meet with me

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<th>office location + hours</th>
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<tr>
<td>plc 102: w / 9-11 t; r / 10-12; by appointment virtual (Skype, Google Hangouts): by appointment</td>
<td><a href="mailto:esimnitt@uoregon.edu">esimnitt@uoregon.edu</a></td>
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<td>(I check email 2-3 times/day m-f, but not on weekends)</td>
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<td>twitter</td>
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<tr>
<td>@emilysimnitt</td>
<td>541-346-3517</td>
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course overview

What does it mean to be at home? How does it feel to lose one’s home? And how do ideas of home and homelessness shape our sense of self or security? This course builds on these questions to look at a collection of literary works that focus explicitly on the idea of home in American culture. We'll study different kinds of texts—a graphic novel, a memoir, short stories of haunted houses, among others—to help us think through concepts of home and homelessness as they intersect with class, race, ability and disability, and citizenship. At the same time, we'll learn how to use digital culture to analyze the texts we study. Through the experience of building maps, learning how to use data and databases, creating network visualizations from twitter feeds, and showcasing work on digital publishing platforms, this course will provide opportunities to learn how to use and evaluate digital tools’ ability to make or study ideas of home. This class satisfies a General Education Arts and Letters Group Requirement. It is a required course in the DH minor and serves as a prerequisite for English 470: Technologies and Texts Capstone.

learning outcomes

This class is designed to help you:

1. To learn how to read literary texts (including but not limited to digitized texts) with discernment and comprehension and with an understanding of their literary and digital conventions.

2. To practice drawing on relevant cultural and historical information (collected from library databases, for example) to situate texts and literary concerns within cultural, political, and historical contexts.
3. To perform critical, formal analysis of literary and other cultural texts.
4. To produce focused, analytical essays, exhibits, and blog posts in clear, grammatical prose.
5. To employ logic, creativity, and interpretive skills to produce original, persuasive arguments using digital publishing platforms.
6. To learn basic vocabulary and concepts used in literary studies and in the field of digital humanities.
7. To examine how digital tools can be used to study literature.
8. To examine how literary analysis and theory can be used to study digital knowledge production.
To gain experience working collaboratively.

assignments + assessment of learning

To work toward these goals, you will be required to complete the following:

You will be required to actively participate in class activities and complete four major assignments this term. Two, "Create and Curate A Website," and "Lab Notebook," will be ongoing throughout the term. You will see that most weeks you will have a blog post and discussion questions due. These are part of "Create and Curate A Website." You will also notice that we will have labs each. For five of the eight labs, you will create detailed entries into a "notebook."

The remaining two, a "Final Exam" and an "Unessay," will be due in weeks 9 and 11, respectively. You'll see brief descriptions of the assignment here. I'll provide more details as the term progresses and offer you opportunities to shape assignments to meet your needs and interests as digital humanists.

15% In-Class Activities: This class is not your typical lecture class. Being prepared to actively engage each day is important to your success and the success of your classmates. This means doing the reading, thinking ahead of time through our guiding questions, and complete any required blog posts or informal assignments for the day. In addition to two allowed absences (see attendance policy: I don't distinguish between excused and not excused), you will be allowed to take one Quiet Day (QD). You are required to come to class, but if you are stressed out or have been unable to prepare for any reason, you can tell me ahead of time and opt to sit quietly and observe class activities. Be judicious in your use of your QD. You can only use it once, and it does not excuse you from any major assignments.

20% "Create and Curate A Website:" I've adapted this assignment from Brian Croxall. For this assignment, you will create a website using Word Press and UO blogs. You will maintain blog entries throughout the term on this site related to our readings, class discussions, and critical exploration of home and digital humanities. You will also create a page on this site that represents your idea of home. More on this later. This assignment will be closely related to your engagement in class activities, reflection, and inquiry. Due weekly.

20% "Lab Notebook": Using any format (analog or digital) that you wish, you keep careful notes of the process and results of each digital lab we do in class. You will submit five of these for formal review. This assignment is also closely related to your ability to engage in class activities, reflection, and inquiry. I'll provide a template for the first lab so you know what information to include. Due weekly with midterm + final evaluation for grading.

15% "Final Exam": As a class, we'll review what we've learned and develop questions for you to answer in a "final" exam. Due: week 9.

