semaine 11	mardi le 5 nov.	Unité 4 : Le Siècle des Lumières Survol, Le philosophe et l'encyclopédiste : Diderot, Rousseau (extraits) Le roman épistolaire et le théâtre : Graffigny, Montesquieu, Marivaux, Beaumarchais (extraits)
	jeudi le 7 nov.	Voltaire, <i>Candide</i> Introduction : Mémoire
Semaine 12	mardi le 12 nov.	Voltaire, <i>Candide</i>
	jeudi le 14 nov.	Voltaire, <i>Candide</i>
Semaine 13	mardi le 19 nov.	Voltaire, <i>Candide</i> Mémoire (jour de travail)
	jeudi le 21 nov.	Voltaire, <i>Candide</i> (conc.) Interro 4
<i>le 25-29 nov.</i>		<i>Vacances (jour de l'Action de grâce)</i>
Semaine 14	mardi le 3 déc.	La Révolution française : Déclarations des droits de l'homme et de la femme (Mirabeau, Olympe de Gouges) HN 4 : Comparer les versions des textes (Juxta Commons)
	jeudi le 5 déc.	La Révolution française ; Google Docs and Annotation (cont.) Mémoire (jour de travail)
Semaine 15	mardi le 10 déc.	La Révolution française (cont.) Mémoire (révision par pairs)
	jeudi le 12 déc.	La Révolution française (cont.) Mémoire (jour de travail)
	jeudi le 19 déc.	Mémoire final à rendre sur Canvas avant 14h00

Comparative Analysis of the *Déclaration des droits de l'homme et du citoyen* (1789) and *Déclaration des droits de la femme et de la citoyenne* (1791) with Juxta Commons

FREN 521 : Intro to French Lit
Dr. Melinda A. Cro (macro@ksu.edu)

The French Revolution is a pivotal moment in French culture and will form the focus of our final unit. A comparative analysis of two documents, the *Déclaration des droits de l'homme et du citoyen* (1789) and the *Déclaration des droits de la femme et de la citoyenne* (1791), will help us to explore the context and implications of the now-famous tripartite motto of France, “liberté, égalité, fraternité.” We will begin by exploring a comparative analysis focusing on the word choice and differences between the original and the version proposed by Olympe de Gouges. We will combine close reading with the use of a digital humanities tool, [Juxta Commons](#). Juxta was originally created to facilitate collation, the process of comparing multiple versions of the same text with the goal, ultimately, of establishing a critical edition; that is, an authoritative version of the text that notes extant variants. Juxta Commons is the fully online version of the application. We are modifying its use to compare these two documents, the second inspired by the first.

Duration: 1 week (two 75-minute class periods) for preliminary work described below, as well as homework and revision in two subsequent class periods.

Goals (The following goals will be accomplished both orally and in writing in French):

1. Compare and contrast the *Déclaration des droits de l'homme et du citoyen* (1789) and the *Déclaration des droits de la femme et de la citoyenne* (1791).
2. Contextualize the two documents and their authors within their historical timeframe.
3. Describe the process and generate a comparison of the documents using (1) close reading and (2) Juxta Commons.
4. Describe the characteristics of the two texts, highlighting similarities and differences both in terms of content and form, noting the relationship between content and form.
5. Create a collaboratively prepared annotated comparison of the two documents as a class using Google Docs.

Acknowledgments: This project was generated in conjunction with the [NEH ODH Institute](#), “[Textual Data and Digital Texts in the Undergraduate Classroom](#)” organized and directed by Lauren Coats and Emily McGinn (2018-19). My thanks go to the institute directors, the NEH, and the presenters and participants for the support and lively interaction that has inspired this project and the approach. Additionally, I wish to acknowledge [Michelle Moravec](#) whose session describing the potential of Juxta Commons in the classroom inspired this variation. Those interested in learning more about [Juxta Commons](#) should refer to the very clear [User Manual](#). My thanks to the creators of this easily-accessible and user-friendly software.

The Activity follows below.

Homework for Day 1

In order to prepare for our in-class workshop on Juxta Commons, we will do some preliminary work, including setting up individual Juxta Commons accounts and looking over the two texts we will be evaluating.

1. **Preliminary Observation and Anticipation:** Open the links to the [Déclaration des droits de l'homme et du citoyen \(1789\)](#) and the [Déclaration des droits de la femme et de la citoyenne \(1791\)](#), available on Wikisource.
 - a. Take brief notes--what are your initial observations, looking over the documents?
 - b. What do you anticipate will be the findings of our comparative analysis? Make a list of possible outcomes.

