



FACULTY of HUMANITIES & SOCIAL SCIENCES
Wai-te-ata Press : : Te Whare Tā O Waiteata

TEXT TECHNOLOGIES

TXTT 301: Special Topic: Entangled Print Cultures, Canada in the British World
20 points

TRIMESTER 3 2013

IMPORTANT DATES

Trimester dates

Teaching dates: Pre-Xmas: 15 November to 20 December 2013

Last piece of assessment due: 22 December 2013

Withdrawal dates

Refer to www.victoria.ac.nz/home/admisenrol/payments/withdrawalsrefunds

If you cannot complete an assignment or sit a test or examination (aegrotats), refer to www.victoria.ac.nz/home/study/exams-and-assessments/aegrotat

Class times and locations

Seminar times: Fridays, 10am-2pm

Seminar venues: AM 105

Workshop venues: Wai-te-ata Press; Cybercommons; other venues to be announced

Name and contact details

Dr Sydney J. Shep, Course Co-ordinator

Wai-te-ata Press : : Te Whare Tā O Waiteata

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Office hours: by appointment

Communication of additional information

BlackBoard is our primary information portal. Additional information, announcements, and e-mail alerts will be posted through BB. You are encouraged to check our BB space on a **daily** basis for updates, new resource postings, and links.

Prescription

This course explores the transnational dimension of book history through a comparative study of printing, publishing, and reading in Canada and other settler colonies in the British world: in particular, New Zealand and Australia. It interrogates concepts such as nationalism and globalisation, orality and literacy, migration and ethnic identity, intellectual property and indigenous rights, and examines mass reading events and the impact of electronic media. In addition to using special collections and the hands-on printing laboratory of Wai-te-ata Press, the course explores digital resources and new digital research methods.

Course learning objectives

Students passing the course should be able to:

1. Be familiar with some of the major themes and issues in comparative and transnational book history and print culture in Canada, New Zealand, and Australia;
2. Be knowledgeable about analytical tools required to describe and interpret the materiality of the printed record;
3. Be experienced in posing and solving questions in printing and publishing history by using historic letterpress and digital tools;
4. Be competent in the use, citation, and evaluation of print and digital resources such as reference systems, bibliographic aids, periodicals, on-line catalogues, and databases as well as digital collections and Web 2.0 social software tools;
5. Be confident in oral, written, and electronic communication skills, individually and in groups.

Teaching format

This course is a full trimester course compressed into 6 weeks. It is conducted as a discussion-based seminar with workshops at Wai-te-ata Press and the Cybercommons labs, plus online discussion and resource-sharing. Full and active engagement is expected. Attendance at five of the six sessions is mandatory. Given the dynamic and interdisciplinary nature of the field of book history, local and international scholars will form a living network of teaching and research collaborators as an integral part of this course. Colleagues will join us via live-time skype as well as pre-recorded sessions and asynchronous discussion chat. A key pedagogical aim of the course is to explore 'historical thinking' which is composed of six threshold concepts: historical significance, evidence, continuity and change, cause and consequence, historical perspectives, and the ethical dimension. As such, TXTT 301 is informed by a research-led approach to teaching and learning. RLT combines disciplinary research, inquiry-led or problem-based learning, and an engagement with the scholarship of teaching and learning. RLT puts the student at the centre of the learning experience and encourages the formation and exploitation of collaborative networks to explore new knowledge domains. It not only emphasises the development of research skills, but also embeds critical reflection on the process of acquiring those skills, individually and as a group.

Mandatory course requirements

To gain a pass in this course each student must:

- a) Submit all assignments specified for this course, on or by the specified dates (subject to such provisions as are stated for late submission of work)
- b) Attend 5 out of the six seminars and workshops unless unavoidably absent due to unexpected circumstances or an emergency.

Workload

In accordance with Faculty of Humanities and Social Science guidelines the overall workload for this course is 200 hours in total. This includes attendance in class, reading and blogging, and working on assignments.

Assessment (see pp. 5-6 for full descriptions)

Assignment	Length	Percentage	Due date
A1: Reporting the Colonial News: Data visualisations & written report	2 visualisations plus 1,500 word written report	30%	2.12.13
A2: Migration and Identity: Group online resource discovery & individual digital exhibition	10 annotated resources per person plus Weebly digital exhibition (equivalent to 1,000 words)	30%	16.12.13
A3: Icons & Institutions: Oral presentation & wiki entry	5-minute illustrated talk plus 1,500 word wiki entry	20%	22.12.13
A4: CanadaBlogs: weekly postings and comments using BlackBoard blog	250 words/week	20%	BEFORE f2f class; weekly through term

Submission and return of work

All assessed work must be delivered to, or received by, the lecturer by **5pm** on the **due date** via our **BlackBoard** assignment submission mechanism. Feedback will be given electronically through BlackBoard >**My Grades**. Please note "Extensions & Penalties" below

No work will be accepted after 5pm on Sunday 22 December 2013.

Penalties

Extensions in cases of illness, bereavement, and in some cases for serious family or personal problems affecting a student may be granted by the lecturer if requested **in advance in writing** by the student BEFORE the due date of the assessed work. Work submitted after the due date will be subjected to a 2% per day penalty for up to ten days (weekends are included and counted as two days or 4%). If arrangements for an extension have not been made, and work is still outstanding after ten days beyond the due date, work must still be submitted in order to fulfil the mandatory course requirements, but it will not be marked.

Set texts

There is no book of readings or course textbook. Please consult our weekly reading list available in BlackBoard under >Resources where you will be linked to selected readings, E-Reserves, the VUW Library's electronic databases or e-book holdings. We will also use the online social bookmarking tool **Zotero** to build cooperatively a resource network for this course. As you find online materials of relevance to the course, you will be asked to bookmark them, provide a brief description about content and usefulness, and add tags. We will discuss the conceptual and technical aspects of this process at our first meeting.

