CORE 100: ADAPTING AUSTEN

Wiki Assignment

Overview:
We will develop a course (both sections) wiki that both explains significant historical events and cultural artifacts relevant to understanding Austen’s novels and directly references how those events and artifacts function in her novels. A complete first draft must be posted to the course website by Tue. 10/11. Revise and incorporate links to other course wiki entries by Thur., 10/27. At that point, we will collaboratively “edit” the wiki by providing constructive commentary on every entry (required for your course section only). Final, revised wiki entries are due Thur., 11/3.

Objectives:
• Understand literature as a product of a historical context by connecting themes, characters, and practices within to historical events and cultural practices of the time during which it was written.
• Grasp relationships between Austen’s rural England, London, the British empire, and the world.
• Conduct focused, purposeful library research using electronic AND print sources.
• Choose and deploy information based on interpretation and critique of the accuracy, bias, credibility, authority, and appropriateness of secondary source material.
• Produce sophisticated writing stylistically appropriate to its purpose.

Assignment Guidelines and Instructions:
1. Write a 750-1000-word course wiki entry about your topic. This entry must be based on at least five varied, valid research sources:
   • At least one must be a credible website;
   • At least one must be a juried, academic journal article found in the Xavier library databases;
   • and at least one must be a book.
While you may use Wikipedia to learn elementary information about your subject, YOU MAY NOT use it as one of your sources. Images and links to credible websites and other students’ wiki entries must be incorporated. You must also provide a References or Works Cited section at the end of your entry. Use MLA format, including hyperlinks to web sources where applicable.
2. Cite your sources within the body of the entry text when necessary. Use MLA parenthetical citations.
3. Post your Wiki to the course website by Tue. 10/11. Revise and incorporate links to the other course wikis by Thursday, 10/27.
4. Give a 2-3 minute “flash” presentation on your completed wiki to your class on Thursday, 10/27. Classmates will provide feedback on your entry via WordPress comments.
5. Incorporate suggestions from comments and references to Mansfield Park if necessary before posting your final version to WordPress on Thursday, 11/3.

Submission Instructions:
Submit your final Word draft of your webpage, including any images and links to videos, etc. online to Canvas by the beginning of the class period on Thursday, 11/3. I will check links and overall appearance based on the actual webpage, but I will comment on your prose based on the document submitted to Canvas. Your work will be checked for plagiarism via Turn It In before I comment and upload the graded entry to Canvas.

Grading:
Wikis will be evaluated in terms of:
- The quality of your research.
- The detail and accuracy of your entry.
- The clarity and stylistic finesse of the written text.
- Demonstrated understanding of the connection between the novel and the event, object, or practice, including specific references to the novel(s) where appropriate.
- The inclusion of relevant visual or auditory elements.
- Inclusion of links to other relevant course wikis and credible websites.

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<thead>
<tr>
<th>Rubric</th>
<th>Advanced</th>
<th>Competent</th>
<th>Developing</th>
<th>Basic</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Content</strong></td>
<td>Covers topic in-depth with details and examples. Subject knowledge is excellent. Connections to novel(s) are relevant and interesting. Exceptionally sophisticated writing style, tone, and vocabulary. Multiple links to other wikis and sites demonstrate both careful attention to peers' work and understanding of interrelated topics.</td>
<td>Includes essential knowledge about the topic. Subject knowledge appears to be good. Connections to novel(s) are effective. Links show understanding of peers' work and interrelated topics. Writing style, tone, and diction reflect attention to rhetorical concerns.</td>
<td>Includes essential information about the topic but there are 1-2 factual errors. Connections to novel(s) are minimal. Sparse links suggest a lack of understanding of peers' work and interrelated topics. Writing tone and style are appropriate; prose is readable; the reader does not encounter awkward sentence structuring or wording often.</td>
<td>Content is minimal, OR there are several factual errors. Negligible connections to novel(s). Missing links suggest little attention to or understanding of peers' work and interrelated topics. Voice and tone are inconsistent or inappropriate. Style and sentence structure awkward, making reading difficult, word choices are vague or inappropriate.</td>
</tr>
<tr>
<td><strong>Organization</strong></td>
<td>Content is well organized, using headings or bulleted lists to group related material where appropriate.</td>
<td>Content uses headings or bulleted lists to organize, but the overall organization of ideas or topics appears flawed in some ways.</td>
<td>Content is logically organized for the most part.</td>
<td>There was no clear or logical organizational structure.</td>
</tr>
<tr>
<td><strong>Use of Research</strong></td>
<td>Reliable, accurate sources used. Source material is cited correctly and incorporated exceptionally well.</td>
<td>Reliable, accurate sources used. Source material is properly cited and used correctly.</td>
<td>Source material is contextualized and documented appropriately.</td>
<td>Research is not specific, wholly accurate, reliable, relevant, or sufficient and/or is incorrectly documented.</td>
</tr>
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<td><strong>Visual Appeal</strong></td>
<td>Makes excellent use of font, color, images, graphics, effects, etc. to enhance presentation of entry.</td>
<td>Makes good use of font, color, graphics, images, effects, etc. to enhance presentation.</td>
<td>Makes use of font, color, graphics, images, effects, etc. but occasionally these detract from the content.</td>
<td>Makes minimal use of font, color, graphics, images, effects, etc. and/or these often detract from the content.</td>
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<tr>
<td><strong>Accuracy</strong></td>
<td>No misspellings or grammatical errors. No HTML errors in wiki (e.g., broken links, missing images).</td>
<td>Very few misspellings and/or mechanical errors. Minimal HTML errors.</td>
<td>Several misspellings, grammatical, and/or HTML errors.</td>
<td>A distracting number of errors in spelling, grammar, and/or HTML.</td>
</tr>
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Adapted from Read/Write/Think (http://www.readwritethink.org/lesson_images/lesson979/WikiRubric.pdf)
Topics:

Once you begin to do your research, you may find you need to refine these topics. Most likely, given your word limit, you will need to narrow rather than expand. *Let the novels guide your decisions about how to narrow and focus* (and the time period, of course!). Just keep me posted on your progress and how your topic is shifting. Also, if there is a topic not listed here that you would like to explore, let me know and we may be able to add it. I have intentionally left off topics covered extensively in the *Interactive P&P* annotations but if you find information there you want to include, just be sure to cite it.

The Regency Monarchical Crisis
The French Revolution
The Napoleonic Wars
The Periodical Press
Tea
Sugar
Women’s “Work” (i.e. needlework)
Professions for Women
Female Education (socioeconomic class matters here! You can stick to one class if you wish)
Male Education (see note above)
Women’s Legal Property Rights (portion, pin money, jointure)
Inheritance Laws (primogeniture, entail)
Divorce Laws
Agricultural Practices
Enclosures
Poor Laws
The Anglican Clergy (profession)
Religion
Theatre
Country Estate Management
Ball or Assembly Culture
Landscape Gardening
Money and Finance
Horses/Riding
Carriages/Coaches
Portsmouth
Antigua
The Post
The Navy
The Militia
Parliament
Seaside Resorts (Brighton, Ramsgate)
The Peerage or Aristocracy
The Gentry
The Working Classes
Race in Regency England
The Luddite Uprisings
Shopping
The East India Company
Lawrence Sterne
Frances Burney
Samuel Richardson
Mary Wollstonecraft
Hannah More
Samuel Johnson
Edmund Burke
William Gilpin (picturesque)
Josiah Wedgwood