

## Course Syllabus

### IDS 2935: Digital Literacy and the Humanities

#### UF Quest 1 – Examined Lives

Sections: 1ED1, 1ED2, 1ED3

General Education – Humanities, Diversity

**Note:** A minimum grade of C is required for General Education Credit

Lectures: M/W 5 (11:45–12:35) FLG 027

Breakout Sessions:

1ED1 F4 (10:40-11:30) MAT 114

1ED2 F5 (11:45-12:35) MAT 0018

1ED3 F6 (12:50-1:40) AND 0019

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Teaching Assistant:

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Office Hours TBD

#### Course Description

You have probably heard it said that we live in a digital world. So how, then, does the digital affect how we live? How does the digital affect our quality of life, our ability to communicate with others, our ability live socially, civically, professionally, personally, and ethically? *Digital Literacy and the Humanities* explores these questions in order to consider what it means to be digitally “literate” and how digital networks interact with our daily lives and the lives of others. We will explore, for example, the ways in which the digital democratizes and the ways it excludes and divides and how being digitally literate in a digital world impacts the very ways in which we live.

Of course, we can ask these kinds of questions from a number of perspectives. This course, though, focuses specifically on the ways in which the Humanities influences how we understand our digital lives. Ultimately, we will ask as how the Humanities might think about to the role of digital literacy in what it means to be human and what we value in our lives.

#### General Education Objectives and Learning Outcomes

##### *Humanities*

This course is a Humanities (H) subject area course in the UF General Education Program. Humanities courses provide instruction in the history, key themes, principles, terminology, and theory or methodologies used within a humanities discipline or the humanities in general. Students will learn to identify and to analyze the key elements, biases and influences that shape thought. These courses emphasize clear and effective analysis and approach issues and problems from multiple perspectives.

##### *Humanities Student Learning Outcomes (SLOs)*

At the conclusion of the course, students will be able to:

- Identify, describe, and explain the history, underlying theory and methodologies used in the course (Content).
- Identify and analyze key elements, biases and influences that shape thought within the subject area. Approach issues and problems within the humanities from multiple perspectives (Critical Thinking).
- Communicate knowledge, thoughts and reasoning clearly and effectively (Communication).

##### *Diversity*

This course meets the Diversity (D) designation of the UF General Education Program.

In Diversity courses, students examine the historical processes and contemporary experiences characterizing social and cultural differences within the United States. Students engage with diversity as a dynamic concept related to human differences and their intersections, such as (but not limited to) race, gender identity, class, ethnicity, religion, age, sexual orientation, and (dis)abilities. Students critically analyze and evaluate how social inequities are constructed and affect the opportunities and constraints across the US population. Students analyze and reflect on the ways in which cultures and beliefs mediate their own and

other people's understandings of themselves and an increasingly diverse U.S. society.

#### *Diversity Student Learning Outcomes (SLOs)*

At the conclusion of the course, students will be able to:

- Identify, describe, and explain the historical processes and contemporary experiences characterizing diversity as a dynamic concept related to human differences and their intersections, such as (but not limited to) race, gender identity, class, ethnicity, religion, age, sexual orientation, and
- Analyze and evaluate how social inequities are constructed and affect the opportunities and constraints of different groups in the United States. Analyze and reflect on the ways in which cultures and beliefs mediate understandings of an increasingly diverse U.S. society.
- The diversity designation is always in conjunction with another category. Communication outcomes are listed in those subject areas.

#### **UF Quest 1 Program Objectives and Learning Outcomes**

This course is a UF Quest 1 subject area course in the UF Quest Program. Grounded in the modes of inquiry and expression characteristic of the arts and humanities, Quest 1 courses invite students to explore essential questions that transcend the boundaries of any one discipline—the kinds of complex and open-ended questions they will face as critical, creative, and thoughtful adults navigating a complex and interconnected world.

