

## Digital Project - Overview

Computer Lab: IS 134

Because this course is premised on producing a (Post) Postmodern edition of Mary Shelley's *Frankenstein*, each student will be responsible for annotating two chapters/letters of the 1818 text using various research and essay assignments produced throughout the semester. Traditional editing of this type requires much collaboration, editing and researching. We'll do all of this; however, we'll perform this in a digital environment. We will spend multiple days in a computer lab (IS 134) working on this Digital Project and learning Google Docs, our online platform, and Page Creator, a website program from Google. Each Digital Session is preceded by discussion days as well as nine mini-essays/assignments spread throughout the semester.

### MINI-ESSAYS & ASSIGNMENTS

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Essay lengths range from 300 to 1000 words and will receive up to 11 points each. After submitting the essay for comments, you will integrate the assignment into your Digital Project. My comments on these mini-essays are intended to help students improve the mini-essays for the final submission in the form of the Final Project. The assignments that are written essays will be submitted to Turnitin.com for verification.

#### Timeline: Literary Historical Research (Due 2/7)

This assignment requires students to amass information about his/her four years during 1780-1840 – our long version of the Romantic Era. Students will use various types of resources to complete a timeline. On the due date, each student will add his/her findings to a single, collaborative timeline. In addition, each student will submit an electronic version of his/her individual timeline for assessment. My comments will be returned and intended to help students continue to add further to this timeline. Because we will collaborate on this timeline throughout the semester, students will be able to add to any section. Students will also be able to link from their chapters to this timeline for any relevant references.

#### Delicious Links Essay (Due 2/21)

Students will create a list of favorite URLs that address particular themes of the class, including, sublime, landscape, monsters, science, technology, etc. Each resource will be assessed in 20-50 words. Depending upon our needs, we will either create a collaborative document in Google Docs or use del.icio.us to amass our list of online resources. (We'll discuss this further.)

#### Explication of a Poem (Due 3/6)

A poetry explication is a relatively short analysis which describes the possible meanings and relationships of the words, images, and other small units that make up a poem. Writing an explication is an effective way for a reader to connect a poem's plot and conflicts with its structural features. Shelley's *Frankenstein* relies upon, even references, several Romantic-era poems. For this assignment, each student will choose a poem that has not been discussed in class and that is relevant to his/her chapters/letters. (Turnitin submission) Further details will be given later.

#### Analysis of a Minor Character (3/20)

A character analysis allows for an in-depth critique of a minor character from *Frankenstein*. This analysis will then be added to your web pages of chapters/letters and linked. (Turnitin submission) Further details will be given later.

### Investigating Mary Shelley's Manuscripts, Journals & Letters (3/20)

Mary Shelley's manuscripts, journals and letters have been reproduced in printed facsimile, many of which our library owns. In this assignment, students will read through these resources to make connections with their own chapters/letters – all of which will be added to the web pages of chapters/letters. (Turnitin submission) Further details will be given later.

### Review of Reviews (Due 4/1)

Reception of a novel is almost as important as our classroom discussions. In this assignment, students will analyze several reviews about *Frankenstein*, writing a review of the reviews. This assignment, too, will be added to the web pages of chapters/letters and linked. (Turnitin submission) Further details will be given later.

### Adaptations (4/8)

As we have begun to discover, *Frankenstein* was borrowed, translated, adapted, parodied and copied throughout the nineteenth century. We'll take this idea further afield. In this assignment, students will write a review of an adaptation of *Frankenstein* in any media form (movies, comics, graphic novels, fiction, drama and more). The adaptation may come from the nineteenth or twentieth century. On the due date, students will provide clips or snippets to the class and discuss this adaptation in addition to adding it to the web pages of chapters/letters. (Turnitin submission) Further details will be given later.

### Keepsake Authors Mystery (Due 4/10)

The *Keepsake* is a literary annual, one of those nineteenth-century publications that was part of popular culture. However, rather than being identified, many authors requested that they be labeled "the author of....." For this assignment, each study will solve the mystery of authorship by using various resources to discover the identity of one author. In addition, students will read the accompanying poem or prose, write a brief summary and provide an analysis. This will be added to your *Frankenstein* web pages and linked. (Turnitin submission) Further details will be given later.

### Peer Review (4/22)

The reason for creating web pages of this *Frankenstein* project is to allow others to see your work. Eventually, all student pages will be linked to each other. For this assignment, write a critique of two other student pages. Both of these critiques will be posted to the Discussion in Google Groups. The recipient of the critique will read through the critiques and revise according to these comments.

## **A NOTE ON EDITIONS & *FRANKENSTEIN* TEXT**

Mary Shelley originally published this novel anonymously in 1818. The 1818 version was reprinted in 1823 with Mary Shelley's name added to the title page. In 1831, Shelley published a revised version that differs substantially from the 1818 version. Because the 1818 version offers an un-revised version of her story, it is often the most taught. Indeed, our Longman edition is from the 1818 version. For this reason, it's imperative that we use the 1818 version in our annotated version.

We'll rely on the transcription created by Stuart Curran, University of Pennsylvania, in his extensive *Frankenstein* website, complete with images, maps, contextual materials and more: <http://www.english.upenn.edu/Projects/knarf/Text/text.html>

The text of both the 1818 and 1831 editions are on this site, but in pieces. When you finally decide on your two chapters/letters, begin cutting and pasting your chapters from this Website into a Word document and checking the text against your Longman edition. We'll transfer this text to your website during a digital session.

## **YOUR *FRANKENSTEIN* WEBSITE**

As we go through the semester, we'll continuously add elements to your web versions of the *Frankenstein* chapters. This means that some of you will become webmasters for the first time. When creating websites, we always have to keep in mind the critical value of our technological tools. In other words, just because something is "cool" doesn't mean that it belongs on your website. The design (colors, graphics, fonts) must have a purpose, and the navigation must be intuitive. We'll discuss good design practices in a Digital Session.

To create your *Frankenstein* web pages, go to Page Creator: <http://pages.google.com/?pli=1> From here, click "Create New Site." You will be able to name your own website URL. So we can find each other easily on the Web, name your site as follows:

Frankenstein.[last name] = Frankenstein.Harris

Here's an example of a student project created with Page Creator:  
[http://www.sjsu.edu/faculty/harris/StudentProjects/Steinbeck\\_Arthur/about.html](http://www.sjsu.edu/faculty/harris/StudentProjects/Steinbeck_Arthur/about.html)

## **RATIONALE**

This final essay (1200 words) acts as both an introduction to your *Frankenstein* web pages and provides the reasons behind your design decisions. The Rationale will also synthesize the theoretical and critical reasonings associated with your Digital Project. This is also an essay in which you analyze your use of various themes that have been discussed in class. In other words, this is not simply a narrative about your actions, it is also an intellectual analysis about the Romantic Era. Your weekly Reading Responses and Reflective Blog posts will be the basis for this essay. The Rationale should be integrated into your website as the introductory page. For an example of a Rationale, see here:

<http://www.sjsu.edu/faculty/harris/StudentProjects/Kim/Rationale.html>

## **PRESENTATION**

During the final exam meeting (May 19<sup>th</sup>, 2:45-5pm), each student will present his/her Digital Project to the class. Since everything will be available online, submission of a CD-Rom or other media is unnecessary. In order to receive a grade on this final project, you must present.

## **GRADING**

As stated above, each mini-essay/assignment is worth 11 points. The Final Digital Project, however, is a completely separate grade and will be assessed on several aspects: writing abilities (clarity, depth, etc.); design elements; navigation; integration among pages (linking) and creativity.