English 200C (Reading Literary Forms): Podcasting Sherlock Holmes
Matthew Poland (mjpoland@uw.edu)
MTuWTh 11:30-12:20
Smith 407
Office hours: M 12:30-1:30 (PDL B5E), Th 12:30-1:30 (Suzzallo Espresso) *or by appointment*

"I hear of Sherlock everywhere…"

This course will focus on two popular forms of "new" media: the podcast in the 2010s, and the detective story in the 1890s. We will use one to explore the other by writing, researching, and recording podcast episodes that explore the universe of Sherlock Holmes, one of the world literature's best-known characters.

In this class, we will read and discuss short stories, investigating the features of recorded language in order to understand the many possible ways it can be made effectively expressive. We will implement this knowledge by making a podcast, developing compositional skills that address particular audiences and situations but also can be generalized across situations and media. These podcast episodes will require the same level of rigorous analysis, planning, and composition more conventional essay assignments would. By learning how to craft this particular form, you will develop habits that help you communicate in different academic and professional settings.

The podcast and the detective story both try to make sense of their audiences' feelings of living in a busy, confusing world. Podcasts are modular and mobile: we take them with us and tune in to short bursts of information or storytelling which fit in to our hectic lives. They use particular narrative and rhetorical tools to create an identity that persists across episodes, and the intimacy of human voices to engage their audiences. Similarly, detective stories originated in a complex, overpopulated media environment, and had to find ways to stand out. Victorians are now associated with stern moralizing (unfairly – somewhat). But in their moment, they were intensely self-conscious about being modern. The residents of Victorian London lived at the center of the first fully industrialized society and an expansive empire. They had a sense of the time they lived in as distinct from the past and oriented toward an exciting, sometimes frightening, future.

Who better to help us investigate these worlds than Sherlock Holmes? His cases reflect on and respond to the complexities of modern existence. His methods also translate across different time periods and contexts, and have been adapted into every subsequent media form. We will join in by discussing the stories, refining your reading and analytical skills. Our podcast will build on our discussions and generate new ideas for class. To help the process, you will write brief analyses of a podcast you subscribe to and respond to your classmates' reflections.

Required Materials

Sherlock Holmes: The Complete Stories with Illustrations from the 'Strand' Magazine (Wordsworth Editions, ISBN 9781840220766)

Note: Please purchase **this exact edition** (hardback or paperback) to make finding passages in class more efficient. It is available at the UW Bookstore and online. If this requirement constitutes a hardship, let me know and we'll work something out.

Additional Materials

o   All supplemental readings and materials will be posted on our Canvas course website
o   Download the free audio recording/editing software Audacity
o   Download a podcast listening app for your device
o   Internet access, UW Net ID and password, UW email account that you **check every day.**

Coursework

Overall Grade Breakdown & Assignments

For more detailed information, see policies (below), individual assignment prompts, and the podcast manual.

Class Participation (incl. listening along)	30
Podcast Discussion Blogs (3, 70%) and Responses (30%)	10
Pair Podcast Story Analysis Episode	15
Group Podcast Adaptation Episode	15
Group Podcast Narrative Episode	15
Individual Wrap-Up Recording	15
Total points	100

Podcast Discussion Blogs

(Each post 1000 words minimum; each response 250 words minimum)

In order to familiarize yourself with podcasts as a narrative form and the creative choices podcasters make, you will be required to subscribe to a podcast of your choosing, write short reflection pieces on its arc throughout the quarter, and respond to your classmates' reflections. Your chosen podcast can be nonfictional or fictional, but should be intrinsically based on *storytelling* (as opposed to informational or pure entertainment: news or comedy quiz podcasts won't serve your purpose). Your reflection should 1) *very briefly* describe what the podcast is about, 2) analytically discuss the narrative features of individual episodes (think about the relationship between the content and the way it is communicated to the listener: what techniques do the podcasters use to make the story compelling?) and the ways links between each episode are created to trigger the listener's memory and create a consistent identity. (This should go deeper than "the same person always narrates the podcast.")

