

**DIHU301/ENGL305 The Self-Conscious Text**  
**Encoded Chapter**  
**EXTENDED DESCRIPTION**

There are many different ways of approaching digital editing in TEI, the encoding language that we are learning in this class. For our assignment, we're going to take a context-focused approach. This means that as editors we're most interested in social or cultural *context*, whether that is historical or scholarly. The Research Question, Annotated Bibliography, and Encoded Chapter First Draft Presentation have all been leading up to this assignment, so you have lots to draw on. Think about the thematic aspects of your chosen chapter that you're interested in: you're now creating a mini digital edition on that theme.

**All grade contracts**

The minimum requirements across all grade contracts are:

- 1 chapter encoded in TEI.
- Basic structural markup: large divisions in document, original paragraph breaks, section headers, and titles (we'll have a class dedicated to this).
- Basic TEI Header metadata (we'll have a class dedicated to this).
- Valid TEI markup attached to a schema (stick to the template for this).
- Well-formed TEI markup.
- Back matter to contain contextual markup.
- Relevant markup to indicate notes in the back matter (<note>).
- Relevant markup to indicate bibliographic citations in the back matter (<bibl> or <biblStruct> and the elements nested within them).
- Valid linking mechanisms.

The rest of the markup will be based on your interests and your grade contract. As we're undertaking a context-focused approach, all levels will include footnotes, a bibliography, and linking mechanisms.

**A grade contracts**

In addition to the minimum requirements, A grade contracts will produce:

- 6 substantive footnotes of 150 words each that incorporate your research;
- 2 elements of appropriate, specific in-line markup (this might include <persName>, <interp>, or <said> based on your research question and interests; only 1 general element like <seg> or <ab> can be used for this requirement);
- A well-formatted Works Cited in a <listBibl> with at least 4 sources from your own research or from course content. Bibliography for A-grade should be in <biblStruct> and should have working linking mechanisms to major elements of the cited works and to their references in your edition.

**B grade contracts**

In addition to the minimum requirements, B grade contracts will produce:

- 4 substantive footnotes of 150 words each that incorporate your research;
- 1 element of appropriate in-line markup (this might include <seg>, <persName>, or <interp> based on your research question and interests);
- A well-formatted Works Cited in a <listBibl> with at least 3 sources from your own research or from course content. Bibliography for B-grade may be in <biblStruct> or <bibl>. If you're using <bibl>, you may use a standard citation format like MLA or APA for references, but the <bibl> elements should have working linking mechanisms to cited works in the body of your edition.

**C grade contracts**

In addition to the minimum requirements, C grade contracts will produce:

- 2 substantive footnotes of 150 words each that incorporate your research;

- Use of anonymous elements to support linking (<seg> and <ab>, for instance);
- A well-formatted Works Cited in a <listBibl> with at least 2 sources from your own research or from course content. Works cited for C-grade may be in <bibl>. You may use a standard citation format like MLA or APA for references inside <bibl>.

### **How do I know how much work this will be?**

Although time spent on assignments for each individual student will vary greatly, it is possible to estimate how much time each contract level of this assignment will take. I find it useful to compare workload to that of an essay. In the below estimates, I've slightly over-stated the scope of encoding workload so that you can account for the time it takes to acquire new skills.

#### *A grade contracts*

Writing: 1000 words + citations

Encoding: workload equivalent of 2500 words

#### *B grade contracts*

Writing: 600 words + citations

Encoding: workload equivalent of 2000 words

#### *C grade contracts*

Writing: 300 words + citations

Encoding: workload equivalent of 1500 words

## ENCODED CHAPTER EXAMPLES

\*Note that these examples are imagined projects that refer to texts we are not studying in class. Your edition is on one chapter of *Dracula*.\*

*Example 1:* You have an A-grade contract for class, and you are working on an edition of a chapter in Mary Shelley's *Frankenstein* (1818). Your research question is about theories and philosophies of education that influenced the novel, and your Annotated Bibliography included:

- A primary resource: John Locke's "An Essay Concerning Human Understanding" (1689);
- A primary resource: a digitized letter by Mary Shelley, in which she discusses educational theories;
- A primary resource: a newspaper article from the 1810s discussing education in Britain;
- A secondary resource: a scholarly article on *tabula rasa* educational theories;
- A secondary resource: a scholarly article on Shelley's intellectual relationship with her deceased mother, feminist philosopher and education reformer, Mary Wollstonecraft;
- A secondary resource: an article from a reputable newspaper about the long-standing influence of *Frankenstein* and education.

