

 FLORIDA ATLANTIC UNIVERSITY	NEW COURSE PROPOSAL Undergraduate Programs		UUPC Approval <u>2/27/23</u> UFS Approval _____ SCNS Submittal _____ Confirmed _____ Banner Posted _____ Catalog _____
	Department Curriculum and Instruction College Education (To obtain a course number, contact erudolph@fau.edu)		
Prefix EME Number 2021	(L = Lab Course, C = Combined Lecture/Lab; add if appropriate) Lab Code	Type of Course Lecture	Course Title Digital Literacy in a Globally Connected World
Credits (Review Provost Memorandum) 3	Grading (Select One Option) Regular <input checked="" type="radio"/> Pass/Fail <input type="radio"/> Sat/UnSat <input type="radio"/>	Course Description (Syllabus must be attached; Syllabus Checklist recommended; see Guidelines) Digital technologies have become an influential part of our everyday life. For this reason, digital technology skills have become central across disciplines and are valued as an essential career competency. In this course, students will learn how to access, evaluate, apply, participate, and interact within the educational and professional digital environments as they solve complex problems within a technology-rich world.	
Effective Date (TERM & YEAR) Fall 2023		Prerequisites, with minimum grade* No required	Corequisites NA
		Registration Controls (Major, College, Level) NA	
*Default minimum passing grade is D-. Prereqs., Coreqs. & Reg. Controls are enforced for all sections of course			
WAC/Gordon Rule Course <input type="radio"/> Yes <input checked="" type="radio"/> No WAC/Gordon Rule criteria must be indicated in syllabus and approval attached to proposal. See WAC Guidelines .		Intellectual Foundations Program (General Education) Requirement (Select One Option) Society/Human Behavior	
Minimum qualifications to teach course Master in Instructional/Educational Technology, Digital Literacy or related fields			
Faculty Contact/Email/Phone Victoria Brown/vbrown22@fau.edu/954-296-1007		List/Attach comments from departments affected by new course Please see attachment	
Approved by Department Chair <u>Charles Dukes</u> College Curriculum Chair <u>Yash</u> College Dean <u>Alyson Benner</u> UUPC Chair <u>Eblyn Williams</u> Undergraduate Studies Dean <u>Dan Meeroff</u> UFS President _____ Provost _____		Date <u>12/05/2022</u> _____ <u>12/11/2022</u> _____ <u>12/6/2022</u> _____ <u>2/27/23</u> _____ <u>2/27/23</u> _____	

Email this form and syllabus to mianning@fau.edu seven business days before the UUPC meeting.

Purpose of Course

The purpose of this course is to develop students with the skills to use digital technology tools in their academic work, personal life and workplace. Students will also be exposed to how technical devices can affect children and how to best manage their use to prevent digital addiction. They will develop digital literacy skills and tools that will support their educational journey and as they enter the workforce.

Rationale for Course

The recent pandemic has put a spotlight on the need for all individuals to have digital skills as major portions of every day activity and workplaces transitions to online environments. The pace of technology adoption is expected to continue to grown and in some cases accelerate particularly in the areas of cloud computing, big data, and e-commerce. Additionally, skills gaps are forecasted to continue that run in parallel with the ability to use data include critical thinking and analysis as well as problem solving, self-management, active learning, resilience, stress tolerance, and flexibility (World Economic Forum, 2020). Within The Future of Jobs Report (World Economic Forum , 2020), 84% of the employers are set to rapidly digitalize work process with the potential to move 44% of the workforce to operate remotely. With this move to remote work, employees will need skills that will allow them to connect and develop a sense of belonging within these new work environments. Current events have indicated that young people do not possess the digital literacy skills that are needed to succeed academically. In a literature review of why students cheat, that academic misconduct often occurs do to a lack of solid understanding of academic practice (Miles, et al, 2022). Students need academic digital skills so they can change the lens from which they view cheating on exams and in plagiarism, so they can first can identify that these actions are not appropriate and second to understand why those actions are unacceptable in the academic and work environments (Waltzer & Dahl, 2022).

