Title of Course (CRN XXXXX)

Wesley Raabe	Fall 2015: ENG XXXXX-XXX (CRN XXXXX)
Contact Info:	KSU Email (preferred): wraabe@kent.edu
	Twitter: @wraabe
	By phone during office hours: messages checked
	ONLY during office hours
Office Hours	SFH 205c (Ph. 672-2092):
	Library 920 (Ph. 672-1723):
	By appointment (at agreed time, with 4-hr.
	notice to cancel)

Notices

- The prerequisite for this course is either College Writing I (ENG

11011) or Honors Colloquium I (HONR 10197).

- Consult the registrar calendar for each semester's add/drop and withdrawal (no grade) date, which may vary among courses.
- If you are not officially registered by add/drop deadlines, you will not receive credit or a grade for the course. Confirm enrollment by checking your class schedule in FlashLine. Errors must be corrected prior to the add/drop deadline.

Goals

The goals for students in "ENG 39395, ST: Intro to Digital Humanities" are the following:

1. To acquire basic digital literacy skills (text and image acquisition, text encoding, image processing, text processing) that undergird web-based technology
2. To become cognizant of the challenges of reproducing cultural artifacts and to become aware that some benefits of digitization, such as access, depend on types of translation that include the risk of damaging original artifacts or of not fully representing some qualities of original documents;
3. To develop project management and collaboration skills that are required for significant web-based projects;

4. To develop interpersonal skills and communication techniques for addressing systematically and collaboratively the challenges that impede progress in group-based technology projects;
5. To achieve awareness of the responsibilities that developers of public projects have for crediting sources and for ensuring access by diverse audiences;
6. To develop a professional public identity that is associated with a web project and with associated class materials (blog posts, tweets) in publicly accessible online sites and forums.

Course Materials

TBD

Grading

20%	Blogs, Assignments, In-Class Participation, and Quizzes
20%	Paper 1 at 4–5 pgs. with proposal and final draft
30%	Paper 2 at 7–8 pgs. with proposal, workshop, and final draft
30%	Exams

I grade and return all on-time assignments (quizzes, assignments, exams, papers) within a week. When blog assignments are staggered (e.g., 4 students blog for each class period), I grade all blog posts within one week after a "set" is complete. I allow myself one extended grading period (extra week) for a quiz, blog set, or exam. If you miss class, please contact me about work returned during previous class. And please double-check grade entries on Blackboard. *Caution:* As a formal policy, if you earn a failing grade (below D- or 60%) on two or more papers or exams, you will automatically fail the course.

Accessibility Statement

My aim is for course content to be available to all students. Students who have a documented disability may need reasonable accommodations to participate fully in this class. Even if you do not have a documented disability, some materials that I provide may present challenges. For example, I tend to rely on handouts or posted instructions to spell out detailed requirements on assignments. If that means for absorbing information is challenging to you, you are welcome to stop by my office hours to discuss. Many of the basic university services that

are available to all students in this class—office hours, library reference desk, writing center, departmental advising, psychological services—are available to you on an as-needed basis without formal documentation.

In the case of a formally designated "documented disability," adjustments that alter course policies or procedures to make the course more accessible to one student may result in different course policies for different students—and that's fine. I and other professors have varied policies in different classes according to number of students, pedagogical aim of class, etc. So the legally defined standard of "reasonable accommodation" is a sensible burden for a professor to assume in order to ensure the greater value of accessibility—because the burden that a professor assumes to provide alternate options for accessibility is no greater than what students bear when professors have different policies. However, for you to receive an accommodation—for me to alter general syllabus policy on your individual behalf—university policy requires that you complete the paperwork to verify that you have a "documented disability." And you must complete the paperwork at the start of the semester to verify your eligibility. Therefore, to ensure that you receive the accommodation to which you have a right, **you must first verify your eligibility for these through Student Accessibility Services** (contact 330-672-3391 or visit <www.kent.edu/sas> for more information on registration procedures). Consult legalistic details for all university policies at <http://www.kent.edu/policyreg/index.cfm>.

Blog Posts and Formal Assignments

You will contribute 4 to 5 blog posts of approximately 300 words to the class blog. A blog post is your opportunity to build on in-class discussion, to select IDs and Quotations for exams, and to contribute your own observations. While blog posts need not observe the studied formality of a paper, the blog post should exhibit proper spelling and punctuation, its claims about the text should be supported by textual citation as evidence, and it should conclude with a bibliographical entry in a close approximation of MLA style. If you are assigned to contribute a blog post, please publish the post within 24 hours of the end of class. A handout will list requirements and suggestions for blog posts. Blog posts can complement active in-class participation, and ambitious blog posts can compensate entirely for minimal oral participation in class. Blog assignments are submitted only in electronic format.

At the start of the semester, I will allow full credit for blog posts up to one class session late and will advise in class with reminders on what a complete blog post requires: visit me during office hours if you are having trouble. For your second and subsequent posts, I will expect the posts to appear on time, within 24 hours of end of class. I grade blog posts either at the end of the week or after the entire set is complete. For late posts, I deduct a letter grade. Posts more than one week late earn no credit.

Formal assignments (papers and assignments) are listed on syllabus and posted on Blackboard. All formal assignments must be submitted both as **print copies** and as **electronic copies** on Blackboard. You may submit a word processor document in any of the following forms: Word DOC or DOCX, Acrobat PDF, GoogleDoc, or Open Document. If submitting a Google Doc, you may link to KSU Google Drive so long as you grant me access to the document and do not alter it after the due date. Presentations may be submitted as PowerPoint Document or Shows (PPT, PPTX) or as Google Presentations or Prezi presentations. Paper-style assignments must also be submitted as printed documents.

Formal assignments and papers submitted electronically via other means (such as email) will not be accepted as on time nor will they be accepted for credit. Submissions in non-designated proprietary formats (including Apple Pages) will not be accepted for credit. You may request permission to submit papers in alternate electronic format: if I have or can locate non-proprietary free software to read the document, I will accept them, provided you have requested and received approval before submission. Corrupt file formats (invalid extensions, etc.) shall be construed as missed assignments.

In-Class Participation

Participation during class-wide or small-group discussion is preferred. A smaller number of high-quality contributions is valued more than contributions of great quantity. A handout on the art of Sprezzatura will list suggestions for developing high-quality in-class contributions, which is also the model for informal blog writing. Attendance and active in-class participation can complement (but not substitute for) blog posts and assignments and quizzes.

