



Section 1. Proposed Course Outline (A general statement of course content that informs class syllabus construction. Once approved, all sections of a given course must include this content, no matter which instructor teaches the course, or the mode of delivery. Divisions must include this new course outline in the Divisional Course Outline binder as required by COPPs.)

Course Number: **ENG 217** Full Course Title for print catalog: **Introduction to Digital Humanities**

Abbreviated Course Title for Banner: **Digital Humanities** (30 character limit)

Prerequisites:

Co-requisites:

Grade Option: ☒ Graded (with P/NP option) ☐ Pass/No Pass only

Number/Type Credits	Term Minimum Contact	Term Maximum Contact	11-Week Term Contact
4 Lecture	40 hours (lecture credits x 10)	40 hours (lecture credits x 12)	44 hours (lecture credits x 11)
__ Lec/Lab	__ hours (lec-lab credits x 20)	__ hours (lec-lab credits x 24)	__ hours (lec-lab credits x 22)
__ Lab	__ hours (lab credits x 30)	__ hours (lab credits x 36)	__ hours (lab credits x 33)
4 Total credits (sum)	__ Total hours (sum)	__ Total hours (sum)	__ Total hours (sum)

Course Description (300 character limit):

This course combines research into the impact of 21st century technologies and new media on the study of literature and culture with the use of digital humanities methods to analyze texts and create new knowledge and new theoretical and ethical considerations and other developments in the field.

Course Outcomes and Proficiencies

What will the student *know* or *be able to do* at the end of the course?

What *attitudes* related to the subject will the student hold?

Upon successful completion of this course, the student will:

- Read, analyze, and synthesize electronic literary and cultural texts, artifacts and new media using appropriate research tools and techniques; convert primary sources to electronic formats with relevant metadata.
- Use various digital humanities strategies to interpret literary and/or other culturally significant texts
- Collaborate with peers through new technologies.
- Understand and analyze the major debates in digital humanities, including ethical considerations and considerations of race, gender, sexual orientation and difference and

Assessments Planned

What evidence will demonstrate that students have achieved course outcomes? (assessment tools may include departmental tests, written products, portfolios, juried performances, quizzes and exams, or alternative assessments such as qualitative studies, capstone projects, external reviewers, etc.)

How each outcome will be assessed:

- Production of text-based and other forms of analytical essays and reports (e.g., Wordle or Ngram data, digital timelines, data visualizations etc.). Production of digital archives using primary source documents in students' possession; creation of useful metadata.
- Written papers in digital format and digital exhibits.
- Collaborative digital projects such as Google Docs, online blogs, timelines, social media projects.
- Analytical research projects (text-based and visual or graphic-based) and analytical and creative digital projects, and other analytical reports in

explain how these issues are relevant for undergraduates in a community college setting.	digital formats
, • Collaboratively produce new digital humanities projects (e.g., a new digital archive or a system of tagging for an extant text or archive, a crowdsourced document, a geomapped open-source document, etc.)	Student-curated digital archives, blogs, social media projects, collaborative annotation projects, primary source tagging, crowdsource document production, geomapping documents, etc.

Course Content by Major Topics

What topics will be presented? What are the main activities of the course? What are the central themes?
(See sample at <http://www.lanecc.edu/cops/format3.htm>.)

Topics:

Philosophy, theory, practice, tools and scholarly communities in digital humanities

New developments in the field of digital humanities

Considerations of race, gender, sexuality and difference in digital humanities

Distant reading, data visualization and other “Big Data”

Text mining, crowdsourcing, data visualization, geospatial mapping, digital archiving, and text encoding

Ethical considerations in digitizing primary source materials and collections, copyright law, etc.

Combining theory and practice: the digital humanist as tinkerer, maker, creator

Section 2. Proposal Information

Course Developer:

Anne B. McGrail

Date: Jan 4, 2013

Catalog year to take effect:

☐ 2012-2013

☒ 2013-2014

Type of Proposal

☒ New course

☐ Currently 199 or 299

☐ Experimental Course

☐ 199 Special Studies

☐ 299 Trends

☐ Revised course (If increasing credits, use credit change form)

☐ Reactivated course with no change

☐ Reactivated course with changes

Type of Course:

☒ Lower Division Collegiate (transfer)

☐ Professional/Technical (required or elective)

☐ Developmental, numbered below 100

Rationale:

How does this proposal further the goals of the program or department?

This course continues our department’s goal of addressing the impact that technology has had on the production, dissemination, interpretation of information generally and literary texts in particular in the 21st century. The course promotes in-depth development of several 21st century literacies, including those outlined by the National Council of Teachers of English: Develop proficiency with the tools of technology; Build relationships with others to pose and solve problems collaboratively and cross-culturally; Design and share information for global communities to meet a variety of purposes; Manage, analyze and synthesize multiple streams of simultaneous information; Create, critique, analyze, and evaluate multi-media texts; Attend to the ethical responsibilities required by these complex environments.

What assessment evidence supports this proposal?

The college has committed to developing students' digital literacies through its strategic directions. The course developer has taught online courses with digital assignments for 5 years and a face-to-face digital humanities-infused literature course whose capstone assignments demonstrated the efficacy of digital methods in helping students to understand literature and culture in the 21st century context.