Digital Literacy in a Globally Connected World is an innovative course that was developed to teach the digital literacy skills young adults need to excel in their academic and entry level work opprotunites. The course was developed with an extensive partnership with subject matter experts from FAU and external institutions to ensure that the latest and most appropriate content for young adults is included in this class. The course activities will incorporate the use of various digital technologies in hands-on learning exercises, which will assist them both in their classwork at the university and in their professional lives beyond graduation.

Currently, the Instructional Technology faculty in the newly combined Department of Curriculum & Instruction within the College of Education teach two undergraduate educational technology courses that support initial teacher certification programs. EME 2040 Introduction to Technology for Educators and EME 4312 Educational Technology for 21st Century Teaching. These courses have attracted enrollment from students seeking elective credits from other degree programs across the university. The course EME 2040 is also used by students with special needs as a substitute for mathematics credit. However, both courses require the students to complete assignments that are

specifically tailored to initial K12 teacher certification requirements, such as creating lesson plans, technology-based assessments, and writing letters to communicate electronically with parents/caregivers.

In 2020, the department (named Teaching & Learning at the time) started to make revisions to the bachelor's of Elementary Education program, and the prospect of seeking to designate EME 2040 as an intellectual foundations course was discussed. The Intellectual Foundations Program expressed great interest in including the course at first, but upon more examination, it was determined that the course was oriented towards preservice teachers seeking K12 teaching careers. Moreover, the course required students to purchase LiveText/Watermark assessment software to archive initial teacher preparation assessments, which added to the overall cost for the student. This course was designed instead to meet the interested need.

Digital Literacy in a Globally Connected World compliments the current the undergraduate course offerings at FAU by taking an interdisciplinary approach to teaching digital skills. Developed as a candidate for the Society and Human Behavior Intellectual Foundations Program at FAU specifically for the Intellectual Foundations Program Thematic Cluster Technology and Society. A central goal of the course is to support students from across the university seeking to learn how to effectively utilize technology in educational and work settings and provide entry level technical skills for the workplace. This course will be a more appropriate option for the many non-education majors that take EME 2040 or EME 4312 as an elective, which both focus on using digital technology exclusively in the teaching profession. The new course will be developed fully online to offer the flexibility desired by students.

The minimum qualifications to teach the course are a master's degree with 18 graduate credit hours in instructional technology, media literacy, or a closely related field.

References

Miles, P. J., Campbell, M., & Ruxton, G. D. (2022). Why students cheat and how understanding this can help reduce the frequency of academic misconduct in higher education: A literature review. *Journal of Undergraduate Neuroscience Education*, 20(2), A150-A159' <http://www.funjournal.org/wp-content/uploads/2022/08/june-20-150.pdf>

World Economic Forum. (2020). The Future of Jobs Report 2020. https://www3.weforum.org/docs/WEF_Future_of_Jobs_2020.pdf

Waltzer, T. & Dahl, A. (2022). Why do students cheat? Perceptions, evaluations, and motivations. *Ethics & Behavior*, <https://doi.org/10.1080/10508422.2022.2026775>



DEPARTMENT OF CURRICULUM & INSTRUCTION

Semester /Year:**Course name:** Digital Literacy in a Globally Connected World**Course number:** EME 2021**Section:****CRN:****Campus location:** Distance Learning**Building / Room #:** Fully online**Credits:** 3**Day / Time:****Professor:****Office:****Office hours with communication mode:****Telephone:** 561-297-XXXX**Email:** zzzzz@fau.edu

Course Description

Digital technologies have become an influential part of our everyday life. For this reason, digital technology skills have become central across disciplines and are valued as an essential career competency. In this course, students will learn how to access, evaluate, apply, participate, and interact within the educational and professional digital environments as they solve complex problems within a technology-rich world.

Course Connection to Intellectual Foundations of Florida Atlantic University***Foundations of Society & Human Behavior***

This course partially fulfills the course requirements for the Society and Human Behavior Foundation area in the FAU general education program. Courses in this area examine the forces that shape human behavior and societies. The disciplines represented in this foundation area study individuals, groups, societies, cultures, markets, and nations. Their scope is broad: the formation of attitudes; how institutions develop, function, and change; the forces that transform society and social institutions; how societies change the environment and respond to environmental change; the relationships between individuals and society; and the scope and complexity of systems of race, ethnicity, gender, sexuality, and social class.

