Creating Clio in the Community

Historic Preservation 488/588 and English 488
Syllabus - Summer 2019

Course Description

Grow your expertise in the emerging field of the digital humanities and in public communication by participating in one, two, or three of our 1-credit courses: "Understanding Archives"; "Using Clio in the Community"; and "Digital Exhibits."

In this course, we will use the digital application Clio to explore and document the Anisfield-Wolf inspired murals located at University Circle. (More information available: http://interurban-cle.com) Through this small-scale digital humanities project, you will learn how to curate the stories we tell about place and our community for a public audience and gain transferrable skills in digital mapping and virtual tours for future projects.

Faculty

Dr. Bari Oyler Stith, Director, Historic Preservation Program
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Dr. Katharine Trostel
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This syllabus is subject to change at the discretion of the professors.

What Are the Anisfield-Wolf Book Awards?

"The Anisfield-Wolf Wards recognize books that have made important contributions to our understanding of racism and human diversity. For 84 years, the distinguished books earning Anisfield-Wolf prizes have opened and challenged our minds. Cleveland poet and philanthropist Edit Anisfield Wolf established the book awards in 1935, in honor of her father, John Anisfield, and husband, Eugene Wolf, to reflect her family's passion for social justice. Presented by the Cleveland Foundation, it remains the only American book prize focusing on works that address racism and diversity." - Anisfield-Wolf Book Awards, "Home page," Anisfield-Wolf Book Awards, accessed 8 April 2019, https://www.anisfield-wolf.org/.

What is Clio?

"Clio is an educational website and mobile application that guides the public to thousands of historical and cultural sites throughout the United States. Built by scholars for public benefit, each entry includes a concise summary and useful information about a historical site, museum, monument, landmark, or other site of cultural or historical significance."

- Clio, "About Clio," Clio, accessed 8 April 2019, https://www.theclio.com/web/.

Review before class on May 15

"Clio" Explore the website at https://www.theclio.com/web/
AND DOWNLOAD THE FREE APP ONTO YOUR PHONE OR TABLET.

Jefferson, Tara, "New Anisfield-Wolf Inspired Public Art Comes to the RTA Redline," Anisfield-Wolf Book Awards, published 24 October 2018, accessed 8 April 2019, https://www.anisfield-wolf.org/. (Includes 3:27 minute Vimeo).

Jefferson, Tara, "Public Art Inspired by Anisfield-Wolf Canon Makes a Splash Across Cleveland," Anisfield-Wolf Book Awards, published 24 June 2016, accessed 8 April 2019, https://www.anisfield-wolf.org/. (Includes 7:26 minute Vimeo).

Long, Karen R., "Latest Inter|Urban Mural Celebrates Tyehimba Jess' 'Olio'." Anisfield-Wolf Book Awards, published 3 November 2017, accessed 8 April 2019, https://www.anisfield-wolf.org/.

Course Calendar

May 15   Wednesday
Meet in the Ursuline classroom
What is Clio?
Introduction to the public arts project and the Anisfield-Wolf book awards
Review of how Clio works

May 22   Wednesday
Visit University Circle for mural at Ford Drive/Hessler Road
Joe Lanzilotta, LAND studios, murals tour
Redline rapid tour of Anisfield-Wolf book mural locations

May 23   Thursday
Meet in Ursuline classroom to work on Clio entries

Assignment List

FRIENDLY ADVICE: *Always check your graded assignments against Desire 2 Learn for accuracy and then retain your graded papers until you have received your final grade on your transcript.*

PLEASE NOTE: Assignments are due at the beginning of class on the date indicated. Page lengths are based on a typed, double-spacing. Handwritten papers are acceptable if the *instructor* deems them legible.

Assignment 1: Class attendance on May 15   Worth: 25%
Assignment 2: Class attendance on May 22   Worth: 25%
Assignment 3: Class attendance on May 23   Worth: 25%
Assignment 4: Clio entry   Worth: 25%

Hope you have a SUPER SUMMER !

Instructional Objectives:

Knowledge - Students will:
Investigate and analyze the connections between archival resources and the community landscape.
Gain experience in the field of the digital humanities.

Skills - Students will:
Demonstrate their ability to use the Clio tool.
Learn to write and compose compelling narratives for a public audience.

Attitudes, values, and/or dispositions: Students will:
Acknowledge and advocate the cultural significance of historic resources.

Influence and act to take responsibility for the stewardship of our national heritage as embodied in communities, neighborhoods, buildings, and their contents as well as in the holdings of libraries and archives.

Course Requirements / *The Fine Print*

A. **Attendance**: Classroom and field trip attendance are *expected* and will be reflected in your grade. In case of threatening weather conditions, please tune in to local radio or television stations for announcements of school closings. *URSALERT is invaluable, exceptionally convenient, and readily available via the college website, so take advantage of this free service*.

B. **Active and well considered participation** is essential to your individual learning and to the collaborations that you will experience in this class. It will be reflected in your grade.

C. **Required Texts and Articles:** Students are responsible for reading the assigned material *PRIOR* to class. All materials are either online or will be provided by the instructor.