2. **Familiarize yourself with Juxta Commons.** *Create a Juxta account.* Go to [Juxta Commons](#) and click on "Create an Account." Follow the steps. Be sure to note your login information, as we will use this tool again in class.

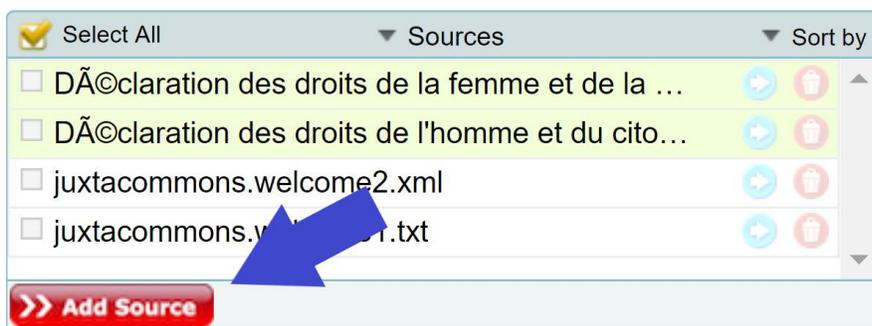
The screenshot shows the Juxta Commons website. At the top left is the logo 'juxta commons beta'. The navigation menu includes 'Home', 'Take a Tour', 'User Guide', and 'Under the Hood'. Below the navigation bar, it says 'a project by NINES' and 'Sign in to your account.' The main heading is 'Textual collation on the web.' A three-step process is shown: Step 1 (Add source files to your library), Step 2 (Edit and prepare them as witnesses), and Step 3 (Collate and share your results). A red arrow points to a 'Ready to get started?' box with a 'Create a free account today!' button. A preview of a document titled 'Declaration of Independence' is shown with highlighted text.

3. In class, we will begin by running our comparative analysis. Then, we will use the comparison to facilitate our close reading.

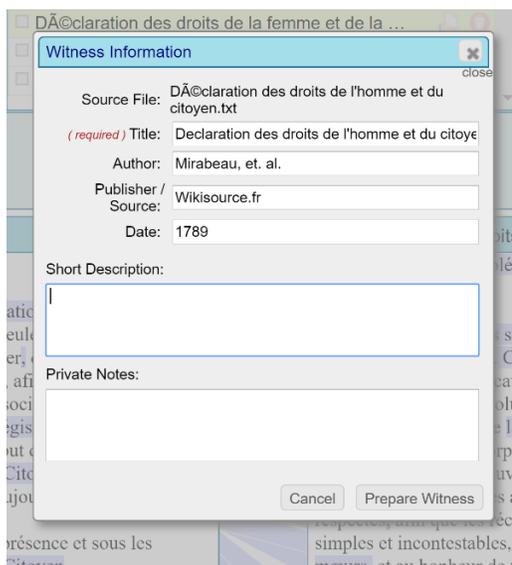
Day 1: In-Class Workshop on Juxta Commons

Today we will learn how to use [Juxta Commons](#), a DH tool that facilitates comparison and collation of textual variants. We are modifying the use of this tool to facilitate our comparison of two versions of the *Déclaration*, the original from 1789 and the revision by Olympe de Gouges from 1791. We will go through each of these steps together in class, but this guide will serve as a useful reference. Feel free to make notes as we go and to ask questions throughout.

1. **Using Juxta Commons: Texts are Witnesses.** Each text that you upload is called a *witness*. I have already prepared for you two texts to use as witnesses. The first witness is the preamble and articles from the *Déclaration des droits de l'homme et du citoyen*, in .txt format, available on the Canvas page. The second witness is the preamble and articles from the *Déclaration des droits de la femme et de la citoyenne*, also available in .txt on Canvas.
 - a. **Reflection:** Take a moment to open these two documents. What do you notice about them, compared to the original? Make notes.
2. **Upload your texts:** In your Juxta screen, open in your browser, you will see three sections from left to right: “Sources,” “Witnesses,” and “Comparison Sets.” In Sources, click on “Add Source” (the red button in the first window). Upload each file, first the 1789 text and then the 1791 text.



3. **Prepare the witnesses:** Once both documents are uploaded, click on the blue arrow to the right of the document title (when you hover over it, it will say “Prepare witness”).
 - a. **Witness Information:** This is your opportunity to edit the final information. Include the author, source, and date as well as a short description and your own private notes (drawn from your observations above). Once you have completed your data entry, select “Prepare Witness” in the bottom right-hand corner. You should then see a new file pop up in your central window, “Witnesses.” To your right is a screenshot of the screen and the information I included in my version.
 - b. Repeat the process for each document, including the pertinent information.



