**UNIVERSITY OF MARY WASHINGTON -- NEW COURSE PROPOSAL**

Electronically submit this completed form with attachments in one file to the Chair of the College Curriculum Committee.

**COLLEGE (check one):**
- Arts and Sciences
- Business
- Education

<table>
<thead>
<tr>
<th>Proposal Submitted By: Martha Burtis</th>
<th>Date Prepared: 10/8/14</th>
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<tbody>
<tr>
<td>Course Title: Digital Project Consulting Practicum</td>
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<tr>
<td>Department/discipline and course number*: DGST 483</td>
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*This course number must be approved by the Office of the Registrar before the proposal is submitted.

**Number of credits proposed:** 1

**Will this be a new, repeatable “special topics” course? (Do you want students to be able to take this new course more than once if the topic changes?)**

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*Course should be repeatable up to 4 times; up to 3 times may count towards the DGST minor.*

**Date of first offering of this new course:** FALL SEMESTER, year 2015

**Proposed frequency of offering of the course:** Every spring and fall semester

**List the faculty who will likely teach the course:** Martha Burtis

**Are ANY new resources required?**

<table>
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*Document in attached impact statement*

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*Document in attached impact statement*

**This new course will be (check all that apply):**

- Required in the major
- General Elective
- Elective in the minor: DGST
- General Education**

**Catalog Description:**

Students in the course will develop their skills with a variety of digital tools and technologies used at the University for the purpose of providing peer support on digital projects. Students will also receive instruction in effective tutoring techniques and creating technical documentation and support materials. No more than 4 credits of DGST 483 may count toward the 120 hours required for graduation; three may be counted in the Digital Studies minor.

**COURSE HISTORY**

<table>
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<tr>
<th>Course Number and Title of Previous Course</th>
<th>Semester Offered</th>
<th>Enrollment</th>
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**Was this course taught previously as a topics or experimental course?**

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**CHECK HERE if the proposed course is to be equated with the earlier topics or experimental offerings. This means that students who took the earlier “topics” course will only be able to take the new course if they made a C- grade or lower in the earlier course.**

**NOTE:** If the proposed course has not been previously offered as a topics or experimental course, explain in the attached rationale statement why the course should be adopted even though it has not been tried out.

**REQUIRED ATTACHMENTS:**

1. **Rationale Statement** (Why is this course needed? What purposes will it serve?)
2. **Impact Statement** (Provide details about the Library, space, budget, and technology impacts created by adding this new course. Include supporting statements from the Library, IT Department, etc. as needed.)
3. **Sample Syllabus**

**Department Chair Approval:** REVISED PROPOSAL –2/5/15 **Date:**

**CCC Chair Approval:** **Date:**

**UCC Chair Approval:** **Date:**

New Course Proposal Cover Sheet (July 2013)
DGST 483: Digital Project Consulting Practicum

Rationale Statement

In Fall 2014, the University opened the Digital Knowledge Center (DKC) which provides peer tutoring for University students on a range of digital projects. Tutors in the center must become familiar with the various technologies, systems, and tools that are used throughout the University to support digital pedagogy; they are also expected to develop a familiarity with approaches to tutoring as well as developing (writing/producing and publishing) technical documentation in various media formats.

This course would provide an opportunity for tutors in the Center to

- develop expertise with new technologies, systems, and tools;
- become familiar with new projects and assignments around campus that are likely to generate tutorials;
- learn more about approaches to offering effective and ethical tutoring; and
- develop documentation and support materials to supplement the in-person tutoring offered by the Center.

In addition, class meetings will be an opportunity for the cohort of tutors to collectively discuss their experiences in the DKC with a focus on how to improve our overall approaches to providing support at the Center.

This class is modeled after similar one-credit courses in both the Writing Center (ENGL480) and Speaking Center (COMM483) which are used to train and prepare student tutors. As with those courses, this course should be repeatable (up to 4 times, with up to 3 times counting towards the DGST minor) to allow more experienced tutors to repeat the class and develop more advanced resources or become trained on tutoring in more advanced topics.
DGST 483: Digital Project Consulting Practicum
Impact Statement

There is no anticipated impact from this course on Library, space, budget, or technology resources. Any resources required by the tutors (books, equipment, software, etc.) will be funded out of the existing operating budget of the Digital Knowledge Center.
DGST 483: Digital Project Consulting Practicum
Sample Syllabus

Monday 4-5pm in 408 ITCC
Martha Burtis, Instructor, mburtis@umw.edu, 654-1355
Office: 410 ITCC
Office hours: MWF 3-4pm

Course Description
Students will develop their skills with a wide range of technologies, systems, and tools used to support digital pedagogy at the University. They will learn effective and ethical approaches to providing peer tutoring and support with these technologies. In addition, students will learn the basics of writing/producing and publishing technical documentation and support materials in various media formats.