In-Class Quizzes

Short in-class quizzes (4–5 questions) may include questions to review the reading and the lecture or discussion or activity from the previous class. Quizzes will typically have at least one question on reading due for the current class. The quiz will allow you to demonstrate that you recognize characters, place names, plot events, and brief quotations from reading. Spelling and quotation forms will always be from the required book. If you miss a quiz because you are absent or late, you will receive a grade of "0" on the quiz. In general, quizzes, which are part of in-class participation, may not be made up if you are absent or late, but see "Late Work and Extended Absences" below. I am not a big fan of quizzes and will only use them if class participation shows that a significant number of students are choosing to skip reading.

Absences and Disruptions

You are permitted to miss the equivalent of up to 2 class sessions on non-exam days with no formal penalty to your participation grade for the absences, though you cannot make up in-class grades or activities. For no more than 2 absences, your "in-class participation" portion of your participation grade will range from A to B+. For 3 or 4 absences, the "in-class participation" portion of your participation grade will be calculated at B- or C+. For 5 or 6 absences, C to D-. For 7 or more, a "0."

I will distinguish between excused and unexcused absences. To grant an excused absence, I expect formal notification (email or voice mail message) as soon as practicable. In the case of family matters or serious illness, please send me a brief message as soon as practical. For scheduled university activities, contact me BEFORE the expected absence. So that I can arrange make-up exams or quizzes, please provide a one-week notice prior to the absence. I respect your privacy. You need not provide documentation in forms of doctor's excuse, death certificate, etc. An email message in the following form qualifies an absence as excused: "I need to attend to a health matter," or "I had to attend to a family matter." Please also notify me when you expect to return to class. I expect you to contact me at the earliest convenient time: do not wait until day of your return to class.

Extended Absences: If you suffer an extended health matter or family crisis—you miss more than a week—you may make up one quiz or turn in one blog or assignment late without penalty. You will earn full credit for the make-up. One set of extended absence dates (up to two weeks) for a serious matter can be worked around during the first 10 weeks of the semester. During late-semester, extended absences for a qualifying reason (death in family, illness) may qualify you to seek an incomplete. If I do not receive reasonably regular communication about a matter that you are attempting to address (at least every two weeks), I will assume that you intend either to withdraw, request incomplete, or to face grade consequence for excessive absences. Because of past experience with students who request extraordinary assistance from professor in their effort to catch up after missing several classes, I will only provide catch-up assistance after you have returned to class and successfully completed at least one missed assignment satisfactorily. Serious health or family catastrophes (more than 3 weeks) may qualify you to have a semester expunged from your record. For such matters, you should contact your academic advisor or the student ombuds office, which will coordinate with your professors.

Keep disruptions to a minimum. Before class begins, silence or turn off electronic devices (pager, phone, etc.). Conversations unrelated to class should be held outside of class, and minimize communication (talk, or text) that distracts you or others from class. Arrive in class on time, and do not leave early. If you arrive more than ten minutes late or leave before class is dismissed, expect to be counted absent. To consult with the instructor, send an email, drop by

during office hours, or schedule an appointment.

Maintaining Communication

Regardless of whether absences are excused or unexcused, you are responsible for checking on Blackboard or class blog and to contact classmates or group members to identify what you missed. You are also advised to stop by during office hours or to contact me by email to confirm what you missed. If you schedule an office visit during my normal hours but are unable to attend, please notify me at least 4 hours before the scheduled visit. Office visits during my "by appointment" hours should always be scheduled. If you schedule a by-appointment office visit outside of my usual hours and miss the scheduled appointment, I will count it as an absence.

In the case of an extended series of absences or an unexplained absence on a major paper or project or exam date, you are required to initiate a formal contact with the professor (email, office visit) to reinstate yourself in the class. Any of the following three events demand that you contact me: missing more than two classes in a row, missing an exam, or missing a paper due date and the following class. If you have not formally dropped and wish to continue in course, an email of explanation and an office visit are required within two days after returning to class. If during early semester you miss more than three classes in a row or if you miss class at a major due date (paper, exam) with no contact, I will file an "early alert" on the campus notification system. If you miss multiple classes or major due date late in the semester (weeks 10–15), I will contact you once via email. If you do not respond promptly (within 48 hours), I will assume that you intend to drop.

Summary

To maintain yourself in good class standing, it is not acceptable to skip more than two classes in a row. To restore your standing after missing three or more classes, I expect to return to class **and** set up an office hour appointment. Sporadic good-faith efforts (a paper in my mail box or on Blackboard, a cryptic email) may demonstrate that you have a functioning conscience, but possession of a conscience is not a substitute for class attendance and for submitting assignments and for taking exams on proper due date.

Papers

Papers must *always* be submitted in print and electronic form. To earn full credit, follow all conventions of academic prose and format. In general I assume the following matters are understood as expectations for academic papers, but

you should review and highlight anything that departs from your previous practices on papers.

- Papers must have appropriate format for titles (centered, no extra space), first-page headings (your name, date, my name, name of class and assignment), page numbers, appropriate font (11-pt. Times Roman or similar), 1-inch margins, and line spacing. For a sample MLA Style paper, see a handbook or the Purdue OWL site. Papers with comically exaggerated font size, line space, or margins to lengthen or shorten will be returned without credit.

- A paper in standard format, when one allows for difference between one or two extended block quotations and all full-length prose lines, has about 400 to 425 words per page. Because of heading matter, the first page will have fewer words, about 350 to 375: a 4-page paper has 1,550 to 1,650 words, and a 6-page paper has 2,350 to 2,500 words. Generally, I assign papers with flexible length, "4 to 5" or "6 to 7" pages. Therefore, based on word count math (5 characters is a "word"), a flexible cushion is built into assignment: "4 to 5" pages may be read as "1,550 to 2,075" words. To qualify for full credit, an "A," your paper should not depart from these norms by more than 10 percent.