Instructional Method

This class is designated as a "Fully Online Class" with no on-campus attendance requirements.

Prerequisites/Corequisites

None

Student Learning Outcomes

Students who satisfy the Society & Human Behavior requirement will demonstrate the ability to meet or exceed the following learning outcomes. The student learning outcomes (SLO) will be evaluated and reported based upon the Final/Portfolio submission:

Students who satisfy the Society and Human Behavior requirement will demonstrate the ability to:

1. Describe patterns of human behavior.
2. Describe how political, social, cultural, or economic institutions influence human behavior and how humans influence these institutions.
3. Apply appropriate disciplinary methods and/or theories to the analysis of social, cultural, psychological, ethical, political, technological, or economic issues or problems.

Course Objectives

The course objectives are aligned with the student learning outcomes (SLO) for the FAU Society & Human Behavior Intellectual Foundation and the Association for College and Research Librarians (ACRL) Framework for Information Literacy, the DQ Institute Global Standards for Digital Literacy, Skills, and Readiness, and the International Society for Technology in Education (ISTE) Standards for students.

1. Students will describe the rights and responsibilities of living in a digital world and model responsible behavior when using technology, creating content, and interacting online in a higher educational or workplace environment. (ACRL Frame Information has Value, SLO 1)
2. Students will recognize how technology shapes human behavior both as a student, educator, or trainer. (SLO 1)
3. Students will apply technical, socio-cognitive, communicative, and decision-making skills to address personal cyber risk incidents that can put themselves, the higher educational institution, or the workplace at risk for a cyber-attack. (DQ 4.1, DQ 4.3, SLO 1)
4. Students will critically evaluate and synthesize digital information and draw reasonable conclusions about this information and use those skills in their future assignments and workplaces. (ACRL Frame Research as Inquiry, SLO 2)
5. Students will use digital technology to create and develop meaningful representations of knowledge in their assignments and workplace products. (ACRL Frame Information Creation as a Process, SLO 2)
6. Students will convey complex ideas clearly and effectively using simple every day digital media tools. (ISTE 1.6c, SLO 2)
7. Students will demonstrate the ability to access and interpret online information vital to their personal healthy living and financial wellbeing as they complete their college experience. (ACRL Frame Research as Inquiry, SLO 3)

8. Students will use a process to identify, analyze, and implement possible solutions to problems posed through assignments and workplace situations with the goal of achieving the most efficient combination of steps and resources. (ISTE 1.5a, ISTE 1.5c, SLO 3)
9. Students will select and apply digital tools to plan and manage design processes that consider design constraints and calculated risks. (ISTE 1.1b, SLO 3)

Course Evaluation Method

Final grades are on the following:

Item/s	Possible Points	% of Final Grade
Assignments (7 @ 50 each)	350	67.3
Discussion Forum Postings (6 @ 10 points each)	60	11.5
Quiz (# @ 10 points each)	10	2.0
Final (100 points)	100	19.2
Total Possible Points	520	100.0

Assignment Descriptions

Assignment 1 - Matrix of Copyright Violations

Create a matrix using a table to identify the different types of copyright violations that could be made as a student, a description of the violations, and how to avoid infringement on the rights of the creator. **Course objective (CO) 1, CO 6**

Assignment 2 - Photo Essay

Create a photo essay that depicts how digital technology can influence political, social, or cultural institutions. Images must be copyright free and cited. CO 5, CO 6

Assignment 3 – Online Professional Image

Create a LinkedIn account and populate the account with professional information. **CO 6**

Assignment 4 - Critical Evaluation of Information

The student will use search tools and lateral reading strategies to gather information on a controversial topic and organize the digital content to synthesize and evaluate the information encountered online reflecting both sides the issue. The analysis should include the authoritative background and the timeliness of the sources. **CO 4**

Assignment 5 – Health and Finance

Select a common health issue and identify potential health resources about that condition and prepare a basic budget. **CO 7**

Assignment 6 - Personal Security Demonstration

Create a short video clip (using screen capture software) that demonstrates a good practice that protects digital information. **CO 3**

