**offered by Department of English
with effect from Semester A 2016 / 17**

Part I   Course Overview

	Literature in the Digital Age
Course Title:	
	EN3580
Course Code:	
	1 semester
Course Duration:	
	3
Credit Units:	
	B2
Level:	
Proposed Area: *(for GE courses only)*	☐ Arts and Humanities ☐ Study of Societies, Social and Business Organisations ☐ Science and Technology
Medium of Instruction:	**English**
Medium of Assessment:	**English**
Prerequisites: *(Course Code and Title)*	**Nil**
Precursors: *(Course Code and Title)*	**Nil**
Equivalent Courses: *(Course Code and Title)*	**Nil**
Exclusive Courses: *(Course Code and Title)*	**Nil**

Part II   Course Details

1.   Abstract
(A 150-word description about the course)

This course aims to apply the theories, concepts and methods of digital media studies and the Digital Humanities, specifically in relation to English Studies and new forms of computer-assisted text creation and analysis. Participants will learn about the practical and practice-based approaches within the Digital Humanities, analyse digital projects composed in English Departments, develop professional group projects and apply their new knowledge by making new innovative expansions to the study of literature, linguistics or rhetoric. Through readings, classroom activities and coursework, participants will develop the ability to communicate with other scholars and teachers familiar with the Digital Humanities and discovery pathways for new digital literary productions.

2.   Course Intended Learning Outcomes (CILOs)
(CILOs state what the student is expected to be able to do at the end of the course according to a given standard of performance.)

No.	CILOs	Weighting* (if applicable)	Discovery-enriched curriculum related learning outcomes (please tick where appropriate)		
			A1	*A2*	*A3*
1.	Describe the development of the Digital Humanities in the academy, specifically in English Studies;		X		
2.	Analyze how digital media tools have been used to further as well as alter the work of scholars studying literature, poetry, linguistics, and rhetoric in the broader discipline of English Studies;		X	X	
3.	Apply the analysis and exploration of the Digital Humanities to planning and developing professional and applied projects of the student's own design;			X	X
4.	Relate the workings and themes of the Digital Humanities to contemporary academic and social contexts involving digital media.			X	X
* If weighting is assigned to CILOs, they should add up to 100%.		100%			

A1:   *Attitude*
Develop an attitude of discovery/innovation/creativity, as demonstrated by students possessing a strong sense of curiosity, asking questions actively, challenging assumptions or engaging in inquiry together with teachers.

A2:   *Ability*
Develop the ability/skill needed to discover/innovate/create, as demonstrated by students possessing critical thinking skills to assess ideas, acquiring research skills, synthesizing knowledge across disciplines or applying academic knowledge to self-life problems.

A3:   *Accomplishments*
Demonstrate accomplishment of discovery/innovation/creativity through producing /constructing creative works/new artefacts, effective solutions to real-life problems or new processes.

3. Teaching and Learning Activities (TLAs)

(TLAs designed to facilitate students' achievement of the CILOs.)

TLA	Brief Description	CILO No. 1	2	3	4			Hours/week (if applicable)
Reading the course book and other assigned readings, and reading/using web & media resources.	Students should show active participation in the course by reading assigned chapters of the course textbooks (and using Web resources to access additional materials) before each class in order to facilitate classroom discussions and exercises. The course readings will be supplemented by Web and other audio-visual media resources. All of the readings and resources will focus on understanding the Digital Humanities, identifying issues with building projects that can contribute to English Studies, and analyzing how such work informs the study of the English language.	X	X					
Exploring Digital Humanities projects online and writing a critical analysis	Students will analyse Digital Humanities projects created by English Studies scholars. Doing so will require critical thinking about the affordances and constraints of each digital work and require participants to consider how the project engages digital media and visualizes issues in English Studies. Students will show active participation in the course by taking part in these activities and by individually completing a formal review of one Digital Humanities project by week 6. Students should discuss how the project relates to course readings and how it uses digital media tools to support/ expand/ revise the work of English Studies.				X			
Participating in interactive lectures, in-class discussions & lab exercises	Lectures will be interactive with in-class "building exercises" interspersed . Classroom time will be used to provide participants with the opportunity to interact with Digital Humanities projects, engage in group discussions and learn how to use basic digital media platforms/ devices/ tools—such as digital timelines, mapping technologies, QR codes, data mining tools, social search	X	X					

	evaluators, and open source software with community shared code that enables interactivity. Participants will analyse the functions and purposes of the different projects and digital media tools used and then apply analytical skills to issues in English Studies.							
4. **Developing an original Digital Humanities project**	Students will work in groups of 2-3 to develop their own professional, applied Digital Humanities project as a way to practice collaborative digital media work and make a contribution to the Digital Humanities in English Studies. Classroom time will be used to provide students with guidance and encouragement as they seek to write an initial proposal outlining their project idea and then develop their project with digital tools explored in class building sessions.For example, students might work together to build an interactive timeline, map, graph or website, using digital tools which can aid scholarship related to study of literature, linguistics, or rhetoric.			X	X			

4. **Assessment Tasks/Activities (ATs)**
   (ATs are designed to assess how well the students achieve the CILOs.)

