# City University of Hong Kong Course Syllabus

# offered by Department of English with effect from Semester A 2017 / 18

Part I Course Over	view
	Literature in the Digital Age
Course Title:	TINIA 500
	EN3580
Course Code:	1 semester
<b>Course Duration:</b>	
	3
Credit Units:	B3
Level:	
	Arts and Humanities
<b>Proposed Area:</b> (for GE courses only)	Study of Societies, Social and Business Organisations  Science and Technology
Medium of	English
Instruction:	English
Medium of Assessment:	
Prerequisites:	Nil
(Course Code and Title)	Nil
<b>Precursors</b> : (Course Code and Title)	
<b>Equivalent Courses:</b>	Nil
(Course Code and Title)	Nil
Exclusive Courses: (Course Code and Title)	1411

#### Part II Course Details

#### 1. Abstract

(A 150-word description about the course)

This course aims to apply the theories, concepts and methods of digital media studies and the Digital Humanities, specifically in relation to English Studies and new forms of computer-assisted text creation and analysis. Participants will learn about the practical and practice-based approaches within the Digital Humanities, analyse digital projects composed in English Departments, develop professional group projects and apply their new knowledge by making new innovative expansions to the study of literature, linguistics or rhetoric. Through readings, classroom activities and coursework, participants will develop the ability to communicate with other scholars and teachers familiar with the Digital Humanities and discovery pathways for new digital literary productions.

### 2. Course Intended Learning Outcomes (CILOs)

(CILOs state what the student is expected to be able to do at the end of the course according to a given standard of performance.)

No.	CILOs	Weighting* (if		ery-eni ılum re	
		applicable)	learnin	g outco	omes
			· .	e tick	where
			approp	riate)	
			A1	A2	A3
1.	Describe the development of the Digital Humanities in the academy, specifically in English Studies;		X		
2.	Analyze how digital media tools have been used to further as well as alter the work of scholars studying literature, poetry, linguistics, and rhetoric in the broader discipline of English Studies;		X	X	
3.	Apply the analysis and exploration of the Digital Humanities to planning and developing professional and applied projects of the student's own design;			X	X
4.	Relate the workings and themes of the Digital Humanities to contemporary academic and social contexts involving digital media.			X	X
* If we	eighting is assigned to CILOs, they should add up to 100%.	100%			

A1: Attitude

Develop an attitude of discovery/innovation/creativity, as demonstrated by students possessing a strong sense of curiosity, asking questions actively, challenging assumptions or engaging in inquiry together with teachers.

A2: Ability

Develop the ability/skill needed to discover/innovate/create, as demonstrated by students possessing critical thinking skills to assess ideas, acquiring research skills, synthesizing knowledge across disciplines or applying academic knowledge to self-life problems.

A3: Accomplishments

Demonstrate accomplishment of discovery/innovation/creativity through producing /constructing creative works/new artefacts, effective solutions to real-life problems or new processes.

### 3. Teaching and Learning Activities (TLAs)

(TLAs designed to facilitate students' achievement of the CILOs.)

TLA Brief Description	CILO No.	Hours/week (if
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		1	2	3	4		applicable)
Reading the	Students should show active	X	X	_			
course book	participation in the course by	71	71				
and other	reading assigned chapters of the						
assigned	course textbooks (and using Web						
_	resources to access additional						
readings, and							
reading/using	materials) before each class in						
web & media	order to facilitate classroom						
resources.	discussions and exercises. The						
	course readings will be						
	supplemented by Web and other						
	audio-visual media resources. All						
	of the readings and resources will						
	focus on understanding the						
	Digital Humanities, identifying						
	issues with building projects that						
	can contribute to English Studies,						
	and analyzing how such work						
	informs the study of the English						
	language.				<u></u>		
Exploring	Students will analyse Digital				X		
Digital	Humanities projects created by						
Humanities	English Studies scholars. Doing						
projects	so will require critical thinking						
online and	about the affordances and						
writing a	constraints of each digital work						
critical	and require participants to						
analysis	consider how the project engages						
	digital media and visualizes issues						
	in English Studies. Students will						
	show active participation in the						
	course by taking part in these						
	activities and by individually						
	completing a formal review of						
	one Digital Humanities project by						
	week 6. Students should discuss						
	how the project relates to course						
	readings and how it uses digital						
	media tools to support/ expand/						
	revise the work of English						
	Studies.						
Participating	Lectures will be interactive with	X	X				
in interactive	in-class "building exercises"						
lectures,	interspersed . Classroom time will						
in-class	be used to provide participants						
discussions &	with the opportunity to interact						
lab exercises	with Digital Humanities projects,						
3122 31505	engage in group discussions and						
	learn how to use basic digital						
	media platforms/ devices/						
	tools—such as digital timelines,						
	mapping technologies, QR codes,						
	data mining tools, social search						
	evaluators, and open source						
	software with community shared						
	code that enables interactivity.						
	Participants will analyse the						
	functions and purposes of the						
	raneuons and purposes of the	<u> </u>	<u> </u>	<u> </u>	<u> </u>		

