**Arts 140 Course Syllabus Winter 2018**
**Medieval "Fake News": Primary Source Context and Analysis**

**Zack MACDONALD**

Office:          SJ1 2002
Office Hour:     Wednesdays, 1:00 – 2:00,
                 or by appointment
E-mail*:         zack.macdonald@uwaterloo.ca

*Please note that the instructor replies to e-mail within 48 hrs., Monday through Friday. E-mail is, therefore, a convenient way to communicate during the week but it should not be relied upon in an emergency or when deadlines are pressing. Please be certain to include first and last name, student number, and course code in the subject line of all e-mail correspondence.

## General Arts 140 Description

This course introduces students to diverse ways of finding, examining, and using data and information in the social sciences and humanities. In a small seminar setting, students will explore a variety of topics based on instructor expertise in order to understand quantitative and qualitative methods of data gathering and build competencies in conceptualizing, contextualizing, and comprehending methods of information analysis. Students will be expected to investigate, use, and assess the presentation of information in their own work and the work of others so that they can better understand the range of social, ethical, and political challenges of our world.

| Mondays | 11:30 – 12:50 |
|---|---|
| Wednesdays | 11:30 – 12:50 |
| **LOCATION:** | **SJ1 2011** |

| Event | Date |
|---|---|
| Lectures begin: | January 7 |
| Last day to add a class: | January 20 |
| Last day to drop, no penalty: | January 25 |
| Peer-Evaluation 1: February | |
| *UW holiday (Family Day):* | *February 18* |
| *Reading Week* | *February 19-22* |
| **Last day to drop, receive a WD:** | March 22 |
| Lectures end: | April 5 |
| Last day to drop, receive a WF: | April 9 |
| *UW holiday (Good Friday):* | *April 19* |

## "Medieval Fake News" Description

Fake news is old news. Really old news. In this class, students are introduced to critical research skills and information literacy skills in a small seminar setting. The physical learning environment is a smart-class embedded in the Library, and a new digital research laboratory. Students will explore the problems of information literacy in a cynical world. In particular, students this term will grapple with a single broad problem: the idea of "truth" in historical records. Through a process of inquiry-based learning, students will begin to understand quantitative and qualitative methods of data gathering, and develop competencies in conceptualizing, contextualizing, and comprehending methods of information analysis. To do this, they will work with emerging Digital Humanities tools. The goal is for students in this course to investigate, use, and assess the presentation of information in their own work and in the work of others to understand better the range of social, ethical, and political challenges of our world while developing digital skills to help communicate this understanding.

**Grade Breakdown:**

| | | | |
|---|---|---|---|
| Cumulative Assessment | 50% | Online Exhibit | 50% |

**Learning Outcomes/ Course Objective**

| | |
|---|---|
| Access information and practice navigating library resources, including indexes and databases. | Weekly in-class research periods; independent library research |
| Recognize, define, and reflect on the meaning of quantitative and qualitative data. | Weekly in-class research periods; group discussion; self-assessments; peer-assessments |
| Practice writing and speaking in iterative communication assignments in a variety of genres and for a variety of audiences, including the design and effective presentation of quantitative or qualitative information. | Online portfolio; group presentations |
| Collaborate with peers and provide, incorporate and reflect on feedback. | Weekly in-class research tasks, ongoing self- and peer-assessments |
| Demonstrate an ability to reflect on the knowledge-making function of information, analysis, and communication. | Weekly in-class research periods; group discussion; online portfolio |
| Assess, examine, and evaluate the uses and purposes of information, including distinguishing between facts and values | Weekly in-class research periods; group discussion; online portfolio |

**Required Texts:**

There are no assigned textbooks for this course. Instead, the instructors will provide copyright-free primary documents that form the basis for all discussions, research, and online work.

**Expectations:**

Attendance in ARTS 140 is strictly mandatory. Students who do not attend classes will find it very difficult to achieve success in this course.

Students, moreover, must fulfill all of the course requirements in order to receive credit for Arts 140. This includes weekly attendance, all written and oral assignments, online assignments, and in-class workshops.

ARTS 140 is an introductory university research course. The required reading materials for the course are short; however, students are required to supplement the provided readings with additional scholarly materials. Students who do not participate in weekly classes, or who fall behind on weekly workshops, will find it a challenge to catch up. The best way to avoid this difficulty is to keep up to date with the workload. This means, each week, reading carefully and contributing to class discussions and collaborative assignments. Students should come to class armed with questions or opinions and be prepared to voice them.