Assignment 7 – Create a Robot

Create an imaginary robot, describe the robot, and use computational skills to describes the steps the robot does to accomplish a task using advanced Word features. **CO 8, CO 9**

Final/Portfolio

Create a portfolio comprised of work samples created in Assignments 1 through 7. The Portfolio will be used to assess the student learning outcomes for this course using the following rubric:

Assignment Item in Portfolio	Learning Objective	Exceeds Expectations (8 to 10 points)	Meets Expectations (4 to 7 points)	Does Not meet Expectations (0 to 3 points)
Assignment 1 - Matrix of Copyright Violations	LO 1 Students will describe the rights and responsibilities of living in a digital world and model responsible behavior when using technology, creating content, and interacting online in a higher educational or workplace environment	The student identified more than five issues that arise in the use of digital content and correctly identified strategies to prevent ethical violations in both academic and workplace settings.	The student identified five issues that arise in the use of digital content and correctly identified strategies to prevent ethical violations in both academic and workplace settings.	The student identified 4 or fewer issues or is unable to correctly provide strategies to prevent ethical violations for those issues.
Assignment 2 - Photo Essay	LO 5 Students will use digital technology to create and develop meaningful representations of knowledge in their assignments and workplace products.	The student created a photo essay that depicts and vividly and concisely describes ways digital technology can influence political, social, or cultural institutions. All pictures are copyright free and cited.	The student created a photo essay that depicts and clearly describes ways digital technology can influence political, social, or cultural institutions. The images selected were copyright free but not cited.	The student created a photo essay that depicts and describes digital technology can influence political, social, or cultural institutions. The images selected were not copyright free.

Assignment 3 – Online Professional Image	LO 6 Students will convey complex ideas clearly and effectively using simple every day digital media tools	The student will create a LinkedIn account that will include contact information, potential graduation date, past employment history and at least one professional skill.	The student creates a LinkedIn account but it is not populated with professional information or skills.	The student does not create a LinkedIn account.
Assignment 4 - Critical Evaluation of Information	LO 4: Students will critically evaluate and synthesize digital information and draw reasonable conclusions about this information and use those skills in their future assignments and workplaces	The presentation of the analysis demonstrated a highly comprehensive and organized synthesis of the information and the conclusions drawn represented an extremely thorough and balanced analysis based on authoritative and timely sources.	The presentation of the analysis demonstrated a mostly complete and organized synthesis of the information and the conclusions drawn represented a balanced analysis based on acceptable sources.	The presentation of the analysis demonstrated a somewhat complete and organized synthesis of the information and the conclusions drawn represented a somewhat balanced analysis based of sources.
Assignment 5 – Health and Finance Short Paper	LO 7 tudents will demonstrate the ability to access and interpret online information vital to their personal healthy living and financial wellbeing as they complete their college experience.	The student will apply digital literacy skills for access and application of information by providing a comprehensive list of internet resources from authoritatively recognized websites. The student will provide a budget that limits debt accumulation.	The student's application of digital literacy skills of access and application of information results in non-authorative websites. The budget created by the student is not reasonable in the income earned or the expenditures.	The student is unable to locate websites that will promote healthy living. The budget produced by the student is incomplete with limited information in the income and expenditures.

Assignment 6 - Personal Security Demonstration	LO 3 Students will apply technical, socio-cognitive, communicative, and decision-making skills to address personal cyber risk incidents that can put themselves, the higher educational institution, or the workplace at risk for a cyber-attack.	The student applied strong technical, socio-cognitive, communicative, and decision-making skills in explaining how to protect personal digital information with extraordinary clarity and attention to accuracy in detail.	The student applied technical, socio-cognitive, communicative, and decision-making skills in explaining how to protect personal digital information with clarity and some attention to accuracy in detail.	The student applied some technical, socio-cognitive, communicative, and decision-making skills in explaining how to protect personal digital information, however the information was not clear, limited in detail, or inaccurate in some places.
Assignment 7 – Create a Robot	LO 8 Students will use a process to identify, analyze, and implement possible solutions to problems posed through assignments and workplace situations with the goal of achieving the most efficient combination of steps and resources.	The student clearly used computational thinking in the identification of the problem, analysis of the solutions, and implemented appropriate solutions to achieve the purpose of the robot design while also providing detailed written documentation of the rationale for each aspect of the design.	The student clearly used computational thinking in the identification of the problem, and implemented appropriate solutions to achieve the purpose of the robot design while providing written documentation of the rationale of the design.	The student identified, analyzed, and implemented appropriate solutions to achieve the purpose of the robot design while providing some written documentation of the rationale of the design.
Design of the Portfolio Final	LO 6 Students will convey complex ideas clearly and effectively using simple every day	The portfolio clearly communicated the complex ideas of the course assignments using several examples of digital media	The portfolio communicated most of the ideas of the course assignments in using some examples of digital media	The portfolio communicated some of the ideas of the course assignments in using some examples of digital media

