

# MODPO (UPENN)

Modern & Contemporary American Poetry (or “ModPo” as it is called in the Twitter community) is an award-winning massive online open course (MOOC) offered by the University of Pennsylvania on Coursera. The poetry course, taught by Prof. Al Filreis, and his group of teaching assistants, puts a modern, online spin on a typical close-reading literature course. The images in this section show how they organize and present the first week of the course.

**Weeks are indexed in the left sidebar**

**Assignments highlighted in timeline**


**Video duration provided**

**Resources are separate from assignments but provide completion feedback**

**Required, graded activities called out with due dates**

| REQUIRED  | GRADE | DUE                |
|---|-------|--------------------|
| Quiz on "Possibility" in Emily Dickinson's "I dwell in Possibility" |       | Aug 23 4:58 AM EDT |
| Quiz on the dash in Emily Dickinson's "I dwell in Possibility"      |       | Aug 23 4:58 AM EDT |

# MODPO (UPENN)



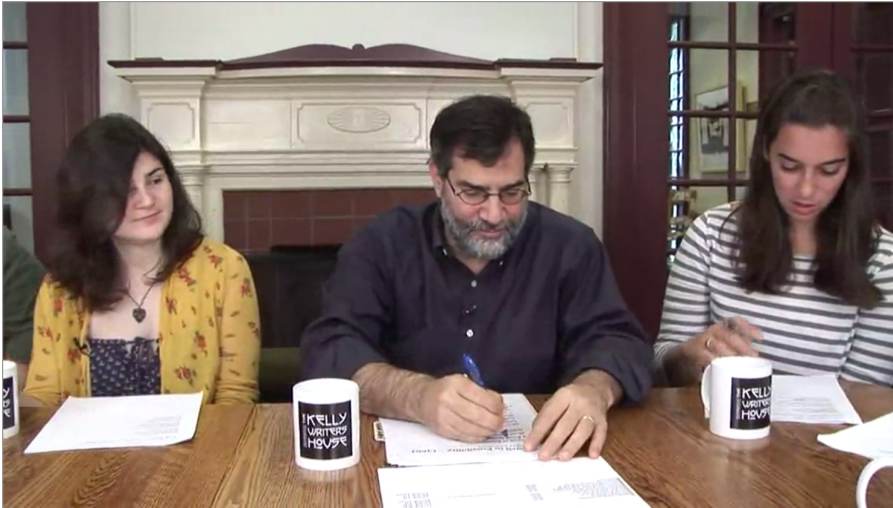
Explore ▾

What do you want to learn?

🔍

erican Poetry ("ModPo") > Week 1 > watch video on Emily Dickinson's "The Brain within its

watch video on Emily Dickinson's "The Brain within its Groove" (part 2)



Save Note Discuss Download ▾

👍🗨️📄

English ▾

Help Us Translate

0:00 >> So, let's talk a little more about the current and the flood. First of all, you know, there's a saying

Professor provides video in which he and TAs demonstrate how they do close reading


Video includes transcript

**Week 1**

Discuss and ask questions about Week 1.  
256 threads · Last post 14 hours ago

Go to forum

**chapter 1.1 (week 1)—Whitman & Dickinson, two proto-modernists**

 Al Filreis

**Week 1 of ModPo 2019 runs from Saturday, September 7 at 9 AM through Sunday, September 15 at 9 AM.** For those doing ModPo on their own or in small groups, the week 1 materials are open and available all year.

In this first week of our course, we'll encounter two 19th-century American poets whose quite different approaches to verse similarly challenged the official verse culture of the time. As a matter of form (but also of content), Walt Whitman and Emily Dickinson were radicals.

▾ More

**chapter 1.1 (week 1)—two proto-modernists**

✓ **Reading:** introduction to chapter 1, week 1: audio & transcript 15 min

✓ **Reading:** read Emily Dickinson's "I dwell in Possibility" 2 min

✓ **Reading:** listen to Al Filreis recite "I dwell in Possibility" 1 min

✓ **Video:** watch video on Emily Dickinson's "I dwell in Possibility" 23 min

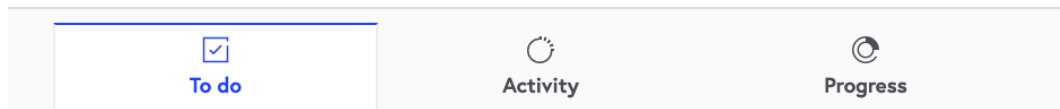
Discussion forums are a key course component and highlighted at the top of each section

Instructor provides overview of each section or "chapter"

Course materials organized in suggested order with directions

# HOW TO READ A MIND (UNIVERSITY OF NOTTINGHAM)

Another MOOC platform, [FutureLearn](#), hosts the University of Nottingham's course "How to read a mind." In the images below, notice how features we've talked about are used to structuring this very short course (only two weeks long).



## WEEK 1: FROM MIND-MODELLING TO PORTABILITY

### Introduction: How to read 'How to read a mind'

In which the course is previewed and the method of study is introduced, together with some key initial ideas.



**1.1** HOW TO READ A MIND VIDEO (03:25)

**1.2** HOW TO READ 'HOW TO READ A MIND' ARTICLE

First section orients participants on how to work their way through the course. Multiple formats increase accessibility.

### Mind-modelling

In which the notion of prototypes is discussed, and applied to personality and character; and in which the different aspects of character are explored; and in which minds and their worlds are explained.



**1.3** MIND-MODELLING ARTICLE

**1.4** THE BEST EXAMPLE OF A PERSON VIDEO (03:34)

**1.5** ENACTORS IN WORLDS ARTICLE

Course materials are presented in recommended order, reinforced by numbering.