4. **Create a Comparison Set:** Select the two witnesses in the second section by clicking on the small box to the left of the file names. In the third window on the right, under “Comparison Sets,” select “Create Set” (red button) and title it appropriately (I recommend your last name and “Declarations”, ex: Cro_Declarations).
 - a. *NB: While Juxta Commons does well with respecting accents in the documents, it does not love accents in titles of documents, so you might decide to name your files without accents.*
 - b. Once you hit “Create,” the bottom of the screen will populate with the Comparison Set. For the purposes of this tutorial, I named mine “Declarations.” Here’s a screenshot of what you should see:

The screenshot shows the Juxta Commons interface. At the top, there are three panels: 'Sources [2]', 'Witnesses', and 'Comparison Sets'. The 'Sources' panel contains two files: 'D'Acclaration des droits de la femme et de la citoyenne section.txt' and 'D'Acclaration des droits de l'homme et du citoyen.txt'. The 'Witnesses' panel contains two files: 'D'Acclaration des droits de l'homme et du citoyen' and 'D'Acclaration des droits de la femme et de la citoyenne section'. The 'Comparison Sets' panel shows a set named 'Declarations' with a 'Create Set' button. Below these panels, the main content area displays the text of the 'D'Acclaration des droits de l'homme et du citoyen' document, with a 'Witness Differences' pop-up window showing a comparison between the two documents.

5. **Analyze the results—varying visualizations:** You’ll notice that on the left under “Witness List” you have your two documents. Whichever you uploaded first will be your base, however that can be changed later. For the purposes of this tutorial, we will use the earlier document as the base as De Gouges prepared her version using the 1789 text as inspiration. On the right, you’ll see a heat map. By clicking on a blue selection, you’ll see a small window pop up that will allow you to see what the variant is in the second document.

The screenshot shows the Juxta Commons interface for the 'Declarations' comparison set. At the top, the title 'Declarations' is displayed. Below the title, there are six icons representing different visualization options: a heat map, a side-by-side view, a histogram, Parallel Segmentation, Edition Starter, and Versioning Machine. A red arrow points to the Versioning Machine icon.

- a. **Reflection:** There are various visualizations you can use to explore this comparison. Under the Comparison Set title (“Declarations”) at the top of the lower section, you will notice six icons. The first on the left is the heat map. The second is a side-by-side view. The third is a histogram. The fourth is Parallel Segmentation. The fifth is Edition Starter and the sixth is Versioning Machine. Click on each one. What can you deduce about the function of each visualization? Which seems to be the most useful for our purposes (i.e. comparing the two texts)? Why? Explain.

- b. **Share:** Before the end of class, share your preliminary observations in small group discussion. Consider in particular what you have learned about these two texts from this process. Be sure to ask any questions you have. You will sign back into your account from home to complete the homework assignment for the next class period.

Homework for Day 2

Before the next class period, we will build on our preliminary analysis and class discussion by doing some close reading activities and comparing our close reading experience with our analysis using Juxta Commons. For homework you will prepare a **short reflection paragraph** that you will post to the discussion forum on Canvas, using the questions below as a guide for content. You'll then share in the forum your own comparison set and respond to a peer's work.

1. Read over the introductory history to the *Déclaration des droits de l'homme et du citoyen* available on the [Élysée website](#). Then, read over the brief introductory notes to the text by De Gouges available on the Canvas course page. Be prepared to discuss this information in class in your own words, so take what notes will be necessary to facilitate this process.
2. Read over the two documents, taking notes and annotating as you go. What do you notice about the two versions? Think both about content and form.
3. Sign back into [Juxta Commons](#) and pull up your comparison set. Read through the variants. If you had to categorize the differences between the two documents, what labels would you use to catalog them? Why? How might this facilitate your understanding of the texts? How does your Comparison set in Juxta Commons compare with your close reading annotation? Do you find Juxta Commons useful? Why or why not? Explain.



Short Reflection Paragraph: Drawing on your notes, what you have learned from the research and reading you have completed, your work with Juxta Commons, your comparison sets, and the questions in steps 1-3, prepare a short reflection paragraph that you will post to the pertinent Discussion Forum. (10 points)

Style and content: Remember that you should have a strong topic sentence that brings to the fore the central point you'd like to examine in the paragraph. There should be several supporting sentences and a concluding sentence that brings your thoughts to a close. The paragraph should be well-organized and information included therein should be related to the focus you have selected. This means that you will need to be selective in the material you choose to include. Bring the extra information to class with you to share in our larger group discussion.

