

Carleton University
Fall 2024
College of the Humanities and the Department of English

ENGL 3401 A/ DIGH 3001 A

The Book in the Digital Age

Prerequisites: third year standing or permission from the department

Instructor: Prof. Micheline White

Email: Micheline.white@carleton.ca I do not reply to email after 4:30 PM or on the weekend.

I: Course Time: Tuesday 11:30-2:30.

My office hours are Tuesday 2:45-4:00 or by appointment. You can schedule an appointment with me on [Youcanbookme.com](https://youcanbookme.com).

II: Course Description

Welcome booklovers!

This course introduces you to **key concepts** pertaining to the study of books in the digital age. During the term, we will pursue two major threads—the book as an ever-changing material object; and reading as an ever-changing human activity. First, we will consider how the material features of “books” or “texts” have changed from scrolls, to manuscripts, to printed books, to e-Books, to books using augmented reality or virtual reality. As we do this, we will examine the affordances and problems with producing digital versions of non-digital texts and of the possibilities inherent in electronic books. Second, we will consider how digital technologies enable or force us to read and interpret books in new ways. We will discuss E-readers; “distant reading”; digital literacies; and networked reading.

III: Learning Outcomes

At the end of this course, you will be able to:

- define and explain six or seven key concepts pertaining to the book in the digital age
- describe the key changes brought about by the development of the book over time: from scrolls, to manuscript, to print, to digital texts
- experiment with digital tools and material objects and reflect on your experience
- identify, summarize, and evaluate the main thesis of a secondary source
- develop a research topic, undertake and discuss secondary research, use your own in-class experience to reflect on a research topic and produce a 5 page written take-home exam
- provide productive feedback to your peers and engage in respectful academic discussion

IIIb: How to succeed in this course.

You need to set aside roughly **6 hours** per week for this course. If you do not devote 6 hours per week, you will not likely achieve the learning outcomes.

1. preparing for our live meeting = **3 hours per week**. This involves reading secondary articles; watching instructional videos; experimenting with on-line tools; completing the assignments. In the final two weeks, you will spend most of this time working on your final take-home exam.

2. in-person meeting. **3 hours per week**

IV: Required Texts: All texts are available on-line or through the library. Cost = 0 \$ ☺

V: Communication. I will communicate with you during the week via the “course announcements” widget. I will also send emails. If you have any general questions about the readings, the assignments, or the course, please post them on the “Ask Your Teaching Team” discussion forum on the BS site. Only email me directly if you have a question of a personal nature.

VI: Assignments and Evaluations based on learning outcomes: (still subject to minor revision)

1. Six small assignments: 2 x 5 points + 4 x 10 points = **50 points**

Almost every week you will be asked to read and think about a scholarly article. You will also be asked to experiment with digital tools and resources at the library and to reflect on your experience. On six occasions, you will respond to a series of short questions about the content of the articles, about various websites and tools, and about your experience of using those tools. The questions for the assignments are very clear and they are on BS. You will respond on BS. **Late submissions will not be allowed** unless I grant you an extension due to an urgent problem.

2. Understanding and responding to secondary scholarship. See rubric on BS. **10 points**

One of the learning outcomes for this course is that you will be able to “identify, summarize, and evaluate the main thesis of a secondary source.” Once during the semester you will prepare a short summary and analysis of one piece of secondary criticism using a template that I provide on BS. You will choose the dates in advance. I will ask you to share your thoughts during our meeting. This assignment will help you prepare for your take-home exam. **Late submissions will not be allowed** unless I grant you an extension due to an urgent problem.

2. Research, Thinking, and Writing: Take-home exam. One 1500 word assignment (without footnotes, roughly 5 pages) = **20 points**

One of the learning outcomes for this course is that you will “develop a research topic, undertake and discuss secondary research, and use your own in-class experience to reflect on a research topic and produce a 5 page written take-home exam. You will get the question in advance. The take-home exam is open book. You must write it alone (no collaboration with anyone else) and

without using AI. You will upload it to BS by December 21, 2024 at 5:00 PM. Late exams will not be graded unless I grant you an extension due to an urgent problem.

4. Participation: 20 points

You are required to participate actively in every session. You must email me if you are going to be absent. If you attend class but do not participate, you will receive a maximum of 14/20.

Evaluation: What Am I Looking For?