- Guidelines on length may seem arbitrary, but you should change your way of thinking about that: editors and publishers always have length guidelines. The time that you spend revising to ensure your paper falls into appropriate length, if you exercise good planning and self-discipline so as to demand productive work from yourself, is some of the most difficult but important work of writing for a designated audience. Tell-tale signs of excessive attention to formatting (instead of revision) include the following: fewer than 23 or more than 25 lines on a full page; a 0.75 or 1.5-in. page margin; a font at a peculiar size like 10.3- or 11.8-pt. or a sans-serif face. Block quotes seem especially to invite creativity in the formatting vein, so observe following guide: no extra padding of 1-in. left indent, no right-margin indent; no 3-line or 8-plus line quotes, and no single spacing or extra line space preceding or following. I worked as a university press typesetter, typically receive well over 1,000 manuscript pages per semester, and have access to your electronic submissions, so don't waste an hour on formatting cleverness to try to sneak something by.

- Use MLA parenthetical references for quotations and paraphrases. At end of paper, include works cited list. I do not require a separate page for works cited list. If you can save a page, you may print part of works cited list on bottom of last text page (I accept that. Some professors may not). If the author of a quoted or paraphrased passage is unambiguous (i.e., mentioned in sentence, same as previous, primary work under discussion), do not repeat author's name in parenthetical notation.

- The proposal draft is required. A final draft will only be accepted for credit if the proposal draft has been completed.

- You may only submit one paper or proposal late. The late paper submissions at any stage (proposal or final) will incur a permanent deduction of one letter grade on the overall paper. A second paper or proposal submitted late will be assigned a grade of "0."

- **1st and 3rd Person** The judicious use of the first-person pronoun "I" is acceptable. You can avoid its use in formal writing as 3rd-person writing carries with it the assumption that the writer holds a critical view or offers an observation. Brief 1st-person impressions are permissible in formal writing in my academic disciplines (literary and cultural studies), but other professional disciplines, such as so-called hard sciences, vary on attitude twoard 1st-person remarks. On matter of 3rd-person critical voice, its use is not an excuse to bury your source. Statements about text and its cultural contexts or history of critical reading should be attributed to external sources, even if the source is something the professor said in class, is included in anthology introduction, or is posted on Wikipedia. In other words, the use of 3rd-person as your well-earned voice of critical authority (because you have done research) does not relieve responsibility to note sources for facts.

- You are permitted to revise Paper 1 to improve the grade. Paper 2 cannot be revised, but it is prepared in stages. The deadlines for interim stages (proposal, etc.) are actual paper deadlines with a consequence for missing the deadline. The purpose is not to be punitive but to ensure that you progress in multiple stages, the best recipe for ensuring that you write a stronger paper. You are welcome to send me a note with questions or to share drafts during office hours. But I will not pre-grade multi-page drafts by email, and I am only willing to approximate grade if office hour visit to discuss is more than 24 hours before the assignment is due. I will answer short email queries promptly, but I can offer only one or two comments by email on drafts up to 2 pages. If you wish for extended comments at a full-draft stage, an office-hour visit is required. The check-up draft (when requested) is not "graded for content" nor does missing it cause a paper grade deduction. It is a participation grade to ensure that you continue to make progress on the longer paper.

Group Presentations

For a group presentation (3 or 4 students presenting a series of slides, but see full guidelines) you will choose an author and work from the anthology that is **not** assigned on the syllabus. You will present a 10-minute presentation (with slides) that explains the significance of the author and work how and why your chosen work could fit within the parameters of the current course survey.

Consider the following questions: When and where was work written and/or published (must match basic course parameters of geographical area, historical period, language—to extent that course is defined by such parameters in catalog)? What is the nature (genre) of the work? What strikes you as important about the work and the writer? How is the work similar to and/or different from (thematically, historically, generically) other works that we have read (or will read) in class? The straightforward option is to select for your presentation an author and work that is included in the course-assigned anthology but is not assigned on the syllabus (to check whether an author is assigned, search PDF syllabus for names).

Exams

Two exams (IDs, quotations, essays) count toward 30% of your grade. Essay questions will be provided before the exam: one or two questions may be take-home, and one question will be answered in class. If you must take an exam at an alternate time (i.e., excused absence for illness, bereavement, or university activity), the substitute exam may be identical to or different from the in-class exam, at my discretion.

When an exam includes a take-home portion, a computer printed copy—not an email message or a handwritten copy—is due in class. If you do not have the printed copy at start of class, you can drop printed exam by the envelope on my Satterfield 205c office within three hours after the end of the exam. But you will receive a 20% deduction on that portion of exam. If a handwritten answer is submitted for a take-home, you will receive a 20% deduction on that portion of the exam. These two deductions (late and handwritten take-home) are cumulative.

Cheating and Plagiarism

By second week of class, I will post a Blackboard assignment in which you affirm your familiarity with the university's cheating and plagiarism policy and in which sanctions for cheating and plagiarism are described. You must complete the assignment before you can earn credit for class submissions.

For a violation on a minor assignment—if you cheat or plagiarize on a quiz, take-home assignment, or blog assignment—you will receive a permanent zero on the assignment, one which will be calculated with the final average even if another higher grade is dropped. For cases of possibly inadvertent misrepresentations (citation omitted, quotation presented as paraphrase), you will be reminded of the importance by a deduction of one letter grade to the assignment. A second violation on a minor assignment will be treated as a serious violation.

The following violations are treated as serious violations. If you cheat or plagiarize on an exam or paper (proposal or draft or final) or if you submit falsified

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information to avoid penalties for late submission, you must submit a full non-plagiarized version capable of earning a grade of "B." But the grade you receive will be a "0." If you fail to fulfill the make-up requirement, you will automatically fail the course. For cases of possibly inadvertent misrepresentations (citation page not printed, quotation presented as paraphrase), you earn a permanent deduction of one letter grade for the assignment.

I have generally found that detection of a single incident of plagiarism requires further investigation of previous assignments. If I detect plagiarism on one assignment, you will be asked to withdraw previous assignments (grade changed to "0") or resubmit them for review.

For one serious violation or two minor violations, I will forward the evidence to the department chair, have the charge added to your record with the college, recommend further judicial sanction, and pursue the case during the appeals process. As plagiarism accusation procedures require an opportunity for student to offer defense, plagiarism accusations on final exam or final paper may result in a grade of incomplete until procedure can be completed during the following semester.

