

Unlearning the Internet | Rubric for the Zine

The zine should be presented during the zine fair on Monday, April 1st. *Zines not presented at the zine fair will not earn higher than a 69 (C+)*. The zine is due after the zine fair, on Thursday, April 4th, when you should deliver it to me in person.

A+ (90-100): The zine is between 8- and 30-pages-long, it is bound and made with paper, and it contains a combination of text and images (produced manually or with a computer). The content obviously corresponds with a particular module from the course, and it also addresses a specific cultural issue relevant to the course material and theme. The zine engages its cultural issue and the course theme by providing context (who, what, when, and where for the issue), explaining to its audience why the issue matters right now, and instructing or guiding its audience in *one concrete way* (technical, cultural, or both) to approach that issue and “unlearn the internet” in the process. The context, exigency, and instructions or guidance are clear, and the zine’s composition is personal yet deliberate and careful. The zine’s content and style are unique (e.g., not found easily online) and invested in change (e.g., wanting to realize what has not yet happened). The zine is aware of its audience, creates a connection with them, and even affords them space to contribute. Overall, the zine demonstrates that you are learning *far* more than what’s expected by the course material; it could be circulated as a model of exceptional undergraduate work in the course and at UVic.

A- (80-84) or A (85-89): The zine is between 8- and 30-pages-long, it is bound and made with paper, and it contains a combination of text and images (produced manually or with a computer). The content obviously corresponds with a particular module from the course, and it also addresses a specific cultural issue relevant to the course material and theme. The zine engages its cultural issue and the course theme by providing context (who, what, when, and where for the issue), explaining to its audience why the issue matters right now, and instructing or guiding its audience in *one concrete way* (technical, cultural, or both) to approach that issue and “unlearn the internet” in the process. The context, exigency, and instructions or guidance are clear, and the zine’s composition is personal yet deliberate and careful. The zine’s content and style are unique (e.g., not found easily online) and invested in change (e.g., wanting to realize what has not yet happened). The zine is aware of its audience, creates a connection with them, and even affords them space to contribute. Overall, the zine demonstrates that you are learning more than what’s expected by the course material.

B- (70-72), B (73-76), or B+ (77-79): The zine is between 8- and 30-pages-long, it is bound and made with paper, and it contains a combination of text and images (produced manually or with a computer). The content obviously corresponds with a particular module from the course, and it also addresses a specific cultural issue relevant to the course material and theme. The zine engages its cultural issue and the course theme by providing context (who, what, when, and where for the issue), explaining to its audience why the issue matters right now, and instructing or guiding its audience in *one concrete way* (technical, cultural, or both) to approach that issue and “unlearn the internet” in the process. The context, exigency, and instructions or guidance are clear, and the zine’s composition is personal yet deliberate and careful. The zine’s content is invested in change (e.g., wanting to realize what has not yet happened), and the zine is aware of its audience. Overall, the zine demonstrates that you are learning what’s expected, or most of what’s expected, by the course material.

C (60-64) or C+ (65-69): The zine is between 8- and 30-pages-long, it is bound and made with paper, and it contains a combination of text and images (produced manually or with a computer). The content corresponds with a particular module from the course, and it also addresses a cultural issue relevant to the course material and theme. The zine engages its cultural issue and the course theme by providing context (who, what, when, and where for the issue), explaining to its audience why the issue matters right now, and instructing or guiding its audience in *one concrete way* (technical, cultural, or both) to approach that issue and “unlearn the internet” in the process. Overall, the zine demonstrates that you are learning some of what’s expected by the course material.

D (50-59): The zine is between 8- and 30-pages-long, it is bound and made with paper, and it contains a combination of text and images (produced manually or with a computer). The content corresponds with a particular module from the course, and it also addresses a cultural issue relevant to the course material and theme. Overall, the zine demonstrates that you are not learning most of what’s expected by the course material.

F (0-49): The zine is missing entirely or in part. It does not meet the expectations of the course material.

Unlearning the Internet | Prompt for the Zine

I'm asking you to make a zine in this course. It's due by April 4th.

Your zine should:

- Be between 8 and 30 pages, including the front and back covers.
- Be made with paper, using only manual techniques or a combination of manual and automated techniques. The binding may be stitched, stapled, taped, or folded. The sizes may be folio, quarto, octavo, or duodecimo.
- Have a title, with attribution (your name as you'd like it to appear), date, location (optional), url (optional), and license.
- Include handwritten or typed text as well as hand-drawn or printed images. If the text or images are not yours, then the dealing must be fair, with attribution.
- Be issue #4 of your zine. (That is, compose as if the first three issues already exist. This way, you don't need to introduce and frame the zine for your community.)
- Be aware of its community (or intended audience) and create a personal connection with them, where possible.
- Include no advertisements.
- May encourage contributions from readers (e.g., spaces for them to write in the zine).
- Engage directly an issue we've studied this semester on the topic of “Unlearning the Internet.” (Consider reviewing the section headings for each week.)
- Address something relevant to that issue that has not happened, or something that's neither possible nor impossible (see Joanna Russ). This may be something you wish *would* happen.
- Instruct your intended audience in how to perform a certain task or to approach a specific problem relevant to that issue.