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	1:CC					
	different projects and digital					
	media tools used and then apply					
	analytical skills to issues in					
	English Studies.					
4. Developing	Students will work in groups of		X	X		
an original	2-3 to develop their own					
_	professional, applied Digital					
Digital	Humanities project as a way to					
Humanities	practice collaborative digital					
	media work and make a					
project	contribution to the Digital					
	Humanities in English Studies.					
	Classroom time will be used to					
	provide students with guidance					
	and encouragement as they seek					
	to write an initial proposal					
	outlining their project idea and					
	then develop their project with					
	digital tools explored in class					
	building sessions.For example,					
	students might work together to					
	build an interactive timeline, map,					
	graph or website, using digital					
	tools which can aid scholarship					
	related to study of literature,					
	linguistics, or rhetoric.					

## 4. Assessment Tasks/Activities (ATs)

(ATs are designed to assess how well the students achieve the CILOs.)

Assessment Tasks/Activities	CILO No.				Weighting*	Remarks				
	1	2	3	4						
Continuous Assessment: _100_%										
In-Class Reading	X	X					20% (10% each)			
Evaluations							Cacii)			
Two half-hour written										
evaluations designed to										
encourage deep interaction										
with assigned readings and to										
help students clarify and										
consolidate concepts related										
to the Digital Humanities.										
Student performance in each										
quiz will be assessed										
individually according to										
how well they are able to										
1. Describe issues from the										
readings;										
2. Analyze issues and										
debates happening in the										

Digital Humanities.						
Critical Analysis Project	X		X		30%	
Students will (with guidance						
from the instructor and						
feedback from sharing work						
with peers) create a critical						
review of one Digital						
Humanities (DH) project.						
Each project should contain						
text and images. It should						
explore how the digital						
media tools used achieve the						
researcher's professional or						
intellectual goals, how the						
project relates to English						
Studies, and how the DH						
project can be improved						
upon or extended. Student						
performance will be assessed						
individually according to						
how well they are able to						
1. Express an understanding						
of how this project expands						
or fits into the trajectory of						
studies in literature,						
linguistics or rhetoric (10%);						
2. Critically analyse how the						
DH project uses digital						
media tools to achieve its						
goals and whether it does so						
effectively (10%);						
3. Suggest compelling ways						
to improve, update or add to						
the project (10%);						
<b>Project Proposal and Final</b>	X	X	X		40% (10% for proposal	
Applied DH Project					and 30% for	
Students will work together					project)	
to develop an applied and						
professional Digital						
Humanities project that uses						
digital media tools explored						

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in class building sessions.							
For example, students might							
design an interactive map of							
edits to Wikipedia pages							
about Salman Rushdie in							
relation to riots in the Middle							
East, or they might build an							
interactive timeline							
comparing visual differences							
in performance styles of							
Shakespearian plays. These							
are projects that apply							
concepts from English							
Studies through digital							
media. Projects might							
include new digital							
literatures, text analysis, or							
computer programs. The							
project will be developed							
over the final several weeks							
and be presented to the class.							
Participation	X	X	X			10%	
Students class attendance,							
punctuality for class and							
participation in class							
activities and digital lab							
sessions are assessed (See							
separate assessment rubric							
below).							
Examination:% (duration:			if ap	plica	ble)		

Examination: \_\_\_\_% (duration: \*The weightings should add up to 100%.

100%

# 5. Assessment Rubrics

(Grading of student achievements is based on student performance in assessment tasks/activities with the following rubrics.)

