

Carleton University
Winter 2023
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 and Type: Thursday 11:30-2:30. Nicol Building Room: 4050
My office hours on zoom are Wed. 2:45-3:45 or by appointment. You can schedule an appointment with me on [Youcanbookme.com](https://www.youcanbookme.com).

II: Course Description

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 a book 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. 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 the electronic book. 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”; data visualization; 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 resources and reflect on your experience
- identify, summarize, and evaluate the main thesis of a secondary source
- develop a research topic, undertake secondary research, produce an annotated bibliography of three sources, and produce one paper.
- 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. **Asynchronous.** 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 paper. This will involve: developing a research paper topic; producing an annotated bibliography of three secondary sources; participating in a writing workshop; and producing a final paper.

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. Five small assignments: 5 x 10 points = **50 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.” 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 and to reflect on your experience. On five 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.

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. You will choose the dates in advance. I will ask you to share your thoughts during our synchronous meeting. This assignment will help you prepare for your research paper.

2. Research and Writing: one 1500 word paper (without footnotes, roughly 5 pages)= 20 points

One of the learning outcomes for this course is that you will “develop a research topic, undertake secondary research to locate two or three, useful sources, produce an annotated bibliography of your sources, and produce one paper.” Part of this writing process involves participating in a peer-to-peer writing workshop.

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.

Week 1: Jan 12: Introduction to the course.

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

Week 2: Jan 19: The Scroll vs the Codex.

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. 10 points.

Week 3: Jan 26: What is a medieval manuscript? 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: Feb 2: 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: Feb 9: Electronic Texts: Text Encoding

1. Read: Chapter 7. Julia Flanders, Syd Bauman, and Sarah Connell, “Text Encoding” in *Doing Digital Humanities: Practice, Training, Research*, edited by Constance Crompton, et al., Taylor & Francis Group, 2016, 104–122.
2. Meet with Larry Thompson the “Master Printer” of Carleton’s Book Arts Lab.

Week 7: Feb 16: Electronic Literature

1. DO: Visit one of the three 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 #4. 10 points.

4. Optional: Matthew G. Kirschenbaum, “Editing the interface: Textual Studies and First Generation Electronic Objects,” *Text* 14 (2002): 15-51.

Feb 23. No class. Reading week

Week 8: March 2: Augmented Reality and Books

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)

Part II: Reading Books in a Digital World

Week 9: March 9: Video Games, Narrative, and Books

1. Video games and books. Guest lecture: Victoria Hawco

Week 10: March 16: 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 #5: 10 points.

Week 11: 23 March: How We Read in the Digital World

1. READ: Lisa Nakamura, “‘Words with Friends’: Socially Networked Reading on Goodreads” *PMLA*, January 2013, Vol. 128, No. 1 (January 2013), pp. 238-243.
2. Read: Katherine N. Hayles, “How we read: Close, Hyper, Machine.” *ADE Bulletin* 150 (2010): 62–79.

Week 12: 30 March: What is Distant Reading and Corpus Linguistics?

1. Watch: Heather Froehlich, “Writing the Whore in Early Modern Drama” (2017; on-line) text and audio. Listen to the audio as you click through the slides.
2. Optional: Read: Franco Moretti, “Conjectures on World Literature,” *New Left Review* (you don’t need to read the footnotes)
3. On your own: review Chicago Style and paper expectations
3. highly recommended: submit paper topic and annotated bibliography of three secondary sources on BS.

Week 13: 6 April Peer-to-peer paper workshop. Paper due the next day by 5:00 PM.

PLAGIARISM

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;
- 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; and
- failing to acknowledge sources through the use of 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 conducts a rigorous investigation, including an interview with the student, when an instructor suspects a piece of work has been plagiarized. Penalties are not trivial. They can include a final grade of "F" for the course.

Note: you may NOT re-use work that you have submitted in another course without permission.

VIII. Statement on Student Mental Health

As a University 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. Here is a list that may be helpful:

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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: (613) 238-3311 or TEXT: 343-306-5550, <https://www.dcottawa.on.ca/>
- Mental Health Crisis Service: (613) 722-6914, 1-866-996-0991, <http://www.crisisline.ca/>
- Empower Me: 1-844-741-6389, <https://students.carleton.ca/services/empower-me-counselling->

[services/](#)

- Good2Talk: 1-866-925-5454, <https://good2talk.ca/>
- The Walk-In Counselling Clinic: <https://walkincounselling.com>

IX. Statement on Pandemic Measures

It is important to remember that COVID is still present in Ottawa. The situation can change at any time and the risks of new variants and outbreaks are very real. There are [a number of actions you can take](#) to lower your risk and the risk you pose to those around you including being vaccinated, wearing a mask, staying home when you're sick, washing your hands and maintaining proper respiratory and cough etiquette.

Feeling sick? Remaining vigilant and not attending work or school when sick or with symptoms is critically important. If you feel ill or exhibit COVID-19 symptoms do not come to class or campus. If you feel ill or exhibit symptoms while on campus or in class, please leave campus immediately. In all situations, you should follow Carleton's [symptom reporting protocols](#).

Masks: Masks are no longer mandatory in university buildings and facilities. However, we continue to recommend masking when indoors, particularly if physical distancing cannot be maintained. We are aware that personal preferences regarding optional mask use will vary greatly, and we ask that we all show consideration and care for each other during this transition.

Vaccines: While proof of vaccination is no longer required to access campus or participate in in-person Carleton activities, it may become necessary for the University to bring back proof of vaccination requirements on short notice if the situation and public health advice changes.