This practicum is intended only for students working as tutors in the Digital Knowledge Center.

Learning Outcomes

• Students will develop skills in various Web technologies and systems
• Students will develop skills in the production and editing of digital images, audio, and video
• Students will become adaptive users of technology, capable of discovering technology solutions to emerging challenges
• Students will develop skills for tutoring others in the effective and adaptive use of technology
• Students will learn how to plan, develop/produce, and publish technical documentation and support materials

Course Texts
Readings will be available online and in the Digital Knowledge Center, and are primarily drawn from the following texts/resources:


• Lynda.com account (provided by the Digital Knowledge Center)
Grades & Assignments

This is a 1-credit, graded course. It uses UMW’s standard grading scale:

A: 94-100; A-: 90-93; B+: 87-89; B: 83-86; B-: 80-82; C+: 77-79; C: 73-76; C-: 70-72; D+: 67-69; D: 60-66; F: <60%.

Your grade will be broken down based on the following assignments:

- **Mock Tutorial Demonstration**: You and a partner will demonstrate a mock tutorial on a topic of your choosing, modeling effective tutoring techniques. (25%)

- **Skill Project**: You will pick one topic (from a list provided by me) to improve your skills in over the course of the semester. You will research the topic, develop a list of resources/readings, and complete a project to demonstrate your newly-acquired skill. The type of project will be determined by the topic you choose; we will work together to determine the project. (25%)

- **Documentation Project**: You will choose one extended documentation topic to work on during the semester and develop two tutorials: one written with images and one video/screencast (25%)

- **Group Participation**: You will attend class meetings and actively participate in discussion about technologies, new assignments/projects around campus, tutoring best practices, and documentation production. (25%)

Schedule

Each week, we will focus on a particular aspect of technology, tutoring, or documentation development. Class time will be used for discussion of the topic and demonstrations. Students are expected to complete all readings/videos prior to class.

**Week 1: Introduction to the Course and Review of Center Procedures**
- **Review Syllabus**
- **Review DKC Student Handbook**

**Week 2: Approaches to Effective Tutoring**
*Read Ender/Newton:*
  - Chapter 1: Peer Educators on the College Campus
  - Chapter 4: Interpersonal Communication Skills: Creating & Helping Interaction

**Weeks 3 & 4: Review of Foundational Skills: WordPress, Domain of One’s Own & Media Editing**
- **Review documentation on course site for following topics:**
  - UMW Blogs/WordPress
  - Domain of One’s Own
  - Audio Editing
Week 5: Producing Technical Documentation (Focus on Writing)
- **Read RMF**
  - Chapter 3: Writing Style
  - Chapter 4: Structuring Information
- **Review DKC Style Handbook**
- **DUE: Topic choice for Documentation Development project.**

Week 6: Mock Tutorials (Round 1)
- **Read Ender/Newton, Chapter 6: Understanding Group Process**

Week 7: Advanced Topics: Domain of One’s Own
- **Complete Lynda.com course: Managing a Hosted Web Site**
- **DUE: Skill development project plan**

Week 8: Advanced Topics: Media Production
- **Complete Lynda.com course (Choose one):**
  - Foundations of Video: Cameras and Shooting
  - iMovie 10.0.2 Essential Training
  - Introducing Photoshop: Photography
  - Up and Running with Audacity

Week 9: Producing Technical Documentation (Focus on Media)
- **Read RMF**
  - Chapter 12: Working with Illustrations
  - Chapter 15: Creating Screencasts

Week 10: Mock Tutorials (Round 2)
- **Read Ender/Newton, Chapter 10: Ethics and Strategies for Good Practice**
- **DUE: Draft of Documentation Project**

Week 11: Advanced Topics: WordPress as an Application
- **Complete Lynda.com course (Choose one):**
  - WordPress Plugins: Advanced Custom Fields
  - WordPress: Custom Post Types & Taxonomies
  - WordPress: Creating Custom Widgets and Plugins with PHP
  - WordPress: Creating and Editing Custom Themes

Week 12: Advanced Topics: Developing Adaptive Technology Skills
- **Read Ender/Newton: Problem Solving with Individuals**

Week 13: Advanced Topics: 3D Printing & Maker Technologies
- **Complete Lynda.com course (Choose one)**
  - Getting Started with MakerBot 3D Printers
- Up and Running with Arduino
  - DUE: Skill Development Project

Week 14: Mock Tutorials (Round 3)
  - DUE: Documentation Project