

## Welcome to UF and IDS 2935: Digital Literacy and the Humanities

### UF Quest 1 – Examined Lives

Sections:

1ED1, 1ED2, 1ED3, 1ED4, 1ED5, 1ED6

General Education – Humanities, Diversity

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

Lectures: M/W 3 (9:35am – 10:25 am)

**ALL LECTURES TO BE HELD IN ZOOM:**

<https://ufl.zoom.us/j/95486197572?pwd=cXRTeHlWUW9aMEpCQ3k3aVRWeVpvUT09>

Breakout Sessions:

Zoom meetings:

#22929 <https://ufl.zoom.us/j/98988675035>

#22931 <https://ufl.zoom.us/j/92778130967>

#22932 <https://ufl.zoom.us/j/92374948701>

#22928 <https://ufl.zoom.us/j/93858027887?pwd=Qkdsbm9lRW9nZlp4cDdaS0MxQlY3QT09>

#22930 <https://ufl.zoom.us/j/91591688602?pwd=V0RPRU16TDV6VFQ1eng1S0p6MXlzdz09>

#22933 <https://ufl.zoom.us/j/98066268807?pwd=c2oyWkxyenVDcDNaRzhQV1U2eWxndz09>

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Online 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 also 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 disability.
- 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 condition.
- 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 programs.

*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:
<b>CONTENT</b>		
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 challenge students to understand digital literacy as more than the ability to use software and applications. The course’s content aims to expand students’ awareness of what it might mean to be digitally literate.	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 investments in digital literacy.	Weekly quizzes that address key concepts and terms.
<b>CRITICAL THINKING</b>		

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.
Exploring the value of digital literacy in college education and its impact on individual lives and democratic community.	Connect course content with student's academic, personal, professional, civic, and community lives.	Weekly self-assessment assignments. Final exam.
<b>CONNECTION</b>		
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.
<b>DIVERSITY</b>		
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.

## 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 (especially at the break on the two-hour meeting day) will be counted as absences.

Attendance will be taken daily at the beginning of the class using Top Hat or another mobile/clicker technology. Attendance recording will shut down ten minutes after the scheduled start of class. Failure to record your attendance before the application closes down will result in a recorded absence. (And, yes, we will discuss these kinds of mobile surveillance technologies in relation to education and digital literacy).

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

## UF Policy Statements

Our class sessions may be audio visually recorded for students in the class to refer back and for enrolled students who are unable to attend live. Students who participate with their camera engaged or utilize a profile image are agreeing to have their video or image recorded. If you are unwilling to consent to have your profile or video image recorded, be sure to keep your camera off and do not use a profile image. Likewise, students who un-mute during class and

participate orally are agreeing to have their voices recorded. If you are not willing to consent to have your voice recorded during class, you will need to keep your mute button activated and communicate exclusively using the "chat" feature, which allows students to type questions and comments live. The chat will not be recorded or shared. As in all courses, unauthorized recording and unauthorized sharing of recorded materials is prohibited.

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/)) 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-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-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>, 392-1575; and the University Police Department: 392-1111 or 9-1-1 for emergencies.

## **Assignments**

### *Weekly quizzes*

Each 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.
Organization	Writing lacks logical organization. It shows some coherence but ideas lack unity. Serious errors.	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.

*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 Module 9 (October 26-30); the assignment is due no later than 5:00 on Wednesday, November 4.

*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.

*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.

*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, talks given on campus or in local venues like the public library. For example, the Samuel Proctor Oral History Program regularly sponsors events connected with their work about African American histories, and many of the minority student groups on campus host different kinds of events.

However, given the current situation brought on by the COVID-19 pandemic, attending such events F2F is now restrictive. In response to social distancing practices, many of UF's events have been transferred to online venues, altering the experience of participants and changing methods of access. Yet, we should not assume that the transition from in-person to online imposes an inherent decline in quality. In fact, for many participants, the shift to online environments has opened the possibilities of access and attendance; such shifts have also adjust how audiences can participate with presenters and attendees.

For this assignment, you will identify and attend a UF sponsored online event during the semester. However, rather than analyze the content or performance of the event itself, your task is to analyze the role digital literacies play in how the event manifests in an online environment. Starting with the digital literacies one must have in order to attend the event, your analysis should address how successfully the event uses 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 11.

*Grading percentages*

Attendance		100 points
Weekly 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  
Final exam

200 points  
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**

Anderson, M.T. *Feed*. Candlewick. 9780763662622

Chandler, Daniel. *Semiotics for Beginners*.  
<http://visual-memory.co.uk/daniel/Documents/S4B/>

Wiesinger, Susan with Ralph Beliveau. *Digital Literacy: A Primer on Media, Identity, and the Evolution of Technology*. Peter Lang, Inc. 9781433128219.

