



# Building Digital Exhibits

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.”*

Once you have your digital artifacts, how do you curate them? How can you effectively create a digital exhibit that successfully narrates the story you want to tell to your public? How can scholars and students alike create compelling, public-facing projects that capture their audiences’ attentions? This course will explore the use of the platforms Story Maps and Omeka, and will culminate in a mini-symposium where we can share our work, celebrate our successes, and learn from one another’s approaches.

## Faculty

**Dr. Bari Oyler Stith**, Director,  
Historic Preservation Program  
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Office: Mullen 115  
Summer Office hours: By appt.

**Dr. Katharine Trostel**  
Chair, English Department  
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Office: Mullen 331  
Summer Office hours: By appt.

*This syllabus is subject to change at the discretion of the professors.*

## *What is Story Maps?*

“Esri Story Maps let you combine authoritative maps with narrative text, images, and multimedia content. They make it easy to harness the power of maps and geography to tell your story.” – <https://storymaps.arcgis.com/en/>



## *What is Omeka?*

### **SERIOUS WEB PUBLISHING**

Create complex narratives and share rich collections, adhering to Dublin Core standards with Omeka Classic on your server, designed for scholars, museums, libraries, archives, and enthusiasts.

### **SIMPLE TO USE**

Our “five-minute setup” makes launching an online exhibition as easy as launching a blog. No code knowledge required.

### **COST-EFFECTIVE DESIGN**

Omeka Classic lets you focus on building content by providing the tools to change your site and to lower costs without sacrificing design and technical quality.

### **FLEXIBLE AND EXTENSIBLE**

Expand Omeka Classic’s core functionality with existing plugins to create maps, to collect from users, to allow users to tag favorites, to blog; or build your own.

<https://omeka.org/classic/>

## Review before class on May 28

Visit the [Story Maps](#) website and spend an hour or so looking at the maps in the project gallery. Create a free account so that you can be ready to experiment with the platform during our virtual tutorial.

## Review before class on May 29

Visit the [Omeka Classic](#) website and spend an hour or so looking at the projects in the showcase. Download the free platform so that you can be ready to experiment with the during our virtual tutorial.



## Course Calendar

### May 28      Tuesday

Virtual tutorial: Story Maps at 10:00 a.m. (2 hours) with Josphe Kerski  
Evaluating projects that have utilized Story Maps  
Creating our own Story Map

### May 29      Wednesday

Virtual tutorial: Omeka Classic at 10:00 a.m. (1 hour) with Megan R. Brett  
Evaluating projects that have utilized Omeka  
Creating our own Omeka exhibit  
Thinking through our platforms – costs and benefits of each

### May 30      Thursday

Workday! Create your own digital exhibit.

The skill-sets that each class develops work together. Pulling from archival materials and/or what you collect from your interaction with the Clio application will allow you to create a digital exhibit. This means that you will first collect the primary source material, and then you will have the chance to curate those artifacts in order to create public-facing displays that compellingly narrate the importance of place in our community. These are essential and practical storytelling skills in the 21<sup>st</sup>-century, and are a great addition to any resume or CV. We will end the course with a “mini” digital symposium where you will have the chance to formally demonstrate to classmates, faculty, and invited guests all of the skills you have learned over the course of the three-part series. These mini-projects are great additions to professional portfolios and can be built upon independently after the course ends. We hope that many of our Ursuline students choose to develop their projects further, entering them into the Student Research Symposium in 2020.

## 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 28	Worth: 25%
Assignment 2: Class attendance on May 29	Worth: 25%
Assignment 3: Class attendance on May 30	Worth: 25%
Assignment 4: Digital Exhibit	Worth: 25%

Hope you have a SUPER SUMMER !

## Instructional Objectives:

**Knowledge** - Students will:

Investigate and analyze the way in which digital exhibits shape an audience's understanding of archival material or public space.

Gain experience in the field of the digital humanities.

**Skills** - Students will:

Demonstrate their ability to use both the Story Maps and Omeka platforms.

Learn to write and compose compelling narratives for a public audience.

Learn to successfully curate information and artifacts 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. *URSALEERT 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](mailto: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](mailto: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](mailto: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