Note: The university faculty senate has recommended an option called plagiarism school for the first incident in which a student is accused of plagiarism. If this course is your first incident, I will recommend you to "plagiarism school," which will be required. If you have previously been accused of plagiarism or have attended plagiarism school before, you are not eligible for it and shall face consequences above.

How Not to Plagiarize: Amanda French has offered helpful advice on impermissible copying, especially actions that constitute plagiarism and copyright violation. <http://digitalpast002.onmason.com/syllabus/>:

> If you are copying and pasting text that someone else wrote, you might be plagiarizing. Pasted or manually retyped text is not plagiarized only when all of the following three conditions are true: 1) the pasted text is surrounded by quotation marks or set off as a block quote, and 2) the pasted text is attributed in your text to its author and its source (e.g., "As Jane Smith writes on her blog . . ."), and 3) the pasted text is cited in a footnote, endnote, and/or a bibliography (e.g., "Smith, Jane. Smith Stuff. Blog. Available <http://smithstuff.wordpress.com> Accessed August 1, 2012.") Conventions for copying and pasting computer code are less strict, but even when you copy and paste code, if you can identify the actual individual who wrote the code, you should give the coder's name and the source of the code in a code comment. If you find and use images, audio, or video on the web, you should also cite the creator (if known) and the source (at the very least) of that media file, usually in a caption as well as in a footnote, endnote, or bibliography. Note that reproducing someone else's text, image, audio, or

video file in full on your own public website may constitute copyright infringement, even with proper attribution.

That everyone violates formal copyright now or that techvangelists or corporate shills on Twitter or YouTube or Facebook or Instagram or Pandora or Google endorse a culture of free sharing of copyrighted content is not sufficient for you to escape the consequences of plagiarism within this class. Times and laws change, but my demand that you hold yourself to a high standard for ethical behavior is fully within the realm of course policy. I am not qualified to give legal advice on copyright, but I can advise sensible self-protection. When you post material on a public web site, due diligence will help you defend yourself against claims of copyright infringement. To exercise due diligence, see Cornell University's "Copyright Term and the Public Domain in the United States" <http://copyright.cornell.edu/resources/publicdomain.cfm>. Thoreau, who called for civil disobedience, spent the night in jail. If your violation of copyright is principled, I assume that failing a college course assignment is a reasonable opportunity to test whether you are truly devoted to your principles. If your copyright violations are clear and in wanton disregard to guidelines, you will be assigned a failing grade on assignment.

Course Material Copyright

The university counsel (attorney's office) has notified professors that students are selling course materials (presentations, handouts, notes, exams, etc.) to an internet company. The company re-sells those materials to subscribers. Selling course materials violates a professor's copyright: the company is re-selling stolen intellectual property. Course materials that I create and display or distribute to students (unless they are owned by someone else and distributed under fair use guidelines) are my intellectual property. Likewise, were I to sell your work on a term paper web site, I would be violating your copyright.

However, my course materials build on the work of other scholars. Therefore, I claim what is known as an Attribution-NonCommercial License (CC By-NC). See <http://creativecommons.org/licenses/> for details. In sum, you have permission to remix, tweak, or build upon my work (for example, as a school lesson plan), but you must also release your new remixed work (if it is substantially similar content) in noncommercial form. If you create a derivative work (that is, you cite me when creating something new, but yours is a substantially different work), you do have permission to license your own work on a commercial basis.

Please note that my course material copyright differs from standard syllabus boilerplate that the university counsel recommends. Unless another professor offers materials under a Creative Commons license, the usual copyright rules apply for material from that professor.

Credits

Credit to other syllabi.

Course Schedule

Week 1: You do what?

Readings on what digital humanities, by scholars and by outside critics.

Readings:	X X Marche, Stephen, "Literature is not Data: Against Digital Humanities" X http://lareviewofbooks.org/essay/literature-is-not-data-against-digital-humanities X Kirsch, Adam, "Technology Is Taking Over English Departments: The false promise of the digital humanities" X http://www.newrepublic.com/article/117428/limits-digital-humanities-adam-kirsch X X X X What is Digital Humanities: A Student Debate: Build a Blog and eBook X Sullivan, Ian, "Innovation in practice," Software Freedom Law Center" X https://www.softwarefreedom.org/blog/2014/apr/11/innovation-in-practice/ X Activity 1: Introduce Command Line X Activity 2: Introduce Plain Text Editors
### Week 1 Lecture Notes - Digital humanities i - betrayal of higher - wrapped up with on - way to save money - making students mo - Digital humanities i - creating scholarly - Scholar strategy i - Passing fad - Unavoidable for sc - Lacks institutiona	n public calling line education (MOOCS, etc.)

Readings:	X X Marche, Stephen, "Literature is not Data: Against Digital Humanities" X http://lareviewofbooks.org/essay/literature-is-not-data-against-digital-humanities X Kirsch, Adam, "Technology Is Taking Over English Departments: The false promise of the digital humanities" X http://www.newrepublic.com/article/117428/limits-digital-humanities-adam-kirsch X X X X What is Digital Humanities: A Student Debate: Build a Blog and eBook X Sullivan, Ian, "Innovation in practice," Software Freedom Law Center" X https://www.softwarefreedom.org/blog/2014/apr/11/innovation-in-practice/ X Activity 1: Introduce Command Line X Activity 2: Introduce Plain Text Editors

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Readings:	X X Marche, Stephen, "Literature is not Data: Against Digital Humanities" X http://lareviewofbooks.org/essay/literature-is-not-data-against-digital-humanities X Kirsch, Adam, "Technology Is Taking Over English Departments: The false promise of the digital humanities" X http://www.newrepublic.com/article/117428/limits-digital-humanities-adam-kirsch X X X X What is Digital Humanities: A Student Debate: Build a Blog and eBook X Sullivan, Ian, "Innovation in practice," Software Freedom Law Center" X https://www.softwarefreedom.org/blog/2014/apr/11/innovation-in-practice/ X Activity 1: Introduce Command Line X Activity 2: Introduce Plain Text Editors
1. To learn open-source transforming them in and for publishing s and in online forms 2. To develop interpers (Google Drive, DropB and collabo- ratively 3. To develop a profess a web project and wi in publicly accessib 4. To achieve a high le two of the following A) project managemen B) installation and C) proficiency with D) proficiency with E) automation of tex editors and regul F) acquiring and man G) Achieving accurac repre- sentations o with OCR or trans H) hosting	technologies for writing texts and to multiple formats (Pandoc and Markdown) tudent-authored texts in print (LaTeX, PDF) (blogs, ebooks); onal skills and communication techniques ox, GitHub) for addressing systematically the challenges of group-based technology projects; ional public identity that is associated with thclass materials (blog posts, tweets) le online sites and forums. vel of proficiency in at least processes or technologies: t and collaboration, use of open-source software, LaTeX and bibliographical management XML and TEI encoding, t manipulation with plain text ar expressions, aging digital images of cultural objects y in text-based f literary or historical texts cription and proofreading anagement systems on web servers ordPress) he balance between challenges of reproducing cultural ts of digitization, on matters such original artificats, or not fully representing l documents; of the responsibilities that developers of for crediting sources and for ensuring access .