	digital media tools.	including copyright free images and/Or complete citations in a highly organized way.	including copyright free images and/Or complete citations in a organized way.	including copyright free images and/Or complete citations in a somewhat organized way.
Function of the Portfolio	LO 9 Students will select and apply digital tools to plan and manage design process that considers design constraints and calculated risks..	All the technological features and/or links included as part of the Portfolio functioned effectively.	Most of the technological features and/or of the Portfolio functioned, with a few exceptions.	Numerous technological features and/or links of the Portfolio did not function.
Grammar and Spelling of the Portfolio Final		The student used good grammar and spelling throughout the presentation of the artifacts within the Portfolio.	The has three to five spelling of grammar errors within the presentation of the artifacts within the Portfolio.	The presentation included more than five errors in grammar and spelling in the presentation of the artifacts in the Portfolio.

Course Grading Scale

Letter grades will be awarded based on a percentage of student's total point accumulation. This percentage distribution is listed below.

Grade	Percentage (%)
A	94 – 100%
A-	90 – 94%
B+	87 – 90%
B	84 – 87%
B-	80 – 84%
C+	77 – 80%
C	74 – 77%
C-	70 – 74%
D+	68 – 70%
D	64 – 67%

D-	60 – 64%
F	0 – 60%

Policy on Makeup Tests, Late Work, and Incompletes

Students are expected to attend all of the scheduled University classes and to satisfy all academic objectives as outlined by the instructor. It is the student's responsibility to make up all work missed during excused absences. In addition, it is the student's responsibility to give the instructor notice prior to any anticipated absence and within a reasonable amount of time after an unanticipated absence, ordinarily by the next scheduled class meeting. Instructors must allow each student who is absent for a University-approved reason the opportunity to make up work that is missed without any reduction in the student's final course grade as a direct result of an excused absence.

Attendance Policy Statement

Students are expected to attend all of their scheduled University classes and to satisfy all academic objectives as outlined by the instructor. The effect of absences upon grades is determined by the instructor, and the University reserves the right to deal at any time with individual cases of non-attendance. Students are responsible for arranging to make up work missed because of legitimate class absence, such as illness, family emergencies, military obligation, court-imposed legal obligations or participation in University-approved activities. Examples of University-approved reasons for absences include participating on an athletic or scholastic team, musical and theatrical performances and debate activities. It is the student's responsibility to give the instructor notice prior to any anticipated absences and within a reasonable amount of time after an unanticipated absence, ordinarily by the next scheduled class meeting. Instructors must allow each student who is absent for a University-approved reason the opportunity to make up work missed without any reduction in the student's final course grade as a direct result of such absence.

Etiquette Policy

Etiquette is an important factor in any educational setting. In an online class, etiquette may be a greater consideration since much communication is enabled through written emails, blog postings, and so on. Written words carry all types of connotations (both intended and unintended) and therefore it is essential that you craft all written communication in a manner that is professional, polite, and clearly and accurately worded. For more in-depth information, please see the [FAU statement on netiquette](#).

Policy on the Recording of Lectures

Students enrolled in this course may record video or audio of class lectures for their own personal educational use. A class lecture is defined as a formal or methodical oral presentation as part of a university course intended to present information or teach students about a particular subject. Recording class activities other than class lectures, including but not limited to student presentations (whether individually or as part of a group), class discussion (except when incidental to and incorporated within a class lecture), labs, clinical presentations such as patient history, academic exercises involving student participation, test or examination administrations, field trips, and private conversations between students in the class or between a student and the lecturer, is prohibited.