Students are strongly encouraged to get a full course of vaccination, including booster doses as soon as they are eligible and submit their booster dose information in [cuScreen](#) as soon as possible. Please note that Carleton cannot guarantee that it will be able to offer virtual or hybrid learning options for those who are unable to attend the campus.

All members of the Carleton community are required to follow requirements and guidelines regarding health and safety which may change from time to time. For the most recent information about Carleton's COVID-19 response and health and safety requirements please see the [University's COVID-19 website](#) and review the [Frequently Asked Questions \(FAQs\)](#). Should you have additional questions after reviewing, please contact covidinfo@carleton.ca.

X. Requests for Academic Accommodations

Please include the following text, provided by Equity and Inclusive Communities, on all course outlines, and read it at the beginning of your first few classes to remind students. For details, see Section 8 above, and the [Instructors' Guide to Academic Accommodation](#).

ACADEMIC ACCOMMODATION

You may need special arrangements to meet your academic obligations during the term. For an accommodation request the processes are as follows:

Pregnancy obligation: write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For accommodation regarding a formally-scheduled final exam, you must complete the Pregnancy Accommodation Form ([click here](#)).

Religious obligation: write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details [click here](#).

Academic Accommodations for Students with Disabilities: The Paul Menton Centre for Students with Disabilities (PMC) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please contact PMC at 613-520-6608 or pmc@carleton.ca for a formal evaluation. If you are already registered with the PMC, contact your PMC coordinator to send me your Letter of Accommodation at the beginning of the term, and no later than two weeks before the first in-class scheduled test or exam requiring accommodation (if applicable). After requesting accommodation from PMC, meet with me to ensure accommodation arrangements are made. Please consult the PMC website for the deadline to request accommodations for the formally-scheduled exam (if applicable).

Survivors of Sexual Violence

As a community, Carleton University is committed to maintaining a positive learning, working and living environment where sexual violence will not be tolerated, and where survivors are supported through academic accommodations as per Carleton's Sexual Violence Policy. For more information about the services available at the university and to obtain information about sexual violence and/or support, visit: <https://carleton.ca/equity/sexual-assault-support-services>

Accommodation for Student Activities

Carleton University recognizes the substantial benefits, both to the individual student and for the university, that result from a student participating in activities beyond the classroom experience. Reasonable accommodation will be provided to students who compete or perform at the national or international level. Write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. <https://carleton.ca/senate/wp-content/uploads/Accommodation-for-Student-Activities-1.pdf>

University Regulations for All College of the Humanities Courses

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.

Online Learning Resources

While online courses offer flexibility and convenience, they also present unique challenges that traditional face-to-face courses do not. [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.

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.

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Examples of plagiarism include, but are not limited to:

- any submission prepared in whole or in part, by someone else;
- 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; and
- failing to acknowledge sources through the use of 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 conducts a rigorous investigation, including an interview with the student, when an instructor suspects a piece of work has been plagiarized. Penalties are not trivial. They can include a final grade of "F" for the course.

[Academic Integrity Process](#)

Academic Accommodation Policy

Carleton University is committed to providing access to the educational experience in order to promote academic accessibility for all individuals.

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.

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](#).

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Grading System at Carleton University

Standing in a course is determined by the course instructor, subject to the approval of the faculty Dean. Standing in courses will be shown by alphabetical grades. The system of grades used, with corresponding grade points and the percentage conversion can be found [here](#). Grade points indicated are for courses with 1.0 credit value. Where the course credit is greater or less than one credit, the grade points are adjusted proportionately.

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 illness or other circumstances beyond their control, which forces them to delay submission of the work.

1. Students who claim illness, injury or other extraordinary circumstances beyond their control as a reason for missed term work are held responsible for immediately informing the **instructor** concerned and for making alternate arrangements with the instructor and in all cases this must occur **no later than three (3) working days after the term work was due**. The alternate arrangement must be made before the last day of classes in the term as published in the academic schedule. 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 illness or injury for a significant period of time/or long term, 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 accommodation or did not provide reasonable accommodation, the student should consult with the department/school/institute chair/director. If a mutually agreeable accommodation to complete course requirements prior to the course grade submission deadline cannot be achieved, the Associate Dean will become involved. If academic accommodation is not granted, and the student receives word **after** the academic withdrawal deadline, the student may submit a petition to the Registrar's Office (undergraduate courses)/Graduate Registrar (graduate courses) for a final grade of WDN (Withdrawn) in the course(s). If academic accommodation is not granted, and the student receives word **prior** to the academic withdrawal deadline, the student may elect to withdraw from the course(s).
4. Furthermore, if academic accommodation 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 of deferred Term Work](#)

Deferred Final Exams

Students who are unable to write a final examination because of a serious illness/emergency or other circumstances beyond their control 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 working days after the original final examination or the due date of the take-home examination**; and,
2. be fully supported by appropriate documentation and, in cases of illness, by a medical certificate dated no later than one working day after the examination, or by appropriate documents in other cases. Medical documents must specify the date of the 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](#).

[More information on Final Exam Deferrals](#)
[Registrar's Office "Defer an Exam" page](#)

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.

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Department Contact Information

Bachelor of the Humanities 300 Paterson Hall
CollegeOfHumanities@cunet.carleton.ca

Greek and Roman Studies 300 Paterson Hall
GreekAndRomanStudies@cunet.carleton.ca

Religion 2A39 Paterson Hall
Religion@cunet.carleton.ca

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digitalhumanities@carleton.ca

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