Other readings will be provided by the instructor.

### **Schedule**

(This schedule is tentative and subject to change.)

#### **Week 1**

Monday, August 31

Wednesday, September 2

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.

READING: Accawi, Anwar F. "The Telephone." (Provided by instructor)

Friday, September 4

Breakout Sessions

#### **Week 2**

Monday, September 7—LABOR DAY HOLIDAY, NO CLASSES

Wednesday, September 9



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: Wiesinger and Beliveau, Chapter 1

Friday, September 11

Breakout Sessions (Professor Dobrin will lead 1ED1)

Week 3

Monday, September 14

Wednesday, September 16

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. .

READING: Wiesinger and Beliveau, Chapter 2

Friday, September 18

Breakout Sessions (Professor Dobrin will lead 1ED2)

Week 4

Monday, September 21

Wednesday, September 23

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. For example, we will consider the elevation of digital technologies in relation to indigenous technologies and methodologies.

READING: Wiesinger and Beliveau, Chapter 3

Friday, September 25

Breakout Sessions (Professor Dobrin will lead 1ED3)

Week 5

Monday, September 28

Wednesday, September 30

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. For example, we will examine representations of black bodies across multi media forms.

Friday, October 2

Breakout Sessions

## Week 6

Monday, October 5

Wednesday, October 7

MIDTERM EXAM (Review Monday; Exam on Wednesday)

Friday, October 9

Breakout Sessions (Professor Dobrin will lead 1ED5)

## Week 7

Monday, October 12

Wednesday, October 14

Materiality—blood minerals, E-waste, and undersea networks—how the material realities of the digital affect 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. For example, we will examine the ways that minority representations in the US contribute to global identity formations.

READING: Wiesinger and Beliveau, Chapter 8

Friday, October 16

Breakout Sessions (Professor Dobrin will lead 1ED6)

## Week 8

Monday, October 19

Wednesday, October 21

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?

READING: Wiesinger and Beliveau, Chapter 6

Friday, October 23

Breakout Sessions (Professor Dobrin will lead 1ED1)

## Week 9

Monday, October 26

Wednesday, October 28

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 populations' own aesthetics and logics contribute to our cultural understandings. For example, we will consider how digital visualization of Latino/a, Chicano/a, and LatinX populations have impacted a larger cultural identity in the US.

READING: Chandler

Friday, October 30

Breakout Sessions (Professor Dobrin will lead 1ED2)

## Week 10

Monday, November 2

### Wednesday, November 4

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 (like Latino/a populations) contribute to an emerging US identity.

READING: Wiesinger and Beliveau, Chapter 5

### Friday, November 6

Breakout Sessions (Professor Dobrin will lead 1ED3)

### Week 11

#### Monday, November 9

#### Wednesday, November 11—VETERANS DAY HOLIDAY, NO CLASSES

Digital manipulation—a history of image and information

*Diversity:* This week’s discussion includes significant consideration of historical image manipulation and the effect on cultural identity. For example, we will examine the role of digital manipulation in historical and contemporary race politics for groups like African American males.

#### Friday, November 13

Breakout Sessions (Professor Dobrin will lead 1ED4)

### Week 12

#### Monday, November 16

#### Wednesday, November 18

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.

READING: Wiesinger and Beliveau, Chapter 10

#### Friday, November 20

Breakout Sessions (Professor Dobrin will lead 1ED5)

### Week 13

#### Monday, November 23

#### Wednesday, November 25—THANKSGIVING HOLIDAY, NO CLASSES

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

*Diversity:* As this week and last 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.

READING: Anderson

#### Friday, November 27—THANKSGIVING HOLIDAY, NO CLASSES

### Week 14

#### Monday, November 30

#### Wednesday, December 2

This week we will continue the discussion initiated prior to the thanksgiving break: mobile, ubiquitous, and wearable—speculating what comes next in our digital engagement that Diversity: As this week and last 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.

Friday, December 4

Breakout Sessions (Professor Dobrin will lead 1ED4)

Week 15

Monday, December 7

Wednesday, December 9

This week we will wrap up the class and review for the final exam.

Friday, December 11

READING DAY, NO CLASSES

Finals week

FINAL EXAM

Final examination will be scheduled in appropriate period according to university exam schedule, which can be found at <https://registrar.ufl.edu/soc/201808/finalexamsched>