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Readings:	X X Marche, Stephen, "Literature is not Data: Against Digital Humanities" X http://lareviewofbooks.org/essay/literature-is-not-data-against-digital-humanities X Kirsch, Adam, "Technology Is Taking Over English Departments: The false promise of the digital humanities" X http://www.newrepublic.com/article/117428/limits-digital-humanities-adam-kirsch X X X X What is Digital Humanities: A Student Debate: Build a Blog and eBook X Sullivan, Ian, "Innovation in practice," Software Freedom Law Center" X https://www.softwarefreedom.org/blog/2014/apr/11/innovation-in-practice/ X Activity 1: Introduce Command Line X Activity 2: Introduce Plain Text Editors

Week 2: Who are you?

Readings on what digital barbarians at the gates	humanities, by scholars and by outside critics, narrative and the destruction of the human.
Stephen Ramsay, "Toward	an Algorithmic Criticism" http://dho.ie/sites/default/files/Toward_an_Algorithmic_Criticism.pdf

X

Readings: X Matthew Kirschenbam, "What is Digital Humanities and What's It Doing in English Departments?" X http://mkirschenbaum.files.wordpress.com/2011/01/kirschenbaum_ade150.pdf X Julia Flanders, "The productive unease of 21st-century digital scholarship http://www.digitalhumanities.org/dhq/vol/3/3/000055/000055.html X Stephen Ramsay,"On Building" http://stephenramsay.us/text/2011/01/11/on-building/ X Mark Sample, "The digital humanities is not about building, it's about sharing" http://www.samplereality.com/2011/05/25/the-digital-humanities-is-not-about-building-its-about-sharing/ X Assignment: X Activity 1: Install Pandoc and LaTeX X Activity 2: Introduce Zotero and Bib files X Activity 3: Convert Sample Markdown File w/ bib to Word RTF and LaTeX X Activity 4: Write blog post with bibliographical reference on what DH is —————- ——————————————————————— ——————————————————————-

Week 2 Lecture Notes

- Digital humanities in English Departments

- – Making people nervous about technology competence
  - – Way to blend literary scholarship and rhetoric and composition
  - – Archival and editorial work
- Digital humanities in larger culture
  - – Online access as community good
  - – Open-source software
  - –

Week 2 Goals

1. To learn open-source technologies for writing texts and transforming them into multiple formats (Pandoc and Markdown) and for publishing student-authored texts in print (LaTeX, PDF) and in online forms (blogs, ebooks);
2. To develop interpersonal skills and communication techniques (Google Drive, DropBox, GitHub) for addressing systematically and collaboratively the challenges of group-based technology projects;
3. To develop a professional public identity that is associated with a web project and withclass materials (blog posts, tweets) in publicly accessible online sites and forums.
4. To achieve a high level of proficiency in at least two of the following processes or technologies:

   A) project management and collaboration,
   B) installation and use of open-source software,
   C) proficiency with LaTeX and bibliographical management
   D) proficiency with XML and TEI encoding,
   E) automation of text manipulation with plain text editors and regular expressions,
   F) acquiring and managing digital images of cultural objects
   G) Achieving accuracy in text-based representations of literary or historical texts with OCR or transcription and proofreading
   H) hosting content management systems on web servers (Omeka, Drupal, WordPress)

5. To become aware of the balance between challenges of reproducing cultural artifacts and benefits of digitization, on matters such as access, damaging original artificats, or not fully representing qualities of original documents;
6. To achieve awareness of the responsibilities that developers of public projects have for crediting sources and for ensuring access by diverse audiences.

Week 3: What is text, really?

	X
Readings:	X
	X
	X
	X
	X "Build a Digital Book with ePub"
	X http://www.ibm.com/developerworks/xml/tutorials/x-epubtut/index.html?ca=drs-
	X
	X
Assignment:	X Identify 3 Collaborators
	X Install DropBox and GitHub
	X Install Calibre

Week 3 Goals

1. To learn open-source technologies for writing texts and transforming them into multiple formats (Pandoc and Markdown) and for publishing student-authored texts in print (LaTeX, PDF) and in online forms (blogs, ebooks);
2. To develop interpersonal skills and communication techniques (Google Drive, DropBox, GitHub) for addressing systematically and collaboratively the challenges of group-based technology projects;
3. To develop a professional public identity that is associated with a web project and withclass materials (blog posts, tweets) in publicly accessible online sites and forums.
4. To achieve a high level of proficiency in at least two of the following processes or technologies:

   A) project management and collaboration,
   B) installation and use of open-source software,
   C) proficiency with LaTeX and bibliographical management
   D) proficiency with XML and TEI encoding,
   E) automation of text manipulation with plain text editors and regular expressions,
   F) acquiring and managing digital images of cultural objects
   G) Achieving accuracy in text-based representations of literary or historical texts with OCR or transcription and proofreading
   H) hosting content management systems on web servers (Omeka, Drupal, WordPress)

5. To become aware of the balance between challenges of reproducing cultural artifacts and benefits of digitization, on matters such as access, damaging original artificats, or not fully representing qualities of original documents;
6. To achieve awareness of the responsibilities that developers of public projects have for crediting sources and for ensuring access by diverse audiences.

Week 4: Who am I?

