

ENGL 1102

Virtual Victorians:

Remediations of Nineteenth-Century British Literary Culture

Instructor: Dr. Lisa Hager

Sections :

C1 - 8:05am - 8:55am MWF Skiles 308

J4 - 10:05am - 10:55am MWF Engr Science &
Mech G8

B6 - 11:05am - 11:55am MWF Skiles 308

Email: lisa.hager@lcc.gatech.edu

Office: Skiles 316

Office Hours: Wed. 12:30-3:30pm and by
appointment

Mailbox: Skiles 227

Course Description

Though we often pretend otherwise, twenty-first century culture is rife with references to and influences of the Victorian period. In this class, we will explore how we mobilize Victorian culture to represent our nostalgia for the past and anxiety about the future, namely how we remediate past fashions, history, science, and politics to understand our present and future.

In doing so, we will concentrate on Alan Moore's *The League of Extraordinary Gentlemen (LOEG)*. Largely credited with bringing Steampunk to the attention of mainstream American and British cultures, the three graphic novels in Alan Moore's *LOEG* series unite and refigure both twentieth-century and nineteenth-century literary discourses. Pulling from Victorian periodicals in its design and aesthetics, *LOEG* also reworks popular Victorian literary characters, including Mina Harker from Bram Stoker's *Dracula*, Allan Quatermain from H. Rider Haggard's *King Solomon's Mines*, Dr. Jekyll/Mr. Hyde from Robert Louis Stevenson's *The Strange Case Dr. Jekyll and Mr. Hyde*, and Professor Moriarty from Sir Arthur Conan Doyle's Sherlock Holmes stories. In such a rich intertextual environment, these graphic novels present and enact key Victorian cultural concerns, including the New Woman, the Working Man, Imperialism, Orientalism, and Industrialization.

In examining *LOEG* and a number of images, films, and television series that are based in Victorian literary culture, we will seek to better describe the contours of our relationship to this period. This consideration of Victorian culture will involve group and individual writing projects and the creation of a Victorian space on Second Life.

Course Schedule

The schedule of assignments for this course is available online through the class's wiki: <http://lhager-gatech.pbwiki.com/ENGL-1102-Spring-2009-Home>. Though the assignments for the next few weeks are pretty much set, be aware that I will revise the rest of the schedule extensively throughout the semester in order to respond to how the class is progressing. Thus, the schedule, as it currently stands, is more a guide than a "written stone" guarantee of what will be happening when in this class. I will always notify you when I make changes.

Required Texts

- Alan Moore's *The League of Extraordinary Gentlemen*, Vol. 1-3 (Paperback).
Vol 1: ISBN-10: 1563898586; Vol 2: ISBN-10: 1401201180; Vol 3: ISBN-10: 1401203078
- William Gibson and Bruce Sterling's *The Difference Engine*.
ISBN-10: 055329461X
- Bram Stoker's *Dracula*. Edited by: Glennis Byron. Broadview Editions.
ISBN: 9781551111360 / 1551111365
- H. Rider Haggard's *King Solomon's Mines*. Edited by: Gerald Monsman. Broadview Editions.
ISBN: 9781551114392 / 1551114399

Objectives and Outcomes Specified by the Board of Regents and by Communication@Tech

