Course Information

Credit Hours: 3
Delivery Method: Online (Internet/Canvas)

Required Course Materials

Title: The Digital Humanities: A Primer for Students and Scholars
ISBN: 978-1107601024 Paperback
ISBN2: 978-1107013193 eBook
Authors: Eileen Gardiner, Ronald G. Musto
Publisher: Cambridge University Press
Publication Date: 2015
Format: Textbook

Catalog Course Description

A survey of the field of digital humanities and its history, methods and theoretical approaches. The creation of humanities resources using digital tools and exploration of various forms of publishing, design, and research.

Prerequisite(s): None

Course Goals

Students will define and explore the broad field of digital humanities; engage in humanistic methods of inquiry; become familiar with existing exemplar digital humanities projects; become adept at selecting and evaluating digital tools and understanding their role in creating and shaping knowledge; and create their own digital humanities projects.

Student Learning Outcomes

1. Demonstrate an applied understanding of digital humanities in the context of various disciplines.
2. Execute projects that show an understanding of how to select and use digital tools.
3. Use multiple file types and software to create, organize, gather, and display information.
4. Edit in digital environments to develop scholarly materials.
5. Employ computational methods to engage in humanistic inquiry.
6. Integrate digitally driven research objectives, methods, and media with discipline-specific inquiries.
7. Employ digital technologies and critical design to create verbal and visual arguments.

Grading

Scale	Grade
90 - 100	A (Superior)
80 - 89	B (Above Average)
70 - 79	C (Average)
60 - 69	D (Below Average)
0 - 59	F (Failure)

Evaluation Items & Weights

Reflections	5%
Discussions	15%
Project Critiques	30%
Discipline Presentation	15%
Mapping Project	10%
Team Project	20%
Team Project Activities	5%
Total	**100%**

Reflections
In Module 1, students will complete a technical self-assessment to measure their technology skills. Once completed, students will submit a brief reflection on their areas of technological proficiency, consider areas of strength, and weaknesses. In Module 9, students will reflect on their emerging identity as digital humanists. Students should review the module objectives of the course and consider which assignments best helped them to achieve the course outcomes.

Discussions
Discussions are an integral part of the student learning experience in this course. Therefore, students must actively participate in each module's discussion(s). In addition to learning from core course materials, frequent and meaningful participation in discussions allows students to learn from their peers and allows their peers to learn from them. Please be sure to proofread and edit your writing before posting. Timeliness, proper grammar, and mechanics will be considered in the evaluation of the discussion posts.

Initial responses must be posted by the fourth day of the module week. Students must respond to at least two of their classmates by the end of the module week. Posts and

responses should address and meet the module objectives. Students must provide references in current APA format to support their position(s).

Project Critiques
Students will complete three project critiques in this course by selecting from a list of preapproved examples. Students may opt to propose their own examples. However, these must be approved by the instructor no later than the third day of the module week. Students will complete and submit a Digital Project Critique template that outlines the activity requirements.

Discipline Presentation
In this activity, students will create a presentation of about five minutes in length, using any presentation software they would like (e.g., PowerPoint, Prezi, Google Slides, etc.). Presentation must include a voiceover.

In the presentation, students will explain why they selected their chosen discipline, provide an overview of how digital humanities has impacted this discipline, and explain any trends observed in digital humanities projects in the discipline (e.g., projects tend to focus on making texts or artifacts accessible; projects focus on producing maps). Students must include example projects in their conclusion and make comments about the future applications of digital tools in their selected discipline.

Mapping Project
In Module 7, students will submit a mapping project. Students may select any place (real or fictional) and capture any time (past, present, or future). The map must include at least 15 data points. Students may use any tool they would like to build their map. Several great examples appear in the course textbook.

Students will include a paragraph that provides a "how-to" for users of their map along with their submission. Maps will be posted (or a link to your map) to the Module 7 discussion forum so that classmates can go on their own adventures!

