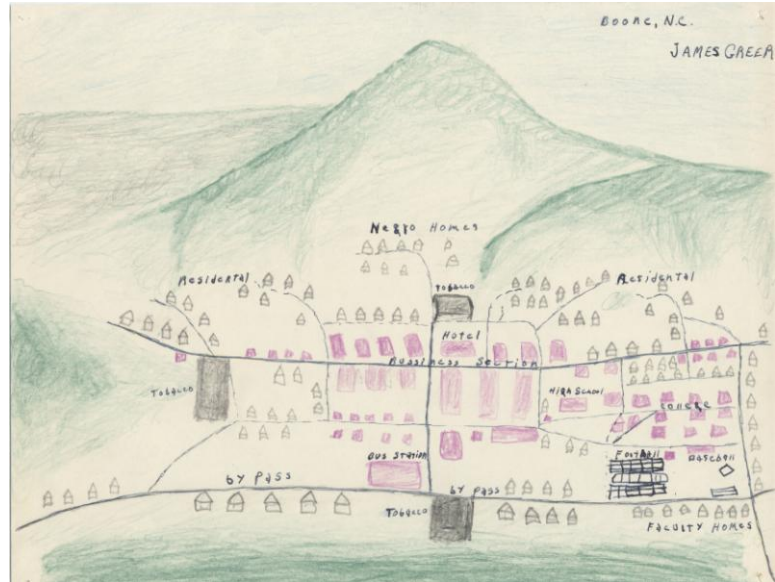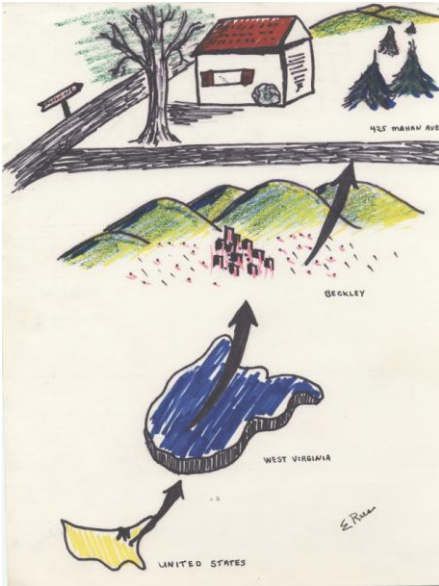Summer 1, 2011
Mapping Appalachia: Making Meaning with Digital Media

Class meeting times: Monday-Friday, 1:00-5:00, Bruce 122

Instructors: Dr. Chad Berry and Dr. Jan Pearce
Prerequisites: GSTR 210 and MAT 012.
Successful completion of this course carries both PR and AAAW perspective credit.

Contacts

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Course Description
Where do you come from? Where is home, and what does home mean to you? Berea students between 1947 and the 1980s were asked to draw maps of their homes. A map may seem to be just a scaled and simplified representation of reality, but what is included and what is omitted conveys a great deal of information. Students in this course will explore themes of mental mapping and social geography to help to extract context and to make meaning from the maps drawn by former Berea students. Students in the course will learn to use current techniques of visual content analysis, digital media manipulation, database construction, and web site development to create an accessible, meaningful, and dynamic web site as an interactive portal into these maps so that others can better understand these places Berea alumni called home.

You will learn about interdisciplinary perspectives that encompass Appalachian studies, geography, and computer and information science; disciplines that are not often brought together. Second, the course will present you with a challenge—to understand, categorize, and then make accessible a large body of primary sources that will be of interest to scholarly and Appalachian communities. In this way, the challenge is something of a real-life challenge that you will likely encounter in the real world; in this sense, the class is based on problem-based inquiry.

Please note: This course carries 1.5 credits. This fact, along with its offering in summer means that everything will be concentrated—reading assignments, classroom meetings, requirements, etc. You must know this up front.

Goals
Upon completion of this class, students will be able to:

1. Appreciate the historical, economic, gendered, and racial contexts of the student maps;
2. Learn more about ways to "read" these maps, based on several different disciplinary perspectives;
3. Develop understanding of both technical and aesthetic aspects of digital media;
4. Learn to speak the languages of the web, including HTML and CSS;
5. Expand working knowledge of a variety of application programs, including programs for digital image editing and for web page editing.
6. Participate in the production of a web-based digital media project.