In your Encoded Chapter, you include 6 footnotes that explain relevant aspects of the text by linking a piece of markup to a footnote. For your in-line markup in the body of the chapter, you choose <said> as many of your footnotes are in response to things the monster reports. You also choose <seg> for in-line markup that is not attached to reported speech. You will link these pieces of marked-up text to your footnotes using an @xml:id and a valid linking mechanism.

Your footnotes include:

- A brief explanation of *tabula rasa* educational theories, linked to a scholarly article on these theories and to John Locke's essay.
- An elucidation of a phrase that has become famous, linked to a contemporary newspaper article on the influence of *Frankenstein*.
- In response to the monster's assertion that he is a reasoning creature, a footnote briefly compares Locke's opinions on education to Shelley's.
- In response to another moment in which the monster discusses how he learns, a footnote supplies a relevant quote from Shelley's letter and explains it in your own words.
- The novel appears to critique educational systems in Britain, so a footnote compares a primary newspaper article from the 1810s with Shelley's opinions on education in her letter.
- There is a second moment of critique for educational systems, which draws on a different part of Shelley's letter, so you provide another quote and explain it.

You can see that these footnotes draw on 5 sources from your Annotated Bibliography, which fills the requirement to cite at least 4 sources. Note that you can use resources more than once (be careful not to get repetitive), and you can draw on more than one resource in each footnote. You create a bibliography in your back matter, write your bibliographic entries in TEI using <biblStruct>, and link your citations to those entries.

*Example 2:* You have contracted for a B grade, and you are working on an edition of a chapter in *Harry Potter*. You think that allusions are really important in this edition, but you're especially interested in how the chapter uses newly coined vocabulary and names to make these allusions and in the ways that the novels play with gender. Your Annotated Bibliography included:

- Primary resource: J.K. Rowling wrote a fictional history of magic that includes the origins of magical words, so you include that here.
- Primary resource: You notice that a lot of fan fiction coins its own vocabulary and reclaims the gender politics of the series. You include a story where this is especially prominent.
- Secondary resource: A scholarly article on Classical mythology and Latin in *Harry Potter*.
- Secondary resource: An episode of the scholarly Harry Potter podcast, *Witch, Please!*, in which the hosts discuss naming and power.

In your Encoded Chapter, you include 4 footnotes that explain relevant aspects of the text by linking a piece of markup to a footnote. For your in-line markup in the body of the chapter, you choose `<persName>` as all of your footnotes comment on the names of characters. If your footnotes aren't about characters' names, you're free to replace `<persName>` with an anonymous element like `<seg>`, but you don't have to add any additional markup. You will link these pieces of marked-up text to your footnotes using an `@xml:id` and a valid linking mechanism.

Your footnotes include:

- In a scene featuring Luna Lovegood, your footnote summarizes an episode of *Witch, Please!* on names and transgender characters in *The Quibbler* and *The Daily Prophet*.
- Remus Lupin's name is especially rich in Classical references. You write a footnote to explain references to Remus, founder of Rome, and the Latin word for "wolf," citing your scholarly article mythology.
- The extended Potter universe also prominently features wolves and wolf-like creatures that change shape. You write footnote that cites Rowling's fictional history of magic and Tweets that critique Rowling's public transphobia.
- Barty Crouch Jr disguised as Alastor Moody demonstrates the latinate Cruciatus curse to the students, which sparks a hot debate in the novel over whether these words should be spoken. You notice that this moment reverberates in the way that fan fiction coins its own vocabulary, which plays out debates over naming that the canon novels begin. You write a footnote that demonstrates some of these debates that cites primary fan fiction.

You can see that these footnotes draw on 4 sources from your Annotated Bibliography, which fills the requirement to cite at least 3 sources. Note that you can use resources more than once (be careful not to get repetitive), and you can draw on more than one resource in each footnote. You create a bibliography in your back matter, write your bibliographic entries in TEI using `<bibl>`, and link your citations to those entries.