Length: 7-8 sentences in French

Comparison Set URL: See step 4 and be sure to include it at the end of your reflection.



4. After completing your preliminary analyses, share your comparison set publicly (select the visualization you prefer and then, in the third window at the top under "Comparison Sets," click on the hand holding a page icon. Select "Share the set from the beginning of the document" (see below). Paste the Shared URL in your response to the reflection paragraph prompt in the discussion forum.

The screenshot shows a software interface for digital text analysis. A 'Share Comparison Set' dialog box is open, displaying the text: "Declarations" is currently set to **private**. Click Share to make the data for this Comparison Set publicly available. There are two radio button options: "Share the set from the beginning of the document." and "Share the set with the current visualization setup." The second option is selected and circled in red. In the background, a 'Comparison Sets' panel shows two sets: 'Declarations' and 'Welcome'. A share icon in the 'Declarations' set is also circled in red.

5. Compare your reflection with that of a peer. Prepare and post a discussion forum response.



Discussion Forum Response: Read through a peer's reflection paragraph and examine their comparison set. How does their set compare with yours? What did you learn about their categorizations and reflections? Did their observations alter or modify your own? Make notes and respond accordingly. Remember to observe rules regarding professional demeanor and respectful participation in discussion forums. (10 points)

Style and content: Consider carefully your classmate's reflection. Look over their comparison set. Did they focus on similar points as you or not? Did they choose a different visualization? What about their process do you find particularly useful? Is there room for improvement in either your own categorization or in theirs? Explain your response. Remember to be respectful and considerate in all posting.

Length: 4-5 sentences in French



Day 2: In-Class Workshop: Compiling an Annotated Edition Using Google Docs

Today, we will work together to compile our notes and reflections and generate collaboratively a comparative compilation of the two documents to facilitate a comparative analysis using Google Docs. We will return to today's work over the next few class periods to enhance our own analyses with secondary, critical sources. We will also capture and describe our process and describe our own goals. Ultimately, we will decide what to do with this project--i.e., will we share it with a larger public? If so, who? If not, why? Additionally, we will consider the implications for sharing one's work in the public sphere, as well as the potential benefits and the shortcomings of this type of work.

1. **Group Discussion:** In groups of 4-5, spend twenty minutes comparing your reflections on the two versions of the document. Answer the following questions:
 - a. What observations did you make that you think might make a helpful annotation for a future reader?
 - b. What portions of the document should be annotated? By what process?
 - c. Which version of the document should serve as the base? Why?
 - d. What information would be useful to include in this edition? Dates? Short biographies of the key figures and authors? A bibliography of useful resources? Information regarding the process we followed to compile the document?
 - e. Who is the target audience of this edition and what is the purpose of compiling this edition? Does that alter your decision about any of the above? If so, how?
2. **Report** your group's ideas to the class. Together, based on this feedback, we will decide which version will serve as the base for our annotated edition and what type of information we want to annotate. We will also decide a standard format for annotation.
3. **Group Annotation:** In your small group, prepare your annotations of your assigned portion of the document. Make careful note of any resources you use to procure information (website, texts, articles, encyclopedia entries, etc.) and add them to our shared Zotero folder for this project so that we may compile a complete bibliography at the end.
4. **Check-in:** We will check in several times during the class period to verify our progress. It will be necessary for groups to work together to complete their annotations prior to the following class period.

Homework for Day 3

Groups should complete the annotations for their assigned section. Additionally, seek out pertinent secondary sources to enhance your annotations and for inclusion in our “Suggested Resources” section at the end of the document.

Reflect on the reflection questions orally. Make a 3-4 minute recording of your responses and post to the pertinent discussion forum on Canvas.

Reflection Questions: Consider and address the following questions in your oral response:

1. Has this project and process changed how you view these documents? In what way? Do you think this has been a useful project? Explain your response.
2. What should we do with this work? Should we share it publicly? If so, how? If not, why?
3. What are the benefits of sharing one’s work publicly? Are there any possible downfalls?
4. How should we designate authorship on this project? Be specific in your response with any proposals you would like to suggest.

Now, listen to the responses of two classmates. Make note of their thoughts and whether or not you are in agreement. Be prepared to share your ideas in the next class period.

Week 2: Final Assignments

In addition to finalizing the final, annotated version of the compiled documents, students will prepare a brief (1-2 page) reflection paper. Further details are available in the rubrics.