Team Project
Students will be assigned to a team with their classmates to complete a Team Project. Instructors will place students into teams at the beginning of Module 3. With the other members of their team, students will brainstorm ideas for their Team Project using at least one of the tools found in the course textbook.

In the Team Project, students will create their own digital humanities project. Complete content is not expected, but the project should be sufficiently developed to clearly show its purpose and direction. A digital humanities project is one that uses digital methods as part of its research methodology and/or public engagement. They also enable the public to engage with research in an accessible way. Digital humanities projects will often result

in an online resource or mobile application, for use by scholars and the public. Examples are provided in the course.

Once placed in your teams, students will select a team leader to submit all Team Project assignments. Be sure to have a team conversation to determine how the group will communicate. The team leader is required to submit the finalized team project and then post the presentation to the Module 9 Presentation Feedback discussion board where students will review their classmates' projects and provide constructive, thoughtful feedback on each project. Make sure to review the full Team Project Guidelines in the Course-Specific Information section of the course for complete project requirements.

Team Project Activities
In Module 3, teams will brainstorm ideas for their Team Project. In Module 4, they will prepare and submit a one-page description of their final project idea. A Team Project draft is due in Module 6. In Module 8, students will prepare and submit their final Team Project presentation as well as complete a team member evaluation. In Module 9, students will have the opportunity to provide the other teams in the class with their thoughts and feedback. Make sure to review the full Team Project Guidelines in the Course-Specific Information section of the course for complete project requirements.

Disability and Special Needs

ERAU-WW is committed to the success of all students. It is a University policy to provide reasonable accommodations to students with disabilities, who qualify for services. If you would like to request accommodations due to a physical, mental or learning disability, please contact the Disability Services Support Office at 386-226-7334 or via email at wwdss@erau.edu. ALL DISCUSSIONS ARE CONFIDENTIAL.

Additional Information

APA Format

Go to the **APA website** for additional information about the *American Psychological Association Publication Manual*.

Library

Embry-Riddle Aeronautical University has one of the most complete library collections of aviation-related resources in the world. The Hunt Library is the library for all Worldwide students regardless of location. For help finding resources for your assignment, project, or topic, or to learn more about the library services available to you, please contact our librarians using the following information:

- **Hunt Library Worldwide: Information, Services, Help**
    - **Library Basic Training**
    - **Ask-a-Librarian**
    - **Library Hours**
- Contact Information
    - Email: **library@erau.edu**

Title IX

Title IX of the Education Amendments of 1972 ("Title IX") is a Federal civil rights law that prohibits discrimination on the basis of sex in education programs and activities. All public and private elementary and secondary schools, school districts, colleges, and universities receiving any Federal funds must comply with Title IX.

The Title IX Office oversees compliance of Title IX Sexual Harassment in accordance with Federal Regulations as well as incidents falling under the University Sexual Misconduct policy. Policy violations can include sexual harassment or sexual violence, such as rape, sexual assault, sexual misconduct, sexual battery, sexual coercion, and stalking.

Anyone **may** report suspected or known violations directly to the Title IX Office. However, there are certain persons / offices who **must** report incidents to the Title IX Office (mandatory). Those are Campus Safety & Security, Dean of Students (or designee), Vice President of Human Resources (or designee). Please refer to the policy and/or contact the Title IX Office for more specifics related to filing a report.

Phone: 386/226-6677; 386/481-9131; 386/241-1881
Email: **wwtitle9@erau.edu** or meyerspa@erau.edu
Website: https://worldwide.erau.edu/administration/diversity
Form: **Online Complaint Form**

Course Policies

Academic Integrity
Embry-Riddle is committed to maintaining and upholding intellectual integrity. All students, faculty, and staff have obligations to prevent violations of academic integrity and take corrective action when they occur. The adjudication process will involve imposing sanctions which may include, but are not limited to, a failing grade on the assignment, a failing grade in a course, suspension, or dismissal from the University, upon students who commit the following academic violations:

1. Plagiarism: Presenting the ideas, words, or products of another as one's own. Plagiarism includes use of any source to complete academic assignments without proper acknowledgment of the source. Reuse or resubmission of a student's own coursework if previously used or submitted in another course, is considered self-plagiarism, and is also not allowed under University policy.

