



# HIST\*3480 Workplace Learning

## Rural Diary Archive

Winter 2020

Section(s): C02

Department of History

Credit Weight: 0.50

Version 1.00 - December 10, 2019

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## 1 Course Details

### 1.1 Calendar Description

An independent study course based on either History related voluntary or paid workplace experience. Evaluation will be based on assignments relating to work duties. These will usually be in the form of a weekly journal, and a major project relating to some specific aspect of the work experience. Students interested in this option must have their project approved by the department prior to the semester in which they plan to engage in their work experience. Students will then be assigned to a faculty supervisor who will oversee the project.

**Pre-Requisites:** 7.50 credits including 1.50 History or equivalent credits  
**Restrictions:** Instructor consent required.

### 1.2 Course Description

Your Workplace Learning Project is volunteer work with the Rural Diary Archive. The Rural Diary Archive website showcases over 180 diarists and is a crowdsourcing site. Your volunteer work experience will involve transcribing diaries online. You will also help develop content for the website by selecting tweets for posting and contributing to a glossary of nineteenth-century terms. Your volunteer work will make these hard-to-use but highly useful documents more accessible for researchers now and in the future. This course requires that you reflect upon your work experience and consider 1) what it has taught you about public history, 2) what you have learned about a particular historical topic and history as a discipline, 3) the relevance of your work experience to academic studies, and 4) the relevance of your academic skills to the work place. In connecting your work experience to your academic discipline you will write a series of short critical reflections and a research paper based on the diaries that contains an analysis of their strengths and weaknesses as primary sources. The skills you learn in transcribing, reading and analyzing nineteenth-century documents will be

valuable ones should you wish to do archival, museum, or research work in the future, so consider listing them on a resume.

### 1.3 Timetable

There are no regular lectures or seminars as this is an independent study course. It is expected that you will spend approximately 10 hours per week in fulfilling course requirements and that you will be in regular contact with the instructor, meeting at least three times over the semester. You will meet with the instructor the first week and subsequent meetings will be arranged as the semester progresses. The instructor will send an email to your University of Guelph account a few weeks before the first day of classes to set up the first meeting.

### 1.4 Final Exam

There is no final exam for this course.

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## 2 Instructional Support

### 2.1 Instructional Support Team

<b>Instructor:</b>	Catharine Wilson
<b>Email:</b>	cawilson@uoguelph.ca
<b>Telephone:</b>	+1-519-824-4120 x53204
<b>Office:</b>	MCKNEXT 2015
<b>Office Hours:</b>	Office Hours: Tuesdays 4:00 to 5:00 pm or by appointment.

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## 3 Learning Resources

### 3.1 Required Resources

Rural Diary Archive website (Website)  
<https://ruraldiaries.lib.uoguelph.ca/>

### 3.2 Additional Resources

This course uses courselink where you will find additional resources. We will use a shared google doc for creating tweets and glossary items.

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## 4 Learning Outcomes

## 4.1 Course Learning Outcomes

By the end of this course, you should be able to:

1. 1. identify and critically assess diary writing and keeping practices;
2. read and understand 19<sup>th</sup>-century handwriting & vocabulary;
3. transcribe;
4. research;
5. assess the strengths and weaknesses of diaries as sources;
6. communicate compelling history for use in a social media platform;
7. identify and explain daily life in 19<sup>th</sup>-century rural Ontario;
8. value and practice public engagement;
9. reflect upon your own work in a critical manner;
10. and direct your own work and manage time effectively.

## 4.2 These skills are useful in the workplace.

These learning outcomes are skills that you may wish to itemize in your resume for job applications.

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# 5 Teaching and Learning Activities

## 5.1 Project Timeline

### Project Timeline

Week 1: **Meeting TBA.** This will be a pre-arranged group meeting with Professor Wilson to view the diaries. Instructions will be established and training started for reading cursive, transcribing, researching the diarist, and selecting tweets and glossary items. You will also learn about the questions/tools with which to mine diaries for meaning. You will start transcribing with a moderately easy diary for the first five weeks. Always bring your laptop to class.

Week 3: **Meeting TBA.** Your first set of transcriptions is due in class. No grade will be assigned to your work at this point. This is an opportunity for Dr. Wilson to see how you are doing and address any issues early in the semester.

Week 5: Advance to a more difficult diary, one ranked "moderate" or "difficult". Try a few.

Week 6: Your first collection of weekly Reflections is due covering weeks 1-6 by **noon, Friday, 14 February**.

Week 7: **Meeting TBA**. Please come prepared to verbally report on the topic you will do for your essay.

Week 10: **Meeting TBA**. We will discuss your progress on the final essay.