Recordings may not be used as a substitute for class participation or class attendance and may not be published or shared without the written consent of the faculty member. Failure to adhere to these requirements may constitute a violation of the University's Student Code of Conduct and/or the Code of Academic Integrity.

Attendance Policy

Since the course is online, you should access the course **at least three times per week** to ensure you do not miss pertinent postings, messages, or announcements. It is imperative that you meet course deadlines and stay active in discussion boards, projects, etc. If you are experiencing major illness, absences due to University duties, or other large-scale issues, contact the instructor immediately to formulate a resolution.

Counseling and Psychological Services (CAPS) Center

Life as a university student can be challenging mentally, emotionally, and physically. Students who find stress negatively affecting their ability to achieve academic or personal goals may wish to consider utilizing FAU's Counseling and Psychological Services (CAPS) Center. CAPS provides FAU students a range of services to help improve and maintain wellbeing. For CAPS services, students need to be currently enrolled, have paid the health fee, be physically located in Florida when services are provided, have phone or videoconferencing capabilities, and have access to a safe/private location for sessions. For those outside of Florida, CAPS will assist students in getting connected to services/providers in your area for ongoing support. For more information, go to <http://www.fau.edu/counseling/> or call 561-297-3540.

Disability Policy

In compliance with the Americans with Disabilities Act Amendments Act (ADAAA), students who require reasonable accommodations due to a disability to properly execute coursework must register with Student Accessibility Services (SAS) and follow all SAS procedures. SAS has offices across three of FAU's campuses – Boca Raton, Davie and Jupiter – however disability services are available for students on all campuses. For more information, please visit the SAS website at www.fau.edu/sas/.

Contact

- **Boca Raton:** (561) 297-3880
Fax: (561) 297-2184, TTY: 711
- **Davie:** (954) 236-1222
Fax: (954) 236-1123, TTY: 711
- **Jupiter:** (561) 799-8721
Fax: (561) 799-8721, TTY: 711

Code of Academic Integrity

Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty is considered a serious breach of these ethical standards, because it interferes with the university mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the university community, which is grounded in a system of mutual trust and places high value on personal integrity and

individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see [University Regulation 4.001](#).

Plagiarism

Plagiarism is unacceptable in the University community. Academic work must be an original work of your own thought, research, or self-expression. When students borrow ideas, wording, or organization from another source, they must acknowledge that fact in an appropriate manner. Plagiarism is the deliberate use and appropriation of another's work without identifying the source and trying to pass off such work as one's own. Any student who fails to give full credit for ideas or materials taken from another has plagiarized. This includes all discussion board posts, journal entries, wikis, and other written and oral presentation assignments. If in doubt, cite your source.

Online Communication Policy

Expectations for Students

- Announcements: You are responsible for reading all announcements posted by the instructor. Check the course announcements each time you log in.
- Email: You are responsible for reading all your course email and responding in a timely manner.
- Course-Related Questions: Post course-related questions to the FAQ discussion forum. This allows other participants with the same question to benefit from the responses. Also, make sure you review this forum prior to posting a question; it may have already been asked and answered in previous posts.

Instructor's Plan for Classroom Response Time & Feedback

- Email Policy: Except for Saturdays, Sundays, and holidays, your instructor will typically respond to messages within 48 hours. Such messages should only be used to communicate personal or confidential matters; otherwise, please use the FAQ discussion forum within the course.
- Assignment Feedback Policy: Feedback will be provided on submitted assignments within one week of the submission date. Some assignments may require a longer review period, which will be communicated to students by the instructor.
- Course-Related Questions: Except Saturdays, Sundays, and holidays, questions will, generally, be answered by instructors within 48 hours.

Required Texts/Readings

Readings for this course are listed Bibliography of the syllabus and organized by module.

Supplemental Materials

Supplemental materials are not required for this course. However, technology and software programs are required.