Assessment Tasks/Activities	CILO No.						Weighting*	Remarks
	1	2	3	4				
Continuous Assessment: _100_%								
In-Class Reading Evaluations Two half-hour written evaluations designed to encourage deep interaction with assigned readings and to help students clarify and consolidate concepts related to the Digital Humanities. Student performance in each quiz will be assessed individually according to how well they are able to	X	X					20% (10% each)	

Description							%	
1. Describe issues from the readings; 2. Analyze issues and debates happening in the Digital Humanities.								
Critical Analysis Project Students will (with guidance from the instructor and feedback from sharing work with peers) create a critical review of one Digital Humanities (DH) project. Each project should contain text and images. It should explore how the digital media tools used achieve the researcher's professional or intellectual goals, how the project relates to English Studies, and how the DH project can be improved upon or extended. Student performance will be assessed individually according to how well they are able to 1. Express an understanding of how this project expands or fits into the trajectory of studies in literature, linguistics or rhetoric (10%); 2. Critically analyse how the DH project uses digital media tools to achieve its goals and whether it does so effectively (10%); 3. Suggest compelling ways to improve, update or add to the project (10%);	X		X				30%	
Project Proposal and Final Applied DH Project Students will work together	X	X	X				40% (10% for proposal and 30% for project)	

to develop an applied and professional Digital Humanities project that uses digital media tools explored in class building sessions. For example, students might design an interactive map of edits to Wikipedia pages about Salman Rushdie in relation to riots in the Middle East, or they might build an interactive timeline comparing visual differences in performance styles of Shakespearian plays. These are projects that apply concepts from English Studies through digital media. Projects might include new digital literatures, text analysis, or computer programs. The project will be developed over the final several weeks and be presented to the class.								
Participation Students class attendance, punctuality for class and participation in class activities and digital lab sessions are assessed (See separate assessment rubric below).	X	X	X				10%	

Examination: _____% (duration: , if applicable)

* The weightings should add up to 100%. | 100% |

5. Assessment Rubrics

(Grading of student achievements is based on student performance in assessment tasks/activities with the following rubrics.)

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Adequate (C+, C, C-)	Marginal (D)	Failure (F)
1. **In-class Reading Evaluations**		Able to recall the history of Digital Humanities, critically analyze debates about the Digital Humanities and relate those conversations to English Studies. Demonstrate accurate, original and detailed interpretation of DH projects explored in class, applying appropriate principles, providing ample arguments and evidence in clear and accurate	Able to recall some history of Digital Humanities, critically analyze debates about the Digital Humanities and relate some aspects of those conversations to English Studies. Demonstrate reasonably accurate and detailed interpretation of DH projects explored in class, applying appropriate principles, providing ample	Able to recall some history of Digital Humanities, analyze debates about the Digital Humanities but expressing few critical insights and only relating some aspects of those conversations to English Studies. Demonstrate inaccurate and/or unevenly detailed interpretation of DH projects explored in class, applying principles, providing nominal	Able to recall little history of Digital Humanities, does not analyze debates about the Digital Humanities, expresses rare critical insights. Demonstrate sometimes inaccurate and unevenly detailed interpretation of DH projects explored in class, applying principles, providing few or weak arguments and evidence while using moderate or mostly inaccurate English.	Unable to recall the history of Digital Humanities, analyze debates and/or express ideas in accurate English.

		English.	arguments and evidence in mostly accurate English.	arguments and evidence in mostly accurate English.		
2. **Critical Analysis Project**		Able to explicate passages clearly and insightfully, identify English Studies traditions or movements, relate a DH project to those traditions/ movements, accurately summarize a DH project, discuss the specific technological and aesthetic aspects of a DH project, critique the appropriateness of the project elements in relation to the	Able to explicate passages clearly, identify English Studies traditions or movements, relate some aspects of a DH project to those traditions/ movements, mostly summarize a DH project with accuracy, discuss many of the specific technological and aesthetic aspects of a DH project and develop a critique of their appropriateness	Able to identify English Studies traditions or movements, relate some aspects of a DH project to those traditions/ movements, summarize a DH project with moderate accuracy, discuss only some of the specific technological and aesthetic aspects of a DH project and develop a partial critique of their appropriateness for the project goals, synthesize	Able to identify some aspect of English Studies traditions or movements, relate few aspects of a DH project to those traditions/ movements, moderately summarize a DH project with some errors, discuss only some of the specific technological and aesthetic aspects of a DH project and develop a weak critique of their appropriateness for the project goals, synthesize few points into a	Unable to describe traditions in English Studies and/or describe a DH project with accuracy and/or build an argument.

