Fond du Lac Tribal and Community College
COURSE OUTLINE FORM

12/11/12

Please return this form to the college vice president of academic affairs and the chairperson of
the Academic Affairs and Standards Council (AASC)

1. Prepared by: __Elizabeth Jaakola

2. Date submitted: __3/15/14

3. Date approved: __3/25/14  Date revised __________

4. Department/discipline: __American Indian Studies

5. Department(s) endorsement(s):
   (Signatures of the person(s) providing the endorsement are required.)

6. Course Title: __Introduction to Digital Storytelling

   Abbreviated course title (25 characters or less): ______________________

7. Course Designator: __AMIN

8. Course Level: 1065  2XXX

9. Number of Credits: Lecture ___3___ Lab ___1___

10. Control Number (on site) ___20___  Control Number (online) __________

11. Catalog/Course description:

   Introduction to Digital Storytelling provides students the opportunity to use contemporary digital
   production tools to present, interpret and honor stories from an Indigenous perspective. The course
   includes critical viewing of Indigenous produced media; technical training in video, photography
   and music recording; and story creation.

12. Course prerequisite(s) or co-requisite(s): Accuplacer scores/ Other courses
    Prerequisite(s):
    Co-requisite:

13. Course Materials (Recommended course materials and resources. List all that apply, e.g.
    textbooks, workbooks, study guides, lab manuals, videos, guest lecturers).

    Suggested textbooks include:
    Recommended Books
    • Indigenous Aesthetics: Native Art, Media, and Identity
    • Indigenous Screen Cultures in Canada
    • Decolonizing the Lens of Power: Indigenous Films in North America
    Recommended Viewing
    • Reel Injun
    • Alcatraz Is Not An Island
    • Trudell
    • The Fast Runner
    • Nanook of The North
    • Busong

1
15. **Course Content** (Provide an outline of major topics covered in course)

*Introduction to Digital Storytelling* includes a combination of lecture, group discourse, critical viewing and practicum. Students learn to tell digital stories through a series of hands on activities that explore new technologies as they learn about Indigenous approaches to storytelling and representation. Students are expected to participate in class discussions; complete production assignments; and write 2 papers.

16. **Learning Goals, Outcomes, and Assessment** Minimum of one goal and two measurable learning outcomes in each competency. *If your course does not meet one of the Competencies Across the Curriculum, please justify your rationale.* Minimum of two assessment measures for each learning outcome. **Add other goals and outcomes as needed.** If this course is part of the Minnesota Transfer Curriculum (MTC), attach the MTC goals, outcomes, and your assessment measures to this form.

A. Information Literacy (the ability to use print and/or non-print tools effectively for the discovery, acquisition, and evaluation of information as well as core computer tools for the manipulation and presentation of information.)

I. Goal: The learner will know how digital technologies are used for public communication sharing and historic preservation.

A. Outcome: The learner will demonstrate knowledge of the use of recording methods for one or more digital recording tools.

1. Assessment: Written test – vocabulary and basic concepts of the digital storytelling tools.

2. Assessment: Formal Observation – students demonstrate use of one tool (video, photo, or music) using proper vocabulary and instructional concepts.

B. Outcome: The learner will use video, photographic and/or audio tools to produce a 3-5 minute piece for public sharing about Anishinaabe culture.

1. Assessment: Product Assessment that evaluates technical, aesthetic, content, and contextual elements of the work.

2. Assessment: Formal Observation Rubric—presentation of completed work to an audience that includes presenters’ ability to: introduce the work, use technology within the presentation, provide a context for understanding the work, receive and respond to audience critique in a knowledgeable and professional manner.

B. Ability to Communicate (the ability to listen, read, comprehend, and/or deliver information in a variety of formats.)

I. Goal: The learner will know how Indigenous communities have been historically (mis)represented in mainstream media.

A. Outcome: The learner will engage in critical discussions about the use of historical stereotypes in the media specifically related to Indigenous cultures.

1. Assessment: Formal Observation Rubric-class discourse: ability to reference course readings and viewing materials to form opinion, listen and respond to instructor insights, engage fellow students in thoughtful conversation about the topic.

2. Assessment: Formal Observation Rubric-small group critique sessions.Rubric assesses demonstrated ability to: analyze a written or filmic work; reference historical and cultural context; make judgments on a work based on critical analysis.

B. Outcome: The learner will articulate known differences between mainstream and Indigenous perspectives in digital storytelling.
1. Assessment: Product Assessment: Critical Essay will be assessed based on the learner’s ability to articulate in writing a critical point of view that incorporates arguments derived from readings and viewing materials provided for the course.

2. Assessment: Formal Observation Rubric: learner will demonstrate ability to reference course materials in discussion points during class critique sessions.

C. Problem Solving (the ability to conceptualize, apply, analyze, synthesize, and/or evaluate information to formulate and solve problems.)