Minimum Technology Requirements

Hardware

- Dependable computer: Operating system: Windows 10 or macOS Sierra (or higher). Some assignments cannot be completed using Chromebooks or Mac – Please inform the instructor if you need assistance with obtaining a laptop.
- Computer speakers
- Headset with microphone
- Webcam

Peripherals

- A backup option should be available to minimize the loss of work. This can be an external hard drive, a USB drive, cloud storage, or your folder on the FAU servers. Using Microsoft OneDrive is highly recommended.

Internet Connection

- Recommended: Broadband Internet connection with a speed of 4 Mbps or higher.
- To function properly, Canvas requires a high-speed Internet connection (cable modem, DSL, satellite broadband, T1, etc.). The minimum Internet connection speed to access Canvas is a consistent 1.5 Mbps (megabits per second) or higher.
- Check your Internet speed here.

Software

- Reliable web browser (recommended Chrome or Firefox)
- Access to FAU Canvas from a computer (make sure your Internet browser is compatible).
- All assignments (unless otherwise specified) should be completed using Microsoft Office products. Directions to all assignments are given only the accepted software.
 - The Microsoft 365 Suite is available for free to all students from the FAU web site at <https://comsupport.fau.edu/kb/articles/download-office365-for-personal-use>
- Adobe Reader
- Google Apps Available as a student at FAU
- Other software may be required for specific learning modules. If so, the necessary links to download and install will be provided within the applicable module.

Minimum Technology Skill Requirements

The general and course-specific technical skills you must have to succeed in the course include but are not limited to: [Revise as necessary]

- Accessing the Internet.
- Knowing how to copy and paste an URL
- Using Canvas (including taking tests, attaching documents, etc.). ● Using email with attachments.

- Creating and submitting files in commonly used word processing program formats such as Microsoft Office Tools
- Copying and pasting functions
- Downloading and installing software
- Using presentation, graphics, and other programs
- Posting and commenting in an online discussion
- Searching the FAU library and websites

Technical Support

In the online environment, technical issues are always possible (e.g., lost connection, hardware, or software failure). Many of these can be resolved relatively quickly, but if you wait until the last minute before due dates, the chances of these glitches affecting your success are greatly increased. Please plan appropriately. If a problem occurs, it is essential you take immediate action to document the issue so your instructor can verify and take appropriate action to resolve the problem. Most issues in Canvas can be resolved by clicking on the "Help" tab located on the menu bar.

When a problem occurs, click "Help" in the menu to the left in Canvas to:

- Report a Problem
- Live Chat with Canvas Support
- Search Canvas Guides

Other Options for Technical Support

- Contact the eLearning Success Advisor for assistance: 561-297-3590
- If you can, make a Print Screen of the monitor when the problem occurs. Save the Print Screen as a .jpg file. If you are unfamiliar with creating a Print Screen file, see Print Screen instructions.
- Complete a Help Desk ticket. Make sure you complete the form entirely and give a full description of your problem so the Help Desk staff will have the pertinent information to assist you properly. This includes:
 - Select "Canvas (Student)" for the Ticket Type.
 - Input the Course ID.
 - In the Summary/Additional Details section, include your operating system, Internet browser, and Internet service provider (ISP).
 - Attach the Print Screen file, if available.
- Send a message within Canvas to your instructor to notify him/her of the problem. Include all pertinent information of the incident).
 - If you do not have access to Canvas, send an email to your instructor with all pertinent information of the incident .
 - If you do not have access to a computer, call your instructor with all pertinent information of the incident. If he/she is not available, make sure you leave a detailed message.

- If you do not hear back from the Help Desk or your instructor within a timely manner (48 hours), it is your responsibility to follow up with the appropriate person until you obtain a resolution.