Required Books
HTML, XHTML, CSS All in One for Dummies, 2nd ed.

Other readings will be placed in Moodle.

Requirements
- *We assume that each student in this class will have perfect attendance*; if for any reason it is not possible for you to attend a class, you must notify either instructor *before* the class time. Any unexcused deviation from the expectation of perfect attendance may affect your final grade.
- *Thorough reading of articles for class*. You must do the readings carefully and come to class ready to discuss them. Announced and unannounced quizzes will be administered throughout the course.
- *Flexibility.* There will be times when individual work is required, and times when group work is necessary. Please be flexible with different pedagogical requirements.

Assignments
- **Reading Quizzes.** There will be a large amount of reading each day, both because the course carries 1.5 credits and because it is the Summer 1 term. There will be frequent reading quizzes to make sure that you are reading things carefully. Reading quizzes cannot be made up, but the instructors will consider dropping your lowest quiz score.
- **Individual Web assignments.** In order for you to apply the skills involved in web design, you'll be required to construct your own web site, and there will be several assignments associated with this assignment.
- **Web project.** A major outcome of the course is to design and construct a web site that shares many of the student maps.
- **Interpretational Paper.** At the conclusion of the course, you'll be asked to write a paper of 6-8 pages that details your own interpretational perspective of the maps.

Grades and Grading
Reading quizzes	40
Individual Web assignments	15
Web project	15
Interpretational Paper	30

Course Grades
The quality of a student's academic achievement in each Berea College course is reported through final course grades in a grading scale adopted by the College Faculty, as follows:

A: Excellent work
B: Good work
C: Competent work*
D: Poor work that is still worthy of credit
Raises serious concern about the readiness of a student to continue in related course work.
F: Failing work that is unworthy of credit
CA: The required minimum of 7 Convocation credits were earned
CF: The required minimum of 7 Convocation credits were not earned
S/U/SC: Satisfactory, Unsatisfactory, Satisfactorily Completed
Given in developmental mathematics courses and in other non-credit courses and projects. These grades are not used in determining the GPA.
P: Passing work
Given for courses which do not affect GPA, but for which credit is earned.
CP: Continuing progress
Given when a student is enrolled in a class that continues into the next term.
I: Incomplete
Assigned only when some portion of a course has not been completed for good and sufficient reason. Courses in which I grades are assigned must be completed no later than the end of the next regular term in which the student is enrolled or the grade will be recorded as "F" on the permanent record. Note that instructors may set an earlier deadline for completion of incomplete work than that set by the College.

In addition, the course grades of A, B, C, and D may be modified by a plus (+) or minus (-) suffix, indicating achievement which is respectively at the higher or lower segment of each of these grade ranges.

Achievement in courses at the College is recorded by grades of A+/A/A-/B+/B/B-/C+/C/C-*/D+/D/D-/F/U/S/SC/P/CP/I. * Please note that a C- does not count for sequenced courses requiring a C or higher in a previous course (e.g. FRN 102 requires a C or higher in FRN 101). A C- also falls below the standard of a C in order to be removed from Academic Probation.

Academic Integrity
The College statement on academic honesty can be found online in the Berea College Student Handbook
http://www.berea.edu/cataloghandbook/sturegs/srr/academichonesty.asp. We will be vigilant in not tolerating either sloppy documentation or outright plagiarism. Students guilty of the former will be asked to re-do the assignment with at least a 10 percent reduction; those guilty of the latter will receive a zero for a particular assignment, and a letter documenting such an offense will be forwarded on to Academic Services.

Special Needs/Disability Statement
Students who have a disability that may prevent them from fully demonstrating their abilities should contact the Disability Services Coordinator, Cindy Reed, at (859) 985-3212, or e-mail cynthia_reed@berea.edu, to discuss accommodations necessary to ensure full participation in this course. Upon request, this syllabus can be made available in alternative forms.

Other Policies
Please bring your laptop to class each day, but it is to be used solely for coursework. The in-class use of unapproved technology (Facebook, cell-phone usage, etc) will not be tolerated; each in-class use of unapproved technology will result in a 1 percent reduction of the student's final course grade.

Schedule
Our schedule for readings and assignments will be posted in Moodle.