Class Representative

A class representative will be elected in the first class, and that person's name and contact details will be available to VUWSA, the Course Coordinator and the class. The class representative provides a communication channel to liaise with the Course Coordinator on behalf of students.

Other important information

The information above is specific to this course. There is other important information that students must familiarise themselves with, including:

- Academic Integrity and Plagiarism: www.victoria.ac.nz/home/study/plagiarism
- Aegrotats: www.victoria.ac.nz/home/study/exams-and-assessments/aegrotat
- Academic Progress: www.victoria.ac.nz/home/study/academic-progress (including restrictions and non-engagement)
- Dates and deadlines: www.victoria.ac.nz/home/study/dates
- FHSS Student and Academic Services Office: www.victoria.ac.nz/fhss/student-admin
- Grades: www.victoria.ac.nz/home/study/exams-and-assessments/grades
- Resolving academic issues: www.victoria.ac.nz/home/about/avcacademic/publications2#grievances
- Special passes: www.victoria.ac.nz/home/about/avcacademic/publications2#specialpass
- Statutes and policies including the Student Conduct Statute: www.victoria.ac.nz/home/about/policy
- Student support: www.victoria.ac.nz/home/viclife/student-service
- Students with disabilities: www.victoria.ac.nz/st_services/disability
- Student Charter: www.victoria.ac.nz/home/viclife/student-charter
- Student Contract: www.victoria.ac.nz/home/admisenrol/enrol/studentcontract
- Turnitin: www.cad.vuw.ac.nz/wiki/index.php/Turnitin
- University structure: www.victoria.ac.nz/home/about
- VUWSA: www.vuwsa.org.nz

Assessment Descriptions

A1: Reporting the Colonial News: (30%)
2 data visualisations & 1,500 word written report **due 2.12.13**

Select an event of historical significance to nineteenth-century Canada. Compare and contrast how it is reported in three colonial newspapers using the digital newspaper archives of the *Globe and Mail* (CAN) or *British Colonist* (CAN), plus *Papers Past* (NZ) and *Trove* (AUS). Produce 2 data visualisations using **Voyant** and **QueryPic** and identify one key issue these tools expose. Analyse your key issue using evidence from the full digitised newspaper text, and discuss your findings in a 1,500 word short report. Include in your report a reflection on how these digital tools enabled or challenged your thinking.

This assessment relates to learning objectives: 1, 3, 4 & 5

You will be assessed on the following:

Identification of significant event and issue; selection and analysis of relevant evidence; logic and coherence of argument; understanding of digital visualisation tools; professional presentation of report with correct spelling, grammar, citations.

A2: Migration and Identity: (30%)
Weebly digital exhibition (equivalent to 1,000 words) **due 16.12.13**

Develop a digital exhibition about migration and the material legacy of migration based on your own family backgrounds, personal and familial print culture (re-)collections. Using our collaborative online workspace in **Zotero**, download and annotate a wide range of relevant multimedia digital materials. Select ten significant items and write a 100-word exhibition caption for each. Using the web building tool **Weebly**, create an online exhibition with your 10 resources targeted at a specific, identifiable audience. Although the exhibition resources will be assembled collaboratively as a group, you will be assessed individually.

This assessment relates to learning objectives: 1, 2, 4 & 5

You will be assessed on the following:

Selection of appropriate theme and demonstration of effective research skills; annotation of relevant digital material; logic and coherence of exhibition design; clear identification of target audience; professional presentation of exhibition with correct spelling, grammar, citations.

A3: Icons & Institutions: (20%)
5-minute oral presentation & 1,500 word wiki entry **due 22.12.12**

Select a significant Canadian print culture icon or institution. Research its origins and development as well as its contemporary reception in the British world and beyond. Share your findings in a 5-minute illustrated oral presentation and as a wiki entry in our course wiki space, **Canada Icons**.

This assessment relates to learning objectives: 1,2,4 & 5

You will be assessed on the following:

Identification of historically significant print culture item; demonstration of effective research skills; understanding of effective communication in both oral and digital media; professional presentation of wiki with correct spelling, grammar, citations.

A4: weekly interactive blog postings (20%)
5 x 250 word postings including comments **due BEFORE weekly f2f class**

Short, thoughtful, interactive postings using our BlackBoard group journal (**CanadaBlogs**) based on the course readings, issues raised in class, or as preparation for various assessments. **No late postings will be accepted.**

This assessment relates to learning objectives: 1, 4, & 5

You will be individually assessed on your quality of thinking, substantive contribution to discussion, analysis of evidence, and demonstration of research skills. Each blog posting is worth 4 points: 1 = rudimentary; 2 = adequate; 3 = good; 4 = exemplary.

Course Schedule

Week	Date	Topics	Assessments
Week 1	15.11.13	Setting the Scene: Entangled print cultures & indigenous knowledge systems	Blog posting
Week 2	22.11.13	Power & Reach of the Press: Colonial newspapers & colonial editions	Blog posting
Week 3	29.11.13	Webs, Networks, Systems: Victorian Republic of Letters; mapping communities of practice	Blog posting
	2.12.13		A1: Reporting the Colonial News
Week 4	6.12.13	Reading in Conflict: libraries, troopships & battlefields	Blog posting
Week 5	13.12.13	Print & Diaspora: material legacy of migration; politics & poetics of translation	Blog posting
	16.12.13		A2: Migration & Identity
Week 6	20.12.13	Print Futures: nationalism, globalisation & contemporary publishing	A3: Icons & Institutions oral presentation
	22.12.13		A3: Icons & Institutions wiki