Assessment Task	Criterion	Excellent	Good	Fair	Marginal	Failure
		(A+, A, A-)	(B+, B, B-)	(C+, C, C-)	(D)	(F)
1. In-class Reading		Able to recall the	Able to recall	Able to recall	Able to recall little	Unable to recall the
<b>Evaluations</b>		history of Digital	some history of	some history of	history of Digital	history of Digital
		Humanities,	Digital	Digital	Humanities, does	Humanities, analyze
		critically analyze	Humanities,	Humanities,	not analyze debates	debates and/or
		debates about the	critically analyze	analyze debates	about the Digital	express ideas in
		Digital	debates about the	about the Digital	Humanities,	accurate English.
		Humanities and	Digital	Humanities but	expresses rare	
		relate those	Humanities and	expressing few	critical insights.	
		conversations to	relate some	critical insights	Demonstrate	
		English Studies.	aspects of those	and only relating	sometimes	
		Demonstrate	conversations to	some aspects of	inaccurate and	
		accurate, original	English Studies.	those	unevenly detailed	
		and detailed	Demonstrate	conversations to	interpretation of DH	
		interpretation of	reasonably	English Studies.	projects explored in	
		DH projects	accurate and	Demonstrate	class, applying	
		explored in class,	detailed	inaccurate and/or	principles, providing	
		applying	interpretation of	unevenly detailed	few or weak	
		appropriate	DH projects	interpretation of	arguments and	
		principles,	explored in class,	DH projects	evidence while	
		providing ample	applying	explored in class,	using moderate or	
		arguments and	appropriate	applying	mostly inaccurate	
		evidence in clear	principles,	principles,	English.	
		and accurate	providing ample	providing nominal		

	English.	arguments and	arguments and		
		evidence in	evidence in		
		mostly accurate	mostly accurate		
		English.	English.		
2. Critical	Able to explicate	Able to explicate	Able to identify	Able to identify	Unable to describe
Analysis Project	passages clearly	passages clearly,	<b>English Studies</b>	some aspect of	traditions in English
	and insightfully,	identify English	traditions or	English Studies	Studies and/or
	identify English	Studies traditions	movements, relate	traditions or	describe a DH
	Studies traditions	or movements,	some aspects of a	movements, relate	project with
	or movements,	relate some	DH project to	few aspects of a DH	accuracy and/or
	relate a DH	aspects of a DH	those traditions/	project to those	build an argument.
	project to those	project to those	movements,	traditions/	
	traditions/	traditions/	summarize a DH	movements,	
	movements,	movements,	project with	moderately	
	accurately	mostly	moderate	summarize a DH	
	summarize a DH	summarize a DH	accuracy, discuss	project with some	
	project, discuss	project with	only some of the	errors, discuss only	
	the specific	accuracy, discuss	specific	some of the specific	
	technological	many of the	technological and	technological and	
	and aesthetic	specific	aesthetic aspects	aesthetic aspects of	
	aspects of a DH	technological	of a DH project	a DH project and	
	project, critique	and aesthetic	and develop a	develop a weak	
	the	aspects of a DH	partial critique of	critique of their	
	appropriateness	project and	their	appropriateness for	
	of the project	develop a	appropriateness	the project goals,	
	elements in	critique of their	for the project	synthesize few	
	relation to the	appropriateness	goals, synthesize	points into a	

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	project goals,	for the project	points into a	coherent argument	
	synthesize points	goals, synthesize	coherent argument	expressed with	
	into a coherent	points into a	expressed with	difficult to	
	argument	coherent	understandable	understand English	
	expressed in	argument	English.	and many grammar	
	clear and	expressed in		errors.	
	accurate English.	clear and			
		accurate English.			
3. Final Applied	Able to	Able to work	Able to work	Not able to work	Unable to work well
DH Project	effectively work	together with	together with	together with group	together or develop
	together with	group members	group members	members very well	an original project
	group members	with few issues	but encountered	in developing an	proposal. The
	and develop an	and develop an	issues in	original project	project does not use
	original project	original project	developing an	proposal. The	digital media tools
	proposal that is	proposal that is	original project	project is	explored in class
	then	then	proposal. The	implemented using	and/or does not
	implemented	implemented	project is	some of the digital	relate to concerns or
	using digital	using digital	implemented	media tools explored	traditions in English
	media tools	media tools	using digital	in class building	Studies and/or does
	explored in class	explored in class	media tools	sessions. The final	not conduct a
	building	building	explored in class	DH project only	meaningful analysis
	sessions. The	sessions. The	building sessions.	moderately relates to	of texts/ elements.
	final DH project	final DH project	The final DH	concerns or	The group cannot
	clearly relates to	relates to	project only	traditions in English	relate the goals of
	concerns or	concerns or	moderately relates	Studies, uses digital	the project to
	traditions in	traditions in	to concerns or	media tools to	English Studies. The
	English Studies,	English Studies,	traditions in	perform analysis	project elements