Some students find it helpful to read more extensively on the medieval content covered throughout the course. The best reference source for quick facts about medieval topics is the *Dictionary of the Middle Ages*, which is available

in Dana Porter Library's reference department at D114.D5 1982.  A second copy is also available in the reference room of the St. Jerome's library, and a more limited online version is available through the online catalogue.

**Course Structure**

This section of ARTS 140 is an Enquiry-Based Learning (EBL) journey that fosters collaborative- and problem-based learning. The course relies on the principle of group processing to guide student learning and student assessment. Through a 'closed-loop' or iterative approach, with a problem at the centre, participants in ARTS 140 build knowledge collaboratively. In so doing, each participant gains autonomy and ownership over their learning process. This, in turn, allows participants to structure knowledge appropriately, to refine reasoning, and to become a more self-directed and motivated learner. This 'closed-loop,' collaborative, approach to learning is tidily represented through the following diagram, which centres a problem and demonstrates the steps taken by participants in ARTS 140 to resolve it.
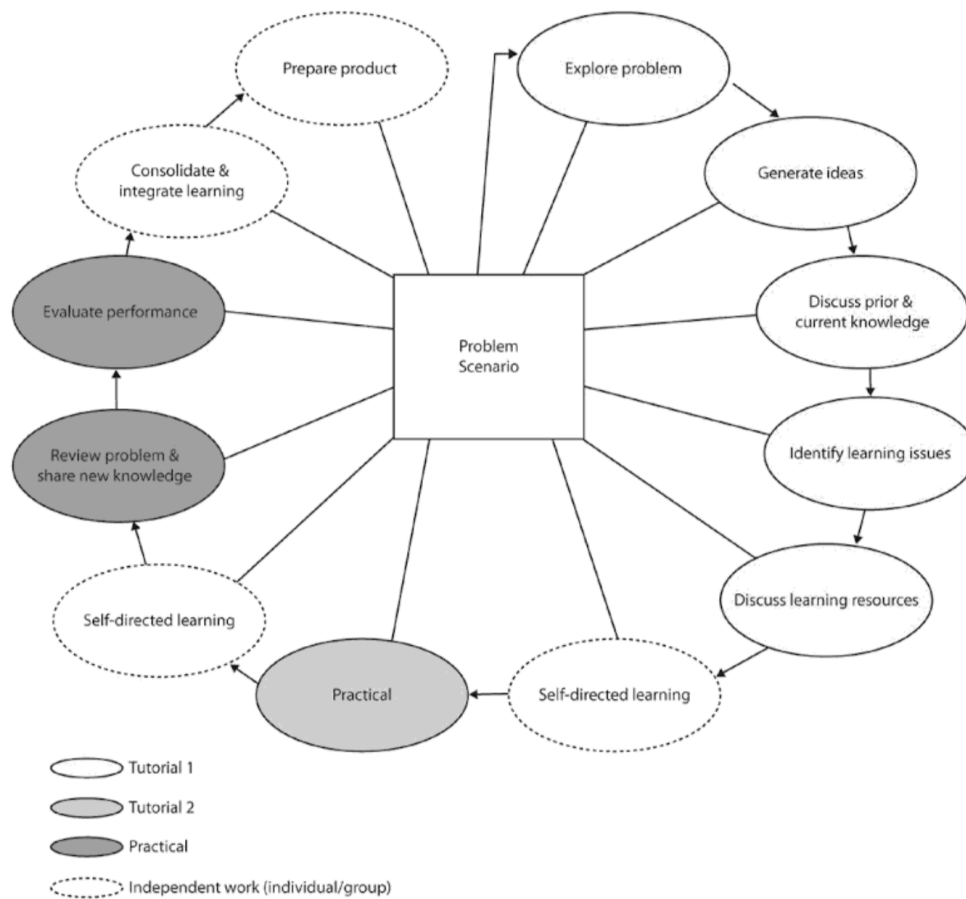


*Source:* Susan Bridges, Judith Green, Michael Botelho, and Peter CS Tsang, "Blended Learning and PBL: An Interactional Ethnographic Approach to Understanding Knowledge Construction In Situ," *Essential Readings in Problem-based Learning*, ed. Andrew Elbert Walker *et al.* (West Lafayette, IN: Purdue University Press, 2015): 112.

***Weekly Assessment:***

Each week, at the end of each session, participants in ARTS 140 will engage in group-processing to identify individual participants' strengths and areas for improvement.

***Provisional Assessment:***

Midway through the course, participants will practise this process in written form. Each group member will then complete an evaluation form for every other person in their group, as well as for themselves and for the facilitator (Zack). The facilitators will then collate all feedback and return it to each individual group member.