		project goals, synthesize points into a coherent argument expressed in clear and accurate English.	for the project goals, synthesize points into a coherent argument expressed in clear and accurate English.	points into a coherent argument expressed with understandable English.	coherent argument expressed with difficult to understand English and many grammar errors.	
3. **Final Applied DH Project**		Able to effectively work together with group members and develop an original project proposal that is then implemented using digital media tools explored in class building sessions. The final DH project clearly relates to concerns or traditions in English Studies,	Able to work together with group members with few issues and develop an original project proposal that is then implemented using digital media tools explored in class building sessions. The final DH project relates to concerns or traditions in English Studies,	Able to work together with group members but encountered issues in developing an original project proposal. The project is implemented using digital media tools explored in class building sessions. The final DH project only moderately relates to concerns or traditions in	Not able to work together with group members very well in developing an original project proposal. The project is implemented using some of the digital media tools explored in class building sessions. The final DH project only moderately relates to concerns or traditions in English Studies, uses digital media tools to perform analysis	Unable to work well together or develop an original project proposal. The project does not use digital media tools explored in class and/or does not relate to concerns or traditions in English Studies and/or does not conduct a meaningful analysis of texts/ elements. The group cannot relate the goals of the project to English Studies. The project elements

		uses digital media tools to perform analysis that is meaningfully and best conducted through those tools. Students can explain the goals of the project and relate each technological and aesthetic choice to those goals. The group presentation of the final project demonstrates strong understanding of how the project compares to other DH projects in English Studies and how it fits	uses digital media tools to perform analysis that is meaningfully and but perhaps not best conducted through those tools. Students can explain the goals of the project and relate most of the technological and aesthetic choice to those goals. The group presentation of the final project demonstrates good understanding of how the project compares to other DH projects in	English Studies, uses digital media tools to perform analysis that is not always clear and perhaps not best conducted through those tools. Students can only sometimes explain the goals of the project and relate the technological and aesthetic choice to those goals. The group presentation of the final project demonstrates uneven understanding of how the project compares to other DH projects in English Studies and how it fits into a research	that is not always clear and not best conducted through those tools. Students can only sometimes explain the goals of the project and relate the technological and aesthetic choice to those goals. The group presentation of the final project demonstrates poor understanding of how the project compares to other DH projects in English Studies and how it fits into a research trajectory in English Studies. The project elements and class presentation are written and delivered in difficult	and/or the presentation are delivered in difficult to understand English.

		into a research trajectory in English Studies. The project elements and class presentation are written and delivered in clear and accurate English.	English Studies and how it fits into a research trajectory in English Studies. The project elements and class presentation are written and delivered in mostly clear and accurate English.	trajectory in English Studies. The project elements and class presentation are written and delivered in mostly clear and accurate English.	to understand English.	
…						

Part III   Other Information (more details can be provided separately in the teaching plan)

1.   **Keyword Syllabus**
     (An indication of the key topics of the course.)

Digital Humanities, dynamic text, graphics, interactivity, text analysis, text preservation

2.   **Reading List**
2.1   **Compulsory Readings**
     (Compulsory readings can include books, book chapters, or journal/magazine articles. There are also collections of e-books, e-journals available from the CityU Library.)

1.	Schreibman, S., Siemens, R., Unsworth, J. (Eds). (2004). *A Companion to the Digital Humanitites*. New York, NY: Houghton Mifflin. http://www.digitalhumanities.org/companion/
2.	Schreibman, S., Siemens, R., Unsworth, J. (Eds). (2008) A Companion to Digital Literary Studies. New York, NY: Houghton Mifflin. http://www.digitalhumanities.org/companionDLS/
3.	DH projects: http://www.cdh.ucla.edu/research/dhprojects.html
4.	English and Literature DH projects: http://nyu.libguides.com/content.php?pid=34183&sid=2731247

2.2   **Additional Readings**
     (Additional references for students to learn to expand their knowledge about the subject.)

1.	Gold, M. (2012). Debates in the Digital Humanities. Minneapolis: MN: U of Minn Press. Hockey, S. (2000). Electronic Texts in the Humanities: Principles and Practice. Oxford: Oxford University Press.
2.	McGann, Jerome. Radiant Textuality: Literature after the World Wide Web. New York: Palgrave, 2001.
3.	Naughton, J. (2000) A Brief History of the Future: Origins of the Internet. Pheonix.
…	DH Literary Lab: http://litlab.stanford.edu/ And NEH resources: http://www.neh.gov/divisions/odh/resource-library