

## Course Outline

### 1–3. Course code, English title and Chinese title

<b>Course Code:</b> ENGE3400 <b>Title in English:</b> Introduction to Computational Literary Studies <b>Title in Chinese:</b> -
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### 4. Course description

For the last one hundred years or so, the respected literary critic was one who conducted a patient, private, close reading of an inevitably small number of texts. Today, due to the rampant digitization of hundreds of thousands of texts and radical developments in the accessibility of statistical analysis packages and platforms, the literary critic has been emancipated from working in only this way. This course introduces you to the field of computational literary analysis, which is to say a new way of engaging literary texts that takes advantage of such developments. By way of practice-based learning, you will learn to use the basic functionality of ‘R’ – the leading language and platform for statistical computing and graphics in the humanities – in order to ask very different questions of literature to those that you typically learn to ask in an English literature class. Importantly, the answers that you receive to such novel questions might just surprise you. No previous coding experience is required.
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### 5. Learning outcomes

By the end of the course, you should be able to use R in a meaningful way to analyse and critique literary texts. You should be familiar with the basic architecture and commands of R. As such, you will be able to import texts from various sources and understand the importance of suitably preparing texts for computational analysis. In addition to this, you will be able to conduct a number of statistical operations on literary texts that will expose latent structures or relations resident within a (set of) text(s).
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### 6. Course syllabus

Topic	Contents/ fundamental concepts
Computational literary studies.	The challenge of computation to literary studies; introduction to R for the literary critic; introduction to the importation of data; introduction to the manipulation of data; introduction to the presentation of data.

### 7. Course components (Learning activities)

This course is run as a 180-minute seminar. However, within this time a number of different teaching strategies will be drawn upon in order to introduce, discuss, and consolidate the thoughts and ideas raised by our study. Primary teaching strategies will be:
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**The lecture / demonstration**– there will be a short lecture on or demonstration of the topic under discussion each week. The rationale for employing this as a teaching strategy is to ensure that students understand the principles, mechanics, and significance of the subject under discussion.

**Workshop** – for the vast majority of the seminar, students will be expected to learn and adapt the techniques demonstrated by the course instructor. Students will be working with their own corpus of texts for the duration of the course, and so must begin to understand how to modify the techniques explained at the beginning of the lesson.

**Online support** – this course is supported through the website, On World Literature (OWL). Here, students will find links to lecture notes and be able to access other important learning resources. As such, you will have uninterrupted access to core course materials. You can access the material by clicking:

<http://onworldliterature.wordpress.com>

Hover over the “For Students” tab at the top of the page and click “ENGE3400”

Enter password (to be given in the lecture)

### 8. Assessment type

Assessment type	Percentage
1. Preparation & participation	10
2. Daily tasks	20
3. Class presentation	20

4. Final project	50
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## 9. Required and recommended readings

### Required readings:

Grant Hamilton, "Densities and Fugitive Vectors" in K. Mak (ed). *Advances in Techno-Humanities: Case Studies from Culture, Philosophy and the Arts*, 28-43. Routledge, 2023.  
Matthew Jockers, *Macroanalysis: Digital Methods and Literary History*. University of Illinois Press, 2013.  
Franco Moretti, *Distant Reading*. Verso, 2013.  
Stephen Ramsay, *Reading Machines: Toward an Algorithmic Criticism*. University of Illinois Press, 2011.  
Ted Underwood, *Distant Horizons*. (Chicago UP, 2019).

### Recommended readings:

Franco Moretti, *Atlas of the European Novel: 1800-1900*. Verso, 1998.  
Stanford Literary Lab: Pamphlets (<https://litlab.stanford.edu/pamphlets/>)

## 10. Feedback for evaluation

Students are invited to offer feedback on the course at any time during the course. Formal feedback will assume the shape of the University's Student Evaluation forms, which are disseminated to students towards the end of the semester.

## 11. Course schedule

Class/ week	Date	Topic	Requirements / Read
1	TBC	Introduction	<i>Distant Reading</i>
2		The Challenge of Computation. What is R?	
3		R Packages / Importing Data	
4		Cleaning Data / Tokenisation / Stopwords / Raw Frequency / Plots	
5		KWIC / TF-IDF / Word Clouds	
6		Topic Modelling / Vis	
7		Word Embedding	
8		Similarities / Distances / Networks	
9		Sentiment Analysis / Syuzhet	
10		Working with a corpus / POS Tagging	
11		Workshopping the Final Project	
12		In-class Presentations	
13		In-class Presentations	"Densities and Fugitive Vectors"

