

ENGL 3000-581: Intro to Media Studies in the Humanities: Romantic Technotexts
Spring 2017

Instructor: Deven Parker, PhD Candidate

Email: deven.parker@colorado.edu

Office hours: By appointment or via Skype

Communication Policy:

You can reach me via email (deven.parker@colorado.edu). I will respond to all emails within 36 hours, with the exception of weekends. Please be aware that email is official communication and should be composed as such (no texting abbreviations, please).

Instructor Bio:

Deven Parker is a PhD candidate in English living in Denver. She graduated from the University of Pennsylvania with a BA in English, and originally hails from Cape May, New Jersey. She has worked as both an instructor and a T.A. for introductory and advanced courses at CU Boulder. Her research focuses on technology and media in eighteenth- and nineteenth-century British writing. When she's not teaching or reading, Deven enjoys going to concerts in her Capitol Hill neighborhood and hiking with her 8-year-old basset hound, Pizza.

Course description:

In media outlets ranging from the New York Times to Vanity Fair, journalists bemoan millennials' reliance on technology, often claiming that users of Facebook, Instagram, and Snapchat lack "authentic"—or "unmediated"—encounters with the world. Flying in the face of such criticism, this course explores how, since the invention of writing, media and technology have always controlled our encounters with and understandings of reality. Looking more than two hundred years into the past, this class explores the history of media and mediation in the literature of the British Romantic period (1780-1840). We will investigate the historical development of this period's key knowledge technologies—with a particular focus on print—to explore their practical use, inquire into the lives of those who used them, and use digital media to organize and explain our findings. In addition to learning about book history and printmaking in this period, we will pay particular attention to its "technotexts," or those works of literature that most directly allude to the processes and tools that made them. As media critic Katherine Hayles explains, such works "interrogate the inscription (writing) technology that produces it, mobilizing reflexive loops between its imaginative world and the material apparatus embodying that creation as a physical presence." Reading Hayles and other modern media critics alongside works of Romantic literature, we will consider the tools, methods, and people by which these works came into being, and how their contents reflect those processes.

Course objectives

- To comprehend the processes and methods of printmaking and other important means of media production in the Romantic period;
- To develop "close-reading" or literary analysis skills and to demonstrate these through both informal and formal writing assignments;
- To supplement those traditional skills of literary analysis through the use of digital tools;

-To describe the relationship between a work's medium (e.g., print, digital, film, painting) and narrative, and to articulate this relationship in clear prose.

Required texts

- Solveig Robinson, *The Book in Society: An Introduction to Print Culture* (Broadview 2013—ISBN 978-1554810741)
- N. Katherine Hayles, *Writing Machines*, (MIT Press 2002, ISBN 9780262582155)
- William Blake, *Songs of Innocence and of Experience* (Dover 1992—ISBN 978-0486270517)
- William Wordsworth and Samuel Taylor Coleridge, *Lyrical Ballads* (Broadview 2008 – ISBN – 978-1551116006)
- John Keats, *Keats's Poetry and Prose*, (Norton 2008 – ISBN 978-0393924916)
- Jane Austen, *Northanger Abbey*, (Penguin 2003 978-0141439792)
- Mary Hays, *Memoirs of Emma Courtney*, (Oxford 2009 – ISBN 978-0199555406)

Online Resources

- Oxford English Dictionary: <http://www.oed.com.colorado.idm.oclc.org/>
- Purdue OWL (online writing lab) includes a guide for proper MLA citation: <http://owl.english.purdue.edu/owl/>

Course Requirements

- You will need to complete 12 reading quizzes, 12 discussion posts, two formal essays, and an online museum exhibit (including the proposal, project, and reflection assignments).
- You must complete the project and final exam to be eligible for a passing grade in the course.
- You are responsible for checking your CU email and the course D2L website at **learn.colorado.edu** several times per week for updates and assignments.
- Regular participation and active performance in discussion each week.