Week 11: Your complete sets of tweets and glossary items are **due noon, Friday 20 March**.

Week 12: Your complete set of transcriptions is **due noon, Friday 27 March**.

Week 13: Your essay is due and your second collection of weekly Reflections covering weeks 7-13, at **noon, Friday 3 April**.

## 5.2 Additional Learning Activities

Additional Learning Activities:

**Careers for Historians:** 17 March, 9:30-10:20 am, Room TBA. This is a lecture where History alumni talk about their careers. They provide advice on searching for a job (history and non-history related) and how to present the skills you have learned in history to prospective employers. It is highly recommended that you attend these sessions that are offered every term with different alumni sharing their experiences.

**Rural History Roundtable:** This is a speakers' series which is open to the public. If you attend the roundtable, you will receive 1 bonus mark on your final grade for each speaker that you attend. The poster will be on courselink.

## 6 Assessments

### 6.1 Marking Schemes & Distributions

#### Method of Evaluation:

<u>Evaluation</u>	<u>Weight</u>
Transcriptions	30%
Weekly Critical Reflections	15%
Contributions to the glossary & Tweets	20%
Final Essay	35%

#### Late Penalties = 2% per day including weekends.

**Transcriptions:** You will receive training in how to read and transcribe in week one. You will be evaluated on the accuracy and thoroughness of your transcriptions. It is expected that you will spend 5 hours per week transcribing. (The rest of your weekly course hours will be spent on the other components of the course.) Transcripts are primarily graded on accuracy but word count figures in too. By week 3, I would expect that you would be able to transcribe about 300 words per hour. To attain a passing grade in transcribing, you need to have accurately completed a minimum of 15,000 words by the end of the semester. **Submission of Transcriptions:** When submitting your transcriptions create a separate word document for each diarist with their transcribed diary pages arranged by day. Clearly indicate the diarist's name, year of diary and pdf numbers for each page transcribed. This is so your transcriptions can be matched with the website files. Also submit your total word count for each diarist. These word documents should be emailed to Prof. Wilson. Your submission of transcriptions in class in week 3 will be corrected but no grade will be assigned. The final and full set of transcriptions (weeks 1-13) will be graded and is **due at noon, Friday, 27 March**.

**Critical Reflections:** You are to critically reflect on each week's work experience especially the transcribing. It is expected that you will provide a minimum of 100 words per week that demonstrate your thoughtful analysis and observations. Each week you are to briefly record, the diary, year, and pdfs that you transcribed along with a more extended analysis of your

work. Reflections should include answers to the “Questions to Ask your Diary” section on the website as answering these questions will help you apply your academic training to reach a deeper understanding of the diary and a critical analysis of the source. This is a critical component of your reflections. Reflections should also address the following questions: What have you learned about transcribing and about the genre of diary writing? What were the challenges of transcribing and how did you try to overcome them? What advice would you give to others? How has your transcribing been relevant to your academic studies? How has your knowledge deepened regarding the diarist or the larger context of his/her life and society in the era? What surprised you or was new to you? How have creating tweets and glossary items and writing the essay developed your skills and deepened your understanding of diaries as primary sources and of the rural past? These are just some questions to ask yourself throughout the course of your work. You are most welcome to add other reflections. You will be evaluated on the critical analysis and deep reflection that you bring to these questions and the quality of your writing. A sample of a critical reflection is on Google Doc. **The 1st set of weekly reflections is due: by noon, Friday 14 February. The 2<sup>nd</sup> set of weekly reflections is due: by noon, Friday 3 April.**

**Glossary:** You are required to contribute at least 10 entries to an ongoing glossary on nineteenth-century vocabulary. We will have a communal google doc for this purpose so that you can see what others have already contributed. Creating glossary entries increases your knowledge of historical activities and artifacts. Please provide a definition for each of your terms of approximately 25 words or less and add it along with your name to the alphabetically ordered glossary on our shared google doc. You will be evaluated on your choice of terms, and the accuracy, clarity and thoroughness of your definition. **Due: due noon, Friday 20 March.**

**Tweets:** You are required to select at least 10 Tweets from the diaries each of which cannot exceed a 280 letter/character limit which includes spaces. You will learn how to select content that is compelling either for its humour, tragedy, interesting detail, or relevance today. You will be evaluated on the variety, interest-level, and composition of your tweets. We will have a communal google doc for this purpose. **Due: noon due Friday 20 March.**

**Essay:** This is a 2,400 word essay (c. 8 pages of text and footnotes) on a topic of your choice that springs from the diaries you have been transcribing. It must be approved in advance by Dr. Wilson. You must demonstrate a thesis statement and use the diaries to support the arguments you make. You are to critically evaluate the diaries that you have transcribed concerning the strengths and weakness of these primary sources for your historical topic. This can be done in one paragraph as part of your introductory material and should be based on the critical reflections you have made throughout the semester. You are to employ at least 15 secondary sources. Suggested Readings and Links can be found on the Rural Diary Archive website and on Courselink. **Due: by noon, Friday 3 April.**

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## 7 Course Statements

### 7.1 Late Penalties for Course Assignments

Late assignments are penalized 2% per day including weekends.

