ENGL 523 (R2018)

M/W 13:00 - 15:45, SS1015

DEPARTMENT OF ENGLISH

FACULTY OF ARTS UNIVERSITY OF CALGARY

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COURSE DESCRIPTION & GOALS

What are the ends and means of reading? What have they been, and what will they become? In this course, as in all, we read texts in a present moment that T.S. Eliot called "the still point of the turning world" ("Burnt Norton"), poised between the past and the future. In ENGL607/523 we explore past and future reading methods (means) and outcomes (ends) to see how they are continuous, and to see how we can extend the pleasures and the rigours of past readings into the future's brave new world of machine-assisted readings.

By the end of this course, you will:

- summarize key features of historical practices for different readers
- consider the distinctions between, and value of, close and distant reading
- analyze one novel (*Frankenstein*) internally, and in comparison to a corpus
- collaboratively build and analyze a corpus of sonnets
- program a machine to find quantifiable forms of your qualitative inquiries
- reflect on the methods and affordances of augmented criticism

TEXTBOOKS (3)

✳ Fraser, *The Pleasure of Reading;* Shelley, *Frankenstein*, ed. Hunter; Hirsch + Boland, *The Making of a Sonnet;* Ramsay, *Reading Machines;* Quinn, *Figures of Speech*

EVALUATION

			90 + %	A+	4.0
			85 – 89 %	A	4.0
Topical Presentations + Responses	25%		80 – 84 %	A–	3.7
Sonnet Corpus-Building	10%		77 – 79 %	B+	3.3
Sonnet Interpretations	10%		74 – 76 %	B	3.0
Programming Documentation	5%		70 – 73 %	B–	2.7
Major Project	50%		67 – 69 %	C+	2.3
TOTAL	100%		64 – 66 %	C	2.0
			60 – 63 %	C–	1.7
			55 – 59 %	D+	1.3
			50 – 54 %	D	1.0
			0 – 49 %	F	0.0

Each component is graded on a percentage scale. At right are their letter-grade equivalents.

You <u>must</u> complete the Major Project to pass this course.

TOPICAL PRESENTATIONS AND RESPONSES (5+10+10=25%)

On May 16th (our second meeting), give a 5-minute oral presentation on your chosen chapter in *The Pleasure of Reading*. Focus not on the lists of titles and authors that people cite, but on how they read those past books, and how they read in the present. Your presentation is worth 5%, and will be graded on your ability to summarize these reading methods.

Starting on May 23rd (our third meeting), write a 500-word description of a chosen secondary source, and deliver a 15-minute oral presentation. What does this source contribute to our common inquiry into past, present, and/or future reading methods and outcomes? How does it affect your own reading practices? End your presentation with three questions for class discussion. Your presentation is worth 10%, and will be graded on your ability to summarize the source's methods and implications. Your written description is due 24 hours before class.

Also starting on May 23rd, moderate a 15-minute class discussion of another student's oral presentation. Begin by addressing the three questions they have offered for discussion, and raise at least two additional questions that the secondary source provoked for you. After class (within 48 hours), write a 500-word summary of this class discussion. Your response is worth 10%, and will be graded on your ability to moderate the class discussion, to identify features of the source's methods and implications that complement those that the presenter found, and to summarize the class discussion in writing.

SONNET CORPUS-BUILDING (10%)

Starting on May 16th, we will begin to build a corpus of sonnets in English from Thomas Wyatt to the present. We will encode them in XML (eXtensible Markup Language) files using current TEI (Text Encoding Initiative) standards; and we will reflect on authority, copyright, attribution, comprehensiveness, and other issues. By June 11, write a 500-word summary of your contributions to this corpus, and how you addressed these issues. Your grade depends both on the usability of your contributions and the quality of your written summary.

SONNET INTERPRETATIONS (10%)

On June 20th, give a 15-minute oral presentation on ten sonnets that we have read in Hirsch + Boland's anthology. Compare them to our sonnet corpus. What quantifiable linguistic features make these ten sonnets typical or atypical of the corpus? What method did you use to identify those features, and why? Your presentation will be graded on your ability to address these questions.

PROGRAMMING DOCUMENTATION (5%)

Starting on June 4th, we will move from using provided text-analysis tools to writing our own (simple) programs to analyze our sonnets and our novel (*Frankenstein*). Your program will be based on Jockers' *Text Analysis with R for Students of Literature*, and/or on tutorials from *The Programming Historian*. By June 25th, post your program to GitHub and document its process in comments, or in a separate file, of about 250 words.