	X
Readings:	X
	X
	X
	X
	X
	X
	X
Assignment:	X Post MarkDown source and LaTeX source to GitHub, and post link to ePub eBook on Drop
	X Submit LaTeX-generated print copy and PDF
	X Create Twitter account (class or personal) and designate hash tag

Week 4 Goals

1. To learn open-source technologies for writing texts and transforming them into multiple formats (Pandoc and Markdown) and for publishing student-authored texts in print (LaTeX, PDF) and in online forms (blogs, ebooks);
2. To develop interpersonal skills and communication techniques (Google Drive, DropBox, GitHub) for addressing systematically and collaboratively the challenges of group-based technology projects;
3. To develop a professional public identity that is associated with a web project and withclass materials (blog posts, tweets) in publicly accessible online sites and forums.
4. To achieve a high level of proficiency in at least two of the following processes or technologies:

   A) project management and collaboration,
   B) installation and use of open-source software,
   C) proficiency with LaTeX and bibliographical management
   D) proficiency with XML and TEI encoding,

E) automation of text manipulation with plain text editors and regular expressions,

F) acquiring and managing digital images of cultural objects

G) Achieving accuracy in text-based representations of literary or historical texts with OCR or transcription and proofreading

H) hosting content management systems on web servers (Omeka, Drupal, WordPress)

5. To become aware of the balance between challenges of reproducing cultural artifacts and benefits of digitization, on matters such as access, damaging original artificats, or not fully representing qualities of original documents;

6. To achieve awareness of the responsibilities that developers of public projects have for crediting sources and for ensuring access by diverse audiences.

Week 5: Searching for lost arks

	X
Readings:	X
	X
	X
	X
	X
	X
	X
Assignment:	X Visit library special collections
	X Set up Reclaim Hosting and Install Omeka and WordPress

Week 5 Goals

1. To learn open-source technologies for writing texts and transforming them into multiple formats (Pandoc and Markdown) and for publishing student-authored texts in print (LaTeX, PDF) and in online forms (blogs, ebooks);

2. To develop interpersonal skills and communication techniques (Google Drive, DropBox, GitHub) for addressing systematically and collaboratively the challenges of group-based technology projects;

3. To develop a professional public identity that is associated with a web project and withclass materials (blog posts, tweets) in publicly accessible online sites and forums.

4. To achieve a high level of proficiency in at least two of the following processes or technologies:

   A) project management and collaboration,
   B) installation and use of open-source software,
   C) proficiency with LaTeX and bibliographical management
   D) proficiency with XML and TEI encoding,
   E) automation of text manipulation with plain text editors and regular expressions,
   F) acquiring and managing digital images of cultural objects
   G) Achieving accuracy in text-based representations of literary or historical texts with OCR or transcription and proofreading
   H) hosting content management systems on web servers (Omeka, Drupal, WordPress)

5. To become aware of the balance between challenges of reproducing cultural artifacts and benefits of digitization, on matters such as access, damaging original artificats, or not fully representing qualities of original documents;
6. To achieve awareness of the responsibilities that developers of public projects have for crediting sources and for ensuring access by diverse audiences.

Week 6: Back to the archive again

	X
Readings:	X
	X
	X Daniel J. Cohen and Roy Rosenszwig, "How to Make Text Digital: Scanning, OCR, and Ty
	X http://chnm.gmu.edu/digitalhistory/digitizing/4.php
	X Daniel J. Cohen and Roy Rosenszwig, "Digital Images" *Digital History,*
	X http://chnm.gmu.edu/digitalhistory/digitizing/5.php
	X
Assignment:	X Transcribe Text
	X Install Tesseract and OCR print text
	X

Week 6 Goals

1. To learn open-source technologies for writing texts and transforming them into multiple formats (Pandoc and Markdown) and for publishing student-authored texts in print (LaTeX, PDF) and in online forms (blogs, ebooks);
2. To develop interpersonal skills and communication techniques (Google Drive, DropBox, GitHub) for addressing systematically and collaboratively the challenges of group-based technology projects;
3. To develop a professional public identity that is associated with a web project and withclass materials (blog posts, tweets) in publicly accessible online sites and forums.
4. To achieve a high level of proficiency in at least two of the following processes or technologies:

    A) project management and collaboration,
    B) installation and use of open-source software,
    C) proficiency with LaTeX and bibliographical management
    D) proficiency with XML and TEI encoding,
    E) automation of text manipulation with plain text editors and regular expressions,
    F) acquiring and managing digital images of cultural objects
    G) Achieving accuracy in text-based representations of literary or historical texts with OCR or transcription and proofreading
    H) hosting content management systems on web servers (Omeka, Drupal, WordPress)

5. To become aware of the balance between challenges of reproducing cultural artifacts and benefits of digitization, on matters such as access, damaging original artificats, or not fully representing qualities of original documents;
6. To achieve awareness of the responsibilities that developers of public projects have for crediting sources and for ensuring access by diverse audiences.

Week 7: Pictures are worth a 1000 words

Readings:	X X
	X Klenczon & Rygiel, "Librarian Cornered by Images, or How to Index Visual Resources" *Cataloging & Classification Quarterly* X 52:1 (2014): 1-21. X X X X X Compare Transcribed and OCR Text in JUXTA X Orally proofread transcribed text against original document X Introduce REGEX X Read Introduction to XML

Week 7 Goals

1. To learn open-source technologies for writing texts and transforming them into multiple formats (Pandoc and Markdown) and for publishing student-authored texts in print (LaTeX, PDF) and in online forms (blogs, ebooks);
2. To develop interpersonal skills and communication techniques (Google Drive, DropBox, GitHub) for addressing systematically and collaboratively the challenges of group-based technology projects;
3. To develop a professional public identity that is associated with a web project and withclass materials (blog posts, tweets) in publicly accessible online sites and forums.
4. To achieve a high level of proficiency in at least two of the following processes or technologies:

    A) project management and collaboration,
    B) installation and use of open-source software,
    C) proficiency with LaTeX and bibliographical management
    D) proficiency with XML and TEI encoding,
    E) automation of text manipulation with plain text editors and regular expressions,
    F) acquiring and managing digital images of cultural objects
    G) Achieving accuracy in text-based representations of literary or historical texts with OCR or transcription and proofreading
    H) hosting content management systems on web servers (Omeka, Drupal, WordPress)

5. To become aware of the balance between challenges of reproducing cultural artifacts and benefits of digitization, on matters such as access, damaging original artificats, or not fully representing qualities of original documents;
6. To achieve awareness of the responsibilities that developers of public projects have for crediting sources and for ensuring access by diverse audiences.