How do you know there is a demand for this course?

At the Community College Humanities Assn. conference in Oct. 2012, my session on doing digital humanities at the community college was full, suggesting a general interest in this field at the community college level. The literature program at Lane is consistently 95% full. This course would rotate among other literature courses in our program, drawing from the same student base as our other literature courses.

Section 3. Curriculum Equity (<http://www.lanecc.edu/cops/curric.htm>)

To promote an environment where all learners are encouraged to develop their full potential, this course will support Lane's Curriculum Equity policy in the following way(s):

A course outcome of the course includes students understanding major debates in the digital humanities, including considerations of race, gender, sexual orientation and difference and also ethical considerations involved in digitizing primary source materials. This is a major thread in the field's development and students will be able to observe first-hand how digital technologies can both undergird and disrupt the current social order.

Section 4. For revised courses only: PREVIOUS Catalog/Course Information:

Course Number: _____ Course Title in Banner: _____ (30 characters maximum)

Full Course Title in print catalog:

Prerequisites:

Co-requisites:

Grade Option: ☐ Graded (with P/NP option) ☐ Pass/No Pass only

Number/Type Credits	Term Minimum Contact	Term Maximum Contact	11-Week Term Contact
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__ Total credits (sum)	__ Total hours (sum)	__ Total hours (sum)	__ Total hours (sum)

Course Description:

What will change? ☐ Course Number ☐ Title ☐ Course Description ☐ Credit hours ☐ Contact hours

Section 5. Support Courses (New Professional/Technical course proposals must complete.)

Professional/Technical courses are tracked within programs for purposes of Carl Perkins funding and budgetary planning. Indicate all degree or certificate programs for which this course will be required.

Program	Division

Section 6. Overlap Courses (New course proposals must complete.)

While overlap of course materials is not necessarily a flaw, duplication of course materials may lead to inefficient use of college resources. If there is overlap, the faculty of overlapping courses must agree on the extent of overlap and attach a rationale explaining its necessity.

Indicate all departments/courses that this course may overlap. Division Dean of existing course enters one of two options at right. Note: N/A is not an option.

Options:

1. No overlap.
2. Approved: overlap is acceptable. Rationale attached.
3. Disapproved: reasons attached.

Division	Course Number / Title	% Overlap	Option	Division Dean of existing course (Signature required for all options)	Date
LLC		0	1		1/4/13

Section 7. Qualification to fulfill degree requirements (complete all relevant forms, available at <http://www.lanec.edu/currsched/index.html> and send to Mary Brau for the Degree Requirements Review Committee):

☐ Form(s) applying for the following degree requirement status have been attached. (Only check this box when forms have been completed and attached.)

AAOT, ASOT-Bus, OTM:

- ☒ Arts & Letters
☐ Social Sciences
☐ Science /Computer Science
☐ Mathematics
☐ Cultural Literacy Option

All degrees:

- ☐ Health/Wellness/Fitness

AAS, 1-year and 2-year certificates:

- ☐ Human Relations

Optional designation:

- ☐ Sustainability status

Section 8. Library Impact Statement

Under accreditation standards, Library consultation is essential for new programs, new courses and for substantively revised courses when the revisions entail any change in library use.

What assignments will require the use of library and information resources?

Students will use online databases for research purposes.

Each academic area has a Liaison Librarian (<http://www.lanecc.edu/library/services/liaison.htm>). Contact the designated librarian to discuss the library needs of your course. Please allow the librarian at least one week to assess library resources.

To be completed by Liaison Librarian:

- ☐ Library resources are adequate to support this proposal.
☐ Additional resources are needed but can be obtained from current funds.
☐ Significant additional Library funds/resources are required to support this proposal.

Liaison Librarian

Date

Section 9. Divisional Approval (To be completed by Division Chair and Administrative Assistant)

Human, Physical, and Financial Resources:

☐ Additional instructional costs (staff, materials, services or facilities) will be incurred to offer this course. Source of funding:

☒ No additional instructional resources (staff, materials, services or facilities) are needed to offer this course.

Explain: This course will rotate into the English Department's literature offerings, so the total offerings will remain at 42 classes/year, even though the variety of courses is increased and enhanced by this course.

Required Certifications:

☒ We have developed minimum course certification standards according to the COPPs procedure "Instructor Qualifications: Credit," to be filed with ASA upon course approval.

☒ We have completed faculty certification form(s) for faculty qualified to teach this course, to be filed with ASA and Human Resources upon course approval.

Fees:

- ☐ We have completed fee rationale and fee request forms to be submitted to ASA upon course approval, in compliance with the COPPs procedure, "Fees: Special"
☒ No special fees will be required for this course.

Divisional Recommendation:

☒ The Division Chair and Administrative Assistant have reviewed this course proposal and kept a copy for divisional files.

☒ Faculty review of this course was completed within the division on 1/4/13(date).

☒ Pass

☐ Do Not Pass

Academic Dean

1/7/13
Date

Administrative Assistant/Coordinator

1/7/12
Date

Section 10. College Approval

Curriculum Committee Chair

Date

Executive Dean for Academic Affairs

Date

Curriculum Approval Committee hearing:

Date

Vice President for Academic &
Student Affairs

Date