St. Jerome's University in the University of Waterloo
ARTS 140 Winter 2020
Medieval Fake News
MW 1:00 TO 2:20
SJ1 Room 2011 (in the Library)

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Office Hours: Wednesdays 2:00PM to 3:30 PM or by appointment.
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TERRITORIAL ACKNOWLEDGEMENT

We would like to acknowledge that we are on the Haldimand Tract, land promised to the Haudenosaunee people of Six Nations, which includes six miles on each side of the Grand River. This territory is the traditional lands of the Neutral, Anishnaabeg, and Haudenosaunee Peoples.

COURSE 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. In a collaborative setting, 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, historical primary source materials, and contemporary born-digital media. 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.

COURSE OBJECTIVES

The Objective of this Arts 140 (Information and Analysis) course is to introduce 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.

Common Learning Outcomes for ARTS 140:
Upon completion of this course, students should be able to:
- Access information and practice navigating library resources, including indexes and databases.
- Recognize, define, and reflect on the meaning of quantitative and qualitative data.
- Practice writing and speaking through communication assignments that will build your skills and confidence.
- Collaborate with your classmates and provide, incorporate, and reflect on feedback.
- Demonstrate an ability to reflect on how information, analysis, and communication lead to knowledge.

- Assess, examine, and evaluate the uses of information, including distinguishing between facts and values.

Course specific outcomes:

- Demonstrate understanding of the various uses and values of different *types* of information.
- Recognize the role and importance of authority in historical and contemporary works; demonstrated understanding of how authority is *constructed* and *contextual*
- Recognize and reflect on how historical information is preserved, interpreted, and transferred to contemporary audiences. Reflect on how biases can influence readers' understanding of historical information.
- General understanding of, and beginner skills with digital humanities methods and tools

REQUIRED TEXTS
There are no required texts for this course.

COURSE REQUIREMENTS AND ASSESSMENT

Research Journals x 3   – **10% each**
- Assessment of secondary sources: **minimum** 2 scholarly books, 6 scholarly articles per research journal.

Digital Research Exhibit #1   – **10 %**
- a short introductory Collaborative research project on Primary Document #1. The focus of the first exhibit is on honing strong research questions and deploying sound research methods.

Digital Research Exhibit #2   – **10 %**
- Collaborative research project on Primary Document #2. Exhibit two focuses on building towards digital humanities projects, and enhanced research methods.

Peer assessments   **– 25%**
- Each member of the team will assess each other's' performance, their own performance, and the instructors providing constructive feedback.

Final Digital Research Exhibit   **– 25%**
- A *digitally published*, collaborative research project including formal presentation.

COURSE SCHEDULE
Generally speaking, Monday classes will be reserved for workshops and research assignments. Wednesday classes will focus on discussions, seminars, and presentations. Be sure to come prepared to participate in every class. Due to the fluid nature of the course structure, topics and dates may be adjusted throughout the term.

Week	Date	Topic/activity	Readings
1	Jan. 6	Introduction: Overview lecture and overview of assignments;	Primary Document #1 Radio Lab, "Breaking News", November 19, 2019. www.wnycstudios.org/podcasts/radiolab/articles/breaking-news Eric Jardine, "Beware Fake News" *Centre for International Governance Innovation*, www.cigionline.org/articles/beware-fake-news
2	Jan. 13	Library Workshop; Document analysis overview	Weekly readings
3	Jan. 20	Library Workshop; Digital humanities lecture and discussion	Read: Birnbaum, David J., Bonde, Sheila, and Kestemont, Mike. "The Digital Middle Ages: An Introduction." Speculum 92, no. S1 (October 1, 2017): S1–S38,

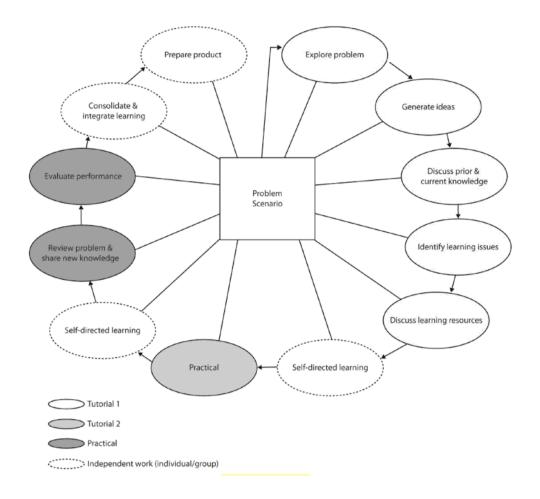|			
4	Jan. 27	Research Data Workshop; guest lecture	Weekly readings
5	Feb. 3	**Due: Research Journal 1 Feb. 3; Digital exhibit #1 and informal presentations Feb. 5.**	Primary Document #2
6	Feb. 10	Peer review	
7	Feb. 17	READING WEEK	No classes
8	Feb. 24	Due: Research Journal 2; Research exhibit 2; informal presentations	Weekly readings
9	Mar. 2	Research Workshop, Project workshop	Primary Document #3
10	Mar. 9	Due: Research Journal 3;	Weekly readings
11	Mar. 16		Weekly readings
12	Mar. 23	Reflection discussions	Weekly readings
13	Mar. 30	Due: Final Presentations; Final Research Exhibit	Weekly readings

