

Syllabus for CODE320

Digital Collaborations – Face to Face

Summer 2024

12:00-4:30 T/TH

Peck Hall 3410

## About the Instructor

Name: xxx

Phone: xxx

Email: xxx

Office Number: xx

Office Hours: xxx

## Welcome

Community-Oriented Digital Engagement Scholars (CODES) is a pathway for motivated students in all fields and majors to use their general education credits to work alongside community organizations to study and address the world’s most pressing problems. CODES students meet each semester in research-team courses facilitated by their mentoring professor and a community organization to address major social problems in our region. Teams analyze, visualize, and share their work with the broader public using skills central to the digital humanities, including data mining, mapping, storytelling, networking, and cultural analytics.

CODE 320 is the culminating summer research experience for the Community-Oriented Digital Engagement Scholars Program. Over the last two years, you’ve studied your problem from multiple perspectives using the tools of several disciplines. You interviewed community members, analyzed survey data, and ran experiments. Now, as a cohort, you will combine what you’ve learned into one final digital project that tells the story of [municipality] in relation to [theme]. Our problems are called wicked for a reason: they have many interdependent factors. Your own thinking may have shifted dramatically from where we began, and understanding your problem in a broader context will require reframing and additional research. In your final collaborative project, you will use cultural remix, graphic design, creative non-fiction, and data visualization to make your analysis vibrantly clear for your audience.

## **Co-Requisites and Pre-Requisites**

There are no co-requisites with this course. Students must have completed the first four semesters of coursework in the CODES sequence with a C or better before enrolling in CODE320, including CODE120, CODE121, CODE122, CODE123, CODE220, and CODE221.

## **Catalog Description**

Students complete a public-facing digital collaborative project to explain problem and propose solutions; outcomes incorporate creative non-fiction, graphic design, and data visualization.

## **Course Goals**

* Reframe the scope and context of the problem and broader theme with additional research
* Use systems thinking to identify misconceptions about the problem, conceptualize the interdependent factors involved, and consider the implications for multiple stakeholders
* Write individual, researched analyses about the perspective, context, and experiences of a particular stakeholder using creative methods
* Synthesize context, data, and evidence compiled in previous research teams courses to communicate the complexity of the problem clearly in a final digital visualization
* Expand collaborative methods used in research teams to a more diverse, dynamic group by completing a project as a full cohort

Course Materials

All required readings are available on the course Blackboard site. Blackboard is the web-based course management system used at SIUe. This is your primary source of information regarding the course. Through Blackboard, you may access the course syllabus and schedule, class slides in PDF format, homework assignments, your grades, links to online resources, announcements, and other materials relevant to the course. Access the Blackboard site by going to <http://bb.siue.edu/>. Your Blackboard login is your email username and your Blackboard password is your email password. Additional Blackboard resources include:

Blackboard Student Orientation Site: <http://www.siue.edu/its/bb/index.shtml>

Blackboard Help Line: 618-650-5500

## **Course Activities/Assessments**

* Individually researched stakeholder perspective project using methods of creative non-fiction
* Assigned contributions to finished website

## **Becoming an Effective On-site Collaborator**

In this final research experience, you will work as a whole cohort to create a completed, polished collaborative project. This will involve each of you taking on leadership roles, working independently as well as collectively, and bearing shared responsibility for the project’s outcomes.

Remember, CODES program uses Slack for communications. Use it to talk to one another and to message me privately about our work or about your other experiences on campus. I’ll be available in Slack Monday through Friday between the hours of 9 and 5.

# Course and University Policies

## Academic Integrity/Plagiarism

Plagiarism is the use of another person’s words or ideas without crediting that person. Plagiarism and cheating will not be tolerated and may lead to failure on an assignment, in the class, or dismissal from the University, per the [SIUE academic dishonesty policy](http://www.siue.edu/policies/1i6.shtml). Students are responsible for complying with University policies about academic honesty as stated in the [University’s Student Academic Conduct Code](http://www.siue.edu/policies/3c2.shtml).