2. Cheating: A broad term that includes, but is not limited to, the following:

   1. Giving or receiving help from unauthorized persons or materials during examinations.

   2. The unauthorized communication of examination questions prior to, during, or following administration of the examination.

   3. Collaboration on examinations or assignments expected to be, or presented as, individual work.

   4. Fraud and deceit, that include knowingly furnishing false or misleading information or failing to furnish appropriate information when requested, such as when applying for admission to the University.

Note: The Instructor reserves the right to use any form of digital method for checking plagiarism. Several electronic systems are available and other methods may be used at the Instructor's discretion.

Online Learning
This course is offered through Embry-Riddle Online (Canvas) and runs nine (9) weeks.

The first week begins the first day of the term and ends at midnight EDT/EST (as applicable) seven days later. Please note that all assignments, unless otherwise indicated, are due by 11:59p.m. EDT/EST on the date shown. Success in this course requires in-depth study of each module as assigned, timely completion of assignments, and regular participation in forum discussions.

Late work should be the exception and not the rule and may be downgraded at the discretion of the Instructor, if accepted at all. Unless all work is submitted, the student could receive a failing grade for the course. Extensions may be granted for extenuating circumstances at the discretion of the Instructor and only for the length of time the Instructor deems appropriate. The most important element of success in an online course is to communicate with your Instructor throughout the term.

Conventions of "online etiquette," which include courtesy to all users, will be observed. Students should use the Send Message function in Canvas for private messages to the Instructor and other students. The class discussion forums are for public messages.

It is highly recommended that students keep electronic copies of all materials submitted as assignments, discussion posts and emails, until after the end of the term and a final grade is received. When posting responses in a discussion forum, please confirm that the responses have actually been posted after you submit them.

Course Specific Policies

Late Work Policy: All course work is expected to be completed on time and should be submitted before 11:59 PM ET on the date indicated in the Course Schedule below. Unless otherwise specified in this document, late work will be downgraded 10% for each day it is past due, up to 5 days beyond the deadline. After that, a permanent score of zero (0) will be entered in the Canvas Grades area (Note: please look in the "Assignments" section of the syllabus for more instructions). Please coordinate with the instructor as soon as possible if you know your assignment will be late. In some special cases, a penalty-free extension might be granted if you provide your expected date of submission in addition to the reason you cannot make the deadline (expect to provide supporting documentation). Keep in mind that you are always allocated a sufficient time to complete your assignments, so difficulties encountered less than 24 hours prior to the deadline will not be viewed in a favorable light.

Exceptions: Instructors may choose to develop and implement their own policies regarding the following:

1. Discussion boards (initial posts and replies to classmates)
2. Assignments submitted after the last class day
3. Assignments submitted using third-party integrations

Any such deviations must be clearly posted in the announcements, instructor bio, and online office (as well as any other appropriate location).

Course Schedule

Module 1 - Beyond the Printed World: The Digital Humanities

Discussion: Video Introduction
Knowledge Center
Discussion: Why Digital? Why the Humanities?
Assignment: Technical Self-Assessment

Module 2 - Worth a Thousand Words: Museums in the Digital Age

Knowledge Center
Discussion: Virtual Museums
Assignment: Project Critique #1

Module 3 - Come Out of Your Cage (and Do Just Fine): Collaboration and the Digital Humanities

Knowledge Center
Discussion: Collaboration Can Be Fun!
Team Project: Brainstorming Activity