	Board of Regents University System of Georgia		Georgia Tech Writing and Communication Program	
<p>Rhetoric Rhetoric focuses on available means of persuasion, considering the synergy of factors such as context, audience, purpose, role, argument, organization, design, visuals, and conventions of language.</p>	<p>Objective “Understand rhetorical contexts for writing by establishing the writer’s role, the audience, and the purpose of the project.”</p>	<p>Outcome “Use conventions of writing mechanics, usage, and style to communicate effectively for the given audience, purpose, and format.”</p>	<p>Objectives Understand registers and variations within discourses. Apply strategies for addressing academic and professional audiences.</p>	<p>Outcome Create artifacts that demonstrate the synergy of rhetorical elements.</p>
<p>Process Processes for communication—for example, creating, planning, drafting, designing, rehearsing, revising, presenting, publishing—are recursive, not linear. Learning productive processes is as important as creating products.</p>	<p>Objective “Approach writing as a way to think and communicate ideas to others.”</p>	<p>Outcomes “Use recursive processes that include collecting information, focusing, ordering, drafting, revising, and editing.” “Demonstrate the techniques and skills of research, integration of source material, and documentation.”</p>	<p>Objective Explore individual and collaborative processes in multicultural and international contexts.</p>	<p>Outcome Construct, select, and deploy information based on interpretation and critique of the accuracy, bias, credibility, authority, and appropriateness of sources.</p>
<p>Modes and Media Activities and assignments should use a variety of modes and media—written, oral, visual, electronic, and nonverbal—singly and in combination. Contexts and cultures of modes and media are critical.</p>	<p>Objective “Adjust writing to a variety of contexts, including electronic environments.”</p>	<p>Outcome “Read and respond to various texts for purposes of interpretation, analysis, synthesis, evaluation, and judgment.”</p>	<p>Objective Distinguish and evaluate multimodal communication — WOVEN (Written, Oral, Visual, Electronic, and Nonverbal).</p>	<p>Outcome Create WOVEN artifacts that demonstrate interpretation, analysis, synthesis, evaluation, and judgment.</p>

Requirements

Two major projects, various in-class and take-home assignments (as well as possible pop quizzes), and full participation and contribution to class discussions and activities.

Grade Breakdown

You are also responsible for keeping track of your grades in the T-Square gradebook. I will not respond to emails asking for “progress reports” or if you can make a certain grade. It is your responsibility to check your grades periodically to make sure that they are correct.

While I am more than willing to meet with you to answer any questions you may have about my grading so as to improve your performance on future assignments, I will not change your grade after the fact. Do not come to me to ask for more points. Be aware that I will **not** discuss your grades or respond to emails regarding your grades after the second-to-last week of class.

Category	Percentage	Point Value
Dossier Group Project	40	200
Comparison Essay	30	150
Daily Grades (in-class/take-home assignments, quizzes, etc.)	10	50
Participation	15	75
LCC Diagnostic Essay I	2	10
LCC Diagnostic Essay II	3	15
Total	100	500

Point Values	Percentages	Letter Grade
500 – 450	100 – 90	A
449 – 400	89 – 80	B
399 – 350	79 – 70	C
349 – 300	69 – 60	D
299 – 000	59 – 00	F

Major Assignments

Diagnostic Essays I and II (written in-class)

To assess our program's performance, Communication@Tech asks students in our courses to complete diagnostic exercises. Students in English 1101 and LCC 3401 complete the exercises at the beginning and end of the fall semester, and students in English 1102 and LCC 3401 complete the exercises at the beginning and end of the spring semester. Diagnostics evaluate improvement in students' general communication skills. Successful assessments help us positively present our communication programs to the Georgia Tech administration, the Board of Regents, and many other financially and professionally significant entities within the academic and funding communities. More important, assessments allow us to identify areas of strength and weakness so that we can continue to improve our program.

Comparison Essay

6-7 pages

30% (150 points)

As part of our examination of Victorian culture and Steampunk, we will consider how and why Steampunk as a genre alters its Victorian materials. Choose one character or artifact from *LOEG* and compare Moore's use it/her/him to its original nineteenth-century incarnation. A few questions to think about in your comparison: In what ways has the character/artifact changed and/or stayed the same? To what end have these changes (or lack thereof) been made? What current cultural discourses does it/her/him take part in? What about this Victorian character/artifact made it especially good material for this use? How does this revision change your reading of the original Victorian character/artifact?

The Dossier Group Project

40% (200 points)

Part I – the room (35%)

For this assignment, your group will create a virtual dossier on Second Life. Following the spirit of Moore's *The Black Dossier*, you will choose one or more literary characters from the nineteenth-century who are not the main characters of *LOEG*. You will have to do outside reading of your own to find your character(s), though I will give you a list of possibilities. Each group will have a room in our Second Life house and will create/find objects, images, texts, and music for the character(s)' dossier. The dossier will work much the same way as a room in a computer game in which you must piece together a narrative from what you find in the room.

