



FACULTY OF ARTS
Department Of English

COURSE OUTLINE

ENGL 517: Redesigning Reading

Spring 2022

Class Schedule: Tu/Th 9:00-11:45 in SA125

| | |
|----------------------|--|
| Instructor | S. Forlini |
| Email: | sforlini@ucalgary.ca |
| Web Page: | D2L (access via MyUofC portal) |
| Office Hours: | T/Th 13:00-14:15 (in-person and on Zoom) |

Course description:

Recent COVID-related closures of public and academic libraries accentuated the stakes of mass digitization efforts—none of them new but all newly urgent. Literary critics have long recognized the gains and losses associated with mass digitization; if mass digitization facilitates broad access and new modes of (distant) reading, it also obscures the richness of print artefacts as “scenes of evidence” that contain valuable historical traces of print technologies, markets, and readerly interactions (Stauffer). Moreover, the sheer abundance of digitized works available online obscures what is *not* there—not accessible, digitized, or even held in our institutions of (selective) memory. Harnessing insights from our “peri-pandemic” moment (Nowviskie), this course explores ways to redesign reading in digital environments that would engage the physical existence of print artefacts, the embodied ways through which readers sense and make sense of them, and the striking absences in our digitized collections.

Through engagement with critical perspectives from book history, literary studies, humanistic interface design, feminist data visualization, and human computer interaction (HCI), as well as literary works and artistic practices this course explores how design might inform practices of reading, and how practices of reading might inform design (including, but not limited to, data and interface design for cultural collections). Our work entails engaging with ongoing interdisciplinary conversations to read current (book and digital) design critically and to imagine new ways of redesigning reading (close, distant, and otherwise).

Prerequisite(s): 6 units of English at the 400 level.

Course learning outcomes:

1. Demonstrate knowledge of interdisciplinary conversations about responsibly migrating cultural collections to digital environments.

2. Understand and interrogate different approaches to reading print and digital media and their relative strengths and weaknesses.
3. Pay close attention to the ways performative materialities, graphical interfaces, and data design impact how and what we read and research.
4. Demonstrate understanding of different kinds of data and why data might matter to humanists.
5. Write critically about how humanistic theories of critical reading might contribute to interdisciplinary conversations about how best to display and mobilize digitized cultural resources.
6. Engage in meaningful conversations with peers, respectfully offering critical feedback, insights, and questions to class discussions.

Texts and readings:

Mark Danielewski's *House of Leaves* (2000)

Selected articles, book chapters, blog posts, artworks, and digital interfaces accessible via D2L, including works by N. Katherine Hayles, Bethany Nowviskie, Ted Underwood, Franco Moretti, Giorgia Lupi, Stephanie Posavec, Miriam Posner, Johanna Drucker, Mitchell Whitelaw, Tim Sheratt, Kim Gallon, Andrew Stauffer, Jessica Pressman, Walter Benjamin, Donna Haraway, Catherine D'Ignazio & Lauren Klein, Bruno Latour, Andrew Piper, Saidiya Hartman, Romi Ron Morrison, among others. A detailed reading schedule will be posted on D2L.

Learning technology requirements:

There is a D2L site for this course which contains required readings and other relevant class resources and materials (see d2L.ucalgary.ca). Students are expected to bring print or electronic copies of readings to class for reference during class discussions.

Assessments and Evaluation:

Participation 25%

Oral Presentation 20%

Outsider Data Design 10%

"Materials Experience" Investigation 10%

Final Paper 35%

Participation: Regular attendance and participation are essential—and required—in this seminar-style course. Participation grades will be based on 4 main activities: 1) keeping a critical reading log (one entry/class) (10%); 2) preparing 1 weekly discussion question that engages directly with one or more critical readings and posted on D2L (5%); 3) providing one brief 5-minute presentation (5%) on a selected "aesthetic provocation" from a list provided by the instructor; and 4) performing the role of discussant (5%) for at least one student presentation.

Oral Presentation: Students will prepare a 10-12-minute conference-style critical presentation on one specific critical reading. Presentations should be analytical in nature, constituting a short essay (4-5 pages long). Students will be evaluated based on the quality of the presentation and

the student's ability to respond to discussion questions. A copy of the presentation must be submitted no later than one week following the presentation.

“Outsider Data” Design: To help students consider key questions that underlie data and its representations, students will be asked to produce a data visualization and/or physicalization using everyday items and to present their design in a brief (4 pages) critical reflection that engages with our readings on information visualization and data physicalization (Thudt *et al.*), “data humanism” (Lupi), and “outsider data” (Posavec).

“Materials Experience” Investigation: Students will engage with one or more print artefacts in Special Collections and investigate its material affordances in a brief (4 pages) critical reflection informed by Karana *et al.*'s framework for materials experience and other theories we will study in this course.

Final Paper: Students will prepare a final essay (10-12 pages long) in response to an essay question selected from a list of questions provided by the instructor. Students may choose to pursue a research question of their choice in consultation with the instructor, but questions must be approved by the instructor in advance. Students wanting to pursue a question of their own design are required to obtain the instructor's approval before they begin working on the essay.

Assignments should be submitted electronically in .docx format to the D2L dropbox by the due date. Assignments submitted after the deadline will be penalized with the loss of a third of a grade (e.g., an A- to B+) for each calendar day (not class meeting) that the assignment is overdue. No assignments will be accepted one week past the assignment deadline without the prior consent of the instructor.

Students who experience extenuating circumstances that may adversely affect their performance in one or more components of this course are encouraged to discuss this with the instructor as soon as possible so that adequate accommodations can be made as necessary.

There is no Registrar-scheduled exam for this course and there are no extra-credit assignments. Students must complete all assignments to receive a passing grade in this course.