In evaluating your work, I will look for:

- 1) careful reading and understanding of the scholarly articles assigned each week
- 2) careful thinking about the key concepts explored in the course
- 3) thoughtful reflection on your experiences – one that makes connections between your experience, the assigned articles, and the key concepts explored in class
- 4) clear, cogent arguments
- 5) prose that is grammatically correct.

Standing in a course is determined by the course instructor subject to the approval of the Faculty Dean. This means that grades submitted by the instructor may be subject to revision. No grades are final until they have been approved by the Dean.

Week 1: Sept 10: Introduction to the course.

Part One: The Material features of a “book”: from the scroll to the eBook

Week 2: Sept 17: The Scroll vs the Codex. Continuous vs discontinuous reading

1. Do first: Assignment #0: “What is a book?” Not graded.
2. Watch: videos by Bryan Thompson and Anthony Grafton.
3. Read: Peter Stallybrass: “Books and Scrolls: Navigating the Bible,” in Jennifer Andersen and Elizabeth M. Sauer, eds. *Books and Readers in Early Modern England: Material Studies* (Philadelphia: University of Pennsylvania Press, 2002), 42-79. You only need to read from 42-51. On-line via a library link. Chapter. 2.
4. Read: short article by Lev Grossman.
5. Do: upload Assignment #1. 5 points.

Week 3: Sept 24: Digitizing medieval manuscripts.

1. Watch: videos about medieval manuscripts, digitization, IIF.
2. Read: A. Prescott and Lorna Hughes, “Why Do we Digitize?: The Case for Slow Digitization,” *Archive Journal* Special Issue: Digital Mediaeval Manuscript Cultures September 2018.
3. Do: upload Assignment #2. 10 points.

Week 4: Oct 1: Moveable Type and the Emergence of the Printed Book

1. Watch: 20 mins. Videos on the printing press and other materials.
2. Do: Sarah Werner’s workshop “Working with EEBO and ECCO.” (annotated pdf on website).

3. Go to Archives and Special Collections. Room 583 MacOdrum Library
4. Do: upload Assignment #3. 10 points.

Week 5: Oct 8: Bookishness in the Digital Age

1. Read: Jessica Pressman's *Bookishness: Loving Books in a Digital Age* (New York: Columbia University Press, 2020): intro, chapter 1, and (optional) Coda.
2. Meet with Larry Thompson the “Master Printer” of Carleton’s Book Arts Lab in the Library.

Week 6: Oct 15: Video Games, Narrative, and Books.

Guest lecture: Victoria Hawco. You will submit a summary of the lecture on-line as assignment #4. 5 points

Read: chapter 1: “Studying Video Games,” in Egenfeldt-Nielsen, Simon., et al. *Understanding Video Games: the Essential Introduction*. 2nd ed., Routledge, 2013, pp. 7-13.
<https://doi.org/10.4324/9780203116777>.

Oct 22. No class. Reading week

Week 7: Oct 29: Electronic Literature

1. DO: Visit one of the four volumes of the Electronic Literature Collection (website) and experiment.
2. READ: James Pope, “Where Do We Go From Here? Readers’ Responses to Interactive Fiction Narrative Structures, Reading Pleasure and the Impact of Interface Design,” *Convergence: The International Journal of Research into New Media Technologies* (2010): 6.1: 75–94. DOI: 10.1177/1354856509348774.
3. DO: Upload Assignment #5. 10 points.
4. Optional / Lecture: Matthew G. Kirschenbaum, “Editing the interface: Textual Studies and First Generation Electronic Objects,” *Text* 14 (2002): 15-51.

Part II: Reading Books in a Digital World

Week 8: Nov 5: The Book and Locative Media

Guest lecture: Professor Brian Greenspan.

Read: Brian Greenspan, “The New Place of Reading: Locative Media and the Future of Narrative,” in *dhq* (2011) 5.3

<http://www.digitalhumanities.org/dhq/vol/5/3/000103/000103.html>

Week 9: Nov 12: E-Readers, Tablets, and E-Books

1. Read: Doody, Christopher. “Trying to ‘Out-Book the Book’: Amazon’s Marketing of the Kindle.” *Papers of the Bibliographical Society of Canada* 51.1 (2013): 131–42.
2. Seth Ketron and Kelly Naletelich. “How e-Readers Have Changed Personal Connections with Books.” *Qualitative Market Research* 19.4 (2016): 433–452.
3. Optional: Ted Striphas, “E-Books and the Digital Future,” from *The Late Age of Print: Everyday Book Culture from Consumerism to Control* (Columbia UP, 2011), pp. 19–44.
4. Upload Assignment #6: 10 points.

