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:

2. Date submitted:

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/SPCH

8. Course Level: 1065 2XXX

9. Number of Credits: Lecture 3 Lab 1

10. Control Number (on site) 20 Control Number (online)

11. Control Number (on site)

12. 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.

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

Prerequisite(s):

Co-requisite:

14. 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
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—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.
1. Assessment: Formal Observation of critical analysis process, includes assessment of learner engagement, use of vocabulary, and demonstrated use of criticism techniques.

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](http://www.mntransfer.org)

Goal Area(s): 

Goal and Outcomes:

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