**Victorian Online Literature--Sample Syllabus**

**Student Learning Outcomes**

**Exposure:** Students will learn about the Victorian era through selected literature. They will do so in a completely online format.

**Create:** Students will create digital objects that reflect their analysis of a Victorian text.

**Research:** Students will learn to meaningfully engage with open access content, and learn about copyright.

**Reflect:** Students will complete reflective essays that inform the viewer of the decisions in their digital object.

**Peer Review:** Students will virtually workshop their digital objects together throughout the semester. They will share their work on the course discussion board to give and provide constructive feedback on their ideas, objects, etc. They will also use select class meetings for workshops.

**Reading List Suggestions**

**Novels\***

*The Picture of Dorian Gray*-Oscar Wilde (1890)

*Wuthering Heights*-Emily Bronte (1847)

*Dracula*-Bram Stoker (1897)

*North and South-*Elizabeth Gaskell (1854)

*Alice in Wonderland*-Lewis Caroll (1865)

**\*Select 2-3 max.**

**Short Stories and Novellas**

Selected Ghost Stories-Charles Dickens

*Sherlock Holmes* stories

The Lifted Veil-George Eliot (1859)

An Account of Some Strange Disturbances in Aungier Street-Sheridan Le Fanu (1853).

The Canterville Ghost-Oscar Wilde (1887)

**Poetry\***

The Lady of Shalot-Alfred, Lord Tennyson (1842), Porphyria’s Lover-Robert Browning (1836), My Last Duchess-Robert Browning (1842), Goblin Market-Christina Rossetti (1862), Dover Beach-Matthew Arnold (1867)

**\*There’s a lot of Victorian Poetry--more or less may be added.**

**Drama\***

The Importance of Being Earnest-Oscar Wilde (1895)

**\*More drama added contingent on the rest of the reading list**

**Culture:** Pre-Raphaelite Poetry/Art**,** Theatre**,** Magazines**,** Fashion, Penny Dreadfuls, Queen Victoria

**\*Tie into the texts throughout the semester**

**Research**

We will utilize scholarship available through the public domain. Students, of course, may use the journals provided by their institution for projects, but teaching them to use open content is an objective of the course.

Examples of open resources:

<https://www.history.org.uk/primary/resource/3871/victorian-britain-a-brief-history>

<https://www.historyextra.com/period/victorian/top-10-victorian-podcasts/>

<http://www.ageofvictoriapodcast.com/>

<http://www.victorianweb.org/>

<https://dp.la/>

**Schedule:**

1. **Begin with an introduction to Open Education Resources. What is it? What does it mean for students? Copyright discussion as it relates to course texts and projects.**
2. **Introduction to the Victorian Era. What do they already know? Show them open digital content about the Victorian era.**
3. **Peer-editing. Create time to workshop in breakout groups during class. Use discussion boards for class site for more peer evaluation.**
4. **Instructor check-ins. Schedule web meetings for project check-ins. First check-in for the project to brainstorm. Second instructor check-in for final questions before submission.**

Discuss licensing, and establishing creative commons licenses for objects in the beginning on the semester <https://creativecommons.org/licenses/>

**Note:** These assignments are examples of objects. Select two, at most. Project submissions through Canvas, Blackboard, etc.

**Assignments.** Throughout the semester, create two digital objects. Online workshopping will be available before the final project’s due. In the course website, discussion boards will be available for project feedback from classmates. Everyone will be assigned to comment/offer feedback.

**Assignment 1:** The Victorian Era produced several of its own infographics.  Create an infographic for a text. Demonstrate a critique of the implications. Do not create an infographic only identifying the basic plot or names of characters (while helpful, and can be a useful element to an infographic, this is not the assignment’s goal).

Example: Explain the different narrators in *Dracula*. Why does it matter that this is an epistolary novel? What mediums of communication to characters utilize? Not every character’s perspective is given. What are we told about some characters? Why?

**Assignment 2:** Create a video or audio analysis of a text. Student may choose to record an informational video, a skit, or animated feature (like mysimpleshow). They may also opt to work with a partner and create a short podcast discussing their ideas about the text. The podcast may be scripted-performance, comedic, etc. Anchor, Zoom, Buzzsprout, and Audacity have free recording capabilities.

**Assignment 3:** Professional Website for a character. Create a digital portfolio based on a character. What would their cover letter say? Education? Professional References? Skills? Availability?

Sample:

<https://ajthomp55.wixsite.com/lispractvanhelsing>

Don’t forget to check websites for accessibility with Wave

<https://wave.webaim.org/>

**Assignment 4:** Create a Victorian Zine demonstrating an aspect of Victorian culture. Example: a Dickensian zine about the struggles of poverty. A zine of women’s issues.

**Writing:** each project will have a writing reflection component. Describe the choices you made, how they relate to the implications of the text, using scholarship to support your ideas.

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| Rubric | **5** | **4** | **3** | **2** | **1** |
| **Analysis** | \*Demonstrates a strong argument and thesis.  \*Paper clearly informs the project (and vice versa) **5** | \*Good argument and thesis.  \*Paper/Project generally inform one another **4** | \*Argument and thesis too broad.  \*Project a vague overview of topic. **3** | \*No thesis or argument identified.  \*Project does not address subject **2** | \*No analysis.  \*Project incomplete and missing critical analysis **1** |
| **Research** | \*Demonstrates use of open education resources.  \*Uses appropriate sources. **5** | \*Good understanding of open resources.  \*Uses appropriate sources. **4** | \*Limited use of open resources.  \*Some resources inappropriate for project **3** | \*Insufficient research (be it through open sites, or subscription journals) \*Majority of sources do not meet needs of assignment (misused, misrepresented, etc). **2** | \*Research missing from assignment. **1** |
| **Structure** | \*Paper logically organized.  \*Project clearly guides through topic **5** | \*Paper generally organized  \*Project generally organized **4** | \*Paper doesn’t tie ideas together-jumps around  \*Disconnected content in project **3** | \*Paper ideas incohesive, irrelevant to one another  \*Project has superficial, vague, content **2** | \*Disorganized and/or incomplete paper.  \*Project has minimal content, broken links, etc. **1** |
| **Mechanics** | \*Almost entirely free of spelling, grammar, and punctuation errors throughout paper and project  \*Citations correct **5** | \*Few spelling, grammar, or punctuation errors.  \*Citations correct **4** | \*Several spelling, grammar, or punctuations errors.  \*Some citation errors **3** | \*Many spelling, grammar, or punctuation errors.  \*Citations incomplete **2** | \*Errors make work illegible  \*No citations **1** |
| **Style** | \*Thorough editing demonstration. \*Participation in workshopping.  \*Digital project organized and accessible  \*Project and Paper cohesive **5** | \*Participation in workshops.  \*Project clear, few issues with accessibility  \*Writing explains most project decisions **4** | \*Project is generic.  \*Visually difficult to understand  \*Paper and project inconsistent **3** | \*Missing writing response for object  \*Minimal editing **2** | \*No participation in editing or workshops  \*Missing project or paper (or both)  \*No evident effort. **1** |