## 8 University Statements

### 8.1 Email Communication

As per university regulations, all students are required to check their e-mail account regularly: e-mail is the official route of communication between the University and its students.

### 8.2 When You Cannot Meet a Course Requirement

When you find yourself unable to meet an in-course requirement because of illness or compassionate reasons please advise the course instructor (or designated person, such as a teaching assistant) in writing, with your name, id#, and e-mail contact. The grounds for Academic Consideration are detailed in the Undergraduate and Graduate Calendars.

Undergraduate Calendar - Academic Consideration and Appeals

<https://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-ac.shtml>

Graduate Calendar - Grounds for Academic Consideration

<https://www.uoguelph.ca/registrar/calendars/graduate/current/genreg/index.shtml>

Associate Diploma Calendar - Academic Consideration, Appeals and Petitions

<https://www.uoguelph.ca/registrar/calendars/diploma/current/index.shtml>

### 8.3 Drop Date

Students will have until the last day of classes to drop courses without academic penalty. The deadline to drop two-semester courses will be the last day of classes in the second semester. This applies to all students (undergraduate, graduate and diploma) except for Doctor of Veterinary Medicine and Associate Diploma in Veterinary Technology (conventional and alternative delivery) students. The regulations and procedures for course registration are available in their respective Academic Calendars.

Undergraduate Calendar - Dropping Courses

<https://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-drop.shtml>

Graduate Calendar - Registration Changes

<https://www.uoguelph.ca/registrar/calendars/graduate/current/genreg/genreg-reg->

regchg.shtml

Associate Diploma Calendar - Dropping Courses

<https://www.uoguelph.ca/registrar/calendars/diploma/current/c08/c08-drop.shtml>

## 8.4 Copies of Out-of-class Assignments

Keep paper and/or other reliable back-up copies of all out-of-class assignments: you may be asked to resubmit work at any time.

## 8.5 Accessibility

The University promotes the full participation of students who experience disabilities in their academic programs. To that end, the provision of academic accommodation is a shared responsibility between the University and the student.

When accommodations are needed, the student is required to first register with Student Accessibility Services (SAS). Documentation to substantiate the existence of a disability is required; however, interim accommodations may be possible while that process is underway.

Accommodations are available for both permanent and temporary disabilities. It should be noted that common illnesses such as a cold or the flu do not constitute a disability.

Use of the SAS Exam Centre requires students to book their exams at least 7 days in advance and not later than the 40th Class Day.

For Guelph students, information can be found on the SAS website

<https://www.uoguelph.ca/sas>

For Ridgetown students, information can be found on the Ridgetown SAS website

<https://www.ridgetownc.com/services/accessibilityservices.cfm>

## 8.6 Academic Integrity

The University of Guelph is committed to upholding the highest standards of academic integrity, and it is the responsibility of all members of the University community—faculty, staff, and students—to be aware of what constitutes academic misconduct and to do as much as possible to prevent academic offences from occurring. University of Guelph students have the responsibility of abiding by the University's policy on academic misconduct regardless of their location of study; faculty, staff, and students have the responsibility of supporting an environment that encourages academic integrity. Students need to remain aware that instructors have access to and the right to use electronic and other means of detection.

Please note: Whether or not a student intended to commit academic misconduct is not relevant for a finding of guilt. Hurried or careless submission of assignments does not excuse students from responsibility for verifying the academic integrity of their work before submitting it. Students who are in any doubt as to whether an action on their part could be construed as an academic offence should consult with a faculty member or faculty advisor.



Undergraduate Calendar - Academic Misconduct

<https://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-amisconduct.shtml>

Graduate Calendar - Academic Misconduct

<https://www.uoguelph.ca/registrar/calendars/graduate/current/genreg/index.shtml>

## **8.7 Recording of Materials**

Presentations that are made in relation to course work - including lectures - cannot be recorded or copied without the permission of the presenter, whether the instructor, a student, or guest lecturer. Material recorded with permission is restricted to use for that course unless further permission is granted.

## **8.8 Resources**

The Academic Calendars are the source of information about the University of Guelph's procedures, policies, and regulations that apply to undergraduate, graduate, and diploma programs.

Academic Calendars

<https://www.uoguelph.ca/academics/calendars>

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