#### *UF Quest 1 courses will:*

- Address in relevant ways the history, key themes, principles, terminologies, theories, and methodologies of various arts and humanities disciplines that enable us to ask essential questions about the human
- Present different arts and humanities disciplines' distinctive elements, along with their biases and influences on essential questions about the human condition.
- Require students to explore at least one arts or humanities resource outside their classroom and explain how engagement with it complements classroom work.
- Enable students to analyze and evaluate essential questions about the human condition clearly and effectively in writing and other forms appropriate to the discipline.
- Embed critical analysis of the role arts and humanities play in the lives of individuals and societies and the role they might play in students' undergraduate degree

#### *UF Quest 1 Student Learning Outcomes*

At the conclusion of the course, students will be able to:

- Identify, describe, and explain the history, theories, and methodologies used to examine essential questions about the human condition within and across the arts and humanities disciplines incorporated into the course (Content).
- Analyze and evaluate essential questions about the human condition using established practices appropriate for the arts and humanities disciplines incorporated into the course (Critical Thinking).
- Connect course content with critical reflection on their intellectual, personal, and professional development at UF and beyond (Critical Thinking).
- Develop and present clear and effective responses to essential questions in oral and written forms as appropriate to the relevant humanities disciplines incorporated into the course (Communication).

#### **Course Objectives**

#### **Student Learning Outcomes**

#### **Assessment**

Digital Literacy and the

Humanities will accomplish the  
UF General Education, Quest I,  
and Diversity objectives by:

At the conclusion of the course,  
students will be able to:

Objectives and Outcomes will  
be assessed by:

#### **CONTENT**

Exposing students to many facets of what it means to identify digital literacy as a central component to contemporary communication and the ways in which the Humanities helps us understand the effect of digital literacy. This course will

Identify, describe, and explain the history, theories, and methodologies employed to examine core questions about the human condition when the human interacts in digital spaces. Likewise, they will be able to look more critically at their own

Weekly quizzes that address key concepts and terms.

challenge students to understand digital literacy as more than the ability to use software and applications. The course's content investments in digital literacy aims to expand students' awareness of what it might mean to be digitally literate.

#### CRITICAL THINKING

Introducing students to fundamental practices in the Humanities, as well as core methodologies for critical inquiry.	Analyze and evaluate essential questions about digital literacies and the effects of those literacies on the human condition.	Weekly engagement with critical strategies through weekly quizzes. Midterm exam. Final exam.
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Exploring the value of digital literacy in college education and its impact on individual lives and democratic community. e manities I	Connect course content with student's academic, personal, professional, civic, and community lives.	Weekly self-assessment assignments. Final exam.
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#### CONNECTION

Analysis of a community organization event.	To engage with a UF or community resource.	Written analysis of the role digital literacies in promoting the community organization event.
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#### DIVERSITY

Reading and thinking about the role of digital literacy in understanding and defining diversity, including consideration of disability, race, class, and gender/sexuality.	Analyze and reflect upon the ways in which digital engagement and circulation interact with and mediate our cultural, economic, and ecological ideologies.	Reading assignments and weekly quizzes. Midterm exam. Final exam.
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#### Course Policies

##### *Attendance*

Attendance is required. Despite the focus on digital literacy, this course will not be circulated digitally. Thus, you will need to attend to most fully engage the course materials. Each student is granted no more than 6 hours of unexcused absences throughout the semester. Absences beyond this allocation will result in the lowering of your attendance grade by one point per missed hour. If your attendance grade drops below 20 points, you will be considered *not* to have completed the requirements of the course, and hence will *not* receive a passing grade. Late arrivals and/or early departures from class meetings will be counted as absences.

Absences are excused only in accordance with UF attendance policies, which can be found here: <https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/>

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##### UF Policy Statements

Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, [www.dso.ufl.edu/drc/](http://www.dso.ufl.edu/drc/)) (<http://www.dso.ufl.edu/drc/>) by providing appropriate documentation. Once registered, students will receive an accommodation letter, which must be presented

to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

UF provides an educational and working environment that is free from sex discrimination and sexual harassment for its students, staff, and faculty. For more about UF policies regarding harassment, see: [http://hr.ufl.edu/manager-\\_\(http://hr.ufl.edu/manager-\)resources/policies-2/sexual-harassment/](http://hr.ufl.edu/manager-_(http://hr.ufl.edu/manager-)resources/policies-2/sexual-harassment/)

UF students are bound by The Honor Pledge, which states, “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.” The Honor Code ([http://www.dso.ufl.edu/sccr/process/student-conduct-honor-\\_\(http://www.dso.ufl.edu/sccr/process/student-conduct-honor-\)code/](http://www.dso.ufl.edu/sccr/process/student-conduct-honor-_(http://www.dso.ufl.edu/sccr/process/student-conduct-honor-)code/)) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor in this class.

Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results/>.

Contact information for the Counseling and Wellness Center: <http://www.counseling.ufl.edu/cwc/Default.aspx>, <http://www.counseling.ufl.edu/cwc/Default.aspx> 392-1575; and the University Police Department: 392-1111 or 9-1-1 for emergencies.

## Assignments

### Quizzes

Ten times during the semester week you will take a short quiz—usually ten multiple choice questions—about the previous week’s course materials, including readings and lectures. The quizzes are designed in such a way that you will need to attend the lectures—and pay attention to them—and complete any reading assignment for the week in order to pass the quiz for that week. That is, the quizzes will be based on material presented in the reading AND the lectures.

### Weekly writing

Think of this assignment as a kind of analytical journal. Each week, I will post a prompt at the beginning of the week for you to consider in terms of the week’s course content. You will then respond to that prompt by the start of the next week when a new prompt will be posted. Each response should be no less than 500 words. The prompts are designed to encourage you to 1. to analyze and evaluate essential questions about the relationship between digital literacy and the human condition clearly and effectively in writing, and 2. encourage you to think about how the week’s materials connect to your own situations.

As an example, a weekly journal prompt might ask students to use the rhetorical concepts addressed in class to analyze a visual text from multiple perspectives: aesthetic, persuasive, accessibility, etc.

### Weekly Writing Assessment

CRITERIA	Inadequate = D (Below Standard)	Adequate = C (Meets Standard)	Above Average = B (Exceeds Standard)	Exemplary = A
Development	Main points lack detailed development. Ideas are vague with little evidence of critical thinking.	Main points are present with limited detail and development. Some critical thinking is present.	Main points well developed with quality supporting details and quantity. Critical thinking is weaved into points	Main points well developed with high quality and quantity support. Reveals high degree of critical thinking.
Level of Analysis	Shows some thinking and reasoning but most analytical ideas are underdeveloped and unoriginal.	Content indicates analytical thinking and reasoning applied with original thought on a few ideas.	Content indicates original analytical thinking and develops ideas with sufficient and firm evidence.	Content indicates synthesis of ideas, in depth analysis and evidences original thought and support for the topic.

		Writing is coherent and logically organized. Some points remain misplaced and stray from the topic. Transitions evident but not used throughout assignment response.	Writing is coherent and logically organized with transitions used between ideas and paragraphs to create coherence. Overall unity of ideas is present.	Writing shows high degree of attention to logic and reasoning of points. Unity clearly leads the reader to the conclusion and stirs thought regarding the topic.
Organization	Writing lacks logical organization. It shows some coherence but ideas lack unity. Serious errors.			

### *Image/text*

More than 80% of public communication now occurs visually. That is, communication has become more dependent on images and the relationship between images and texts than on text-only documents. As a way of thinking about the relationship between text and image, this assignment requires that you make an image/text, a document that relies on both written word and image to convey meaning. Details regarding *how* to complete this assignment will be provided in class. This assignment will be assessed based on the successful synthesis of image and text and the effectiveness of both in conveying the message of the text. As such, however, the aesthetic component of the project will not be assessed from an “artistic” perspective, but from a perspective of rhetorical effectiveness.

We will discuss this assignment during the lecture session on October 19; the assignment is due no later than 5:00 on Wednesday, November 9.

### *Midterm exam*

This exam will consist of multiple choice and short answer responses to questions from the course content of the first half of the semester. Both reading materials and lecture materials will be represented on the exam.

**Mid Term Exam--Wednesday, October 26, 2022--**to be completed out of class. 24 hour availability.

### *Final exam*

This exam will consist of multiple choice and short answer responses to questions from the course content of the entire semester. Both reading materials and lecture materials will be represented on the exam.