30% "Unessay": This assignment is adapted from Ryan Cordell. Due: week 11.

responsibilities

I am here to help you succeed! It is our shared responsibility to communicate respectfully. The syllabus and Canvas are your starting points when you have questions about what is happening in class. It is my responsibility to be as clear as possible about expectations, assignments, and assessment procedures. It is your responsibility to contact me when
feeling confused, overwhelmed, or unsure. If you do have questions about an assignment after it has been graded, assessed, or commented on, I ask that you wait 24 hours and that you have specific questions for discussion when you contact me.

**technology**

We will decide together on a policy of how to use technology mindfully.

**course policies**

**attendance:** Attendance is required. You can miss 2 classes (1 week of class) for any reason. Arriving 20-40 minutes late will result in a half absence. Arriving more than 40 minutes late is considered a full absence. Please send me a brief e-mail so that I know you will be absent so I can plan accordingly. Any subsequent absences for any reason after missing 2 classes will lower your final grade:

- missing 3 classes = -2%
- missing 4 classes = -5%
- missing 5 classes = -10% (may result in course failure)
- missing 6 or more classes (3 weeks of the term) will result in course failure.

I recommend that you save your absences for emergencies. You are responsible for anything you miss if you are not in class. I recommend you ask a friend and check Canvas for materials and assignments distributed in class.

**late work:** Assigned work is due at the date and time specified on the syllabus and Canvas (for example, revised essays may be due on days we don’t meet as a class to allow me time to respond; all times and due dates will be posted on our course site). I don’t accept late daily homework/participation assignments. Grades on formal assignments will be reduced by one letter grade for each 24 hour period beyond when it is due (weekends count!).

I expect you to maintain a high level of engagement throughout the course and to conduct yourself ethically and responsibly. You can expect the same from me. I will do my best to be clear about assignment expectations and how I will assess your work. It’s your responsibility to contact me -- in my office, by e-mail, via Twitter -- when you are confused, overwhelmed, or unsure about class expectations. Talk to me before an assignment is due, not after! That way I can help you talk through your confusion, brainstorm ideas, consider possibilities, give you resources, and discuss your work with you—that’s an integral part of my role in our class! I can’t make exceptions or extend grading deadlines unless you talk to me before the assignment is due.

**incompletes:** Please see me if circumstances arise that make it difficult for you to complete the course.

**academic honesty, authorship, and plagiarism:** It’s important to understand ‘authorship’ and ‘ownership of ideas and words’ in academic writing and projects. This helps writers give the correct credit to others for their words and ideas. When you use someone else’s words or ideas without telling your reader where they come from, you are PLAGIARIZING. Common examples of plagiarism include incorrect academic citation and copying and pasting parts of an essay from the internet or other students. Getting too much help from someone editing your writing is also a form of academic dishonesty. I am looking to help you improve your academic. I am not expecting perfect writing. If you have a question about using ideas and words from others in your essays, please ask!
All work submitted in ENG 250 must be your own and be written exclusively for this course. The use of sources (ideas, quotations, paraphrases) must be properly documented. Please refer to the summary of the Code of Student Conduct on the Office of Student Conduct and Community Standards website. In cases where academic dishonesty has been clearly established, the award of an F for the final course is the standard practice of the English Department. Please see me if you have any questions about your use of sources, translator or editors, or web site you might consult as you are thinking about your questions of issue and developing your reasoning and your writing.

access: If you have a disability (physical or learning) that you think may affect your performance in this class, please see me during the term’s first week so we can make arrangements, if necessary, for your full access to classroom activities.

safe campus policy: Any student who has experienced sexual assault, relationship violence, stalking, coercion, and/or sexual harassment is encouraged to seek help. Please visit https://safe.uoregon.edu for information. You are also strongly encouraged to contact Renae DeSautel, Sexual Violence Response & Support Services Coordinator, desautel@uoregon.edu. She will keep your information confidential. In addition, the UO Ombudsperson Bruce MacAllister (541 346-6400 or ombuds@uoregon.edu) can provide confidential support and assistance. You can also contact any pastor, priest, imam, or other member of the clergy. All of these people, including all UO faculty members, have an obligation not to reveal your name or other specific information without your permission, although faculty members do have to provide “general information” that will help us create a safer campus. As your instructor, I can also reassign work partners and make other necessary accommodations.