## Grading

In this course we use contract grading to give you more ownership over your learning, and to focus more on the process of learning rather than a finished product. You will use a template I provide to write your learning contract, a document in which you will describe what you want to learn this semester and how you will organize your time to learn it. Though the learning contract has categories of assessment; you’ll decide how you’ll weight your work (see learning contract guide appended to this syllabus). You’ll decide where you want to concentrate your greatest effort, and what you want to improve upon. I won’t be assigning you numbers or letters, but rather will be giving you written feedback both in and outside of class about your work. You will submit a learning portfolio at midterm and semester’s end in which you will demonstrate and reflect upon your learning. We will meet to discuss your progress and renegotiate the contract as necessary. I will give you an approximate letter grade at midterm and assign a final letter grade at semester’s end based on how well your portfolio demonstrates the learning goals we’ve decided upon in your contract.

## Late or Missed Assignments

Because I use contract grading and we are privileging the process of learning in our research teams, I will not penalize students for late work, but to stay on schedule, receive prompt feedback, and be successful in class, try to meet our agreed upon deadlines.

## Diversity and Inclusion

This project deliberately seeks to be on the cutting-edge of diversity efforts at the university, hence the racial demographics of CODES exceed the standards of most other classes and programs on campus. All students and faculty have the responsibility to co-create a classroom that affirms inclusion, equity, and social justice, where racism, sexism, classism, ableism, heterosexism, xenophobia, and other social pathologies are not tolerated. In addition to fully supporting the University's [diversity statement](https://www.siue.edu/about/mission-goals-plans/diversity.shtml), we plan to participate in regular conversations throughout the semester to consider additional barriers and opportunities associated with the evolving nature of diversity, equity, and inclusion initiatives both on campus and more broadly.

## Services for Students Needing Accommodations

Students needing accommodations because of medical diagnosis or major life impairment will need to register with Accessible Campus Community & Equitable Student Support (ACCESS) and complete an intake process before accommodations will be given. Students who believe they have a diagnosis, but do not have documentation, should contact ACCESS for assistance and/or appropriate referral. The ACCESS office is located in the Student Success Center, Room 1203. You can also reach the office by emailing us at myaccess@siue.edu or by calling 618-650-3726. If you feel you would need additional help in the event of an emergency situation, please notify your instructor to be shown the evacuation route and discuss specific needs for assistance.

## Academic and Other Student Services

As an enrolled SIUE student, you have a variety of support available to you, including:

* [Lovejoy Library Resources](http://www.siue.edu/lovejoylibrary/)
* [Tutoring Resource Center](https://www.siue.edu/lss/tutoring-resource-center/)
* [The Writing Center](http://www.siue.edu/lss/writing/index.shtml)
* [Academic Advising](http://www.siue.edu/advising/)
* [Financial Aid](https://www.siue.edu/financialaid/)
* [Campus Events](http://www.siue.edu/events/)
* [Counseling Services](https://www.siue.edu/counseling/)

If you find that you need additional support, please reach out to me and let me know.

## Cougar Care

Dealing with the fast-paced life of a college student can be challenging, and I always support a student's decisions to prioritize mental health. Students have access to counseling services on campus (Student Success Center, 0222). Make an appointment by visiting [cougarcare.siue.edu](http://cougarcare.siue.edu/) or by calling 618-650-2842.

# CODES Partners

CODES is a partnership between several University programs and Centers; members of these University groups will make frequent appearances in and provides support for your CODES courses.

## The IRIS Center

The IRIS Center at SIUE is an interdisciplinary facility designed to support scholarship and teaching that applies digital content as a primary methodology. IRIS Center staff offer instructional sessions on a variety of tools and software, and students can visit the center for support in designing digital projects. The IRIS Center is particularly invested in opportunities for students to learn by doing; our students have complete fieldwork abroad, work with rare books, and serve as mentors for digital humanities clubs at secondary schools. In IRIS, students learn skills applicable to future careers like writing for the web, web development, and data visualization. Visit <https://iris.siue.edu> to learn more about the IRIS Center.

## SIUE Successful Communities Collaborative

SIUE Successful Communities Collaborative (SSCC) is a cross-disciplinary program that supports yearlong partnerships between Illinois communities and SIUE to advance local resiliency and sustainability based on community-identified environmental, social and economic issues and needs. SSCC's mission is to connect Illinois communities with SIUE students and faculty. The SSCC team is eager to support you and your cohort. Visit <https://www.siue.edu/successful-communities/index.shtml> to learn more about SSCC and the resources it has available to support your work.

