
ARTIFACT #1

EXPERIMENTAL INDEXES

Planning

Each member of your group will read, re-read, and skim *alphabet* to identify where your group's assigned theme appears in the book. Plan how to allocate responsibilities by assigning page ranges to group members, deciding who will format and proofread the complete index, and who will have primary design responsibilities for the multimodal document.

Process

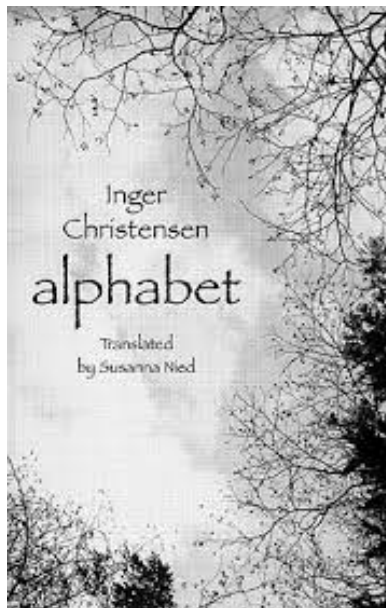
As you read and skim the book to create your index, take notes to reflect on how the reading process to complete this assignment is different than a "traditional" reading process. For example, how is this "distant" reading method different from the "close" reading reading methods you have been taught in this past that focuses on reading for comprehension or retention. Collaboratively combine and rewrite these reading notes to create a group "Reading Reflection" 250-word statement.

Final Artifact

Create in program such as InDesign, Pages, etc. Submit as PDF on Canvas.

Project Description

Students will work in groups to create experimental indexes for Inger Christensen's *alphabet* that track the poetry sequence's references to science, metaphysics, time, the human, and the



nonhuman. While an index in a book is traditionally a list of items, such as topics or names, treated in a printed work that provides a page number where each item can be found, these experimental indexes will record the ephemeral, overlapping, and not-so-obvious topics that serve as the thematic and critical background for Christensen's book. As students read and re-read the poem with their attention trained to inventory specific themes and concepts, the process of reading will subtly shift and transform, and students will reflect on these changes in the reading process

in a collaborative note accompanying their finished index. These indexes will be presented as well-designed multimodal documents that include: 1) a brief introduction that describes the decision-making process for compiling your index for a general audience; 2) relevant illustrations, charts, or design features; 3) a group "Reading Reflection" statement; and 4) complete index.

Due Dates

Questionnaire #1: **Monday June 24** before class

Artifact 1 Mock-up: **Thursday June 28** in class for peer review

Final Artifact: **Friday June 29** by 11:59pm on Canvas