Story Analysis Podcast Episode (in pairs)

In this first episode, you and a partner from your recording group will discuss one of the Sherlock Holmes stories which we aren't reading in class. Each of you will share an individual close reading of the story (5 minutes each) and then discuss the story and your analyses together, using our class discussions as a model.

Adaptation Podcast Episode (groups)

This group podcast episode will consider Sherlock Holmes adaptations of your choice. Your group discussion should identify specific ways these adaptations follow, resist, or transform narrative elements of the original stories, and analyze *why* the creators make the choices they do given cultural context and formal considerations (e.g., short story vs. movie or comic book). Each group member will then provide more detailed 5-7 minute analysis of their chosen adaptation. Citations for the sources used should be included in the shownotes for the episode and follow MLA guidelines (to be discussed in class).

Narrative Podcast Episode (groups)

Think of this episode as a comprehensive guide to a Sherlock Holmes story. Your group will read ahead in an upcoming story we will read in class. As a group, you will identify and discuss major features of the story: the narrative tools used to make a compelling detective story, and how they relate to the other stories we've read so far. You will also discuss cultural and historical context in terms of this story's publication and particular references in the story which a new reader (like your classmates) might be unfamiliar with. Finally, each group member will provide a detailed individual analysis of a feature of the story (5-8 minutes each). Citations for the sources used should be included in the shownotes for the episode and follow MLA guidelines (to be discussed in class).

Individual Wrap-Up Recording

For the last episode of our podcast, each person should record a 5-7 minute discussion of the experience of this course as a whole (discussions, podcasting, reading Sherlock Holmes), reflecting on what it has taught you about narrative forms, how they work, and why they matter.

Expectations/Policies

Active Participation
o Please come to class prepared to participate in the activities for the day. ***This means having read, taken notes on, and thought about any reactions or questions you have to all assigned reading and your classmates' podcast episodes.*** You can keep up with the course schedule by referring to the course calendar.
o **Listening Along:** you should listen to each episode we produce and be prepared to discuss them in class. You are encouraged to refer to other groups' episodes in your own.
o To **each class**, please bring: the current text we're discussing, a notebook (or method for note-taking on the device of your choice), and your homework (when it is assigned). **I will assume that everyone has done the assigned reading before class begins.** Those students that do not keep up with the reading will see that reflected in their participation grade.

Classroom Expectations

You will be working together throughout the quarter. Disagreement can be productive, and people in many fields depend on disagreement to strengthen their arguments, discover errors, and challenge their own thinking. However, in order for disagreement to be productive, it must be respectful and courteous. **Be generous with others and try to assume good intentions.** That said, personal attacks, disrespectful language, and disrespectful behavior have no place in the classroom. **Hate speech will not be tolerated.** You are expected to use language and actions that show respect for gender, race, religion, ethnicity, sexuality, and ability in order to create a safe and welcoming community.

General Guidelines for Class Discussion:
- The content and discussion of this course will necessarily be engaging with race, gender, political ideology, and violence, including sexual violence. These topics are not abstract; be aware that what you say can have real impacts on other people.
- Listen carefully to others, and do not attempt to respond before they've finished what they have to say.
- When someone else is talking, try not to focus on how you disagree or the way you want to reply. Instead, focus completely on what they're trying to communicate until they finish.
- Stay on topic and connect what you have to say with the readings and/or with what others have said.
- Write down your thoughts so you can return to them.
- Ask follow-up questions of others, and try to repeat your understanding of what they've said as part of that follow up.
- Speak up even when you're not sure you're right.
- Try not to dominate conversations. Make sure everyone in your group is included, and invite others to speak.

During week 3, **we will revisit guidelines for classroom and small group discussion**, and I will ask all of you to come up with additions to discussion expectations. In the first couple of weeks, then, be thinking about what specifically seems to be working in discussions, and what doesn't.

Technology
Think of these policies as being about **respect for your classmates and instructor.**
- **Laptops *may not be used in class*** unless the instructor specifies otherwise. This may seem counterintuitive in a course where we are making a podcast, but production will happen largely out of class. Certain technologies are more useful in certain situations: pen and paper allow for better focus and less disruption in a discussion course. If you are concerned about this policy, please see me.
- Phones: Please **set your phone to vibrate** at least; silent would be even better. **Don't text during class**. It's disrespectful, and you will be embarrassingly called out.