**Final Exam--Wednesday, December 7, 2022--**to be completed out of class. 24 hour availability.

### *Experiential Learning*

All Quest 1 classes include an experiential learning component that asks students to engage with a UF or community resource, including resources like the Harn Museum, the Matheson Museum, the Natural History Museum, performances at the Phillips Center for Performing Arts, and talks given on campus or in local venues like the public library.

For this assignment, you will identify and attend a UF sponsored event during the semester. However, rather than analyzing the content or performance of the event itself, your task is to analyze the role digital literacies play in how the event encompasses some form of digital literacy. Starting with the digital literacies one must have in order to attend the event, your analysis should address how successfully the event use digital platforms to convey its objectives. You will write a short description of the event and its digital footprint. Then you will provide an analytical assessment of that digital engagement. What does the event/exhibit gain from the digital? Was the digital engagement useful, successful, or engaging? Did you expect the kind of digital engagement the event/exhibit provided or was there something unexpected? Something new and different? Something familiar and mundane?

Assignment Due by 5:00pm Friday, December 2.

### *Grading percentages*

Attendance	100 points
Quizzes	10 X 10 points each = 100 points
Weekly writing	10 X 10 points each = 100 points
Image/text—meme, poster, etc.	100 points
Experiential Learning	100 points
Midterm exam	200 points

Final exam 300 points  
TOTAL: 1000 possible points

### Grading Scale

A 940-1000 points  
A- 900-930 points  
B+ 870-890 points  
B 840-860 points  
B- 800-830 points  
C+ 770-790 points  
C 740-760 points  
C- 700-730 points  
D+ 670-690 points  
D 640-660 points  
D- 600-630 points  
E <600 points

### Required Texts

All readings will be provided by the instructor. There are no required texts to purchase.

### Schedule

(This schedule is tentative and subject to change.)

#### W 8/24/22

Course introduction—literacy, digital literacy, digital fluency, digital competency, (with some comments about digital natives, digital immigrants, and digital savages)

*Diversity:* This week's discussion will look specifically at how the very idea of literacy has worked to include and exclude various populations, specifically, we will consider how concepts of "illiteracy" have been used in the U.S. and across the globe to devalue local knowledge and, in turn, native populations.

#### F 8/26/22

Breakout Sessions

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#### M 8/29/22

From orality to literacy to digital literacy—a history lesson.

*Diversity:* This week's discussion will consider how various forms of literacies—oral, written, digital—have emerged in diverse cultural settings, for example, we will consider how Native American traditions of orality have been cast as "uncivilized" and we will consider the role of digital literacies in long-term formations of digital discrepancies along gender lines and within understandings of disability.

READING: Accawi, Anwar F. "The Telephone." (Located in Files)

#### W 8/31/22

From orality to literacy to digital literacy: what exactly is "digital literacy?"

#### F 9/2/22

Breakout Sessions

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#### M 9/5/22

No Classes, UF Closed for Labor Day

W 9/7/22

Artificial Intelligence and the UF AI Initiative

Diversity: This week's discussion will take up 1. how the humanities take up matters of diversity in AI industries and 2. how AI impacts various populations.

READING: Excerpt from Kate Crawford *Atlas of AI* (located in Files)

F 9/9/22

Breakout Sessions

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M 9/1

Rhetoric, Ethics, Aesthetics, and Poetics—foundations for the intersections of the Humanities and digital literacy.

*Diversity:* This week's discussion will consider how other-than-mainstream Western rhetorics, aesthetics, and poetics contribute to our larger understanding of the global digital world. Cultural rhetorics and indigenous rhetorics will be emphasized, and we will consider the increased numbers of web pages emanating from Asia but that rely upon English to convey information. .

W 9/14/22

Rhetoric, Ethics, Aesthetics, and Poetics (continued)

F 9/16/22

Breakout Sessions

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M 9/19/22

Technology and techne—how we think about technology and how technology helps us think in the Humanities and in the world

*Diversity:* This week's discussion considers how multicultural and transnational understandings of technology mesh with our conflict with mainstream definitions and uses.

