

## Appendix 5.1

### Senior Seminar on Data Approaches to Emily Dickinson and Eliza

R. Snow

Cynthia L. Hallen

#### **Assignment Descriptions**

##### **Social Media Scripts**

Using direct quotations or linguistic mimesis of Snow and Dickinson texts, students will create dialogue for social media scripts. The scripts will foreground key poetic features, linguistic forms, and cultural allusions that typify the nineteenth-century American English of Emily Dickinson and Eliza R. Snow.

##### **Showcase Display**

Students will prepare a showcase display on the life (contexts) and language (texts) of Emily Dickinson and Eliza R. Snow for the second-floor alcove of the Education in Zion Museum.

##### **Lexical Study**

Each student will explore the semantic, morphological, and syntactic aspects of a key noun in the corpora for Snow (<https://erslexicon.wordpress.com/poems/>) and Dickinson (<http://www.edickinson.org/>). Students will read all the poems containing that noun as well as the entry for that word in the *Emily Dickinson Lexicon* and Webster's 1844 *American Dictionary of the English Language* (<http://edl.byu.edu/index.php>) and the *Oxford English Dictionary* (<http://www.oed.com/>). Then they will write a dictionary entry for Snow's use of that noun throughout her poems. Please submit the dictionary entry in the Digital Dialogue forum of the Learning Suite.

##### **Abstract**

Using a Linguistic or English Language approach to the poetics of Dickinson and Snow, each student will compose a 250-word abstract. They will post their abstracts under the Digital Dialogue tab of the Learning Suite.

### **Paper Circulation**

Participants will circulate completed, conference-length (eight-ten pages) papers to their small group members in the Digital Dialogue. Members will read their group's papers, identify common themes, and respond to at least two papers.

### **Discussions**

On the last two days of class, small-group members will discuss common themes and language findings from reading each other's papers. Students will focus on how they used linguistic concepts, authoritative sources, digital databases, and philological methodologies. Students will identify some of the linguistic assumptions underlying the approaches and methods they used in completing the paper and the in-class projects.

### **Presentations**

For the final symposium, research groups will present their findings on "The Language of Emily Dickinson and Eliza R. Snow" in the "Dickinson and Snow Institute," sponsored by the ELANG 495 and LING 495 senior seminar students.