# HOW TO READ A MIND (UNIVERSITY OF NOTTINGHAM)

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1.1

YOU'VE COMPLETED WEEK 1



Video transcript is  
included for accessibility

Introductory video gives an  
overview of the course

[View transcript](#)

1.2

YOU'VE COMPLETED WEEK 1



Course overview article is  
accompanied by striking  
images

Brick Head 3  
© Donna Cazadd at [www.flickr.com/photos/9588236@N02/1549980273](https://www.flickr.com/photos/9588236@N02/1549980273) (Creative Commons BY-SA 2.0)

## How to read 'How to read a mind'



1709 comments

Not pictured: At the end of the article, readers are  
prompted to introduce themselves. Comment numbers  
show how many students completed that task.

This is a short course that tries to explain what happens when  
you read a novel or a short story – or in fact any sort of  
narrative – and you meet the people who live within those  
pages. How can it be that sometimes we are drawn into the

# EDX: HUMAN RIGHTS, HUMAN WRONGS: CHALLENGING POVERTY, VULNERABILITY AND SOCIAL EXCLUSION

Below is a third course example on yet another MOOC platform, [edx](#). In the course "Human rights, human wrongs," the navigation menu prioritizes items such as the course overview, syllabus and schedule, grading policy, progress, and discussion spaces. The course is divided by modules and broken up into sub-topics within each module. The format of this massive online open course is similar to formats available on Moodle, Canvas, Blackboard, and other learning management systems.



[Course](#) [Overview](#) [Course Syllabus & Schedule](#) [Grading Policy](#) [Progress](#) [Discussion](#)

### About the Course

Human rights are critical for achieving the UN's Agenda 2030 for Sustainable Development. Across the globe many people's rights are violated every day, creating injustice and instability that threatens our collective future. *Human Rights, Human Wrongs: Challenging Poverty, Vulnerability and Social Exclusion* is an 11-week course that focuses on human rights and their link to the sustainable development context.

The course is led by instructors who are leading experts in their field - Joshua Castellino, *Executive Director Minority Rights Group International & Professor of Law* and Sarah Bradshaw, *Head of School of Law, Middlesex University*. (You may find out more about them and their colleagues, in our "Meet the Instructors" section in the Welcome module.)

**You can expect to Learn:**

- **International human rights frameworks**, including specific frameworks for groups including women, children and indigenous peoples.
- How **global politics affect and form our understanding** and regulation **of human rights**.
- The emergence of **"inclusive" approaches**, and the effects of these approaches on assigning responsibility and action to excluded groups.
- The **intersectionality inherent to human rights**, such as gender and ethnicity and how human rights influence responses to conflict and disaster.

Introduces  
instructors

Expectation management  
and learning outcomes

# EDX: HUMAN RIGHTS, HUMAN WRONGS: CHALLENGING POVERTY, VULNERABILITY AND SOCIAL EXCLUSION



Course Overview **Course Syllabus & Schedule** Grading Policy Progress Discussion

Tabs at the top include key sections for course navigation

## Course Syllabus and Schedule

[\(Download this page as a PDF here!\)](#)

### Module 1: Why Does the World Need Human Rights?

- 1.1 What are Human Rights and why do we need them?
- 1.2 From economic growth to people-centered development
- 1.3 The 'Rise of Rights' in Development
- 1.4 How are Human Rights created?
- 1.5 Rights are nice but are they enough?

### Module 2: How Do International Legal Frameworks and Institutions Interact with the Development Agenda?

- 2.1 Underlying concepts of International Law

Syllabus is online and provided as downloadable PDF. Students do not need to be logged in to access their deadlines or course structure.

Course is divided into modules and sub-topics



Course Overview Course Syllabus & Schedule **Grading Policy** Progress Discussion

Grading policy is given priority in the main navigation menu

## GRADING & ASSESSMENTS

### COURSE ASSESSMENTS

*All learners have access to comprehension questions following each video in order to test and support understanding of the content. Comprehension questions are ungraded but strongly encouraged to maximize understanding of the course content.*

**Learners on the Verified Track** have access to graded course assessments, which consist of a Mid-term Exam (10 questions) and a Final Exam (20 questions).

Students' grades are calculated in relation to their participation in the **Pre-Course Survey**, **Post-Course Survey**, as well as their performance at the **Mid-term** and **Final Exam**.

The final grade for the course will be weighted as follows:

- **50%** for the Final Exam,
- **40%** for the Mid-term Exam,
- **10%** for Course Participation i.e **5%** for the Pre-course Survey and **5%** for the Post-course Survey.

You can check your individual assessment grades and overall progress in the **Progress** tab.

Clear guidelines for how students will be graded


Instructions on how to check grades and progress

# EDX: HUMAN RIGHTS, HUMAN WRONGS: CHALLENGING POVERTY, VULNERABILITY AND SOCIAL EXCLUSION

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Video lecture supports learner engagement

## Chapter Video 1.1 What are Human Rights and why do we need them?



Start of transcript. Skip to the end.

**What are Human Rights  
& Why Do We Need Them?**

Joshua Castellino  
Middlesex University  
London, UK

SDSN EDU

0:00 / 0:00

Speed 1.0x

Transcripts

Download SubRip (.srt) file

Download Text (.txt) file

Transcript increases accessibility

My first question to deal with today is, why does the world need human rights? If you think back to the notion of how history developed itself and how humankind developed, you will find that there has always been this quest to somehow regulate and civilise and create mechanisms for order around us. So the original emphasis in law was to create a series of rules that would protect harmony, that would guarantee the safe possession of goods and that would

The following reading is recommended to enhance your understanding of this chapter's topic. Please click on the link below to access the article or PDF.

[United Nations Human Rights, "What are human rights?" Office of the High Commissioner.](#)

Accompanying links support deeper reflection and thinking about the topic