Module 4 - The Not-So-Dark Ages: The Disciplines Go Digital

Knowledge Center
Discussion: You Didn't Tell Me There Would Be Math!
Discussion: Discipline Presentation Selection
Team Project: Proposal

Module 5 - Reading From a Distance: Making Text Visual

Knowledge Center
Discussion: Poe Text Analysis and Data Visualization
Discussion: Discipline Presentation

Module 6 - Storytelling With a Sense of Place: Making Maps

Knowledge Center
Discussion: I'm Going on an Adventure! Preparing for Your Mapping Project
Assignment: Project Critique #2
Team Project: Draft

Module 7 - A Public Archive of the Human Experience: Podcasting and Social Media

Knowledge Center
Discussion: Hashtag Activism
Discussion: The Mini-Meta Podcast
Discussion: Your Mapping Project

Module 8 - We Are All Creators: Displaying and Presenting Team Projects

Knowledge Center
Assignment: Project Critique #3
Team Project: Final Team Presentation
Team Project: Team Member Evaluation

Module 9 - Into the Future: What's Next for Digital Humanities?

Knowledge Center
Discussion: The Future of Digital Humanities
Discussion: Becoming a Digital Humanist: Self-Reflection
Team Project: Presentation Feedback

Summary

- Before you begin the course, read the Important Course Information and other items in the Start Here module. If you have any questions, please contact your instructor.
- Visit the Modules area for an overview of the course structure and direct navigation to all course content.
- All assignments due by 11:59 pm ET.

Date Due	Name (link)	Event Type	Points
3/27	Module 1 Discussion: Why Digital? Why the Humanities?	Discussion	100
3/27	Module 1 Assignment: Technical Self-Assessment	Assignment	100
4/3	Module 2 Assignment: Project Critique #1	Assignment	100
4/3	Module 2 Discussion: Virtual Museums	Discussion	100
4/10	Module 3 Team Project: Brainstorming Activity (GRP)	Assignment	100
4/10	Module 3 Discussion: Collaboration Can Be Fun!	Discussion	100
4/17	Module 4 Discussion: Discipline Presentation Selection	Discussion	100
4/17	Module 4 Discussion: You Didn't Tell Me There Would Be Math!	Discussion	100
4/17	Module 4 Team Project: Proposal (GRP)	Assignment	100
4/24	Module 5 Discussion: Discipline Presentation	Discussion	100

Date Due	Name (link)	Event Type	Points
4/24	[Module 5 Discussion: Poe Text Analysis and Data Visualization](#)	Discussion	100
5/1	[Module 6 Assignment: Project Critique #2](#)	Assignment	100
5/1	[Module 6 Discussion: I'm Going on an Adventure! Preparing for Your Mapping Project](#)	Discussion	100
5/8	[Module 6 Team Project: Draft (GRP)](#)	Discussion	100
5/8	[Module 7 Discussion: The Mini-Meta Podcast](#)	Discussion	100
5/8	[Module 7 Discussion: Hashtag Activism](#)	Discussion	100
5/8	[Module 7 Discussion: Your Mapping Project](#)	Discussion	100
5/15	[Module 8 Assignment: Project Critique #3](#)	Assignment	100
5/15	[Module 8 Team Project: Team Member Evaluation](#)	Assignment	100
5/15	[Module 8 Team Project: Final Team Presentation (GRP)](#)	Assignment	100
5/22	[Module 9 Discussion: Becoming a Digital Humanist: Self-Reflection](#)	Discussion	100
5/22	[Module 9 Discussion: The Future of Digital Humanities](#)	Discussion	100
5/22	[Module 9 Team Project: Presentation Feedback](#)	Discussion	100
	[Online Office](#)	Discussion	0

Date Due	Name (link)	Event Type	Points
	[Share Your Digital Tools](#)	Discussion	0
	[Module 1 Discussion: Video Introduction](#)	Discussion	0
	[Student Lounge](#)	Discussion	0