



FACULTY OF ARTS
Department of English

COURSE OUTLINE

ENGL 509: REMEDIATING THE ARCHIVE

Winter 2022 – Block Week

Online synchronous- MTWRF 9:00 am – 4:00 pm

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|---------------|--------------------------------|
| Instructor | Dr. Jason Wiens |
| Email: | jlwiens@ucalgary.ca |
| Web Page: | D2L (access via MyUofC portal) |
| Office Hours: | MTWRF 4:00 pm – 5:00 pm |

There is also a GAT assigned to this course: Leah Van Dyk (leah.vandyk@ucalgary.ca). Leah will assist in the facilitation of in-class activities during the week and aid students in completing their podcasts (during Block week) and remediation projects (in the weeks following Block Week). Leah will not be responsible for grading any assessments in this course.

Course description:

This course investigates the practical, technological, ethical, and other implications of remediating the archive. We will approach these questions through two main lines of inquiry. We will examine how contemporary writers, in particular BIPOC writers developing decolonial and anti-racist poetics, remediate archival materials as poetic tactics, and how such tactics relate to a wider history of citational practices in the poetics of the long 20th century. Alongside these considerations, through experiential work with archives in the TFDL and online, students will remediate literary archival documents both collectively during block week and individually over the course of the winter term. We will work with both print and audio texts, and remediate both from physical materials to digital and from digital materials to physical.

Course learning outcomes:

Upon successful completion of this course, students will:

1. Demonstrate an advanced understanding of citation practices in contemporary poetic texts and be able to situate those practices historically;
2. Be familiar with the legal, technological, and practical complexities of digitizing literary archival materials;
3. Create a podcast collaboratively with peers and become familiar with digital audio editing;
4. Contribute to the archive through either digital or physical remediation projects.

Texts and readings:

Abel, Jordan. *NISHGA*

Francis, Marvin. *City Treaty*

Vernon, Karina, ed. *The Black Prairie Archive: An Anthology*

M. NourbeSe Philip, *Zong!*

Alice Munro, "Boys and Girls" and "The Progress of Love" (pdfs available through D2L)

Selected texts from the TFDL special collections

Critical / theoretical readings posted to D2L

Learning technology requirements:

Students will need to have access to a computer in class time. There is a D2L site for this course which contains required readings and other relevant class resources and materials (see d2L.ucalgary.ca).

| Assessments and Evaluation: | Value | Due Date |
|------------------------------------|--------------|--|
| Seminar presentation and paper | 30% | Presentation during block week; paper January 14 |
| Group podcast | 20% | January 7 |
| Remediation project | 40% | February 11 |
| Participation | <u>10%</u> | <i>passim</i> |
| | 100% | |

The seminar presentation will be a 10-minute presentation on one of the critical / theoretical texts in the course. You will be expected to share the key insights and arguments of the text in question and, if possible, discuss how the text relates to the day's primary reading, and / or the overall topic of the course. A week after the course has completed, you will submit a revised version of the seminar paper eight pages in length.

The group podcast will be completed in groups of 3-4 students and will be from 15-20 minutes in length (5 minutes per participant). The podcast will discuss and incorporate digital literary audio and could take a number of formats, further details of which will be provided in class. Groups will be provided some class time each day to plan and record their podcast.

The remediation project will be either a critical or creative project. Critical projects will involve either digitizing a physical archival document such as a chapbook or a writer's draft, or transcribing a digital archival document (either visual or audio) into physical form. Creative projects will remediate archival documents into a creative work of whatever genre the student chooses. Both critical and creative project will be accompanied by a 10-12 page (2500-3000 word) metacognitive essay that incorporates theoretical readings discussed in the course as well as other critical sources.

Participation will be determined by student contributions to our discussions over Zoom and D2L, as well as the completion of and commentary on in-class activities over the week. Students will be expected to post to D2L **five** discussion posts of 100-200 words over the course of the week, preferably one per day. These will consist of a combination of comments in response to presentations given in class, and posts in response to in-class activities. Details of in-class

activities will be provided in class. The completion of those five discussion posts will contribute to half of the participation grade; the other half will be determined by my assessment of your contributions to discussions over Zoom and evidence of your preparation for each day.

There is no Registrar-scheduled final examination in this course. Students will submit their work online, through D2L and / or omeka.ucalgary.ca. You must complete the seminar presentation and paper, the group podcast, and the remediation project to receive a passing grade in this course. There are no extra credit assignments available in this course. Assignments submitted late will be penalized with a third of a letter grade per day late (weekends count as one day).

Attendance and participation expectations:

Given the condensed nature of the course and the fact that it is taking place entirely online during Block Week, students are expected to attend fully each day. We will discuss a primary text and several secondary texts each day; students are *expected* to have completed the primary texts in advance of each day; it is strongly *suggested* students complete the secondary texts in advance of each day in order to succeed in the course.

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:

Conducting block week over Zoom will be a challenge. There will be plenty of breaks and also lots of activities where I will not expect students to have their cameras on. I will expect you to have your cameras on while other students are presenting, however. Please feel free to use the chat function in Zoom, but be respectful while doing so. Please also be respectful in your comments posted to discussion boards. Students are responsible for being aware of the University's [Internet and email use policy](#).

Grading System:

I use a combination of letter and percentage grades. The Department of English has now standardized the percentage conversion scale.

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|-----------|----|-----|-----------|----|-----|
| 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 |

- Letter grades convert to a percentage in the mid-range of the value for that letter grade; i.e. an A is worth 87%; a B 75% etc. I also assign ‘split grades’ in which the percentage follow is on the cusp of the percentage differentiation, i.e. an A-/B+ is worth 80%.
- 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 far exceeds expectations in style, correctness, intellectual depth and breadth, sophistication, and originality.
- The interpretation of the undergraduate university grading system can be found at <https://www.ucalgary.ca/pubs/calendar/current/f-1-1.html>
 - Or, for graduate courses: please refer to the Graduate Grading System at the following link: <http://www.ucalgary.ca/pubs/calendar/grad/current/gs-h-1.html>
- 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/policies/files/policies/sexual-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.