I. Goal: The learner will know how to produce digital stories that are centered in an understanding and appreciation for Indigenous culture(s).
   A. Outcome: The learner will create a digital work connected to “re-writing” Anishinaabe history.
      1. Assessment: Product Assessment-evaluating technical, aesthetic, content, and contextual elements of the work as well as ability to apply problem solving concepts to the creative making process.
   B. Outcome: The learner will work with others to create a digital work connected to “re-writing” Anishinaabe history.
      1. Assessment: Product Assessment-to what level did the learner incorporate external support in: qualifying the content of the work; utilizing peer production assistance.

D. Culture (knowledge of Anishinaabe traditions and culture, knowledge of one’s own traditions and culture, knowledge of others’ traditions and cultures, culture of work, culture of academic disciplines and/or respect for global diversity.)

I. Goal: The learner will know how Anishinaabe perspectives differ from the mainstream, and how these perspectives can influence the way in which contemporary media is made.
   A. Outcome: The learner will create a media work that integrate core Anishinaabe values into content and delivery.
      1. Assessment: Product Assessment-evaluating technical and aesthetic delivery mechanisms.
      2. Assessment: Product Assessment-evaluating key cultural identifiers as established by the course instructor.
   B. Outcome: The learner will engage others in a critical discussion about their produced work.
      2. Assessment: Peer Critiques-written assessment of critical discussion content and delivered point of view.

E. Other

17. Minnesota Transfer Curriculum (MnTC): If this course fulfills an MnTC goal area, state the goal area and list the goals and outcomes below:

See www.mntransfer.org

Goal Area(s): ________
Goal and Outcomes:

**Complete the following only if you are proposing a new course:**

1. Planned pattern of offering: Fall ___ X ___ Spring _____ Summer _____ Alternate Years ______

2. Rationale for course: If this course is an ADDITION or replacement to current offerings, add a detailed explanation of the necessity for the change.

   Fond du Lac Tribal and Community College has recently introduced a digital arts studio as an active component of the American Indian Resource Center. However, there is no mechanism for formally training students in the use of the facility. Introduction to Digital Storytelling will provide a foundational understanding of both the use of the new technologies now available and the cultural lens from which those tools should be used.

3. Does this course overlap with any course(s) offered at FDLTCC? If so, justify such duplication or indicate other adjustments to be made. Obtain signatures from affected departments.

   There is no duplication of this course.

4. What is the apparent or expressed student need for this course?

   Every student attending FDLTCC should graduate with a depth of appreciation for how media has been historically used to mis-represent Indigenous nations. Additionally students trained in the use of new technologies will gain access to the digital arts studio for future school-based project. Students ultimately will become more effective and thoughtful communicators.

5. If this course includes a Native American or specifically Anishinaabe component list campus resource person/s—i.e., campus cultural/spiritual resource person/s and, if necessary, elder/s—consulted and include specific comments and written responses as appropriate.

   Elizabeth Jaakola is the primary resource person for this course.

6. Are there any additional licensing/certification requirements involved?

   _____ Yes   ___ X ___ No

   a) Provide a copy of the required licensing/certification standards to the AASC chair and to the vice president of academic affairs.

   b) Attach the required documentation to show course meets required licensing/certification standards.

7. What types of tutoring will be made available through the CAA to students taking this course?

   Work Study Interns will be available 12 hours per week to assist students on technical production activities.

8. How will the course be evaluated?

   X student evaluation   ______ administrative evaluation
9. Special resources—e.g. faculty, space, equipment, library, etc.

Video projector, internet connection, smart board, access to the digital arts studio, work study intern in class support (digital arts studio interns), check-out to students of portable iPads, photo and video eq.

10. Special course fees:

11. Relationship of course to the college mission statement and goals.

*Introduction to Digital Storytelling* relates to the college’s mission and goals in that it provides a solid foundation for students to explore new technologies as they relate to Indigenous perspectives. The skills developed through this course also prepare students to use technology for broad communication purposes as they continue their pursuit of higher education.

12. Relationship of course to the department’s mission statement and goals.

*Introduction to Digital Storytelling* introduces the use of new technologies through the integration of American Indian history and cultural perspectives. The course is designed to utilize a foundation of Indigenous produced media resources and build a philosophical approach to the use of digital media that stems from an Indigenous viewpoint.

13. Relationship of course to colleges/university offerings (include tribal colleges).

<table>
<thead>
<tr>
<th>College or University</th>
<th>Course Number &amp; Title</th>
<th>Credits Awarded</th>
<th>General Education</th>
<th>Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hibbing CC</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Itasca CC</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mesabi CC</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lake Superior</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Leech Lake</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LCO CC</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bemidji State University</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Institution</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>------------------------------------</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td></td>
</tr>
<tr>
<td>College of St. Scholastica</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>University of Minnesota-Duluth</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>University of Wisconsin-Superior</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TRIBAL COLLEGES (identify institution)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

12/11/12