

ALICIA E ELLIS  
HACU 140: WRITING FROM THE DIASPORA, FALL 2015  
SKILLS/TOOLS/ASSESSMENT ITEMS

**Curriculum Mapping<sup>1</sup>**

Plan for designing and delivering learning outcomes:

In designing course outcomes:

- Start first with the broad outcomes expected of all students
- Then work backward to design academic program outcomes
- Finally design course outcomes that will lead to the achievement of both program and institutional outcomes

When the program is delivered, students experience the system in reverse

- Students first participate in experiences that address lesson outcomes
- The learning that results from these experiences accumulates as students proceed through the courses and other experiences in the program
- The curriculum is designed so that it provides a coherent set of experiences leading to the development of desired knowledge and skills – students show increasing levels of sophistication and integration of skills as they progress through the program

-- Backwards Design

- Research Spaces: HASTAC - <http://www.hastac.org/>
- Omeka Codex
- UCONN Assessment Notes (pdf)
- Web Writing: Why and How for Liberal Arts Teaching and Learning - <http://epress.trincoll.edu/webwriting/>

**Learning Domains** – Critical Abilities and Student Assessment/Activate this for each text and module

- Affective (*Attitude*) feelings and values, motivations and attitudes; often the most important domain for student engagement and deep learning
- Cognitive (*Knowledge*) - thoughts and ideas, knowledge and reasoning
- Demonstrative (*Skills*) Digital *Sula* (Final Demonstration) - actions and behaviors, skills and abilities; speaking, writing, presenting and making, this domain will be the focus of the work you can actually assess

**Tools** - Omeka Platform use tools that can be successfully ported into Omeka, Exhibit Builder, i.e., web publishing platform and a content management system (CMS)

[Journal of Digital Humanities](#)

[CUNY Hybrid Initiative](#)

[Google for Education](#)

[Google Fusion Tables](#) (experimental) – Managing Data

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<sup>1</sup> (Learner-Centered Assessment on College Campuses: shifting the focus from teaching to learning by Huba and Freed 2000). <http://assessment.uconn.edu/primer/mapping1.html>

## Research Databases:

[Project Muse](#)

[JStor](#)

[African American Newspapers 1827-1998](#)

[Black Thought and Culture](#)

[Kanopy Streaming Film Collection](#)

Current Events - [LexisNexis](#)

[U.S History in Context](#)

[History Paratext](#)

[OCLC WorldCat](#) – Finding Tools

[Library of Congress](#)

[Chronicling America](#) – America’s historic newspapers

[New York Public Library](#)

[New York Times](#)

[Caribbean Newspapers](#)

[Caribbean News](#)

[Jamaica](#)

[Trinidad and Tobago](#)

[Haiti](#)

[Caribbean Newspapers, Series 1, 1718-1876](#): From the American Antiquarian Society

[OED](#)

[Dipity](#) –Finding, Embedding timelines

[Neatline](#) – Omeka plug-in, maps and timelines

[VISUWORDS](#)

[Timeplots](#)

[Wordle](#) – word patterns, frequency

[Wordsmith](#)

[Pinterest/Tumblr/WordPress](#)- ADD annotations/reference to Pinterest/TUMBLR

Digital mapping: narrative-based and data-based

[Voyant](#) - a web-based reading and analysis environment for digital texts

[Google Earth](#) - exploring spaces

[YouTube](#) - Videos, Video Responses

**MindMapping** - [iMind](#), [VUE](#), [cmap](#) (primarily mobile?)

- Idea file, Project objectives, Questions, Information needs, Links to project resources, Define team roles and responsibilities, Project notes

[Top Ten MindMaps](#)

Multimedia – collage, image-text, photo-manipulation, Creating Searchable PDFs

JPGs to one Big PDFs

Presentation – [Prezi](#), PowerPoint, Keynote

Audio - [Audacity](#) – (audio editing tool) no ideas for assignment unless students might want to remix or mash-up texts)/[VoiceThread](#)

Annotation - [iAnnotate](#)/ [Classroom Salon](#)

[Juxta](#) - an open-source tool for comparing and collating multiple witnesses to a single textual work. As a standalone desktop application, Juxta allows users to complete many of the necessary operations of textual criticism on digital texts (TXT and XML).

## Project Management

[Padlet](#)

[Trello](#)

[Zotero](#) or Flow (via RefWorks, ask Alana and Asha)

[Evernote](#)

[Course Moodle](#) - Written Responses, Create glossary of terms, upload images, peer review/editing  
Skype – distance meetings, consultant meetings, workshopping

## Ready-Mades

[Internet Archive](#)

[Timeline of African-American History](#)

[The Forest of Rhetoric](#)

[Purdue University's Online Writing Lab \(OWL\)](#)

[MIT OPEN COURSEWARE](#)

[THE CORPUS OF CONTEMPORARY AMERICAN ENGLISH \(COCA\)](#)

[CORPUS OF HISTORICAL AMERICAN ENGLISH](#)

[The Early Caribbean Digital Archive](#) – Omeka Platform

[Artists' Books Online](#)

[The Root](#)

[The Feminist Wire](#)

## Email:

I was thinking of individual low stakes assignments on the other texts that would allow us to build up a repository of digital assessments that we could deploy for *Sula*. I have ideas for each text but nothing fully thought out. One thing that I have been mindful of is the need to reduce the amount of reading. So we are doing segments of *The Dew Breaker* with targeted assignments that look at spaces - Brooklyn, Miami, Port-au-Prince, for example. This text is also rich in its historical elements. So I thought that we could do a timeline as the final assignment for this text that graphed annotated text/place/historical event.

Michelle Cliff's *No Telephone to Heaven* will not be heavily blended since it is a very complex novel. I use a glossary for this class but I have never digitized it. I also have students look at maps of Jamaica, areas of Jim Crow South, New York and London. The primary concern in this novel is poetry and revolution. *Citizen* will be the most exploratory - for me, anyway. I want the assignments and assessments to be guided by the text. Here, I am thinking of timelines, video responses, tumblrs and some collage work with the text itself that is also collage-like.

*Sula* is the Big-Big Blend. I want to look at ideas about community, family, love, black childhood and names. The idea is to create teams that will be in charge of an idea and they will have to manage that aspect of the presentation for *Omeka*. So if a team decides to look at the idea "black childhood" in *Sula*, they would have to decide on a tool from the ones that we have used such as mapping and annotation and figure out how to create that.

## Examples:

On [loc.gov](#) (Lorain, OH and surroundings town [including KY] newspapers for *Sula*) has a metadata extractor. Excited for this one because Morrison is very specific in how she named each section - according to date.

Reviewing these newspapers from the dates in the novel and then plotting local newspaper accounts, historical event and text event is super cool!

<http://chroniclingamerica.loc.gov/>

## Parking lot of bad ideas:

HTML -

If you have a PC, please download [Notepad++](#)

If you have a Mac, please download [TextWrangler](#)