Part II – the essay (50%) 4-5 pages

Having created your dossier room, your group will then examine these objects and write a comparison essay as you did for the first assignment with your room taking the place of Moore's *The Black Dossier*.

Part III – the peer evaluation (15%) 2-3 pages

Each group will be randomly assigned a room from another of my sections to interpret. The extent to which this group is able to piece together the narrative and understand the overall point of your dossier will determine your grade for this part of the project.

Georgia Tech and Class Policies

Attendance

Students have four absences to use for any reason. I do not require any permission note. After the given four absences, a student's final course grade begins to be reduced 1/3 grade (A- to B+, for instance) for each additional absence. After four absences, there are no excused absences. So use your four absences wisely. You are responsible for information and materials you miss. You should obtain notes from classmates. While I will not repeat an entire class time for a student who misses, I will, however, discuss generally what we did in class and important points we covered.

If you are surfing the web, emailing, or talking on the phone during class time, you will be marked absent; cell phones must be turned off during class. Although sometimes unavoidable, arriving to class late is rude. Students habitually arriving to class late (more than four late arrivals) will begin to accrue absences, one absence for every two lates. In the same context, students are to remain for the entire class. Therefore, leaving the class early will count as a late arrival.

Regular attendance is required, and you should plan to be here for every session. More than three absences during the term will lower your final grade in the course one to three full letter grades. Six or more absences will automatically constitute a final course grade of "F". (Being present means being in class a minimum of 40 minutes.)

Student-Teacher Conferences

Students must meet with me at once a year as their groups plan their presentations. However, I strongly encourage you to see me during office hours (or through appointment) to discuss specific questions about any paper (preferably after peer workshop). While I will read sections of any paper before the final due date, I will only give feedback as directed by a specific question from the concerned student (i.e. "Is my thesis clear enough?" "Does this paragraph do a good job of supporting my thesis?" etc).

Format of Essays

Drafts must be typed and double-spaced with one inch margins using 12 point Times New Roman font. Each paper should have in the upper left-hand corner of the first page your name, my name, the course number, and the date. Your last name should also appear next to the page number in the upper right corner of each page. Give each of your formal papers a descriptive title. Papers without adequate Works Cited Sheets and appropriate internal citations, or papers with excessive mechanical problems (more than three errors per page) will be given a grade of 'X' until the student has conferred with me and the problem has been solved. Students who do not meet with me to change the 'X' grade will receive a 0 for the paper. Papers must be turned in at the beginning of the class in which they are due. Late papers will not be accepted. Students must also print out two copies of their final essays, one to be turned in, and one for their own records.

General Checklist for Final Submission of Papers

Turn in all hard-copy papers in a two pocket folder with the following:

- That paper's final draft. (Stapled)
- That paper's first draft. (Stapled)
- The notes taken and emails received during peer workshop. (Stapled)
- Any items specific to the assignment as detailed on the individual assignments' requirements sheets

**Any final draft submitted without rough drafts, peer workshop notes, or the research journal will be docked 10 points per missing item. In regards to stapled items, you will be docked 5 points per unstapled item. It is your responsibility to have all items stapled before class; I do not carry a stapler with me.

Submission of Work

Late work: All assignments are due in your class time (collected after roll is taken) on the given due dates. Work turned in late is docked ten percent for every calendar day it is late. Work turned in after class on the due date is considered one day late. If you will be absent on a day that written work is due, submit your work via a friend on the due date (by the beginning of class) or submit it earlier. See me if you believe you have truly extenuating circumstances.

Note: print your documents before the due date. Printers, computers, and computer disks are notorious for failing just before an assignment is due. Therefore, a broken printer, computer or disk that fails is not an extenuating circumstance; they do such things regularly.

Keep multiple copies of all work in multiple locations!