Week 10: Nov 19: The Book and Augmented Reality and Virtual Reality

1. Markus Wust, "Augmented Reality" in *Doing Digital Humanities: Practice, Training, Research*, edited by Constance Crompton, et al., Taylor & Francis Group, 2016, 303-312.
2. Caitlin Fisher, "Fiery Sparks of Light" (2021)
3. Meet at the Experiential Learning Hub in the Library to consider the Book and VR.

Week 11: Nov 26: How We Read in the Digital World. Choose one

1. Lisa Nakamura, "'Words with Friends': Socially Networked Reading on Goodreads" *PMLA*, January 2013, Vol. 128, No. 1 (January 2013), pp. 238-243.
2. Katherine N. Hayles, "How we read: Close, Hyper, Machine." *ADE Bulletin* 150 (2010): 62–79.
3. Franco Moretti, "Conjectures on World Literature," *New Left Review* (you don't need to read the footnotes)

Week 12: 3 Dec: Final Reflections and Preparing for the take-home exam.

University Regulations for All College of the Humanities Courses (Updated August 19, 2024)

Academic Dates and Deadlines

This schedule contains the dates prescribed by the University Senate for academic activities. Dates relating to fee payment, cancellation of course selections, late charges, and other fees or charges will be published in the Important Dates and Deadlines section of the Registration Website.

Copies of Written Work Submitted

Always retain for yourself a copy of all essays, term papers, written assignments or take-home tests submitted in your courses.

Online Learning Resources

On this page, you will find resources collected by Carleton Online to help you succeed in your online courses; Learning Strategies and Best Practices, Study Skills, Technology and Online Interaction and Engagement.

Academic Integrity Policy

The University Academic Integrity Policy defines plagiarism as “*presenting, whether intentionally or not, the ideas, expression of ideas or work of others as one’s own.*” This includes reproducing or paraphrasing portions of someone else’s published or unpublished material, regardless of the source, and presenting these as one’s own without proper citation or reference to the original source. Examples of sources from which the ideas, expressions of ideas or works of others may be drawn from include but are not limited to books, articles, papers, literary compositions and phrases, performance compositions, chemical compounds, artworks, laboratory reports, research results, calculations and the results of calculations, diagrams, constructions, computer reports, computer code/software, material on the internet and/or conversations.

Examples of plagiarism include, but are not limited to:

- any submission prepared in whole or in part, by someone else, including the unauthorized use of generative AI tools (e.g., ChatGPT)
- using ideas or direct, verbatim quotations, paraphrased material, algorithms, formulae, scientific or mathematical concepts, or ideas without appropriate acknowledgment in any academic assignment
- using another’s data or research findings without appropriate acknowledgement
- submitting a computer program developed in whole or in part by someone else, with or without modifications, as one’s own
- failing to acknowledge sources with proper citations when using another’s work and/or failing to use quotations marks.”

Plagiarism is a serious offence that cannot be resolved directly by the course’s instructor.

The Associate Dean of the Faculty follows a rigorous [process for academic integrity allegations](#), including reviewing documents and interviewing the student, when an instructor suspects a violation has been committed. Penalties for violations may include a final grade of “F” for the course.

Co-operation or Collaboration

An important and valuable component of the learning process is the progress a student can make as a result of interacting with other students. In struggling together to master similar concepts and problems

and in being exposed to each other's views and approaches, a group of students can enhance and speed up the learning process. Carleton University encourages students to benefit from these activities which will not generally be viewed as a violation of the Policy. With the exception of tests and examinations, instructors will not normally limit these interactions.

Students shall not co-operate or collaborate on academic work when the instructor has indicated that the work is to be completed on an individual basis. Failure to follow the instructor's directions in this regard is a violation of the standards of academic integrity. Unless otherwise indicated, students shall not co-operate or collaborate in the completion of a test or examination.

Group Work: There are many cases where students are expected or required to work in groups to complete a course requirement. Normally, students are not responsible for violations of this policy committed by other members of a group in which they participate.

More information on the process [here](#).

Academic Accommodations

Academic accommodation refers to educational practices, systems and support mechanisms designed to accommodate diversity and difference. The purpose of accommodation is to enable students to perform the essential requirements of their academic programs. At no time does academic accommodation undermine or compromise the learning objectives that are established by the academic authorities of the University.