Reading: Leonard E. Read, "I, Pencil" (Located in Files)

W 9/21/22

Technology and techne (continued)

F 9/23/22

Breakout Sessions

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M 9/26/22

Materiality—blood minerals, E-waste, and undersea networks—how the material realities of the digital effect our quality of life.

*Diversity:* This week's discussion will take up the important question of how our digital lives affect the lives of others, particularly populations in underdeveloped nations.

Reading: "Print Crimes" (located in Files)

W 9/28/22

Materiality (continued)

F 9/30/22

Breakout Sessions

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M 10/3/22

Mediation/Remediation—how does digital literacy and the Humanities teach us to see the world?

*Diversity:* This week's discussion will emphasize the role of diverse perspectives in how we see the world and how our digital literacies mediate those perspectives.

W 10/5/22

Materiality: The Myth of the Cloud

Diversity--what happens when knowledge comes to the shore?

Reading: Nicole Starosielski, from *The Undersea Network* (located in files)

F 10/7/22

No Classes, UF Closed for Homecoming

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M 10/10/22

Humans, cyborgs, and posthumans—has the digital world altered what it means to be humans, and if so, has it altered what we do in the Humanities?

W 10/12/22

Visual rhetoric and visual literacy—More than 80% of our public communication now relies on visual information. The Humanities have always been tied to the visual arts, but how has the introduction of the digital changed how we see the world?

*Diversity:* This week's discussion will consider not just how visual representations of individuals and cultural groups influence our understanding of diverse populations, but how those population's own aesthetics and logics contribute to our cultural understandings.

F 10/14/22

Breakout Sessions

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M 10/17/22

Visual rhetoric and visual literacy: databases, information, and cultural memory

W 10/19/22

Visual rhetoric and visual literacy: A history of digital manipulation

*Diversity:* This week's discussion will consider how the manipulation of images throughout the history of photography have impacted diverse populations.

Image Text Assignment Introduced

F 10/21/22

Breakout Sessions

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M 10/24/22

Visual rhetoric and visual literacy: A history of digital manipulation (continued)

W 10/26/22

Deep Fakes (Laken Brooks)

Mid term exam--to be completed out of class; 24-hour deadline

F 10/28/22

Breakout Sessions

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M 10/31/22

Visual culture and cultural memory—the study of culture has been a central facet of the Humanities, so how does the shift to a visual culture affect how we see the world?

*Diversity:* This week's discussion continues to consider the role of visual literacies in our understanding of difference, again considering how digital circulation and visualization of previously "invisible" populations contribute to an emerging US identity.

W 11/2/22

Visual culture and cultural memory (continued)

F 11/4/22

Breakout Sessions

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M 11/7/22

Emerging technologies and civic engagement—augmented reality, virtual reality, mixed reality and our daily lives

*Diversity:* As this week and the following week's discussions take up questions about "what comes next?" we will also look at the role of diversity in imagining digital literacies to come. Specifically, we will look at the role of racial and gender diversity in contemporary digital media.

W 11/9/22

Emerging technologies and civic engagement (continued)

F 11/11/22

No Classes, UF Closed for Holiday

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M 11/14/22

Mobile, ubiquitous, and wearable—speculating what comes next in our digital engagement

*Diversity:* As this week's discussions take up questions about "what comes next?" we will also look at the role of diversity in imagining digital literacies to come. To do so, we will consider texts that convey engagement with diversity issues speculatively, asking what comes next for the "democratization" of identity in digital platforms.

W 11/16/22

Mobile, ubiquitous, and wearable (continued)

F 11/18/22

Breakout Sessions

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M 11/21/22

Digital originality: templates, bots, and plagiarism

W 11/23/22

No Classes, UF Closed for Holiday

F 11/24/22

No Classes, UF Closed for Holiday

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M 11/28/22

Social media, privacy, identity, and branding

W 11/30/22

Social media, privacy, identity, and branding (continued)

F 12/2/22

Breakout Sessions

REMINDER: Experiential Learning assignment due by 5:00pm.

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M 12/5/22

Review for final exam

W 12/7/22

Course wrap up

Final exam--to be completed out of class; 24-hour deadline.

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