Lesson plan for Frankenstein analysis

Background: Ms. Boness is teaching a unit on literary theory and Frankenstein. Her students will be working on a project applying one of several literary theories to the novel. The project will include an annotated bibliography and a presentation.

Goals: To introduce students to the variety of academic sources available to them through the library, enhance their information literacy skills, teach them about annotated bibliographies, and give them a place to start on their project.

1. Academic search engines vs. other sources
   a) Why not just search Google?
      a. Google draws from all over the web, including many inaccurate or untrustworthy sites. Sometimes it finds quality resources, but other times they can be misleading or false.
   b) How to determine whether a site is trustworthy
      a. Look at the author – does s/he have any credentials to back up his/her writing? (College professor, acknowledged expert, etc.)
      b. Where is the site located? Did you find it through an academic search engine or through Google? Be skeptical of .com addresses as they are generally commercial in nature and may have skewed the information to suit their needs. .org is slightly more trustworthy, and .edu even more.
      c. Is the site peer reviewed? Can you find other sources referencing it or referring to it?
      d. Check the purpose of the site. Is it designed to sell you something or convince you of something or is it merely informative?
      e. Check the timeliness of the information – is it current, when was the site published.
      f. Does the site cite sources? Are there references to where the information came from that you can check?
   c) An example:

   *Frankenstein* and Marx’s Theories of Alienated Labor
   Elsie B. Michie
   [http://knarf.english.upenn.edu/Articles/michie1.html](http://knarf.english.upenn.edu/Articles/michie1.html)

   Why do I think this is reliable?

   - On a university site
   - Edited by college professors who are still active in the university
   - Selected from a book published by the Modern Language Association (the professional association for faculty in language arts)

   d) A simpler way to find reliable information – use an academic search engine like JSTOR
      a. Searches can be limited to items that are peer reviewed. Peer review is a process where an article is sent to other experts in the field for them to review and check for accuracy. It is the generally accepted method for scholarly articles to get publication and be valid for citation in a research paper.
      b. Searches can be limited by publication date
      c. Searches can be limited to academic journals.
2. JSTOR and other academic sources
   a) Introduction to the library home page and logging in:
      a. Various features of the library home page are available only by logging in, including a list of available online resources, the ability to place holds on materials, and the ability to view resource lists created by faculty or library staff.
      b. To do this, first go to http://destination.bsd405.org, click login, and use your computer login. This will take you to the library home page.
   b) List of useful resources from the library:
      a. JSTOR
      b. Proquest K-12
      c. Proquest Learning: Literature
      d. Online Writing Guide
      e. KCLS databases and Ask a Librarian
   c) Logging into JSTOR for the first time
      a. Must log in for the first time through the library webpage
      b. Click on JSTOR link. This will bring you to a page to create a login
      c. Fill out the form and click submit.
      d. Now you can visit http://www.jstor.org from anywhere and use your login to access the site.
   d) Using JSTOR
      a. All of JSTOR is searchable by keywords. It includes many academic journals, images, maps, and primary sources.
      b. Use wildcards to search more effectively. For example:
         i. Searching for deconstructionist theory and Frankenstein. Searching for those keywords would exclude articles that say “deconstructionism” rather than deconstructionist. So, use a wildcard. JSTOR uses a * to do this. Replace part of the word with that symbol to widen your search. So:
         ii. [deconstruction* AND Frankenstein]
         iii. Similarly: [feminis* AND Frankenstein]
      c. Use OR to widen your search
         i. JSTOR defaults to searching by adding AND between search terms. Change this to an OR to broaden your search. For example:
         ii. Derrida OR Miller AND Frankenstein
         iii. Grouping terms with parenthesis can help the search:
         iv. (Derrida OR Miller) AND Frankenstein
      d. Saving citations
         i. Every article will have a box on the right with the option to Save Citation. This will let you easily come back to it if you need because it will be associated with your JSTOR account. Use this liberally.
   e) Using Proquest
      a. From the library home page click on Proquest. Click on the box labeled Proquest once more.
      b. At the top click on Databases, then on Proquest Research Library. This will limit your search to their collection of periodicals and scholarly journals rather that searching across irrelevant sources like newspapers and a family health database
      c. The same AND, OR, *, and () syntax works in Proquest
   f) Proquest Learning: Literature
      a. Similar search techniques to Proquest and JSTOR
3. How to do an annotated Bibliography and why
   e) What is an annotated bibliography?
      a. An annotated bibliography is a list of books, articles, or online resources created in a set citation format (MLA) with a few sentences below each source summarizing them.
      b. Why create an annotated bibliography?
         i. Helps organize your thoughts and keep track of which article goes with which theme or idea from your research
         ii. Allows others to evaluate your bibliography for relevance to the topic.
         iii. Creates a starting point for your paper or presentation by laying out key topics from your research
   c. Present sample annotated bibliography
   d. Show citation samples from OWL, refer them there to learn proper MLA formatting.
   e. Have students do a sample in class?
   f) Example of annotated bibliography, useful for research as well:
      Mary Shelley and Science Fiction: A Select Bibliography Selectively Annotated
      David Ketterer

4. List of samples specific to the literary theories discussed in class as they relate to Frankenstein

   g) reader response theory

   *If It Be a Monster Birth: Reading and Literary Property in Mary Shelley's "Frankenstein"
    Michele Turner Sharp
    *South Atlantic Review*, Vol. 66, No. 4 (Autumn, 2001), pp. 70-93

   h) Marxist/Economic Determinism

   *Frankenstein* and Marx’s Theories of Alienated Labor
   Elsie B. Michie
   http://knarf.english.upenn.edu/Articles/michie1.html

   i) Psycholanalytical

   "Frankenstein" and Dis(re)membered Identity
   Eleanor Salotto
   *The Journal of Narrative Technique*, Vol. 24, No. 3 (Fall, 1994), pp. 190-211

   j) Feminism

   THE MEDICAL GAZE AND THE FEMALE CORPSE: LOOKING AT BODIES IN MARY SHELLEY'S "FRANKENSTEIN"
   EMMA LIGGINS
Custody Battles: Reproducing Knowledge about "Frankenstein"
Ellen Cronan Rose

k) Archetypal

Science, Frankenstein, and Myth
Theodore Ziolkowski
(Note: Sometimes you have to skim through an article for a few pages to figure out if it’s useful for your search. This is one example of that)

l) New Historicism

Science, Frankenstein, and Myth
Theodore Ziolkowski
(Note: Sometimes you have to skim through an article for a few pages to figure out if it’s useful for your search. This is one example of that. And sometimes a source fits more than one category.)

Research tips:

When you find one article, it often becomes easier to find similar articles. Look to see if the database entry has subjects, then use those to search. You can also check the bibliography of the article to see if any of the citations are useful for your research.