Week 8: Text pictures are words

	X
Readings:	X
	X
	X
	X Kline, Mary-Jo and Susan Holbrook Perdue, *A Guide to Documentary Editing*
	X Sections from "Transcribing the Source Text": Sections I–IV and V A:1, Handwritten Sourc
	X (http://gde.upress.virginia.edu/04-gde.html#h2.5)[http://gde.upress.virginia.edu/04-gde.htm

	X
	X
	X
Assignment:	X Introduce XML, TEILite, XSLT, and Saxon
	X Install Drupal and TEIChI
	X Install Omeka and

Week 8 Goals

1. To learn open-source technologies for writing texts and transforming them into multiple formats (Pandoc and Markdown) and for publishing student-authored texts in print (LaTeX, PDF) and in online forms (blogs, ebooks);
2. To develop interpersonal skills and communication techniques (Google Drive, DropBox, GitHub) for addressing systematically and collaboratively the challenges of group-based technology projects;
3. To develop a professional public identity that is associated with a web project and withclass materials (blog posts, tweets) in publicly accessible online sites and forums.
4. To achieve a high level of proficiency in at least two of the following processes or technologies:

    A) project management and collaboration,
    B) installation and use of open-source software,
    C) proficiency with LaTeX and bibliographical management
    D) proficiency with XML and TEI encoding,
    E) automation of text manipulation with plain text editors and regular expressions,
    F) acquiring and managing digital images of cultural objects
    G) Achieving accuracy in text-based representations of literary or historical texts with OCR or transcription and proofreading
    H) hosting content management systems on web servers (Omeka, Drupal, WordPress)

5. To become aware of the balance between challenges of reproducing cultural artifacts and benefits of digitization, on matters such as access, damaging original artificats, or not fully representing qualities of original documents;
6. To achieve awareness of the responsibilities that developers of public projects have for crediting sources and for ensuring access by diverse audiences.

Week 9: What is text, really?

	X
Readings:	X
	X
	X Daniel J. Cohen and
	X (http://chnm.gmu.edu/digitalhistory/digitizing/3.php)[http://chnm.gmu.edu/digitalhistory/
	X
	X
	X
Assignment:	X Propose Project Plan
	X Install Drupal and TEIChI *or* Install Omeka and Scripto *or* Install Version Machine
	X

Week 9 Goals

1. To learn open-source technologies for writing texts and transforming them
   into multiple formats (Pandoc and Markdown) and for publishing student-
   authored texts in print (LaTeX, PDF) and in online forms (blogs, ebooks);
2. To develop interpersonal skills and communication techniques (Google
   Drive, DropBox, GitHub) for addressing systematically and collabora-
   tively the challenges of group-based technology projects;
3. To develop a professional public identity that is associated with a web
   project and withclass materials (blog posts, tweets) in publicly accessible
   online sites and forums.
4. To achieve a high level of proficiency in at least two of the following pro-
   cesses or technologies:

   A) project management and collaboration,
   B) installation and use of open-source software,
   C) proficiency with LaTeX and bibliographical management
   D) proficiency with XML and TEI encoding,
   E) automation of text manipulation with plain text editors and regular
      expressions,
   F) acquiring and managing digital images of cultural objects
   G) Achieving accuracy in text-based representations of literary or his-
      torical texts with OCR or transcription and proofreading
   H) hosting content management systems on web servers (Omeka, Dru-
      pal, WordPress)

5. To become aware of the balance between challenges of reproducing cultural
   artifacts and benefits of digitization, on matters such as access, damaging

original artificats, or not fully representing qualities of original documents;

6. To achieve awareness of the responsibilities that developers of public projects have for crediting sources and for ensuring access by diverse audiences.

Week 10: All hang together, or all hang separately

	X
Readings:	X
	X
	X
	X
	X
	X
	X
Assignment:	X
	X
	X

Week 10 Goals: Pick a site, any site.

1. To learn open-source technologies for writing texts and transforming them into multiple formats (Pandoc and Markdown) and for publishing student-authored texts in print (LaTeX, PDF) and in online forms (blogs, ebooks);
2. To develop interpersonal skills and communication techniques (Google Drive, DropBox, GitHub) for addressing systematically and collaboratively the challenges of group-based technology projects;
3. To develop a professional public identity that is associated with a web project and withclass materials (blog posts, tweets) in publicly accessible online sites and forums.
4. To achieve a high level of proficiency in at least two of the following processes or technologies:

    A) project management and collaboration,
    B) installation and use of open-source software,
    C) proficiency with LaTeX and bibliographical management
    D) proficiency with XML and TEI encoding,
    E) automation of text manipulation with plain text editors and regular expressions,

F) acquiring and managing digital images of cultural objects

G) Achieving accuracy in text-based representations of literary or historical texts with OCR or transcription and proofreading

H) hosting content management systems on web servers (Omeka, Drupal, WordPress)

5. To become aware of the balance between challenges of reproducing cultural artifacts and benefits of digitization, on matters such as access, damaging original artificats, or not fully representing qualities of original documents;

6. To achieve awareness of the responsibilities that developers of public projects have for crediting sources and for ensuring access by diverse audiences.

Week 11: Gathering our wares

	X
Readings:	X
	X
	X
	X
	X
	X
	X
Assignment:	X
	X
	X

Week 11 Goals

1. To learn open-source technologies for writing texts and transforming them into multiple formats (Pandoc and Markdown) and for publishing student-authored texts in print (LaTeX, PDF) and in online forms (blogs, ebooks);

2. To develop interpersonal skills and communication techniques (Google Drive, DropBox, GitHub) for addressing systematically and collaboratively the challenges of group-based technology projects;

3. To develop a professional public identity that is associated with a web project and withclass materials (blog posts, tweets) in publicly accessible online sites and forums.

4. To achieve a high level of proficiency in at least two of the following processes or technologies:

   A) project management and collaboration,
   B) installation and use of open-source software,
   C) proficiency with LaTeX and bibliographical management
   D) proficiency with XML and TEI encoding,
   E) automation of text manipulation with plain text editors and regular expressions,
   F) acquiring and managing digital images of cultural objects
   G) Achieving accuracy in text-based representations of literary or historical texts with OCR or transcription and proofreading
   H) hosting content management systems on web servers (Omeka, Drupal, WordPress)

5. To become aware of the balance between challenges of reproducing cultural artifacts and benefits of digitization, on matters such as access, damaging original artificats, or not fully representing qualities of original documents;

6. To achieve awareness of the responsibilities that developers of public projects have for crediting sources and for ensuring access by diverse audiences.