Major Project (50%)

The course culminates in a major project on our sonnets and/or our novel (*Frankenstein*) that uses augmented-critical methods both to analyze them internally, and to compare them to larger text corpora. By June 4, submit a 500-word proposal for your research questions and methods, and an annotated bibliography of 5-10 secondary sources you read for this proposal. Each student's project will differ; yours will be graded on your ability to use and adapt programs and tools; to curate your data; to interpret your results; and to reflect on what you learned from this project.

The length of your writeup should be about 3000 words.

Collaborations among students are allowed, so long as: each of you has a discrete research question and method; each submits a separate write-up; and each submits a document signed by all contributors that clearly attributes their labour.

Submission Policy

I penalize late assignments at a rate of 5% daily for the first two days, and 1% daily thereafter, excluding weekends and university holidays. I do not give any other extensions. Writing assignments must be submitted no later than one calendar week after the due date. Any later, and you will receive a zero grade on that assignment.

The only legitimate excuse for late submissions is a documented medical emergency—as opposed to less drastic misfortunes like the deaths of beloved family pets. Last-minute technological problems (e.g. printers, mail servers, corrupted files) are your own responsibility. Prevent them from costing you marks by finishing before the due date.

Grading System

I use percentages to grade every assignment, and give their letter-grade equivalents (see page 1) on substantial assignments. Only at the end of the course do I convert your final percentage grades into letters or GPA scores.

Please note that, according to the University Calendar (F.1), instructors may use their discretion when rounding upwards or downwards when the average of term work and exams is between two letter grades.

Academic Integrity

Using any source whatsoever without clearly documenting it is a serious academic offense. If you submit an assignment that includes material (even a very small amount) that you did not write, but that is presented as your own work, you are guilty of plagiarism. The consequences include **failure** on the assignment or in the course, and **suspension** or **expulsion** from the university. For details, see *www.ucalgary.ca/pubs/ calendar/current/k-2-1.html*

Please read the following information carefully. The penalty routinely recommended by the English Department for documented plagiarism is failure of the course in which the offence occurred; academic

probation is also routinely applied at the Faculty level. Suspension or expulsion can result from severe or repeated plagiarism.

The **University Calendar** states:

1. Plagiarism - Essentially plagiarism involves submitting or presenting work in a course as if it were the student's own work done expressly for that particular course when, in fact, it is not. Most commonly plagiarism exists when:

(a) the work submitted or presented was done, in whole or in part, by an individual other than the one submitting or presenting the work (this includes having another impersonate the student or otherwise substituting the work of another for one's own in an examination or test),

(b) parts of the work are taken from another source without reference to the original author,

(c) the whole work (e.g., an essay) is copied from another source, and/or,

(d) a student submits or presents work in one course which has also been submitted in another course (although it may be completely original with that student) without the knowledge of or prior agreement of the instructor involved.

While it is recognized that scholarly work often involves **reference** to the ideas, data and conclusions of other scholars, intellectual honesty requires that such references be **explicitly and clearly noted**.

Plagiarism occurs when direct quotations are taken from a source without **specific acknowledgement**, or when original ideas or data from the source are not acknowledged. **Citing your sources in a bibliography is not enough**, because a bibliography does not establish which parts of a student's work are taken from other sources. MLA (Modern Language Association) documentation or other recognized forms of citation must be used for this purpose.

DEPARTMENT OF ENGLISH STATEMENT ON PRINCIPLES OF CONDUCT

According to the University Calendar (*www.ucalgary.ca/pubs/calendar/current/j.html*), "The University of Calgary community has undertaken to be guided by the following statements of purpose and values: to promote free inquiry and debate, to act as a community of scholars, …, to respect, appreciate, and encourage diversity, [and] to display care and concern for community". The Department of English, like the university as a whole, is committed to a "positive and productive learning and working environment." This environment is characterized by appreciation and encouragement of diversity and respect for the dignity of all persons: students, support staff, and faculty.   The department will not tolerate unacceptable behaviour, such as threatening gestures, threatening or abusive verbal or written communication (including e-mails), or any conduct that "seriously disrupts the lawful education and related activities of students and/or university staff". Any cases of such misconduct should be reported immediately to the department Head, who, depending on the nature and severity of the incident, may then take further appropriate action.

Grading system:
Grades are calculated according to the 4 point scale used in the *Graduate Calendar*.
https://www.ucalgary.ca/pubs/calendar/grad/current/gs-g-1.html

Grade	Grade Point Value	Graduate Description
A+	4.00	Outstanding
A	4.00	Excellent-superior performance showing comprehensive understanding of the subject matter
A-	3.70	Very good performance
B+	3.30	Good performance
B	3.00	Satisfactory performance
B-	2.70	Minimum pass for students in Faculty of Graduate Studies
C+	2.30	All grades below B- are indicative of failure at the graduate level and cannot be counted towards Faculty of Graduate Studies course requirements.
C	2.00	
C-	1.70	
D+	1.30	
D	1.00	
F	0.00	

Please note: A B- is considered a minimum pass for students in the Faculty of Graduate Studies.