Carleton is committed to providing academic accessibility for all individuals. You may need special arrangements to meet your academic obligations during the term. The accommodation request processes, including information about the *Academic Consideration Policy for Students in Medical and Other Extenuating Circumstances*, are outlined on the [Academic Accommodations website](#).

Requests for Academic Accommodation

You may need special arrangements to meet your academic obligations during the term. For an accommodation request, the processes can be [found here](#).

Addressing Human Rights Concerns

The University and all members of the University community share responsibility for ensuring that the University's educational, work and living environments are free from discrimination and harassment. Should you have concerns about harassment or discrimination relating to your age, ancestry, citizenship, colour, creed (religion), disability, ethnic origin, family status, gender expression, gender identity, marital status, place of origin, race, sex (including pregnancy), or sexual orientation, please contact the [Department of Equity and Inclusive Communities](#) at equity@carleton.ca.

Grading System at Carleton University

Standing in a course is determined by the course instructor subject to the approval of the Faculty Dean. This means that grades submitted by the instructor may be subject to revision. No grades are final until they have been approved by the Dean.

The system of grades used, with corresponding grade points and the percentage conversion can be found [here](#).

Course Sharing Websites and Copyright

Classroom teaching and learning activities, including lectures, discussions, presentations, etc., by both instructors and students, are copy protected and remain the intellectual property of their respective author(s). All course materials, including PowerPoint presentations, outlines, and other materials, are also protected by copyright and remain the intellectual property of their respective author(s).

Students registered in the course may take notes and make copies of course materials for their own

educational use only. Students are not permitted to reproduce or distribute lecture notes and course materials publicly for commercial or non-commercial purposes without express written consent from the copyright holder(s).

[More information](#)

Student Rights and Responsibilities at Carleton

Carleton University strives to provide a safe environment conducive to personal and intellectual growth, free of injustice and characterized by understanding respect, peace, trust, and fairness.

The [Student Rights and Responsibilities Policy](#) governs the non-academic behaviour of students. Carleton University is committed to building a campus that promotes personal growth through the establishment and promotion of transparent and fair academic and non-academic responsibilities.

Deferred Term Work

In some situations, students are unable to complete term work because of extenuating circumstances beyond their control, which forces them to delay submission of the work. Requests for academic consideration are made in accordance with the [Academic Consideration Policy for Students in Medical or Other Extenuating Circumstances](#).

Students who claim short-term extenuating circumstances (normally lasting up to five days) as a reason for missed term work are held responsible for immediately informing the instructor concerned and for making alternate arrangements with the instructor. If the instructor requires supporting documentation, the instructor may only request submission of the University's self-declaration form, which is available on the [Registrar's Office website](#). The alternate arrangement must be made before the last day of classes in the term as published in the academic schedule.

1. Normally, any deferred term work will be completed by the last day of term. In all cases, formative evaluations providing feedback to the student should be replaced with formative evaluations. In the event the altered due date must extend beyond the last day of classes in the term, the instructor will assign a grade of zero for the work not submitted and submit the student's earned grade accordingly; the instructor may submit a change of grade at a later date. Term work cannot be deferred by the Registrar.
2. In cases where a student is not able to complete term work due to extenuating circumstances lasting for a significant period of time/ long-term (normally more than five days), the instructor and/or student may elect to consult with the Registrar's Office (undergraduate courses) or Graduate Registrar (graduate courses) to determine appropriate action.
3. If a student is concerned the instructor did not respond to the request for academic consideration or did not provide reasonable accommodation, the student should follow the appeals process described in the [Academic Consideration Policy](#).
4. If academic consideration is granted, but the student is unable to complete the accommodation according to the terms set out by the instructor as a result of further illness, injury, or extraordinary circumstances beyond their control, the student may submit a petition to the Registrar's Office (undergraduate courses)/Graduate Registrar (graduate courses). Please note, however, that the course instructor will be required to submit an earned final grade and further consideration will only be reviewed according to established precedents and deadlines. (More information: [Undergraduate](#) | [Graduate](#)).

Deferred Final Exams

Students who are unable to write a final examination because of extenuating circumstances, as defined in the [Academic Consideration Policy](#), may apply for accommodation. Normally, the accommodation for a missed final examination will be granting the student the opportunity to write a deferred examination. In

specific cases when it is not possible to offer a deferred examination, and with the approval of the Dean, an alternate accommodation may be made.

