

Carleton University  
Fall 2020  
Department of English and the College of the Humanities

ENGL 3401 A/ DIGH 3001 A  
*The Book in the Digital Age*  
Prerequisites: third year standing or permission from the department  
Thursday 2:35-5:25

Instructor: Prof. Micheline White  
Email: [Micheline.white@carleton.ca](mailto:Micheline.white@carleton.ca) I do not reply to email after 4:30 PM or on the weekend.

Office Hours on BigBlueButton: Mon 12:00-1:15; Tu 2:30-3:30; Fri 12:00-12:30

**I: Course Type:** This course is a “blended course.”

#### Blended Courses

An online course where there is a mixture of synchronous meetings and asynchronous activities. This means students need to be prepared to meet some of the time online via web conferencing tools at scheduled days and times. The specific dates will be communicated by the instructor in the course outline. The asynchronous activities are intended to provide flexibility to students when the class is not meeting synchronously. Students are expected to remain up to date with the deadlines and due dates provided by the instructor. These courses require reliable high-speed Internet access and a computer (ideally with a webcam), and a headset with a microphone.

For information about the minimum technical requirements for on-line learning, see <https://carleton.ca/its/help-centre/faq-technical-specs-for-new-students/>

For information on browser support, see <https://carleton.ca/culearnsupport/students/browser-support/>

For information about web conferencing tools, see <https://carleton.ca/culearnsupport/instructors/cat/communication-tools/>

#### **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. 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 “distant reading” and corpus linguistics; data visualization (using Voyant); digital literacies; and networked reading.

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

- define and explain seven or eight 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 1800 word paper.
- provide productive feedback to your peers and engage in respectful academic discussion

### III: How to succeed in this blended 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 = 4.75 hours per week. **Asynchronous.** This involves reading secondary articles; watching instructional videos (mine or ones I have selected for you); experimenting with on-line tools; posting one comment or question per week on a discussion forum; completing 3 participation challenges; completing one article summary and analysis; developing a research paper topic; producing an annotated bibliography of three secondary sources; and producing a final paper. In the final two weeks, you will spend most of this time working on your final paper.

2. Weekly Zoom meeting. **Synchronous.** 1.25 hours per week (normally). 3 hours sometimes. Because this course has twice as many students as it usually does, I have decided to divide the class into two groups (alphabetically) and starting on 17 September I will be running two zoom meetings rather than one. This will be beneficial to you. The first will run on Thursday from 2:35-3:50. The second will run from 4:00-5:15. There will be an exception on Oct 15 when we will all meet with a guest speaker. If this format does not work, we will switch to one larger session. The link to the weekly zoom meeting and the password are on CuLearn. I will NOT be recording the synchronous sessions. I ask that you also not record them.

**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” forum. You will receive an email. If you have any general questions about the readings, the assignments, or the course, please post them on the “Ask Your Teaching Team” forum at the top of the CuLearn site. Only email me directly if you have a question of a personal nature.

I will have office hours on Big Blue Button. You can schedule an appointment with me on Youcanbookme. There is a link on the CuLearn site.

**VI: Assignments and Evaluations based on learning outcomes:** (still subject to minor revision depending on the size of the class)

1. Participation Challenges

3 x 15% = 45%

Each 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 three different weeks, 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. You will post your answers to a “participation challenge” discussion forum. You will not be able to read the other posts until you have posted yourself. I will grade them on-line and the grade will be automatically entered into the grade book.

2. Understanding and responding to secondary scholarship. Submission of 400 words.

1 x 10% = 10%

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.

3. Research and Writing: one 1800 word paper (roughly 7 pages) 20%

One of the learning outcomes for this course is that you will “develop a research topic, undertake secondary research to locate three, useful sources, produce an annotated bibliography of your three sources, and produce one 1800 word paper.” Part of this writing process involves participating in a peer-to-peer writing workshop. You will exchange papers using a template that I have posted to the CuLearn site. After the workshop you will revise your paper and submit it on CuLearn by Friday December 11 at 4:00 PM. You will receive your grade through CuLearn.

