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**Course number:** ENGL 2318  
**Course name:** Introduction To Digital Literature

**What are the student learning outcomes related to information literacy for the assignment?:**

Information literacy is at the heart of digital humanities, and in this new introductory course on digital humanities in English, through collaboration with English liaison librarian, Rebecca Graff, alongside Emily Grubbs, Archivist from the Hamon Arts Library, and Cindy Boeke, Assistant Director at the Norwick Center for Digital Solutions, I will assess the ACRL's six pillars of information literacy as student learning outcomes in a 3-stage assignment counting for 50% of the overall grade for the course. This course is an introduction to Digital Humanities for English literature, exploring how technology is being used to analyze, represent, and promote literary research. Information literacy and Digital Humanities go hand-in-hand, as one of the key outputs of the literary Digital Humanities is the creation of new online resources for literary study, such as [The John Milton Reading Room](#) and [The Walt Whitman Archive](#). In this 3-stage Digital Project Assignment, students in ENGL 2318 will create their own public-facing web resource of materials about SMU's original amateur dramatics group, the Arden Club, which performed a rigorous schedule of plays, including the annual commencement play (usually Shakespearean), every year from 1916 until 1969 when it officially merged with today's Theatre Department in the Meadows School of the Arts. They will be searching for, researching, curating, digitizing, creating metadata for, and presenting items from special collections to document the Arden Club for researchers on the web as the first version of a large-scale digital humanities project to be continued by future iterations of the class in years to come. To create a successful digital humanities project, they will need to be model citizens of the information literati, and they will achieve this status by working closely with our subject liaison librarian as well as our archivist and digitization specialist.

**Please describe your assignment and/or learning activities. (500 word limit):**

The 3 stages of the assignment are: Stage 1: Paper 1, 'Analyze A Digital Humanities Project.' To create their own web resource, first students will learn, by working with our liaison librarian, how to find and evaluate resources. Each student must identify a Digital Humanities project and apply the principles learnt in information literacy workshops to evaluate it to assess the quality of information provided, where that information comes from, how that information was generated, how that information is presented, and how these factors compare to information on the same topic presented by other resources in the field including both digital sources and traditional monographs and journal articles. This step means they will also learn how to evaluate traditional sources. Key questions considered will be what information the resource presents, how and why it wields its authority, and what this means for the quality and value of the information it presents. Stage 2: Paper 2, 'What Does It Mean To Create Digital Surrogates For Archival Items?' To understand the value of information, and the processes involved in its creation and mediation via metadata, students will write a short paper discussing what interpretive processes are involved in digitizing and documenting archival materials for literary digital resources. Students must illustrate their arguments using specific examples from the materials which they are digitizing and documenting for the class' digital project about the Arden Club and their experience at the Norwick Center. Stage 3: Digital Project: Class Creates A Web Resource About The Arden Club. In collaboration with Emily Grubbs, students will conduct intensive archival research at the Hamon Arts Library into SMU's amateur dramatics society, the Arden Club (1916-1969) to create and

curate a web resource about the Club for use by researchers worldwide. Each student will identify and “adopt” 5 items documenting a play or an author’s works performed by the Club.

**How do you intend to collaborate with your department's liaison librarian? (100 word limit):**

I will collaborate with Rebecca Graff, Humanities Research Librarian, to design sessions on the following topics to support students’ research into SMU’s Arden Club: finding primary and secondary sources; evaluating sources; creating effective search strategies; using controlled vocabularies; developing targeted keywords. I will also collaborate with Emily Grubbs, Archivist in the Hamon Arts Library, to introduce students to hands-on archival research, and with Cindy Boeke, Assistant Director at the Norwick Center for Digital Solutions, so students can learn how information is processed and mediated when it is digitized. Students will apply this knowledge as they create their own digital database.

**Please describe your plan for assessing the information literacy learning outcomes. (250 word limit):**

The information literacy outcomes as detailed above will be listed for assessment in the rubrics of each stage of the 3-part digital project assignment for ENGL 2318: Paper 1 (10%) ‘Evaluating A Digital Humanities Resource’; Paper 2 (15%) ‘What Does It Mean To Create Digital Surrogates For Archival Items? What interpretive processes are involved in digitizing and documenting archival materials for literary research in a digital environment? Illustrate your argument using specific examples from the materials which you are digitizing and documenting for our class’ digital project about the Arden Club’; Digital Project Documenting SMU’s Arden Club (25%). Information Literacy outcomes count for 50% of the overall course grade.