IMPORTANT DATES TO REMEMBER

Lectures begin	January 6
Last day to add a class	January 17
Last day to drop, no penalty	January 24
Final exam schedule published	January 31
UWaterloo holiday (Family Day)	February 17
Reading Week	February 15 –February 23
Last day to drop, receive a WD	March 20
Lectures end	April 3
Last day to drop, receive a WF	April 7
Pre-exam study days	April 6 & April 7
Exams begin	April 8

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.

Prepare product

Explore problem

Consolidate & integrate learning

Generate ideas

Evaluate performance

Problem Scenario

Discuss prior & current knowledge

Review problem & share new knowledge

Identify learning issues

Self-directed learning

Discuss learning resources

Practical

Self-directed learning

Tutorial 1
Tutorial 2
Practical
Independent work (individual/group)

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 practice 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 facilitator 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. Although it is very difficult, please ascribe a grade (out of 10) to each of these characteristics.

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 facilitator could improve. Again, please ascribe a score out of 10.

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 facilitator 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 facilitator 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 Chicago 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 assigned document
- A bibliography page
- Team member bios

POLICY ON LATE WORK, MISSED ASSIGNMENTS, AND MAKE-UP TESTS

Late assignments will receive a <u>five percent late penalty for each day</u> after the posted due date. This <u>includes weekends and holidays</u>.

RULES FOR GROUP WORK IN ASSIGNMENTS

Although the work in this course is entirely collaborative, each student is responsible for contributing equally to each assignment. For this reason, honest peer assessment is essential for success in Arts 140. Teamwork and collaboration are vital.

ATTENDANCE POLICY

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

Students, moreover, must fulfill <u>all</u> 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.

ELECTRONIC DEVICE POLICY

The instructor encourages the use of mobile technology (laptops, tablets, smart phones) in class strictly for class-related work. As a digital humanities and research-intensive course, students will be required to search for, order, and retrieve research materials during class time. Furthermore, to facilitate group discussions and presentations, as well as to enhance collaborative writing, students will connect their devices virtually to in-class TVs.

CORRESPONDENCE

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.

OTHER IMPORTANT INFORMATION

Academic Integrity: In order to maintain a culture of academic integrity, members of the University of Waterloo community are expected to promote honesty, trust, fairness, respect, and responsibility. [Check www.uwaterloo.ca/academicintegrity/ for more information.]

Grievance: A student who believes that a decision affecting some aspect of their university life has been unfair or unreasonable may have grounds for initiating a grievance. Read the St. Jerome's University Policy on Student Petitions and Grievances, www.sju.ca/sites/default/files/upload_file/PLCY_AOM_Student-Petitions-and-Grievances_20151211-SJUSCapproved.pdf. When in doubt, please be certain to contact the St. Jerome's Advising Specialist, Student Affairs Office, who will provide further assistance.

Discipline: A student is expected to know what constitutes academic integrity, to avoid committing an academic offence, and to take responsibility for their actions. [Check www.uwaterloo.ca/academicintegrity/ for more information.] 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 instructor, 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, www.sju.ca/sites/default/files/PLCY_AOM_Student-Discipline_20131122-SJUSCapproved.pdf. For information on categories of offences and types of penalties, students should refer to University of Waterloo Policy 71, Student Discipline, www.adm.uwaterloo.ca/infosec/Policies/policy71.htm. For typical penalties, check the Guidelines for the Assessment of Penalties, www.adm.uwaterloo.ca/infosec/guidelines/penaltyguidelines.htm.

Appeals: A decision made or penalty imposed under the St. Jerome's University Policy on Student Petitions and Grievances (other than a petition) or the St. Jerome's University Policy on Student Discipline may be appealed if there is a ground. A student who believes they have a ground for an appeal should refer to the St. Jerome's University Policy on Student Appeals, www.sju.ca/sites/default/files/PLCY_AOM_Student-Appeals_20131122-SJUSCapproved.pdf.

Note for students with disabilities: AccessAbility Services, located in Needles Hall (Room 1401) at the University of Waterloo, collaborates with all academic departments to arrange appropriate accommodations for students with disabilities without compromising the academic integrity of the curriculum. If you require academic accommodations to lessen the impact of your disability, please register with AccessAbility Services at the beginning of each academic term, www.uwaterloo.ca/accessability-services/.