D. **Course Learning Management System (CLMS) Information:** All students should have access to Ursuline's course learning management system. The course gradebook is located there and is updated regularly. Syllabi and other course documents will be uploaded into the CLMS as well. I also use the CLMS for reminders and announcements, which can be automatically forwarded to other email accounts.

You must have an Ursuline network account to access the CLMS. You can apply for an account online by clicking Current Students from the Home Page, then Campus resources and then Apply for an Ursuline Login under the Computer Information Services.

E. **Contact information:** Messages sent via email and voicemail will be returned by the instructor regularly during posted office hours. Printing and downloading of assignments submitted via email will also be performed regularly during posted office hours.

F. **Assessment and Late Work Policy:**
Assignments total a maximum of 100 points. They are due at the *beginning of class* on the days indicated.

Assignments may be submitted in the following ways:
Via Dropbox in D2L
Via email using Microsoft Word – *Beware: I am often unable to open other software*.
Assignments submitted via email should be labeled with the students' name and assignment number.

Please note:
Presentations/speeches must be presented in person during class during your appointed timeslot for points.
Tardy submissions will be downgraded by 1% per day tardy, including breaks and holidays and weekends.
Tardy assignments will not be accepted for grading any later than 14 days after their due date.
No tardy assignments will be accepted for grading after the beginning of the last scheduled class.
Tardy submissions may not benefit from the usual one-week grading turnaround.
No deadline extensions will be offered on assignments due during the last week of class and finals week.
I do not offer extra credit unless I offer it to the entire class.
Incompletes must be requested in advance in writing using the Registrar's "Request for an Extension."
        Please see the UC Catalog for appropriate reasons for this.

Writing standards from the Ursuline College Department of English should serve as your guide.

Citation style for Historic Preservation students is Notes/Bibliography style from Turabian/ Chicago.

A 95-100%	A- 91-94%	B+ 88-90%	B 85-87%	B- 82-84%	C+ 79-81%
C 76-78%	C- 72-75%	D+ 69-71%	D 66-68%	D- 61-65%	F Failing (below 61%)

Undergraduate grading scale: as outlined in the UC Undergraduate Catalog:

Graduate grading scale: as outlined in the UC Graduate Catalog:

A 95-100%	A- 93-94%	B+ 91-92%	B 87-90%	B- 85-86%	C+ 83-84%
C 78-82%	C- 76-77%	No D+	D 70-75%	No D-	F Failing (69% and below)

Grading expectations:

Grade: A
- Demonstrates accurate and sophisticated understanding of readings and issues. Does more than repeat what the text says or what was said in class. Draws out additional important implications.
- Shows a critical stance toward opinions expressed in class or in the readings. The student expresses his or her own views articulately and defends them well.
- Shows originality of thought in expressing the critical stance, in drawing out additional implications from the readings and class discussions, and in finding personal meaning in the readings and issues discussed.
- Expresses his or her ideas clearly. Papers contain few grammatical or stylistic weaknesses.

Grade: B
- Shows all the elements of "A" work, but with less accomplishment.
- There is still: accurate understanding of readings and issues with a demonstrated ability to do more than repeat the text; a critical stance with some effort to defend that stance, though not always successful; some attempt to find personal meaning, with at least hints of originality and creativity of thought, and very clear expression of thoughts and ideas.

Grade: C
- Overall, demonstrates an accurate grasp of the readings and issues, but with some inaccuracy and without deeper sophistication and the ability to draw out additional implications.
- Some attempt to take a critical stance, but with little effort or success in defending that stance.
- Some attempt to find personal meaning.
- Sufficient clarity of expression to communicate ideas, but stylistic or grammatical weaknesses create some difficulties.

Grade: D
- A genuine effort to understand has been made, with some demonstrated understanding of readings and issues, but with serious deficiencies.
- Generally lacking in critical stance or defense of that stance.
- The attempt to find personal meaning is either lacking or greatly hindered by difficulties in understanding.

Grade: F Simply an unsatisfactory effort in key respects, especially in understanding or clarity of expression.

G. **Electronic device policy**: *PLEASE PUT THEM AWAY DURING CLASS. TURN THEM OFF OR TO VIBRATE.* Electronic devices may only be used in the classroom when deemed appropriate by the instructor. Students using electronic devices without the permission of the instructor may be subject to:

    1. dismissal from class for the remainder of the period and loss of points for any class activities
    2. reduction of points on the next assignment
    3. additional sanctions as deemed appropriate by the instructor

A student with a diagnosed disability must present to the course instructor the appropriate paperwork from the Office of Academic Support and Disability Services to work out an accommodation for the use of otherwise prohibited electronic devices.

H. **Plagiarism and cheating** will not be tolerated. A grade of 0% will be assigned to any work discovered as having been produced by plagiarism or cheating. Students discovered committing plagiarism or cheating _may_ be allowed to redo their assignments for no more than 50% credit at the discretion of the instructor.

Please see the *Ursuline College Catalog* for the Academic Integrity policy.