Attendance
- Although attendance is not required (per UW policy), **lack of attendance will have a significant impact on your participation grade**. This impact is enumerated further in the 'Class Discussion' section above.

Missing Class
- **It is expected that you will attend all classes**. However, I understand that people get sick, traffic gets bad, things come up. **Please send me an email at mjpoland@uw.edu before class** if you will miss so I can plan accordingly.

Late Work

All assignments are due on the time and date specified, and I will not accept any assignments submitted in any other way unless given approval ahead of time. Unless you have spoken with me ahead of time, late work is due by the next class meeting and you will lose participation points.

Submission Guidelines

All podcast episodes will be submitted to the class Google Drive folder. More information will be provided in the podcast manual. Blog entries and discussion responses will be posted to the class Canvas page.

If you have concerns, please come talk to me. For assistance with MLA formatting, I also recommend the Purdue OWL website (http://owl.english.purdue.edu/).

Academic Integrity

Plagiarism, or academic dishonesty, is presenting someone else's ideas or writing as your own. In your writing for this class, you are encouraged to refer to other people's thoughts and writing – as long as you cite them. As a matter of policy, any student found to have plagiarized any piece of writing in this class will be immediately reported to the College of Arts and Sciences for review.

Accommodations

If you need accommodation of any sort, please let me know so I can work with the UW Disability Resources for Students Office (DRS) to provide what you require. This syllabus is available in large print, as are other class materials. More information about accommodation may be found at http://www.washington.edu/students/drs/.

Acknowledgements

The design of this course is especially indebted to Courtney Floyd and Jesse Oak Taylor.

Resources for Students

Campus Safety
Preventing violence is everyone's responsibility. If you're concerned, tell someone.
- Always call 911 if you or others may be in danger.
- Call 206-685-SAFE (7233) to report non-urgent threats of violence and for referrals to UW counseling and/or safety resources. TTY or VP callers, please call through your preferred relay service.
- Don't walk alone. Campus safety guards can walk with you on campus after dark. Call Husky NightWalk 206-685-WALK (9255).
- Stay connected in an emergency with UW Alert. Register your mobile number to receive instant notification of campus emergencies via text and voice messaging. Sign up online at www.washington.edu/alert.

For more information visit the SafeCampus website at www.washington.edu/safecampus.

Counseling Center
UW Counseling Center workshops include a wide range of issues including study skills, thinking about coming out, international students and culture shock, and much more. Check out available resources and workshops at: http://depts.washington.edu/counseling

Odegaard Writing and Research Center (OWRC)
The Odegaard Writing and Research Center (OWRC) offers students, staff, and faculty at UW free, one-to-one, 45-minute tutoring sessions for any writing or research project, as well as for personal projects such as applications or cover letters and resumes. Our tutors and librarians are trained to collaborate at any stage of the writing and research process, from brainstorming and identifying sources to making final revisions and tying up loose ends. For more information, or to schedule an appointment (more than 500 available per week!), please see our website (https://depts.washington.edu/owrc) or come visit us in person on the first floor of Odegaard Undergraduate Library!

Career Center
UW Career Center offers career counseling and planning, workshops and career fairs, a listing of part-time jobs on and off campus, and much more: http://careers.washington.edu/students.

Q Center
The University of Washington Q Center builds and facilitates queer (gay, lesbian, bisexual, two-spirit, trans, intersex, questioning, same-gender-loving, allies) academic and social community through education, advocacy, and support services to achieve a socially-just campus in which all people are valued. For more information, visit http://depts.washington.edu/qcenter/.

FIUTS
Foundation for International Understanding through Students: FIUTS is an example of a campus organization that can bring together your social and academic learning. "FIUTS is an independent non-profit organization which provides cross-cultural leadership and social programming for UW's international and globally minded domestic students. FIUTS is local connections and global community!" FIUTS also offers a free international lunch on the last Wednesday of every month beginning with a lunch on September 28 from 11:30-1:30 in the Kane Hall Walker-Ames room. Consult FIUTS' web site for a detailed calendar of events and links to many resources http://www.fiuts.washington.edu.