Course Policies and Student Responsibilities:

Class environment

Over the course of this semester we will deal with many controversial issues, which will mean that very likely, as a class, we will differ in our perspectives on these issues. However, I expect everyone to treat each other with respect and allow for differing opinions. A respectful online classroom environment will facilitate more lively discussions and in turn result in a richer learning experience for all of us.

In addition, I expect each of you to listen to and consider the comments of your fellow students, and to articulate clearly and considerately your own observations, agreements, or objections.

You can expect me to:

- Treat you fairly and with respect

- Provide prompt feedback on your work
- Be available during my office hours
- Respond quickly to emails (I try to maintain a 36-hour turn-around time, except for weekends)
- Challenge you to grow academically and support you in doing so
- Promptly alert you to changes in the reading schedule, which may change depending on our pace and comprehension as a class
- Provide clear instructions and grading rubrics for all assignments

I will expect you to:

- Treat me and your fellow students with respect
- Carefully complete your readings, discussions, assignments, and papers
- Actively participate in and meaningfully contribute to this course
- Plan ahead and ask questions/bring up issues regarding assignments and readings early on
- Follow the writing expectations provided for your assignments
- Invest time in the course
- Be open to new ideas
- Follow the expectations of this syllabus and raise any concerns about it to me during the first week of class (via email or during my office hours)
- Regularly check D2L and your student email account for updates and reminders

Submission and Late Work Policy

The class is NOT self-paced, and all work needs to be done in the required time frame. All assignments are due by the date and time they are listed to be due on your syllabus. **For every day an assignment is late, a ½ grade will be automatically deducted. Assignments more than 6 days late will receive automatic zeros.** All assignments need to be submitted through the Dropbox function of D2L.

To receive full credit for all assignments, **you must adhere to MLA format.** Please type all assignments in 12-point Times New Roman font, double-space them, use a one-inch margin on all sides, and number your pages.

MLA style guide: <https://owl.english.purdue.edu/owl/resource/747/01/>

Plagiarism:

All written assignments will be checked for originality with D2L's turn-it-in application. If I find that you have plagiarized material from the Internet, books, articles, or any other source, you will fail the course and be reported to the Office of Student Conduct. **NOTE: If you consult Internet sources for information or inspiration for assignments, YOU NEED TO CITE THEM.**

Assignments (See detailed instructions for each assignment in the “Course Documents” folder)

1. Reading responses (15%): There are 12 required reading response posts over the semester (one per week - see course schedule). Prompts for posts are listed on D2L under “Communication”

and then “Discussion”, and there is also a separate document with detailed instructions and a grading rubric in the “Content” section. **For each discussion topic, you will write a 350-word post in response to a prompt about that week’s reading by a certain date and time (always a Thursday, before midnight).** In your response, you must support your thoughts/opinions by analyzing at least one passage from that week’s reading **After this initial post, you will have one week (the following Thursday, before midnight) to write a 250-word response to at least one classmate’s post.** Your discussion post grade for that week will take the average of your initial post and reply grades, respectively. **Your lowest scoring discussion post and reply will be dropped.**

2. Reading quizzes (10%): These are weekly quizzes intended to evaluate your comprehension of each week’s reading assignments. Take them after you complete the reading for that week. Each quiz must be completed **every Wednesday before midnight. There are 12 quizzes total and your lowest quiz score will be dropped.**

3. Writing Assignments (45%): You will write two formal papers for this class: a close reading paper (800-1000 words, **due March 4th**) (40%) and an analytical essay (1200-1500 words, **due April 22nd**) (60%). Please save your written assignments as a **MS-Word doc (or docx) file**, and submit it through the D2L Dropbox provided for that assignment. **Papers that cannot be opened in D2L due to other file formats will be counted as late.** I will post feedback on papers in the Dropbox, usually within 7 to 14 days after the due date. I will leave detailed comments in your assignment, in addition to general comments in the Dropbox.