"Plagiarism involves taking and presenting as one's own the ideas or words of another, whether written or not, without full and proper   credit to the source, regardless of whether it is done consciously or   inadvertently. Examples include:

    a.   Downloading of papers or portions of papers from internet sources.
    b.   Submitting portions of other student's papers.
    c.   Directly quoting or utilizing sources or intellectual property without proper citation.
    d.   Purchasing papers for submission."   -- From the *Ursuline College Student Handbook*, 2011-2013; 40

IN OTHER WORDS: *GIVE CREDIT WHERE CREDIT IS DUE WHEN YOU USE SOMEONE'S IDEAS*!

I. **Accommodations:** Students with documented disabilities, including those with documented physical, psychological and learning disabilities may be entitled to reasonable accommodations for this course. If you would like to request testing or other accommodations because of a disability, please make an appointment with the Disability Specialist in URSA (Ursuline Resources for Success and Academics) as soon as possible, to discuss the accommodation process and your accommodation request. You may schedule an appointment with Morgan Weber, the Disability Specialist, by emailing morgan.weber@ursuline.edu. If accommodations are provided, students must submit Accommodation Letters (long form) to their instructors to notify them of their accommodations. Testing Arrangement Forms (short form), completed in coordination with the course instructor, are to be submitted to MU 312 no less than three days prior to test dates. Exams are to be taken on the assigned testing date although start times may be adjusted if necessary. Effective and timely communication will allow us to work with URSA to discuss your needs and coordinate accommodations. *Note: Students with documented accommodation for extended time on papers will receive one additional week to complete assignments, excluding assignments due during the last week of classes and final exams week. Verbal presentations must be delivered per the published syllabus schedule.*

J. **TUTORING SERVICES** Ursuline Resources for Success in Academics (URSA) provides tutorial assistance in a number of different subjects across the curriculum, free-of-charge. One-on-one tutoring sessions in subjects like writing, chemistry, biology, and mathematics, as well as small group review sessions, are offered by our student and professional tutors. For the most up-to-date information about tutor availability, please contact Barbara Huff, Tutoring Coordinator, at barbara.huff@ursuline.edu. Barbara is happy to match students in need with available tutors; students are also welcome to get in touch directly with a tutor using the email address provided on the Ursuline College website.

K. **WRITING ASSISTANCE** Consultation on writing projects for courses across the curriculum is available for all Ursuline College students through Ursuline Resources for Support in Academics (URSA). If you would like to arrange an appointment for writing tutoring, please contact Barbara Huff, Tutoring Coordinator, via email at barbara.huff@ursuline.edu or by phone at 440-646-8123. You can also walk in and sign up for an appointment using the sign-up sheet located inside the URSA office, Mullen 312.

PAPER-GRADING STANDARDS: URSULINE COLLEGE DEPARTMENT OF ENGLISH

Characteristics of an "A" Paper: Excellent

1. Fulfills the requirements of the assignment in an exceptional way
2. Achieves or exceeds the writer's purposes (what the writer hopes to achieve)
3. Engages the reader throughout the paper
4. Is focused and well-organized
5. Contains:
   - ideas that are well supported and developed
   - few or no grammatical or punctuation errors
   - diction that is clear, precise, and demonstrates sophistication of thought
6. Avoids clichés, generalizations, and over-dependence on the ideas of others

Characteristics of a "B" Paper: Above Average

1. Fulfills most of the requirements of the assignment
2. Achieves the writer's purposes (what the writer hopes to achieve)
3. Maintains the reader's interest throughout the paper
4. Is focused and organized
5. Contains:
   - ideas that are supported and developed
   - few grammatical or punctuation errors
   - diction that is clear and appropriate but that may not demonstrate sophistication of thought
6. Avoids clichés, generalizations, and over-dependence on the ideas of others

Characteristics of a "C" Paper: Average/Satisfactory

1. Fulfills some of the requirements of the assignment
2. Achieves some of the writer's purposes (what the writer hopes to achieve)
3. Sometimes loses the reader's attention
4. May not follow a focused train of thought
5. Exhibits some weaknesses in organization
6. May contain:
   - ideas that are partially supported and developed
   - distracting grammatical or punctuation errors
   - diction that is often imprecise and inappropriate
   - wordiness, clichés, and less original thinking

Characteristics of a "D" Paper: Below Average

1. Fulfills some of the requirements of the assignment but does so in a superficial manner
2. Fails to make the writer's purposes clear (what the writer hopes to achieve)
3. Loses the reader's attention
4. Confuses the reader
5. Has little focus or organization
6. May contain:
   - ideas that are poorly supported and undeveloped
   - numerous distracting grammatical or punctuation errors
   - diction that is unclear and inappropriate
   - careless or simplistic thinking

Characteristics of an "F" Paper: Failure

1. Does not fulfill requirements of the assignment
2. Fails to make the writer's purposes clear (what the writer hopes to achieve)
3. Fails to engage the reader
4. Confuses the reader
5. Lacks focus and organization
6. May contain:
   - ideas that are poorly supported and undeveloped
   - numerous distracting grammatical or punctuation errors
   - diction that is unclear and inappropriate

- careless or simplistic thinking