Here is some advice to guide you in your written assessment:

> ***Peer- and self-evaluation:***
> Identify the behaviours and actions expressed during our sessions by each member of the group. Try to focus on comments which are supportive and helpful – even if the comment identifies a weakness. It is always to provide some comment on your perspective of how interaction with the group and between group members could be improved. <u>Although it is very difficult, please ascribe a grade (out of 10) to each of these characteristics</u>.

> ***Facilitator evaluation:***
> The facilitator evaluation is a bit different in terms of the areas to contemplate. Please be specific about behaviours and actions that are supportive or not of the learning process, and when possible, explain your observations. Again, it is helpful to provide your observations on how the facilitators could improve. <u>Again, please ascribe a score out of 10.</u>

> ***Feedback:***
> The facilitator will collate the information in the completed sheets and returned it so you can read the comments from all members of the group and the facilitators about your performance.

Take note that the Provisional Assessment, although mandatory, does not count toward your grade in the class. This is a trust- and skill-building exercise.

***Cumulative Assessment:***

At the end of the course, each participant will repeat the process developed over the course and tested in the Provisional Assessment as part of the cumulative assessment.

The facilitators will collate the marks and feedback generated by the peer- and self-evaluations, and use them as the basis for a cumulative assessment grade.

***Online exhibits:***

Each participant in ARTS 140 will be responsible for creating, contributing to, and maintaining a project website hosted on a free WordPress site.

Content on each site must be properly cited using the C**hicago Manual of Style**, and proper spelling and grammar is required. Students must adhere to copyright and usage rights for all content and multimedia posted to the site or used in its development. If you are unsure, ask a Librarian for guidance.

Although web design is not specifically graded in ARTS 140, the structure, layout, and narrative content contained in your online exhibit are. Although the structure and layout of the site is flexible, each site must contain:

- A project description
- An "about" page
- At least one page per document studied
- A bibliography

To properly meet the Arts First and "Medieval Fake News" learning outcomes, each document page should address the following in some way:

- What the document is;
- What the document is about;
- Who the creator is;

- Why it was created;
- Historical context;
- Reflection, relation to course themes

**Deadlines:**
The facilitators impose a five per cent late penalty for each day after the due date on all assignments. This includes weekends and holidays.

Please consult the list of important dates at the top of this document for specific assignments' deadlines.

**Academic Integrity:** To maintain a culture of academic integrity, members of the University of Waterloo and its Federated University and Affiliated Colleges are expected to promote honesty, trust, fairness, respect, and responsibility.

UW maintains an Academic Integrity Office (www.uwaterloo.ca/academic-integrity/) as a resource for students and instructors.

**Discipline:** A student is expected to know what constitutes academic integrity, to avoid committing academic offences, and to take responsibility for his/her actions. A student who is unsure whether an action constitutes an offence, or who needs help in learning how to avoid offences (e.g., plagiarism, cheating) or about "rules" for group work/collaboration should seek guidance from the course professor, academic advisor, or the Associate Dean. When misconduct has been found to have occurred, disciplinary penalties will be imposed under the St. Jerome's University Policy on Student Discipline. For information on categories of offenses and types of penalties, students should refer to University of Waterloo Policy 71 (Student Discipline).

**Grievance:** A student who believes that a decision affecting some aspect of his/her university life has been unfair or unreasonable may have grounds for initiating a grievance. Students who decide to file a grievance should refer to University of Waterloo Policy 70 (Student Petitions and Grievances). For more information, students should contact the Associate Dean of St. Jerome's University.

**Appeals:** A student may appeal the finding and/or penalty in a decision made under the St. Jerome's University Policy on Student Discipline or University of Waterloo Policy 70 (Student Petitions and Grievances) if a ground for an appeal can be established. In such a case, read St. Jerome's University Policy on Student Appeals.

**Students Who Require Accommodation:** The University of Waterloo is committed to achieving barrier free accessibility for persons with disabilities studying, visiting and/or working at Waterloo. The AccessAbility Services (AS) Office, located in Needles Hall, Room 1132, collaborates with all academic departments to arrange appropriate accommodations for students with special needs without compromising the academic integrity of the curriculum. If you require academic, please register with the AS Office at the beginning of each academic term.

**Illness and Missed Tests:**
The University of Waterloo Examination Regulations are available online at
*https://uwaterloo.ca/registrar/final-examinations/examination-regulations-and-related-matters*.

If a student has a test / examination deferred due to acceptable medical evidence, they will normally write the test / examination at a mutually convenient time, to be determined by the course instructor.