The application for a deferral must:

1. be made in writing to the Registrar's Office no later than three (3) working days after the original final examination or the due date of the take-home examination; and,
2. be fully supported by appropriate documentation. In cases of short-term extenuating circumstances normally lasting no more than five (5) days, students must include the University's self-declaration form, which can be found on [the Registrar's Office website](#). Additional documentation is required in cases of extenuating circumstances lasting longer than five (5) days and must be supported by a medical note specifying the date of onset of the illness, the (expected) date of recovery, and the extent to which the student was/is incapacitated during the time of the examination. The University's preferred medical form can be found at the Registrar's Office [here](#).

Academic Consideration Policy

As per the [Academic Consideration Policy](#), if students encounter extenuating circumstances that temporarily hinder their capacity to fulfil in-class academic requirements, they can request academic consideration. The Academic Consideration for Coursework is only available for accommodations regarding course work. Requests for accommodations during the formal exam period must follow the [official deferral process](#).

NOTE: As per the Policy, students are to speak with/contact their instructor before submitting a request for Academic Consideration. Requests are not automatically approved. Approving and determining the accommodation remains at the discretion of the instructor. Students should consult the course syllabus about the instructor's policy or procedures for requesting academic consideration. [More information here](#).

Financial vs. Academic Withdrawal

Make sure that you are aware of the separate deadlines for Financial and Academic withdrawal!

Making registration decisions in Carleton Central involves making a financial and academic commitment for the courses you choose, regardless of attendance. If you do not attend, you must withdraw in Carleton Central within the published deadlines to cancel your registration. A fee adjustment is dependent on registration being canceled within the published [fee deadlines](#) and dependent on your course load. A course dropped after the deadline for financial withdrawal will receive a grade of Withdrawn (WDN), which appears on your official transcript.

Even if you miss the deadline for financial withdrawal, you might decide to drop a course to avoid a failure or a poor grade showing up on your student record and bringing down your CGPA. It is your responsibility to drop the course via Carleton Central within the published [deadlines](#) (see Academic Withdrawal).

If you are considering withdrawing from a course, you may want to talk to an advisor first. Course withdrawal may affect your student status, as well as your eligibility for student funding, immigration status, residence accommodation and participation in varsity sports, etc. Additionally, remember that once you choose your courses, you must use the "Calculate amount to pay" button to determine the correct amount of fees to pay.

Carleton Central is your one-stop shop for registration activities. If you are interested in taking a course, make sure to complete your registration. Simply attending a course does not mean you are registered in it, nor is it grounds for petition or appeal.

Mental Health and Wellness at Carleton

As a student you may experience a range of mental health challenges that significantly impact your academic success and overall well-being. If you need help, please speak to someone. There are numerous resources available both on- and off-campus to support you. For more information, please consult <https://wellness.carleton.ca/>

Emergency Resources ([on and off campus](#))

- Suicide Crisis Helpline: call or text 9-8-8, 24 hours a day, 7 days a week.
- For immediate danger or urgent medical support: call 9-1-1

Carleton Resources

- Mental Health and Wellbeing: <https://carleton.ca/wellness/>
- Health & Counselling Services: <https://carleton.ca/health/>
- Paul Menton Centre: <https://carleton.ca/pmc/>
- Academic Advising Centre (AAC): <https://carleton.ca/academicadvising/>
- Centre for Student Academic Support (CSAS): <https://carleton.ca/csas/>
- Equity & Inclusivity Communities: <https://carleton.ca/equity/>

Off Campus Resources

- Distress Centre of Ottawa and Region: call 613-238-3311, text 343-306-5550, or connect online at <https://www.dcottawa.on.ca/>
- Mental Health Crisis Service: call 613-722-6914 or toll-free 1-866-996-0991, or connect online at <http://www.crisisline.ca/>
- Empower Me Counselling Service: call 1-844-741-6389 or connect online at <https://students.carleton.ca/services/empower-me-counselling-services/>
- Good2Talk: call 1-866-925-5454 or connect online at <https://good2talk.ca/>
- The Walk-In Counselling Clinic: for online or on-site service <https://walkincounselling.com>

The Centre for Indigenous Support and Community Engagement

The Centre for Indigenous Initiatives is proud to offer culturally centered individual counselling to students who self-identify as First Nation, Metis or Inuk. Through this service, Indigenous students [can access confidential, individual sessions for support with personal, mental health or academic challenges.](#)

Department Contact Information

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