4. Participation: 25%

Almost every week you will be required **to post one comment or one question about the reading in a discussion forum before our synchronous meeting.** In some cases, I will ask you a question. In other cases, you will state what you found most interesting about the reading. Or you might be asked to pose a thoughtful question about the reading. You are encouraged to reply to your peers on the forum. These posts will not be graded individually but they will be part of your final participation grade. You are also required to participate actively in every synchronous session. I will take attendance and you must email me in advance if you are going to be absent.

Students must fulfill *\*all\** course requirements in order to achieve a passing grade.

Please note that 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.

### Grading Standards

A+ : Extraordinary work that greatly exceeds the requirements of a third year course. This grade is rarely awarded.

A Excellent work: very insightful analysis; clear and persuasive thesis that goes beyond the ideas presented in lecture or readings; free of any typographical or grammatical errors;

A-/ B+ Very strong work: insightful and clear, but in need of a bit of clarification, revision, or proofreading.

B/B- Good work. Demonstrates a solid understanding of the text and lectures, but requires more significant revision, clarification, or proofreading

C+ /C/C- Average to poor work. Displays a partial grasp of the material and requires revision, clarification, or proofreading

D very poor work. Displays very little effort. Lacks a clear or insightful thesis and requires extensive revision, clarification, or proofreading

F Unacceptable or non-existent work.

### Late Penalty

Your presentations or papers are due on the dates specified. If you have extenuating circumstances, please discuss them with me in advance. I will deduct 5% of your grade for each day that an assignment is late if you have not made a prior arrangement for an extension.

## **VII: Course Schedule (subject to revision)**

### **Week 1: 10 Sept. Introduction to the course**

1. Watch: intro video
2. Read: syllabus
3. Do: take syllabus quiz to access material
4. Do: Post to the “getting to know you” forum.
5. Do: attend zoom class at 2:30.

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

### **Week 2: 17 Sept: The Scroll vs the Codex**

1. Do first: “What is a book?” Submit to discussion Forum. Not graded.
2. Watch: videos.
3. Read: Chapter 2. 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.
4. Do: post answers to questions on discussion forum by 1:30 before our zoom meeting.

### **Week 3: 24 Sept. What is a medieval manuscript? Digitizing medieval manuscripts.**

1. Watch: videos about medieval manuscripts and digitization
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: Experiment with various websites
4. Do: answer questions on discussion forum by 1:30 pm

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

1. Watch: 20 mins. Videos on the printing press and other materials on CULearn
2. Read: Tamara Atkin, “Playing Space: Reading Dramatic Title-Pages in early Printed Plays,” in *Spaces for Reading in Later Medieval England*, ed. Mary C. Flannery and Carrie Griffin (New York: Palgrave Macmillan, 2016), 79-97.
3. Do: Sarah Werner’s workshop “Working with EEBO and ECCO.” (pdf on website) Skip pages 6-9 and 12-13.
4. Do: Participation challenge #1. 15% of your grade.

#### **Week 5: 8 Oct. Digital Humanities: Basic Skills**

1. Read: 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. ProQuest Ebook Central, <https://ebookcentral-proquest-com.proxy.library.carleton.ca/lib/oculcarleton-ebooks/detail.action?docID=4684227>.
2. Read: Robin Davies and Michael Nixon, “Digitization Fundamentals,” in *Doing Digital Humanities: Practice, Training, Research*, edited by Constance Crompton, et al., Taylor & Francis Group, 2016.
3. Do: post answer to questions on discussion forum before zoom meeting.

#### **Week 6: 15 Oct. Digital Editions of Medieval and Early modern books: a continuum of digitized microfilms, digitized hard copies, digital versions**

1. Do: Experiment with Kate Brasseur’s Digital Edition of the Carleton *Antiphonary*. 3 hours.
2. Do: Participation challenge #2. 15% of your grade.  
post questions for Ms. Brasseur on discussion forum before zoom meeting with her.
3. Do: experiment with Hester Pulter Project; UVic Internet Shakespeare Editions website.

