



UNIVERSITY OF  
CALGARY

COURSE TITLE: Reading Design/Redesigning Reading			
Course Number	607	FALL 2019	
Faculty / Department	Faculty of Arts/Department of English		
Instructor Name	Dr. S. Forlini	Email	sforlini@ucalgary.ca
Instructor Email Policy	Students can expect a response within 1-2 business days during business hours.		
Office Location	SS1120	Telephone No:	403-220-5483
Office Hours	MW 15:30-16:30		
Class Dates/Times/Location	September 11-December 4 / W9:30-12:15 / SS1015		

### Course description:

People who are drawn to print books often find that digital versions “lack feeling” (Piper), and that processes of digitization obscure important information embedded in the materiality of print artifacts. This is due in large part to the shift in materiality from print to digital media and the limitations imposed by common modes of digital display. And yet, as many critics acknowledge, while digitization may mean we lose access to meaningful physical features (size, weight, paper texture, bindings, etc.) that contain valuable historical traces of print technologies, markets, and readerly interactions (Stauffer), we gain opportunities for broader accessibility, large-scale analyses of large corpora, and alternative modes of display and interactive play. In this course, we examine what is at stake in current practices of mass-digitization and digital display of literary collections, and the roles of literary scholars in ensuring more responsible remediation of print-based collections. In particular, we will focus on the implicit (and often problematic) assumptions embedded in practices of digitization and digital display, and how these necessarily affect the kinds of research questions and approaches we develop as literary scholars. Exploring perspectives from book history, reception studies, literary studies, humanistic interface design, feminist data visualization, and human computer interaction (HCI), we will focus on how literary scholars can participate in decisions about—and design processes involved in—remediating print-based collections by drawing on a rich tradition of humanistic theory.

Our work entails both reading current digital design critically and imagining new ways of redesigning reading (close, distant, and otherwise) in digital environments that attend to the specific needs of humanistic inquiry. Working with the Bob Gibson anthologies of speculative fiction and other case studies, we will explore ways to combine content-related metadata and physical artifactual characteristics, in order to engage multiple sensory modalities and provoke critical and aesthetic engagement with digitized print collections. To assist in this work, students will visit Special Collections, TFDI's Digitization Unit, and participate in an information visualization workshop led by Dr. Uta Hinrichs (U St Andrews). Readings and experiential course components will also help us explore how the critical work of reading design and redesigning reading can participate in recent calls to #transformDH (pushing the boundaries of the Digital Humanities toward scholarship that emphasizes “social justice, accessibility, and inclusion”) and to promote the humanities through the Digital Humanities (4Humanities.org).

**Texts and Readings:**

N. Katherine Hayles, *How We Think: Digital Media and Contemporary Technogenesis* (2012)

Mark Z. Danielewski *House of Leaves* (2000)

Selected Critical Readings (available via D2L and/or TFDL)

**Assignments and Evaluation:**

Participation 20%

Oral Presentation 15%

Outsider Data Design 15%

Object-Oriented Investigation 15%

Final Paper 35%

**Participation:** Attendance and participation are essential—and required—in this seminar-style course. Participation grades will be based on regular attendance, the quality of a student’s contributions to class discussions, including the preparation of at least 1 weekly discussion question (15%), but will also include performing the role of discussant (5%) for at least one student presentation.

**Oral Presentation:** Students will prepare a 15-20-minute conference-style critical presentation on specific theoretical readings. Presentations should be analytical in nature, constituting a short essay (5-8 pages long). Students will be evaluated based on the quality of the presentation and the student’s ability to respond to discussion questions. A hard copy of the presentation must be submitted on the day of 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 (4-6 pages) critical reflection that engages with our readings on information visualization (especially Thudt *et al.*), “data humanism” (Lupi), and “outsider data” (Posavec).

**Object-Oriented Investigation:** Students will engage with one or more items in Special Collections and investigate its material properties in a brief (4-6 pages) critical reflection informed by theories we will study in this course.

**Final Paper:** Students will prepare a final essay (15-20 pages long) on a topic of their choice. Topics must engage with course materials and themes, and must be approved by the instructor. To obtain approval, students must arrange to meet with the instructor and present a brief proposal or research question. Final essays may build upon previous assignments for this course but must be sufficiently different to be approved.

There is no Registrar-scheduled exam for this course.

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.

**Additional Regulations:**

→ Students are expected to come to class having done all required readings and to be prepared to participate actively in class discussion.

→ There are no extra-credit assignments in this course.

- In order to receive a passing grade in this course, students must receive a passing grade in all assignments and course components (including participation).
- All assignments must adhere to MLA style guidelines (most recent edition).
- Late assignments will be penalized with the loss of 5% for each day [including weekends] that the assignment is overdue. No assignments will be accepted one week past the assignment deadline without the prior consent of the instructor.

Please make every effort to take assignments directly to the instructor. If it is not possible to do so, take your assignment to SS 1152 and put it in the dropbox. Your assignment will be date-stamped and placed in the instructor's mailbox. It is your responsibility to keep a copy of all assignments in case of loss by any cause. Assignments cannot be returned by staff in the Department office.

**Grading system:**

The following grading system is used in this course:

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

*All grades below B- are indicative of failure at the graduate level and cannot be counted toward Faculty of Graduate Studies course requirements. A student who receives a grade of F will normally be required to withdraw unless the program recommends otherwise.*

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.

**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](mailto:maboyd@ucalgary.ca).

Find The English Pages research guide here: [https://library.ucalgary.ca/sb.php?subject\\_id=52619](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 <https://arts.ucalgary.ca/english>. 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](mailto: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](http://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](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:** <https://www.ucalgary.ca/student-services/ombuds/role>

**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](http://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/m-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://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/m-1.html>

#### **DEPARTMENT OF ENGLISH STATEMENT ON PRINCIPLES OF CONDUCT**

According to the University Calendar, <https://www.ucalgary.ca/pubs/calendar/current/k-2.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.