## The SIUE Truth, Racial Healing and Transformation Campus Center

The SIUE Truth, Racial Healing and Transformation Campus Center (TRHT) seeks to dismantle a hierarchy of human value by connecting community agencies already engaged in anti-racism work, establishing new relationships between those community agencies and SIUE, and preparing students to work alongside community members as agents of social change. As equal partners with all stakeholders, we establish authentic, trusting relationships for the upbuilding of sustainable communities where people of all backgrounds can thrive. Visit <https://www.siue.edu/provost/trht/index.shtml> to learn more about TRHT, its goals, programs, and initiatives.

# Course Schedule

| **Week** | **Learning Activities** | **Assignments** | **Due Dates** |
| --- | --- | --- | --- |
| **Week 1**Date | -Introduce course goals and objectives-Showcase work done in research teams -Visit from community partners | -Work on “Necessary Knowledge” doc |  |
| Date | -Introduce stakeholder perspective assignment-Robert D. Bullard’s “Confronting Environmental Racism in the Twenty-First Century,” Bb-Elements of Creative Non-Fiction-Placing Perspectives in Context | - Share draft of learning contract 48 hours prior to assigned meeting time |  |
| **Week 2**Date | -Excerpts from Jerald Walker’s “How to Make a Slave and Other Essays, Bb -Discussion of narrative voice in storytelling-Collaborative research time | -Proposal for stakeholder perspective assignment-Find favorite website examples |  |
| Date | -Xochitl Bentley, [“Adjusting to Uncertainty: Systems Thinking with Octavia Butler.”](https://movingwriters.org/2021/01/04/adjusting-to-uncertainty-systems-thinking-with-octavia-butler/) *MovingWriters*-Showcase of websites -Visit from IRIS Center-Workshop proposals-Collaborative research time | -Rough drafts-Find data visualizations to share |  |
| **Week 3**Date | -Discussion about team building and participation responsibilities-Workshop stakeholder perspective projects-Brainstorm for website plan | -Stakeholder perspective projects due |  |
| Date | -Data visualization showcase and discussion-Visit from IRIS Center-Discussion of embodied design-Collaboratively construct project charter |  |  |
| **Week 4**Date | Independent research and collaborative work |  |  |
| Date | Independent research and collaborative work | -website materials prepared for workshopping |  |
| **Week 5**Date | Workshopping and revisions | -Share portfolio 24 hours prior to assigned meeting time |  |
| Date | -Project presentations |  |  |

**The Learning Contract and Portfolio**

**What is a Learning Contract?**

A learning contract is a document in which you will describe what you want to learn this semester and how you will organize your time to learn it. The goal of a learning contract is to give you ownership over your learning and to help you focus more on the process rather than an end product. You get to decide what grade you want. If you want to put in the effort for an A, you can do so, if you’ve already decided that a B is your goal, you can plan to achieve it. I won’t be assigning you numbers or letters, but rather I will be giving you written feedback in and outside of class about your work. You’ll decide where you want to concentrate your greatest effort, and what you, specifically, want to improve upon. **Regardless of your goals, you are expected to complete your class assignments and attend class.**

**The Portfolio Demonstrating your Learning**

At midterm, you will create the first draft of a portfolio with artifacts that demonstrate how you’ve been meeting the goals you describe in your contract (approximately two artifacts per section of the contract). You will also submit a reflection about your progress and what you’d still like to complete. We will meet at midterm to discuss your progress and renegotiate the contract as necessary. I will give you an approximate letter grade at midterm and assign a final letter grade at semester’s end based on how well your final portfolio demonstrates your progress toward your learning goals.

I’ve chosen seven categories related to course outcomes that form the basis for the learning contract. Your portfolio should include:

* A copy of your learning contract.
* A one-page reflection that explains how each of the artifacts in your portfolio demonstrates your growth. Your reflection should indicate how you still need to improve to meet your goals and whether you need to adjust your contract to realistically complete the course.
* One to two objects in each category along with one to two sentences explaining how they serve as evidence as your progress toward your goals.

**Writing the Contract**

Note: A Learning Contract Template is available on Blackboard for you to fill out.

