

Carleton University  
Fall 2023  
Department of English

ENGL 6003F: Theories and Foundations

Topic: What is a Book?

Mondays, 2:35pm-5:25pm

Location: *confirm on Carleton Central*

Format: In-person

Instructor: Prof. Julie Murray

Email: [julie\\_murray@carleton.ca](mailto:julie_murray@carleton.ca)

Office Hours: Tuesdays and Thursdays, 3-4pm

ENGL 6003: Theories and Foundations

Topic: What is a Book?

**Course Description:**

This course takes as its focus both the book as a material object and the field that has emerged around its study: the history of the book. The immediate context for our explorations will be the near certainty, at the dawn of the twenty-first century, that the printed book was rapidly becoming obsolete. Not only has that reality not come to pass, but in the words of two recent scholars, “[i]nstead of heralding [its] demise, the twenty-first century offers new reasons to reckon with the physical book.” We will begin with a case study: eighteenth-century novelist Laurence Sterne’s *The Life and Opinions of Tristram Shandy*, a novel that is famously attentive to the materiality of the printed book. Our engagement with Sterne’s novel will include several sessions in the MacOdrum Library’s Book Arts Lab with Master Printer Larry Thompson. We will then survey developments in print culture and media from the late-eighteenth century to the present day, by reading a selection of foundational essays outlining these shifts.

**Learning Outcomes:**

To refine your ability to write and speak persuasively, to engage directly with different ideas, and to express yourself in clear, effective language.

To refine your ability to analyze literary, critical, and theoretical texts and make coherent and well-supported arguments.

To gain experience in giving oral presentations and to gain confidence in public speaking.

## **Required Texts:**

All course material is available either on ARES or Brightspace. There are no course texts that you need to buy.

## **Course Requirements and Evaluation:**

Participation and Five Discussion Board Posts: (25%)

Seminar Facilitation: (30%)

Short Presentation: (5%)

Research Essay Proposal and Bibliography: (5%)

Research Essay: (35%)

## **Participation and Five Discussion Board Posts: 25%**

**Five Discussion Board Posts:** The weeks you are writing a post, please upload it to Brightspace by Sunday at 9pm. Your post should be a 300-word response to the week's reading. It can take a number of forms: a reflection on an issue raised by the reading; a focus on a particular paragraph or small section of the reading (a "close reading"); a series of questions you have, whether ones you can answer or ones for us to wrestle with together. Your weekly responses will provide the point of departure to our discussion in class each week.

This is a very small seminar and its foundation is discussion. We will spend our time together each week discussing what we have read, discussing any posted responses to what we have read, and reflecting at length on both. It should go without saying that your presence and willingness to participate in this course will be essential to your success in this course. If you cannot make it to class due to illness or something very serious, please let me know in advance, if possible. I am obviously not going to penalize anyone for missing class, but please know that your presence and participation is crucial, given our small group.

## **Seminar Facilitation: 30%**

In the first class you will sign up for a week in which you will lead the class with a seminar presentation. Your presentation will involve discussing/explaining/analyzing one or more of the texts from the week's readings (the decision of what and how many is entirely up to you) and should be roughly 20 minutes in length. You will also facilitate discussion for another 15 minutes. Your focus should be to help us to identify and understand the main ideas, argument, and issues of the assigned text(s). You're welcome to focus your presentation on any aspect of the text(s) that interests you and engages with the main concerns of the course. Your objective is to help us all come to a new understanding of some feature of the text: a key passage, a critical, theoretical, or political issue the text explores, or anything else you find worthy of note. Your analysis should not try to deal with the entire text; focus on a specific feature or issue and explain its significance. In order to promote new insight into the text, you will need to develop an analysis and make an argument – though it doesn't have to be stated in a formal thesis statement like in your research essay. The main thing is to persuade us of how and why the feature you've focused on is interesting and important and how it might change our understanding of the text in question.

You are free to read a scripted presentation, or, if you prefer, you can use talking points, or Power-Point, etc. Either way, you should submit on Brightspace a 4-5 page (double-spaced) write-up of your seminar presentation before 10am on the day you present. Your write-up should follow MLA format, include a Works Cited, etc.

**Short Presentation on *Tristram Shandy*: 5%**

**Due: October 30, 2023**

Bring to class an article or book chapter on *Tristram Shandy* that you like or that is close to your own research interests. Or, do a mini-research project on some aspect of the novel (anything thematic, cultural, social, historical, or book-historical) and give an informal 10 minute presentation.

**Research Essay Proposal and Bibliography: 5%**

**Due: November 27, 2023**

You will write a 1-2-page (double-spaced) proposal for your research essay which establishes the topic of your paper, sketches out the argument or thesis you will pursue, and generally lays out the parameters of what you will cover. We will exchange and share proposals and workshop them together in class on November 27th. The essay is due December 15<sup>th</sup>, 2023.

**Research Essay: 35%**

**Due: December 15, 2023**

**Length: 15 pages** (double-spaced, 12-point Times New Roman font, 1-inch margins)

You should try and come up with a topic for your essay as early as possible. You are welcome to choose a primary text from own area of research interest and connect it to the concepts and frameworks we develop in the course. We will also generate possible topics each week as we work through the course. You will definitely want to consult with me about your essay well before the proposal due date. The essay must conform to the conventions of academic writing and use MLA style and documentation, and use correct grammar, spelling, and be free of typos.

Essay format: Your essay should conform to the MLA style, as laid out in the *MLA Handbook for Writers of Research Papers*. The *MLA Handbook* (in various editions) is available in the reference section and in the stacks of the library. Or check out the website at [www.mla.org](http://www.mla.org).

**Note:** Remember to keep an electronic copy of your assignment when you submit any piece of work.

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.

## **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, 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; 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:** Students will be required to declare whether they have used AI writing software (like ChatGPT) in composing their Research Essay. AI generated text is citable, and just like any other source, it must be properly cited. Failure to disclose your use of AI software will result in a grade of “0” for the Research Essay. I reserve the right to interview and examine the student (ask questions, etc) about their essay if I suspect use of AI software was not properly disclosed.

### **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.

**Emergency Resources (on and off campus):** <https://carleton.ca/health/emergencies-and-crisis/emergency-numbers/>

#### 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>

## 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:** 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](#).

**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, please request your accommodations for this course through the Ventus Student Portal 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). Requests made within two weeks will be reviewed on a case-by-case basis. For final exams, the deadlines to request accommodations are published in the University Academic Calendars. 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>