

CLAS 96a Practicum in Digital Literacy

Course Description and Goals

This is a 2-credit course in applied digital literacy taken in conjunction with a 4-credit course and the instructor's approval. This course is required for all Classics Majors to complete the Brandeis Core Digital Literacy Component. The object of this course is to provide students with subject-specific exposure and training in research and applied use of technology. Specific methods and topics will change according to student interest and technological development.

Students will complete a digital literacy practicum (CLAS 96a) in conjunction with a CLAS course. This module covers the (1) identification and use of digitally accessed and produced scholarship, the use of digital tools (2) and (3) the application of this scholarship to a research product. Instead of a traditional paper, the product (3) may be presentation of data visualization, a presentation on digital methods, the adaptation or introduction of new technologies to the investigation of the ancient world, or the creation of new programs or applications.

Grading

Students must receive a C- to complete this component of the Brandeis Core. In order to do this, they must achieve a competency of intermediate on each stage of work. Grading for the course will be based on attendance to weekly meetings (20%); satisfactory completion of weekly assignments (50%) and a final project demonstrating at least intermediate level proficiency in all categories according to the rubric below.

Students are expected to meet on a weekly basis with their instructor and keep a written record of their work for the class. Assignments will include practical hands-on exploration of the different levels of competency below in support or in conjunction with partner course material.

Sample Work Schedule (N.B. These are suggested assignments in a limited schedule; student and instructor will expand readings and assignments based on paired course and student interest/ability)

Week 1 of the Semester: Meet with instructor, outline expectations of project(s), schedule final presentations

Week 2: Discussion of Various resources in Digital Informational Literacy; identification of virtual and actual (local or campus) resources to explore intermediate and advanced levels of digital literacy.

Fall 2019

Week 3: Demonstrated Use of Informational Literacy in support of Class research (e.g., creation of annotated bibliography).

Week 4: Library work in Research Literacy; discussion of digital creative projects, programming, etc.

Week 6: Demonstrated use of Research Literacy (e.g. summary of content of digital resource)

Week 8: Survey and critique of digital publishing and resources; sample publication in online format (e.g. wordpress); designation of final project content and form

Week 9: Short written description of ongoing DH projects in subject appropriate area.

Week 10: First draft of final project (using all intermediate level techniques or some advanced)

Week 11: Second draft and critique of final project

Week 13: Actual or virtual presentation of final project.

Academic Integrity

Success in a two - credit hour class is contingent upon an average of three -hours of homework (reading, writing, thinking) for each hour of scheduled class time.

If you are a student with a documented disability on record at Brandeis University and wish to have a reasonable accommodation made for you in this class, please see me immediately

You are expected to be honest in all of your academic work. Please consult Brandeis University Rights and Responsibilities for all policies and procedures related to academic integrity.

Students may be required to submit work to TurnItIn.com software to verify originality.

Allegations of alleged academic dishonesty will be forwarded to the Director of Academic Integrity. Sanctions for academic dishonesty can include failing grades and/or suspension from the university. Citation and research assistance can be found at LTS - Library guides.

If you are at all unsure about issues of academic integrity or about course expectations, please contact me at any time.

Digital Literacy in Classics: Levels of Competency and Comprehension

Beginning (Informational Literacy)

1. Ability to locate articles and books using the LTS portal
2. Ability to locate articles and books using L'Annee, JStor, etc.

Fall 2019

3. Ability to distinguish quality of information by sourcing it (e.g. peer-reviewed journals vs. blogs)

Intermediate (Research Literacy)

1. Knowledge of major research databases for classics and ability to use them in a course assignment (e.g. Pauly, Suda, Beazley Archive)
2. Knowledge of digitally created research tools and how to use them for research (TLG, Perseus, Scaife Viewer).
3. Publishing in an online format (e.g. Wordpress blog; Social Media post) with links to stable URLs about Classics.

Advanced (Research Innovation)

1. Ability to use 2nd party generated tools to contribute to knowledge (e.g. basic 3D scanning and lab photography; FTIR testing; GIS map entry; TEI encoding).
2. Ability to create new research products and integrate them into scholarly work (e.g. 3d rendering and image production; landscape surveys and Field Photogrammetry; Drone Survey; GIS Map Production)
3. Creation of new applications to analyze and create data about the ancient world (e.g. production of new 3D and animation methodology using software like Maya: Generation of virtual reality models and 3D ground-up modeling in Fusion)
4. Creation of new hardware to analyze and create data about the ancient world (e.g. specialized drone production for survey; fabrication of photogrammetry field components fabrication of specialized scanning equipment.)