Students who are ill and unable to attend weekly class meetings, meet assignment due dates, or write a term test or final examination should seek medical treatment and provide confirmation of the illness to the instructor(s) within 48 hours by submitting a completed *University of Waterloo Verification of Illness Form* to support requests for

accommodation due to illness. The University of Waterloo Verification of Illness Form is normally the only acceptable medical documentation and is available on line at http://uwaterloo.ca/health-services/student-medical-clinic/services/verification-illness . Students who consult their physician or use the services of an off-campus walk-in clinic must provide this form to the attending physician for completion; doctors' notes and forms created by the physician or clinic are normally not acceptable.

Take note that in ARTS 140, the facilitators only accept a *UW Verification of Illness Form* that indicates a "severe" medical condition.

Adjustment of due dates or deferrals of term tests or final examinations are not automatic upon the presentation of suitable medical verification. The instructor(s) will use this documentation among all information available to them to determine whether accommodation is warranted.  In the case of Arts 140, the instructor(s) only accept(s) UW Verification of Illness forms that indicate a <u>Severe</u> illness.  Students who obtain Verification of Illness forms that indicate <u>Moderate, Slight, or Negligible</u> illness *will under no circumstances be permitted to write a make-up examination and will receive a grade of zero for that examination*.

Note that student travel plans are not acceptable grounds to grant an alternative final examination period.

The University acknowledges that, due to the pluralistic nature of the University community, some students may, on religious grounds, require alternative times to write tests and examinations.

**Class Schedule**
Due to the student-led approach of this class, the following subject is subject to change.

| Week | Date | Happenings & Workshops | Due |
|---|---|---|---|
| 1 | January 7 | Introduction; document 1 distributed. | |
| 2 | January 14 | Research workshop 1 | |
| 3 | January 21 | | Digital Humanities tools presentations |
| 4 | January 28 | No class January 30 (Wednesday) | Analysis #1 due; team presentations. |
| 5 | February 4 | Document 2 distributed | |
| 6 | February 11 | Research workshop 2 | Practice peer assessment due |
| 7 | February 18 | **Reading Week. No classes** | |
| 8 | February 25 | | Analysis #2 due; Team Presentations |
| 9 | March 4 | Document 3 distributed | |
| 10 | March 11 | Research Workshop 3 | |
| 11 | March 18 | | |
| 12 | March 25 | | Analysis #3 due; Final Presentations |
| | | Final online exhibits due April 12. | Final Peer Assessment due April 12 |

**Rubric for Marking Reflective Online Exhibit**
*Based on the Biggs model of the SOLO taxonomy*

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**Does the exhibit respond precisely to the topic and include all components required by the assignment?**

5.  responds precisely to the task, excellent analysis of the readings/topic/proposition
4.  responds comprehensively to the task, indicating a good understanding of the reading/topic
3.  responds generally to the task, a grasp of the major issues in the reading/topic
2.  responds incompletely and/or distorts the task, indicates a surface approach to gathering the information/topic
1.  responds inappropriately or tangentially to the task/topic, indicates a lack of understanding of the reading

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**Does the exhibit demonstrate depth of thought about curriculum theory and development?**

5.  the exhibit is clear, complex, perceptive, original and demonstrates mature thought
4.  the exhibit is clear, some depth of thought but lacks originality and depth of mature thought
3.  the exhibit is sufficiently clear to establish a consistent train of thought about the major issues
2.  the exhibit exhibits some faulty logic and superficial thinking
1.  exhibits little or no evidence of clear thinking

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**Does the exhibit demonstrate a well-organized argument?**

5.  shows good organizational structure, paragraphs, details, examples, evidence
4.  shows focus, competent organization and development
3.  sufficient control of focus to include major issues but may be inconsistent, transitions not clear, paragraph structures not consistently organized
2.  insufficient control of focus, weak organization patterns, may ramble, be repetitious
1.  exhibits little or no focus on the task, ineffective organization, undeveloped, illogical or inconsistent

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**Is the use of language in the exhibit appropriate and proficient?**

5.  excellent control of expression (diction, tone, sentence structure, spelling, grammar, style)
4.  exhibits consistent control of expression but without the precision of a level 5 response
3.  exhibits sufficient control of expression and grammar that the mechanics do not interfere with understanding of the essay
2. exhibits a lack of control of expression, grammar, punctuation, and / or style which interfere(s) with understanding
1. exhibits serious and recurring errors in expression, grammar, style, and / or mechanics that prevent(s) understanding