Comparative Analysis with Juxta Commons: Grading Rubric

FREN 521 : Intro to French Lit

Dr. Melinda A. Cro (macro@ksu.edu)

The following are the grading rubrics for the components of the DH project on Juxta Commons and critical text comparison and analysis. The final grade on this project will be averaged into the larger grade category for Digital Humanities Activities (20% of final grade). NB: Student participation in-class during each period is counted under the Participation and Preparation grade and will be evaluated according to that rubric.

Homework for Day 1

Graded as part of the Participation/Preparation/Homework grade for Day 1.

Day 1: In-Class Workshop on Juxta Commons

In-class participation and working with groups will be part of the participation grade for this class period.

Homework for Day 2

20 points total: Short reflection paragraph posted to discussion forum with shared comparison set (10 points) and discussion forum response (10 pts) using rubric below. Each category is a 5-point scale as follows: 5 = Exceeds expectations (in length, development, and scope); 4 = Meets expectations; 0-3 = Does not meet expectations.

Discussion Board Written Reflections and Responses (10 points)

- **Content (5 points):** The response corresponds to the question asked. It is complete, detailed, and demonstrates originality in approach as well as attention to pertinent readings. May link with themes the class is studying (ex: love, war, identity, etc.). Response is professional and respectful in nature. Includes all required elements (i.e. attached files or embedded links)
- **Style (5 points):** The response is clear and the writer has checked spelling (including accents) and grammar. It is well-organized, making use of a strong topic sentence to ground the reader and offers supporting details to justify the response. Observes length requirements.

Day 2: In-Class Workshop: Compiling an Annotated Edition in Google Docs

In-class group work and discussions graded as part of daily participation/preparation grade.

Group Annotation (20 points)

- **Content of Annotations (10 points):** Accurate, clear, and enhances the reader's understanding of the text and its variants.
- **Style (5 points):** Observes agreed-upon style decisions and formats annotations accordingly; verifies spelling and grammar to the best of one's ability—notes any areas of uncertainty to check with professor.
- **Sources and Group Work (5 points):** Shares resources, adds pertinent information and resources to shared Zotero folder for inclusion in bibliography, and works well with group members as a fully contributing author/editor.

Homework for Day 3

Each category is a 5-point scale as follows: 5 = Exceeds expectations (in length, development, and scope); 4 = Meets expectations; 0-3 = Does not meet expectations.

Discussion Board Oral Reflections and Responses (10 points)

- Content (5 points): The response corresponds to the question asked. It is complete, detailed, and demonstrates originality in approach as well as attention to pertinent readings. May link with themes the class is studying (ex: love, war, identity, etc.). Response is professional and respectful in nature.
- Style (5 points): The response is clear and easy to follow. The speaker makes every effort to pronounce correctly and enunciate clearly while maintaining an appropriate level of fluency. There may be infrequent errors, but they do not detract from one's understanding of the response. Observes time requirements.

Week 2

Final Product: Collaborative, Annotated Version (30 points)

This grade will be assigned as a group grade, based on the following categories:

- Content: The document contains annotations that clarify the variants between the two editions as well as notes that identify pertinent figures and enhance the reader's understanding of the documents. The purpose of the work undertaken, process, and context of the original documents are points that figure clearly in the brief introduction. (10 points)
- Format: The document is legible and annotations are consistently formatted according to agreed-upon standards; MLA format is observed in the bibliography and suggested references sections. Authorship has been decided and attributed accordingly. (10 points)
- Language: Grammar, word choice, and spelling have been verified to ensure a polished, error-free copy. (10 points)

Final Reflection Paper (20 points)

Upon completion of the project, students are asked to submit a brief, individual reflection paper (1-2 pages) where they consider the following questions:

1. Did you find Juxta Commons to be a useful tool? Did it facilitate or hinder the process of textual comparison?
2. Consider the collaborative nature of this project—have you worked in this way before? If so, in what context? How did this experience compare with your previous experiences? If not, how was this experience for you?
3. What is the importance of editing and establishing editions of texts? How was this project? Did you find it interesting? Useful? Do you think there are transferable skills you might use in a future career path? Explain your response.
4. Over the course of the semester, you have worked with various DH tools and a range of approaches to literature. What have you found to be most interesting and/or useful? Why? Explain.

Grade Distribution: Each category will be graded on the following scale: 9-10 Exceeds expectations; 7-8 Meets expectations; 0-6 Does not meet expectations. Comments will be offered to clarify feedback and score.

- Content: Addresses all questions in a detailed and clear way. Offers examples and connections between topics. Evidences familiarity with various DH practices and tools as well as the basic tenets of literary analysis studied over the course of the semester. (10)
- Style: Well-organized, clear transitions and topic sentences. Clear effort to check spelling and grammar prior to submission. (10)