## 12. Contact details for teacher(s) or TA(s)

Professor/Lecturer/Instructor:	Professor
Name:	Grant HAMILTON
Office Location:	313 Fung King Hey Building
Telephone:	xt 7445
Email:	hamilton@cuhk.edu.hk
Teaching Venue:	TBC
Website:	onworliterate.wordpress.com
Other information:	

## 13. Details of course website

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Enter password (to be given in the lecture)

#### 14. Academic honesty and plagiarism

##### Academic honesty and plagiarism

Attention is drawn to University policy and regulations on honesty in academic work, and to the disciplinary guidelines and procedures applicable to breaches of such policy and regulations. Details may be found at <http://www.cuhk.edu.hk/policy/academichonesty/>.

With each assignment, students will be required to submit a signed [declaration](#) that they are aware of these policies, regulations, guidelines and procedures. For group projects, all students of the same group should be asked to sign the declaration.

For assignments in the form of a computer-generated document that is principally text-based and submitted via VeriGuide, the statement, in the form of a receipt, will be issued by the system upon students' uploading of the soft copy of the assignment. Assignments without the receipt will not be graded by teachers. Only the final version of the assignment should be submitted via VeriGuide.

#### 15. Penalties and Completion

To complete the course, you must submit all assessment tasks. Those assessments submitted late and without the permission of the course instructor, will be subject to penalty. See material disseminated in week 1 for the scope of such penalties.

#### 16. Grade Descriptors

##### **Grade A / Excellent: Outstanding performance on ALL learning outcomes.**

Demonstrates the ability to synthesize and apply the principles or skills learned in the course in a manner that would surpass the normal expectations at this level and typical of standards that may be common at higher levels of study. The 'A' grade should be reserved for truly excellent work that exceeds the level expected for the majority of students and are expected to be achieved only by a small minority

##### **Grade A- / Very Good: Generally outstanding performance on ALMOST ALL learning outcomes.**

Demonstrates the ability to synthesize and apply the principles or skills learned in the course in a manner that would fully fulfill the normal expectations at this level and occasionally reaches standards that may be common at higher levels of study.

##### **Grade B+ / Good (Plus): HIGH performance on all learning outcomes, OR HIGH performance on some learning outcomes which compensates WELL for slightly less satisfactory performance on others, resulting in overall substantial performance.**

Demonstrates the ability to apply WELL the principles or skills learned in the course in a comprehensive manner that would sufficiently fulfill the normal expectations at this level WELL.

##### **Grade B / Good: SUBSTANTIAL performance on all learning outcomes, OR SUBSTANTIAL performance on some learning outcomes which compensates for slightly less satisfactory performance on others, resulting in overall substantial performance.**

Demonstrates the ability to apply the principles or skills learned in the course in a MORE COMPREHENSIVE manner that would sufficiently fulfill the normal expectations at this level.

##### **Grade B- / Good (Minus): GOOD performance on all learning outcomes, OR GOOD performance on some learning outcomes which compensates for slightly less satisfactory performance on others, resulting in overall substantial performance.**

Demonstrates the ability to apply the principles or skills learned in the course in a COMPREHENSIVE manner that would sufficiently fulfill the normal expectations at this level.

##### **Grade C+ / Fair (Plus): VERY SATISFACTORY performance on the majority of learning outcomes.**

Demonstrates the ability to apply the principles or skills learned in the course in a SOMEWHAT SUSTAINED manner that would meet the basic requirement at this level.

##### **Grade C / Fair: SATISFACTORY performance on the majority of learning outcomes.**

Demonstrates the ability to partially apply the principles or skills learned in the course in a manner that would meet the basic requirement at this level.

##### **Grade C- / Fair (Minus): SOMEWHAT SATISFACTORY performance on A NUMBER OF learning outcomes.**

Demonstrates the ability to SOMEWHAT apply the principles or skills learned in the course in a manner that would meet the BARE basic requirement at this level.

**Grade D / Pass: BARELY SATISFACTORY performance on A FEW learning outcomes.**

Addresses the task inadequately by meeting the basic requirement at this level only in some areas while responding minimally with possibly tangential content in others.

**Grade D- / Pass (Minus): ALMOST BARELY satisfactory performance on VERY FEW learning outcomes.**

Addresses the task inadequately by meeting the basic requirement at this level only in very few areas while responding very minimally with possibly tangential content in others.

**Grade F / Failure: Unsatisfactory performance on a number of learning outcomes, OR failure to meet specified assessment requirements.**

Fails to address the task and likely does not understand what the task requires. In other words, the work completely misses the point.