5. Online museum exhibit (30%): In addition to writing analytical papers in this course, you also will produce an online museum exhibit researching Romantic-era print artifacts. This is an opportunity to put the assigned readings into practice by researching print productions, as well as the humans and technologies that created them. I will provide you with a curate list of digitized objects from which you may choose to research. **Proposals for artifact selections are due on February 18.** The overall project grade will be based on your proposal (3%), the project itself (consisting of annotated bibliography and 1-page artifact description) (17%), and a short Reflection Paper that describes the project and your learning experience (10%). The final project should be posted to the class exhibit Wordpress site by **May 2nd at midnight.** No late projects are accepted.

Letter grades correspond to the following numerical percentages:

A = 93-100%

A- = 90-92%

B+ = 87-89%

B = 83-86%

B- = 80-82%

C+ = 77-79%

C = 73-76%

C- = 70-72%

D+ = 67-69%

D = 63-66%

D- = 60-62%
F = 59 & below

University Policies:

Honor Code:

All students of the University of Colorado at Boulder are responsible for knowing and adhering to the academic integrity policy of this institution. Violations of this policy may include: cheating, plagiarism, aid of academic dishonesty, fabrication, lying, bribery, and threatening behavior. All incidents of academic misconduct shall be reported to the Honor Code Council (honor@colorado.edu; 303-735-2273). Students who are found to be in violation of the academic integrity policy will be subject to both academic sanctions from the faculty member and non-academic sanctions (including but not limited to university probation, suspension, or expulsion). Other information on the Honor Code can be found at www.colorado.edu/policies/honor.html and at <http://honorcode.colorado.edu>

Students with Disabilities:

If you qualify for accommodations because of a disability, please submit to your professor a letter from Disability Services in a timely manner (for exam accommodations provide your letter at least one week prior to the exam) so that your needs can be addressed. Disability Services determines accommodations based on documented disabilities. Contact Disability Services at 303-492-8671 or by e-mail at dsinfo@colorado.edu. If you have a temporary medical condition or injury, see Temporary Injuries under Quick Links at Disability Services website (<http://disabilityservices.colorado.edu/>) and discuss your needs with your professor.

Religious holidays:

Campus policy regarding religious observances requires that faculty make every effort to deal reasonably and fairly with all students who, because of religious obligations, have conflicts with scheduled exams, assignments or required attendance. In this class, please inform me of any conflicts due to religious observances by the 2nd class of the semester.
www.colorado.edu/policies/fac_relig.html.

Policy on Sexual Harassment and Discrimination:

The University of Colorado Boulder (CU-Boulder) is committed to maintaining a positive learning, working, and living environment. The University of Colorado does not discriminate on the basis of race, color, national origin, sex, age, disability, creed, religion, sexual orientation, or veteran status in admission and access to, and treatment and employment in, its educational programs and activities. (Regent Law, Article 10, amended 11/8/2001). CU-Boulder will not tolerate acts of discrimination or harassment based upon Protected Classes or related retaliation against or by any employee or student. For purposes of this CU-Boulder policy, "Protected Classes" refers to race, color, national origin, sex, pregnancy, age, disability, creed, religion, sexual orientation, gender identity, gender expression, or veteran status. Individuals who believe they have been discriminated against should contact the Office of Discrimination and Harassment (ODH) at 303-492-2127 or the Office of Student Conduct (OSC) at 303-492-5550. Information about the ODH, the above referenced policies, and the campus resources available to

assist individuals regarding discrimination or harassment can be obtained at <http://hr.colorado.edu/dh/>

Class rosters are provided to the instructor with the student's legal name. I will gladly honor your request to address you by an alternate name or gender pronoun. Please advise me of this preference early in the semester so that I may make appropriate changes to my records. See policies at www.colorado.edu/policies/classbehavior.html and at www.colorado.edu/studentaffairs/judicialaffairs/code.html#student_code