1. Look over the syllabus paying particular attention to the course objectives and schedule of activities. Examine the sample learning contract below and use the template.
2. Decide on a grade that is practical and achievable (you shouldn’t just choose an A because you think that is what I want to hear).
3. Choose a percentage of effort for each category.
4. Write goals for each category.
5. In the next column indicate what you will do to meet your goals.
6. In the third column indicate what artifacts you may include to demonstrate your learning
7. In the final column indicate what I should be looking for as evidence in the artifacts.
8. Find as many ways as possible to adapt your responses to your own interests. Give yourself clear and challenging criteria for success (timelines, quality of work, etc.)

**The Contract Process**

You will revisit and rework your contract after our meeting the week XX if necessary and again at midterm once you’ve delved more into the material. We will meet to discuss the contract you’ve designed for yourself. If I don’t think your contract reflects a level of effort that merits the grade you’ve chosen, I may ask you to revise. If I think you’ve concentrated too much effort in one category, I may ask you to recalculate.

**Due Dates at Beginning of Semester**

* XX: Initial contract due via Blackboard assignment tab by 11:59 pm
* XX: Discussion with XX via a ten-minute meeting
* XX: Negotiated changes resubmitted by 11:59 pm via Blackboard assignment tab

**Due Dates at Midterm**

* XX: submit portfolio via WordPress by 11:59 pm
* XX: Discussion with XX

**Final Due Dates**

* XX: final portfolio submissions to WordPress by 11:59 pm

**Learning Contract Sample**

Student Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Grade Contracted For \_\_x\_\_ A \_\_\_\_ B \_\_\_\_ C

|  |  |  |  |
| --- | --- | --- | --- |
| **What concepts are you going to learn, or skills are you going to develop?** | **How will you learn the content/ develop the skill?** | **What evidence will you add to the portfolio to demonstrate your learning?** | **How will you and I assess the evidence of your learning/skills?** |
| **Content (30%)*** Learn about the history of redlining in Alton and research its present impacts.
* Read about redlining in other cities to compare
* Consider individual stories in relationship to history, literature, art, and statistics
 | * Complete all readings, attend all classes, and take detailed notes
* Engage during collaborative research activities by seeking answers to questions
* Write blog posts to explore topic from multiple perspectives
 | * Snapshots of class notes
* Snapshots of notes on reading
* Documentation of questions I ask
* Selections from blog writing
* Extra research into uses of agency by Alton’s Black residents
 | * Class notes indicate I actively engage in learning
* Blog writing demonstrates my consideration of multiple perspectives
* Final project includes stories of residents corresponding with research from several fields
 |
| **Composition (10%)*** Improve ability to develop claims
* Experiment with writing style
* Learn how to integrate writing with other media
* Practice writing in new genres
 | * Look for examples in scholarly essays
* Try new diction and sentence structure
* Put sound, video, and images into presentations and projects
 | * Annotations of essays
* Examples of in-class writings with experiments highlighted
* Discussion in reflection of changes in work
* Contributions to final project
 | * Claims improve in writing
* Writing is experimental
* Integrates other media tied to writing
* Final project writing shows improvement
 |
| **Research (20%)*** Learn to differentiate my voice from evidence
* Treat research as an adventure
 | * Revise drafts focusing on paragraph structure
* Develop an annotated bib
 | * Rough drafts
* Research documents
* Presentations
* Contributions to final project
 | * Improvement through rough drafts
* A comprehensive body of research carefully analyzed
 |
| **Invention (10%)*** Learn new methods of engaging in research
 | * Use blogs to experiment with research methods
* Practice DH skills in final project
 | * Final project
* Blogs
* Research documents
 | * Quality of final project shows innovative uses of transdisciplinary research
 |
| **Collaboration (5%)*** Learn how to relinquish control over projects
* Successfully complete work aligned with project’s goals
 | * Help delegate
* Take responsibility over my role
* Help others
 | * Reports from group work
* Peer reviews
* Presentations
 | * Peer reviews indicate I learned how to collaborate effectively
* In Presentations, each portion of work complements the others
 |
| **Participation (5%)*** Use in-class work to engage in becoming a better reader
 | * Practice inventive synthesis of readings and ideas
* Experiment with making broad connections using multiple texts
 | * Class discussions
* Reflections
* blogging
 | * Contributions to discussion demonstrate inventive reading
* Examples from in-class discussions demonstrate an ability to bring together multiple readings and ideas
 |