Participation

This is a class in communication, so your participation is essential. Get involved. Volunteer. Question. Probe. Expect also to engage regularly in a variety of in-class activities and exercises—oral, visual, electronic, and written; individual and collaborative. Bring in at least one “extra” to share during the semester. Share relevant ideas and observations. Bring in copies of relevant clippings and articles. Offer your own experiences. Make connections between what we’re discussing in this class and what you hear elsewhere—for example, what’s going on in other classes, what you hear at conferences, what you hear in our colloquia, what guest speakers say, and so on.

I will evaluate your participation throughout the term. You are to participate actively in review and editing workshops: whenever a workshop is scheduled, you are to have assigned materials ready for the workshop. These materials are due at the beginning of class; a student without materials for a workshop receives a mark against participation on that date.

Discrimination and Harassment

Georgia Tech does not discriminate on the basis of race, color, age, religion, national origin, sex, marital status, disability, or status as a U.S. veteran. This class adheres to those guidelines. Alternative viewpoints are welcome in this classroom. However, statements that are deemed racist, sexist, classist, homophobic, or otherwise discriminatory toward others in the class will not be tolerated.

No form of harassment or discrimination is allowed in this class. In keeping with the professional nature of this course, only professional behavior is acceptable between the instructor and the students and between students. No harassment of any kind is allowed in class including but not limited to gender, class, age, ability, religion, sexual orientation, and ethnicity.

Americans with Disabilities Act (ADA)

If you require accommodation to compensate for a disability, please speak with me outside of class so that we can identify an appropriate course of action. If you have a documented disability and anticipate needing accommodations in this course, please make arrangements to meet with me soon, preferably in the first week of the semester. Please request that an ADAPTS staff verify your disability and specify the accommodation you will need.

Georgia Tech complies with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act. Any student who may require an accommodation under such provisions should contact me as soon as possible and no later than the end of the first week of classes or as soon as you become aware. No retroactive accommodations will be provided in this class.

Academic Integrity and Plagiarism

You are responsible for knowing and abiding by GT’s policy for academic integrity. Consult the Honor Code online at <http://www.honor.gatech.edu>. The following text appears on the website:

“Academic misconduct is any act that does or could improperly distort Student grades or other Student academic records. Such acts include but need not be limited to the following:

- Possessing, using or exchanging improperly acquired written or verbal information in the preparation of any essay, laboratory report, examination, or other assignment included in an academic course;
- Substitution for, or unauthorized collaboration with, a Student in the commission of academic requirements;
- Submission of material that is wholly or substantially identical to that created or published by another person or person, without adequate credit notations indicating authorship (plagiarism);
- False claims of performance or work that has been submitted by the claimant;
- Alteration or insertion of any academic grade or rating so as to obtain unearned academic credit;
- Deliberate falsification of a written or verbal statement of fact to a member of the Faculty so as to obtain unearned academic credit;
- Forgery, alteration or misuse of any Institute document relating to the academic status of the Student.

While these acts constitute assured instances of academic misconduct, other acts of academic misconduct may be defined by the professor.”

Work that violates the Honor Code will receive zero credit and may result in failure of the entire course. I will also report any serious misconduct to the Dean of Students.

Signed Student/Instructor Agreements

****PLEASE READ, SIGN, AND RETURN THESE STATEMENTS TO DR. HAGER****

I affirm that I have read the entire syllabus and policy sheet for Dr. Hager's ENGL 1101 class and understand the information and the responsibilities specified.

Print Name

Date

Signature

DIRECTIONS: Read carefully and check **all** that apply.

I give my instructor, Dr. Lisa Hager, permission to use copies of the work I do for this course, ENGL 1101:

- as examples in this and other courses
- as examples in presentations and in print and electronic publications

Please indicate how you want to be acknowledged:

- Please use my name both in the acknowledgements and with my actual document.
- Please use my name in the acknowledgements section but use an appropriate pseudonym with my actual document.
- Please use a pseudonym both in the acknowledgements and with my actual document.
- Please use my work, but do not acknowledge me in any way.
- I do not want my work used as examples in any situations.

Print Name

Date

Signature

Print Permanent Address

Print Campus Address