uses digital	uses digital	English Studies,	that is not always	and/or the
media tools to	media tools to	uses digital media	clear and not best	presentation are
perform analysis	perform analysis	tools to perform	conducted through	delivered in difficult
that is	that is	analysis that is not	those tools. Students	to understand
meaningfully and	meaningfully	always clear and	can only sometimes	English.
best conducted			•	English.
	and but perhaps	perhaps not best	explain the goals of	
through those	not best	conducted through	the project and	
tools. Students	conducted	those tools.	relate the	
can explain the	through those	Students can only	technological and	
goals of the	tools. Students	sometimes explain	aesthetic choice to	
project and relate	can explain the	the goals of the	those goals. The	
each	goals of the	project and relate	group presentation	
technological	project and relate	the technological	of the final project	
and aesthetic	most of the	and aesthetic	demonstrates poor	
choice to those	technological	choice to those	understanding of	
goals. The group	and aesthetic	goals. The group	how the project	
presentation of	choice to those	presentation of the	compares to other	
the final project	goals. The group	final project	DH projects in	
demonstrates	presentation of	demonstrates	English Studies and	
strong	the final project	uneven	how it fits into a	
understanding of	demonstrates	understanding of	research trajectory	
how the project	good	how the project	in English Studies.	
compares to	understanding of	compares to other	The project elements	
other DH	how the project	DH projects in	and class	
projects in	compares to	English Studies	presentation are	
English Studies	other DH	and how it fits	written and	
and how it fits	projects in	into a research	delivered in difficult	

into a research	English Studies	trajectory in	to understand	
trajectory in	and how it fits	English Studies.	English.	
English Studies.	into a research	The project		
The project	trajectory in	elements and class		
elements and	English Studies.	presentation are		
class	The project	written and		
presentation are	elements and	delivered in		
written and	class	mostly clear and		
delivered in clear	presentation are	accurate English.		
and accurate	written and			
English.	delivered in			
	mostly clear and			
	accurate English.			

Part III Other Information (more details can be provided separately in the teaching plan)

## 1. Keyword Syllabus

(An indication of the key topics of the course.)

Digital Humanities, dynamic text, graphics, interactivity, text analysis, text preservation

## 2. Reading List

## 2.1 Compulsory Readings

(Compulsory readings can include books, book chapters, or journal/magazine articles. There are also collections of e-books, e-journals available from the CityU Library.)

1.	Schreibman, S., Siemens, R., Unsworth, J. (Eds). (2004). A Companion to the Digital
	Humanitites. New York, NY: Houghton Mifflin. <a href="http://www.digitalhumanities.org/companion/">http://www.digitalhumanities.org/companion/</a>
2.	Schreibman, S., Siemens, R., Unsworth, J. (Eds). (2008) A Companion to Digital Literary
	Studies. New York, NY: Houghton Mifflin. <a href="http://www.digitalhumanities.org/companionDLS/">http://www.digitalhumanities.org/companionDLS/</a>
3.	DH projects: <a href="http://www.cdh.ucla.edu/research/dhprojects.html">http://www.cdh.ucla.edu/research/dhprojects.html</a>
4.	English and Literature DH projects:
	http://nyu.libguides.com/content.php?pid=34183&sid=2731247

## 2.2 Additional Readings

(Additional references for students to learn to expand their knowledge about the subject.)

1.	Gold, M. (2012). Debates in the Digital Humanities. Minneapolis: MN: U of Minn Press.
	Hockey, S. (2000). Electronic Texts in the Humanities: Principles and Practice. Oxford:
	Oxford University Press.
2.	McGann, Jerome. Radiant Textuality: Literature after the World Wide Web. New York:
	Palgrave, 2001.
3.	Naughton, J. (2000) A Brief History of the Future: Origins of the Internet. Pheonix.
	DH Literary Lab: <a href="http://litlab.stanford.edu/">http://litlab.stanford.edu/</a>
	And NEH resources: <a href="http://www.neh.gov/divisions/odh/resource-library">http://www.neh.gov/divisions/odh/resource-library</a>