observance of religious holidays: Students who observe their religious holidays at times when academic requirements conflict with those observances must inform instructors in advance of the holiday. Students are responsible for making up missed work according to a schedule determined with the teacher.

major due dates + course calendar
You will find below a tentative course calendar listing what we might read, write, and learn about this term. Canvas is the best place to find up-to-date information about what is due each day we meet. You should expect to do at least some reading and writing to prepare for each class. I reserve the right to modify assignments and due dates to meet the needs of our class. I will NOT change due dates of formal writing projects without prior notice in person, through e-mail, and on our Canvas site.

week one, 0109
- guiding questions: who are we? what does home mean to us? what does the idea of home have to do with digital culture?
- read: Stegner, “A Sense of Place” (available in class)
- write: digital inventory (in-class survey)

week one, 0111
- guiding questions: what different ways can we explore the idea of home, losing home, and housing insecurity?
- read: selections from Evicted (on Canvas), “Beware the Open Plan Kitchen,” syllabus policies
- bring: digital devices + lab notebooks for lab 1: creating and curating digital material
week two, 0116

- guiding questions: what does it mean to inhabit a place? who is invited and excluded from "homey" spaces?
- read: find and read several posts of a blog related to the idea of “home” (I'll provide a list of some); housing authority web sites; Staples, "Night Walker" (on Canvas);
- due: see “Create a Website” project

week two, 0118

- guiding questions: what ideas of home are emerging in Glass Castle? how do these ideas conform/challenge your ideas of what it means to be at home?
- read: Glass Castle (roughly the first half)
- due: first blog post
- bring: digital devices + lab notebooks for lab 2: the materiality of text

week three, 0123

- guiding questions: class generated
- read: Glass Castle
- due: discussion questions

week three, 0125

- guiding questions: what are maps? what can maps tell us about the home, literature, digital culture? can maps lie?
- read: readings about mapping (TBA); optional: rent and watch the movie version of Glass Castle
- due: second blog post
- bring: digital devices + lab notebooks for lab 3: digital mapping

week four, 0130

- guiding questions: what is reading in the digital age? what is close reading? what methods can we use for literary analysis?
- due: reading analysis

week four, 0201

- guiding questions: class generated about Poe, home, digital culture
- read: “The Fall of the House Of Usher,” Edgar Allan Poe National Historic Site
- due: discussion questions
- bring: digital devices + lab notebooks for lab 3: distant reading

week five, 0206

- pause and review: what have we learned about home? about digital culture? about using digital tools for literary and cultural analysis?
- due: midterm reflection on blog, midterm lab notebook check

week five, 0208

- guiding questions: where should our exploration go in the second half of the term?
• read: readings about essays, unessays, model unessays
• due: ideas for your unessay
• bring: digital devices for lab 4: materiality of text part 2

week six, 0213

• guiding questions: TBA
• read: Fun Home
• due: reflection on reading

week six, 0215

• guiding questions: class generate about Fun Home, graphic novels, multimodality
• read: Fun Home
• due: discussion questions, supporting articles as needed
• bring: digital devices for lab 5: TBA

week seven, 0220

• guiding questions: what is data? what relationship does the humanities have to data? how can make informed judgments about/with data?
• read: Fun Home

week seven, 0222

• guiding questions:
• read: Fun Home, supporting articles as needed
• due: blog post
• bring: digital devices for lab 6: data exploration

week eight, 0227

• guiding questions: what can we do with what we know now?
• read: “The digital humanities it not about building, it’s about sharing,” “Quantitative Analysis of Culture Using Million of Digitized Books,”
• due: knowledge inventory

week eight, 0301

• guiding questions: what can we do with what we know now?
• read: digital humanities project examples
• due: suggested questions for final exam
• bring: digital devices for lab 7: peer

week nine, 0306

• guiding questions: class generated study guide
• read: review
• bring: lab notebook for review

week nine, 0308
eng 250: literature + digital culture, crn 27672 (2 – 3:50 pm): 301 GER

- guiding questions: class generated study guide
- bring: digital devices for lab 8: peer review of unessay projects

week ten, 0313 + 0315

Guest lecturer Heidi Kaufman!!! Readings/lab details TBA!

week eleven, 0321

- unessay, final lab notebooks due digitally