Week 12: If we build it, will they come?

	X
Readings:	X
	X
	X
	X
	X
	X
	X
Assignment:	X
	X
	X

Week 12 Goals

1. To learn open-source technologies for writing texts and transforming them into multiple formats (Pandoc and Markdown) and for publishing student-authored texts in print (LaTeX, PDF) and in online forms (blogs, ebooks);
2. To develop interpersonal skills and communication techniques (Google Drive, DropBox, GitHub) for addressing systematically and collaboratively the challenges of group-based technology projects;
3. To develop a professional public identity that is associated with a web project and withclass materials (blog posts, tweets) in publicly accessible online sites and forums.
4. To achieve a high level of proficiency in at least two of the following processes or technologies:

   A) project management and collaboration,
   B) installation and use of open-source software,
   C) proficiency with LaTeX and bibliographical management
   D) proficiency with XML and TEI encoding,
   E) automation of text manipulation with plain text editors and regular expressions,
   F) acquiring and managing digital images of cultural objects
   G) Achieving accuracy in text-based representations of literary or historical texts with OCR or transcription and proofreading
   H) hosting content management systems on web servers (Omeka, Drupal, WordPress)

5. To become aware of the balance between challenges of reproducing cultural artifacts and benefits of digitization, on matters such as access, damaging original artificats, or not fully representing qualities of original documents;
6. To achieve awareness of the responsibilities that developers of public projects have for crediting sources and for ensuring access by diverse audiences.

Week 13: Who is our audience?

	X
Readings:	X
	X
	X
	X
	X
	X

$$
\begin{array}{rl}
& \text{X} \\
\text{Assignment:} & \text{X} \\
& \text{X} \\
& \text{X}
\end{array}
$$

_____

Week 13 Goals

1. To learn open-source technologies for writing texts and transforming them into multiple formats (Pandoc and Markdown) and for publishing student-authored texts in print (LaTeX, PDF) and in online forms (blogs, ebooks);
2. To develop interpersonal skills and communication techniques (Google Drive, DropBox, GitHub) for addressing systematically and collaboratively the challenges of group-based technology projects;
3. To develop a professional public identity that is associated with a web project and withclass materials (blog posts, tweets) in publicly accessible online sites and forums.
4. To achieve a high level of proficiency in at least two of the following processes or technologies:

    A) project management and collaboration,
    B) installation and use of open-source software,
    C) proficiency with LaTeX and bibliographical management
    D) proficiency with XML and TEI encoding,
    E) automation of text manipulation with plain text editors and regular expressions,
    F) acquiring and managing digital images of cultural objects
    G) Achieving accuracy in text-based representations of literary or historical texts with OCR or transcription and proofreading
    H) hosting content management systems on web servers (Omeka, Drupal, WordPress)

5. To become aware of the balance between challenges of reproducing cultural artifacts and benefits of digitization, on matters such as access, damaging original artificats, or not fully representing qualities of original documents;
6. To achieve awareness of the responsibilities that developers of public projects have for crediting sources and for ensuring access by diverse audiences.

Week 14: Is this legal?

_____

X

Readings:	X
	X
	X
	X
	X
	X
	X
Assignment:	X
	X
	X

Week 14 Goals

1. To learn open-source technologies for writing texts and transforming them into multiple formats (Pandoc and Markdown) and for publishing student-authored texts in print (LaTeX, PDF) and in online forms (blogs, ebooks);

2. To develop interpersonal skills and communication techniques (Google Drive, DropBox, GitHub) for addressing systematically and collaboratively the challenges of group-based technology projects;

3. To develop a professional public identity that is associated with a web project and withclass materials (blog posts, tweets) in publicly accessible online sites and forums.

4. To achieve a high level of proficiency in at least two of the following processes or technologies:

   A) project management and collaboration,
   B) installation and use of open-source software,
   C) proficiency with LaTeX and bibliographical management
   D) proficiency with XML and TEI encoding,
   E) automation of text manipulation with plain text editors and regular expressions,
   F) acquiring and managing digital images of cultural objects
   G) Achieving accuracy in text-based representations of literary or historical texts with OCR or transcription and proofreading
   H) hosting content management systems on web servers (Omeka, Drupal, WordPress)

5. To become aware of the balance between challenges of reproducing cultural artifacts and benefits of digitization, on matters such as access, damaging original artificats, or not fully representing qualities of original documents;

6. To achieve awareness of the responsibilities that developers of public projects have for crediting sources and for ensuring access by diverse audiences.

Week 15: Sharing our wares

	X
Readings:	X
	X
	X
	X
	X
	X
	X
Assignment:	X
	X
	X

Week 15 Goals

1. To learn open-source technologies for writing texts and transforming them into multiple formats (Pandoc and Markdown) and for publishing student-authored texts in print (LaTeX, PDF) and in online forms (blogs, ebooks);
2. To develop interpersonal skills and communication techniques (Google Drive, DropBox, GitHub) for addressing systematically and collaboratively the challenges of group-based technology projects;
3. To develop a professional public identity that is associated with a web project and withclass materials (blog posts, tweets) in publicly accessible online sites and forums.
4. To achieve a high level of proficiency in at least two of the following processes or technologies:

    A) project management and collaboration,
    B) installation and use of open-source software,
    C) proficiency with LaTeX and bibliographical management
    D) proficiency with XML and TEI encoding,
    E) automation of text manipulation with plain text editors and regular expressions,
    F) acquiring and managing digital images of cultural objects

G) Achieving accuracy in text-based representations of literary or historical texts with OCR or transcription and proofreading

H) hosting content management systems on web servers (Omeka, Drupal, WordPress)

5. To become aware of the balance between challenges of reproducing cultural artifacts and benefits of digitization, on matters such as access, damaging original artificats, or not fully representing qualities of original documents;

6. To achieve awareness of the responsibilities that developers of public projects have for crediting sources and for ensuring access by diverse audiences.