#### **Week 7: 22 Oct. E-Books, E-Readers, and Electronic Literature**

1. Read: 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.
2. 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. Read: Matthew G. Kirschenbaum, “Editing the interface: Textual Studies and First Generation Electronic Objects,” *Text: An Interdisciplinary Annual of Textual Studies*, ed. Hill and Burns (Ann Arbor: University of Michigan Press, 2002), pp. 15-51. You can skip the Appendix, 44-51.
4. Do: post to discussion forum before zoom meeting.

**29 Oct.** No class. Reading week.

## Part II: Reading Books in a Digital World

### Week 8: 5 Nov: What is Data Visualization and Literary Analysis?

1. Read: Martyn Jessop, "Digital Visualization as a Scholarly Activity," *Literary and Linguistic Computing*, 23.3 (2008): 281-293. You can skip section 5.1-5.4
2. Do: experiment with Voyant. 2.5 hours.
3. Do: participation challenge # 3. Worth 15% of your grade. Share results from one tool on zoom.

### Week 9: 12 Nov. What is Distant Reading and Corpus Linguistics?

1. Read: Franco Moretti, "Conjectures on World Literature," *New Left Review* (you don't need to read the footnotes)
3. Watch: Heather Froelich, "Writing the Whore in Early Modern Drama" (2017; on-line) text and audio. Listen to the audio as you click through the slides.
4. Do: post question or answers to Discussion Forum before zoom meeting.

### Week 10: 19 Nov: How We Read in the Digital World

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

### Week 11: 26 Nov. Network Analysis, Literary Networks, and Texts

1. Read: Moretti, "Network Theory, Plot Analysis." *Literary Lab*, Pamphlet 2. May 2011.
2. Read: Catherine Medici, "Using Network Analysis to Understand Early Modern Women," *Early Modern Women* 12 (2018): 152-161.
3. Do: submit paper topic to me via email. One sentence explaining your research question. Also submit the titles of three secondary sources.

### Week 12: 3 Dec. Research and Writing

1. Watch: video on Chicago Style
2. Do: submit annotated bibliography of three secondary sources via email.
3. Do: meet with me on BBB to discuss your paper

**Week 13: 10 Dec.** Feedback regarding Peer-to-peer paper workshop at 2:30. Paper due on Friday December 11 at 4:00 PM. You will submit it on-line on CuLearn. You will receive your feedback via CuLearn.

University Regulations

Academic Dates and Deadlines

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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

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

## Academic Integrity at Carleton

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The University Senate defines **plagiarism** as “*presenting, whether intentionally or not, the ideas, expression of ideas or work of others as one’s own.*” This can include:

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;

submitting a take-home examination, essay, laboratory report or other assignment written, in whole or in part, by someone else;

using ideas or direct, verbatim quotations, or paraphrased material, concepts, or ideas without appropriate acknowledgment in any academic assignment;

using another’s data or research findings;

failing to acknowledge sources through the use of proper citations when using another’s works and/or failing to use quotation marks;

handing in "substantially the same piece of work for academic credit more than once without prior written permission of the course instructor in which the submission occurs."

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 Policy](#) [Academic Integrity Process](#)

## Academic Accommodation Policy

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### 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 more details 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](mailto: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 must 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>

### **Grading System at Carleton University**

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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. 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, is listed below. Grade points indicated are for courses with 1.0 credit value.

### **Course Sharing Websites and Copyright**

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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**

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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.

## [7 Student Rights and Responsibilities](#)

### Deferred Term Work

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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. 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 (3.0) 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.

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.

### [More information of deferred Term Work](#)

### Deferred Final Exams

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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:

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,

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](#)

### [Financial vs. Academic Withdrawal](#)

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Withdrawn. No academic credit, no impact on the CGPA. WDN is a permanent notation that appears on the official transcript for students who withdraw after the full fee adjustment date in each term (noted in the Academic Year section of the Calendar each term). Students may withdraw on or before the last day of classes.

Important dates can be found [here](#). 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. You can do this via the [MyCarleton Portal](#). A fee adjustment is dependent on registration being canceled within the published [fee deadlines](#) and dependent on your course load.