

FACULTY OF ARTS
DEPARTMENT OF ENGLISH
COURSE OUTLINE

ENGLISH 607-01
COURSE TITLE: Social Media and Literature

Winter 2019

Instructor: Dr. Karen Bourrier

Thursdays, 12:30am-3:15pm

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Office hours: Tuesdays 2pm to 4pm

Homepage/course website: D2L

Course description:

What can social media traces tell us about the way that we read nineteenth-century classics in the twenty-first century? Focusing on four case studies--*Pride and Prejudice*, *Black Beauty*, *The Strange Case of Dr. Jekyll and Mr. Hyde* and *Great Expectations*--we will explore how readers are engaging with nineteenth-century novels on social media platforms including Pinterest, Twitter, and Goodreads. We will place our studies within the larger context of reception history, comparing Twitter and Pinterest to the historical practices of commonplacing and anthologizing. To develop critical thinking and discussion skills around the topic of what social media traces can tell us about the reader reception of nineteenth-century literature. Our learning objectives will include using digital tools (such as Twitter, Tableau, the TEI, and NVivo) to pose and answer questions about the reception history of nineteenth-century literature on social media. We will also experiment with close, distant, and midrange readings of literature and social media responses to it. Theorists studied may include Richard Dawkins, J. J. Gibson, Franco Moretti, N Kathrine Hales and Wendy Hui Kyong Chun.

Texts and readings:

- ❖ Austen, Jane, *Pride and Prejudice*.
- ❖ Dickens, Charles. *Great Expectations*.
- ❖ Sewell, Anna. *Black Beauty*.
- ❖ Stevenson, Robert Louis. *The Strange Case of Dr Jekyll and Mr Hyde*.
- ❖ Additional critical essays, will be available on D2L.

Assignments and Evaluation:

Personal Website (10%)

Students will create a personal website at <http://ucalgaryblogs.ca/> or on Reclaim Hosting. This website will serve as a professional space on the web for graduate students, and will host posts for the semester online as well.

Memes (20%)

Students will write a 1,000 essay tracing the history of a meme from Jane Austen from the nineteenth-century to the present, using Gibson's affordance theory and Dawkins's theory of cultural transmission in order to explain the continued popularity of a specific meme from Austen. Students will share findings with the class on the day the assignment is due.

Close Reading (15%)

Students will encode one chapter from *Pride and Prejudice* using the standards of the Text Encoding Initiative. They will write a response essay (around 1,000 words) discussing how and if this form of digital close reading changed their understanding of the passage. Students will share findings with the class on the day the assignment is due.

Distant Reading (15%)

Students will perform a distant reading of *Great Expectations* using Voyant or Clitic Dickens, and engaging theorists of distant and midrange reading, write a 1,000 essay detailing their findings. Students will share findings with the class on the day the assignment is due.

Reception History in the Digital Era

a) Visualization (10%)

Students will quantify three or four aspects of reader's response with one of the novels studied this term on Goodreads or Twitter (i.e. the number of reviews on Goodreads, that mention romance or Mr. Darcy, or the most popular Tweets) and create two or three different visualizations using Tableau. In an informal in-class presentation, students will discuss which questions and visualizations provided the most insight into reader-response and why.

b) Reader-response (30%)

Students will write a slightly longer (3,000 word) essay analyzing the digital reception history of one of the books studied this term, and incorporating their visualization. This assignment may be separated into two or three posts / sections. Students will share findings with the class on the day the assignment is due.

N.B. Although we will be writing shorter pieces this semester and posting them online, all assignments must be written with the same level of formality and attention to scholarly detail that graduate students would ordinarily put into a final term paper. Posts must include engagement with secondary as well as primary sources, MLA-style citations and works cited. The word count for the semester (around 6,000 words) equals or exceeds a traditional fifteen to twenty page term paper.

Course Learning Objectives:

NB: There will be no final exam.

Late and Missed Assignments

Every student has two days of grace that can be used for any assignment, except the visualization. (However, even if the final written work is not complete, students should come prepared to discuss their findings with the class; we will be discussing every assignment in class and sharing what we discovered.) These days of grace eliminate the need to request extensions and allows you some flexibility in managing your workflow. After you use up your days of grace, graded assignments will be penalized by one-third of a letter grade for each day they are late, including weekends. All our assignments will be submitted online. There are no extra credit assignments in this class. Students must pass all components of the course to receive a passing grade in the class.

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	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

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.

Although the A+ is solely an honorific that entails no additional points in the 4-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.

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."

Students who are absent from class assessments (tests, participation activities, or other assignments) should inform their instructors as soon as possible. Instructors may request that evidence in the form of documentation be provided. If the reason provided for the absence is acceptable, instructors may decide that any arrangements made can take forms other than make-up tests or assignments. For example, the weight of a missed grade may be added to another assignment or test. For information on possible forms of documentation, including statutory declarations, please see <https://www.ucalgary.ca/pubs/calendar/current/n-1.html>.

PLAGIARISM

Plagiarism is an extremely serious offence. 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. Advice on adequate documentation can be found at the following web sites:

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

Students who are absent from class assessments (tests, participation activities, or other assignments) should inform their instructors as soon as possible. Instructors may request that evidence in the form of documentation be provided. If the reason provided for the absence is acceptable, instructors may decide that any arrangements made can take forms other than make-up tests or assignments. For example, the weight of a missed grade may be added to another assignment or test. For information on possible forms of documentation, including statutory declarations, please see <https://www.ucalgary.ca/pubs/calendar/current/n-1.html>.

DEPARTMENT OF ENGLISH STATEMENT ON PRINCIPLES OF CONDUCT

According to the University Calendar, <http://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.