Attendance and participation expectations:

Students are expected to attend class regularly and to be fully present and engaged in class activities and discussions. If students miss a class session that is included as a component of participation, and wish to receive credit for that day's work, they must contact the instructor within 24 hours to discuss options to make up that component.

Conduct:

Students, employees, and academic staff are also expected to demonstrate behaviour in class that promotes and maintains a positive and productive learning environment. As members of the University community, students, employees, and academic staff are expected to

demonstrate conduct that is consistent with the University of Calgary Calendar, the Code of Conduct and Non-Academic Misconduct policy and procedures, which can be found at: <http://www.ucalgary.ca/pubs/calendar/current/k.html>

Policy on use of electronic devices:

The use of laptop and mobile devices in class is acceptable when used in a manner appropriate to the course and classroom activities. Please refrain from accessing websites and resources that may be distracting to you or for other learners during class time. Students are responsible for being aware of the University's [Internet and email use policy](#).

Grading System:

This course employs a combination of percentages and letter grades according to our department's standardized percentage conversion scale.

| | | | | | |
|-----------|----|-----|-----------|----|-----|
| 90 + % | A+ | 4.0 | 67 – 69 % | C+ | 2.3 |
| 85 – 89 % | A | 4.0 | 64 – 66 % | C | 2.0 |
| 80 – 84 % | A– | 3.7 | 60 – 63 % | C– | 1.7 |
| 77 – 79 % | B+ | 3.3 | 55 – 59 % | D+ | 1.3 |
| 74 – 76 % | B | 3.0 | 50 – 54 % | D | 1.0 |
| 70 – 73 % | B– | 2.7 | 0 – 49 % | F | 0 |

Note there is no D- grade.

Academic Integrity:

This course, like all courses at the University of Calgary, holds students to high standards of honest and responsible scholarship. Please consult the [Academic Integrity website](#) for a detailed description of university policies, which will be enforced in this course. Cases of suspected academic misconduct will be referred to the Associate Dean of Arts for a ruling.

Plagiarism is a type of academic misconduct. Plagiarism occurs when a student presents the ideas, expression of ideas, or work of another person as their own. Another equally serious form of plagiarism occurs when a student submits something they have written themselves for credit in two or more courses without first securing written permission from all those course instructors. Consequences for plagiarism include failure on the assignment, failure in the course, and possible suspension or expulsion from the university. Using any source whatsoever without clearly documenting it is a serious academic offense.

Deferral of term work and final examinations:

Should you require an extension for completion of term papers or assignments beyond the deadline of five days after the end of lectures, an [Application of Deferment of Term Work](#) must be completed. It is the student's responsibility to initiate this process with the instructor. The University also has regulations governing the [deferral of final examinations](#).

Grade appeals:

To pursue a Reassessment of Graded Term Work or a Reappraisal of an Academic Assessment, Consult the [University Calendar](#) and request advice from the English Department at engl@ucalgary.ca. Please note that mere dissatisfaction with a grade is not sufficient grounds for an appeal.

English Department Website:

For more information about courses, programs, policies, events and contacts in the Department of English.

Scribe and Muse Club for English Students:

The [Scribe and Muse Reading and Writing Club](#) fosters and champions reading and writing through community service, leadership, and engagement. Our email address is smecuofc@gmail.com.

Writing support:

[The Student Success Centre](#) offers both online and workshop writing support for U of C students.

Academic regulations and schedules**Student Academic Accommodations:**

The Student Accessibility Services website is available [here](#). University accommodation policies can be found at the following links:

<https://www.ucalgary.ca/pubs/calendar/current/b-6-1.html>

<https://www.ucalgary.ca/pubs/calendar/current/b-6.html>

<https://www.ucalgary.ca/pubs/calendar/current/b-6-2.html>

Program Advising and Student Information Resources is done through the Faculty of Arts Students' Centre. Office location: SS102; phone: 403-220-3580; email: ascarts@ucalgary.ca
Website: <http://arts.ucalgary.ca/undergraduate>

Instructor's Intellectual Property

Course materials created by instructors, including presentations, posted notes, labs, case studies, assignments, and exams, remain the intellectual property of the instructor. These materials may not be reproduced, redistributed or copied without the explicit consent of the instructor. The posting of course materials to third party websites such as note-sharing sites without permission is prohibited. Sharing of extracts of these course materials with other students enrolled in the course at the same time may be allowed under fair dealing.

Freedom of Information and Protection of Privacy

Student information will be collected in accordance with usual classroom practice. Students' assignments will be accessible only by the authorized course faculty and teaching assistants. Private information related to the individual student is treated with the utmost regard by the faculty at the University of Calgary.

Research Ethics [delete section if not applicable]

- If a student is interested in undertaking an assignment that will involve collecting information from members of the public, they should speak with the course instructor and consult the CFREB Ethics (<http://www.ucalgary.ca/research/researchers/ethics-compliance/cfreb>) before beginning the assignment.
- If students are going to be used as research subjects or expected to conduct research (such as interviews), a statement about this expectation must be included. Please note that if you plan to have students conduct research for class, you must get ethics approval for the course.

Sexual violence policy:

<https://www.ucalgary.ca/legal-services/sites/default/files/teams/1/Policies-Sexual-and-Gender-Based-Violence-Policy.pdf>

Other important information:

- [Wellness and Mental Health Resources](#)
- [Student Success](#)
- [Student Ombuds Office](#)
- [Student Union \(SU\) Information](#)
- [Graduate Students' Association \(GSA\) Information](#)
- [Emergency Evacuation/Assembly Points](#)
- [Safewalk](#)

Universal Student Ratings of Instruction (USRI):

Please participate in [USRI Surveys](#) toward the end of the course. The feedback they provide helps us evaluate teaching, enhance student learning, and guide students as they select courses.