Although the A+ is solely an honorific that entails no additional points in the four-point system, the course instructor will employ this mark to distinguish superlative work that exceeds expectations in style, correctness, intellectual depth and breadth, sophistication, and originality.

In the case of Instructors using numerical marks in the grading of term work, the departmental conversion chart applies.

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

Plagiarism:
Using any source whatsoever without clearly documenting it is a serious academic offense. Consequences include failure on the assignment, failure in the course and possible suspension or expulsion from the university. Please refer to the following information and make sure you are familiar with the statement below on plagiarism.
http://www.ucalgary.ca/pubs/calendar/current/k-5.html

English Department Website:
For more information about courses, programs, policies, events and contacts in the Department of English, please go to our website at **http://english.ucalgary.ca/graduate**. Please note that the course outlines posted on the English Department website constitute the official course outline for purposes of appeals. Students should verify any hard copies against this posted version. For courses which employ numerical grades, the official departmental percentage to letter grade conversion scale is also posted on the department website.

Writing support:
The Student Success Centre offers both online and workshop writing support for U of C students.
http://www.ucalgary.ca/ssc/writing-support

Library and Research Support:
Melanie Boyd Librarian for English, offers research support to students, including strategies for finding articles, books, and other library materials. Contact: maboyd@ucalgary.ca.
Find The English Pages research guide here: **https://library.ucalgary.ca/sb.php?subject_id=52619**

Follow the Department of English on Facebook & Twitter:

Academic regulations and schedules:
Consult the Department of English's graduate website for courses, departmental deadlines, and other related program information at **http://english.ucalgary.ca/node/245**. Consult the Faculty of Graduate Studies Calendar for university and faculty regulations, dates, deadline, fees, and schedules, student, faculty and university rights and responsibilities. The homepage for the Faculty of Graduate Studies Calendar is **http://grad.ucalgary.ca.**

For registration (add/drop/swap), paying fees and assistance with your Student Centre, contact the Graduate Office at 403 220 5484 or visit us in Social Sciences Tower 1148 in the first instance.

For program planning and advice, contact the Graduate Program Administrator at **enggrad@ucalgary.ca** to make an appointment with Dr. Suzette Mayr, Graduate Program Director.

Grade appeals:
Consult the following University Calendar link and request advice from the English Department office, SS 1152. Please note that "mere dissatisfaction with a decision is not sufficient grounds for the appeal of a grade or other academic decision."
http://www.ucalgary.ca/pubs/calendar/current/i.html

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 form must be completed. The University also has regulations governing the deferral of final examinations. See Calendar:
http://www.ucalgary.ca/pubs/calendar/current/g-6.html,
http://www.ucalgary.ca/pubs/calendar/current/g-7.html.

Student Accommodations:
ACADEMIC ACCOMMODATIONS
The student accommodation policy can be found at: **ucalgary.ca/access/accommodations/policy**.

Students needing an Accommodation because of a Disability or medical condition should communicate this need to Student Accessibility Services in accordance with the Procedure for Accommodations for Students with Disabilities **http://www.ucalgary.ca/policies/files/policies/student-accommodation-policy.pdf**.

Students needing an Accommodation based on a Protected Ground other than Disability, should communicate this need, preferably in writing, to the course instructor**.**

The full policy on Student Accommodations is available at **http://www.ucalgary.ca/policies/files/policies/student-accommodation-policy_0.pdf**

Emergency Evacuation/Assembly Points:
http://www.ucalgary.ca/emergencyplan/assemblypoints;

Freedom of Information and Protection of Privacy Act:
http://www.ucalgary.ca/legalservices/foip/

"Safewalk" Program:
Campus Security will escort individuals day or night: call 220-5333 for assistance. Use any campus phone, emergency phone or the yellow phone located at most parking lot pay booths.
http://www.ucalgary.ca/security/safewalk/

Contact for the Graduate Student Association: http://gsa.ucalgary.ca/

Contact for Students Ombudsman's Office: **http://www.ucalgary.ca/provost/students/ombuds**

Universal Student Ratings of Instruction (USRI):
"At the University of Calgary, feedback provided by students through the Universal Student Ratings of Instruction (USRI) survey provides valuable information to help with evaluating instruction, enhancing learning and teaching, and selecting courses (**www.ucalgary.ca/usri**). Your responses make a difference - please participate in USRI Surveys."

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http://www.dianahacker.com/resdoc/
http://owl.english.purdue.edu/owl/resource/747/01/

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