Course Topical Outline

Tentative schedule

Due Dates Assignments	Learning Objectives (LO) Technology Learning Objectives (TO)	Topics Assignments
Module 1 - Introduction	LO 2	<p>Reading - What is Digital Literacy? Digital literacy is a complex topic that involves many different uses of technology in various contexts. The way people interact with technology impacts our daily lives. Digital literacy skills allow people to live, learn, and work in a society where communication and access to information are digital.</p> <p>Discussion 1 – Student Introductions</p> <p>Quiz 1 - Syllabus Quiz</p>
Module 2 - Digital Ownership Issues and Responsibilities	LO 1, LO 6	<p>Reading - Understanding the Rights of the Creator of Digital Content: Access to technology has changed the behavior of humans. Digital accessibility allows for ease of conversion, manipulation, and modification of others' work. The reading will explore the ethics in the use of digital content in both the academic environment and within a work environment.</p> <p>Assignment 1- Matrix of Copyright Violations</p>
Module 3 - Creating and Sharing Digital Content Digital Content	LO 5, LO 6	<p>Reading –Digital Content With digital content so easily available to share and create, attention must be given to what materials are available to freely use and how to properly give credit to the creative works of others in both classroom assignments and work products.</p> <p>Assignment 2 - Photo Essay</p>

Module 4 - Create a Positive Professional Image	LO 2	<p>Reading - Creating an Online Professional Image</p> <p>Creating a professional presence online is helpful during a job search. This reading shares how to develop a professional image and how to manage that image.</p> <p>Assignment 3 – Create an Online Professional Image</p>
Module 5 – Online Communication Connecting Globally	LO 5, LO 6	<p>Reading –Connecting Globally</p> <p>Technology has changed how communication occurs both within our personal lives and professionally. Understanding how to maximize the benefits of different communication platforms in the design and development of messages is essential.</p> <p>Discussion – My Most Innovative Online Tool Experience</p>
Module 6 - Working Virtually	LO 5	<p>Reading –Working Virtually</p> <p>Working online is becoming more common in the post- pandemic world. The readings provide suggestions and tools to assist in managing the online work environment while remaining connected socially.</p> <p>Discussion - Benefits and Challenges of Online Collaborative Work</p>
Module 7 – Technology Considerations for Children and Adolescents	LO 5, LO 6	<p>Reading – Technology impacts the social and emotional development of children. This section will explore those issues and ways to mitigate the negative impacts.</p> <p>Assignment – Develop a plan for technology usage for a toddler, child, or adolescent.</p>
Module 8 – Process for the Evaluation and Selection of Technology Tools	LO 2	<p>Reading – Exploring different technology adoption models in the selection of the best tool for the situation.</p> <p>Discussion – Which selection model would you select to evaluate the adoption of a new technology?</p>

Module 9 – Critically Evaluating Informational Content	LO 4	<p>Reading – Critically Evaluating Informational Content</p> <p>With so much information available online, how can internet searchers know what to trust? Unreliable information is spreading daily so the ability to identify this information is valuable when surfing the internet.</p> <p>Assignment 4 - Critical Evaluation of Information</p>
Module 10 – Personal Health and Finance	LO 7	<p>Reading –Health and Financial Literacy</p> <p>Learners are provided a deeper awareness of the scope of health and financial literacy, which is helpful in decision making and maintaining a good quality of life.</p> <p>Assignment 5 – Health and Finance Short Paper</p>
Module 11 – Personal Cyber Security	LO 3	<p>Reading - Practicing Personal Cyber Security Knowing how to protect personal and employer information is important in a digitally connected world. Understanding what potential threats are and how to protect that information are becoming important skills.</p> <p>Assignment 6 - Personal Security Demonstration</p>
Module 12 – AI and Robotics in Everyday Life	LO 8, LO 9	<p>Reading –Using of AI and Robotics in Everyday Life</p> <p>AI and robots are increasingly becoming a part of our daily lives. This reading examines the evolution of AI and robotics over time and exposes readers to the current state of these tools.</p> <p>Assignment 7 – Create a Robot</p>
Module 13 - Data Visualization	LO 9	<p>Reading –Using of Data Visualization</p> <p>Today, data surrounds us in a variety of forms. Data reveals valuable information with respect to possibilities, disadvantages, inefficiencies, opportunities, and habits when presented using visualization tools. This chapter discuss the various forms of data, how to access it, how to generate data to answer questions, and how to represent that data as a consumable.</p> <p>Discussion – Visual Representation of Data Example</p>

Final		Assignment –Portfolio
-------	--	-----------------------

Bibliography

End of Syllabus

This bibliography is organized by the module topic. As technology changes quickly, these readings will be updated periodically. These are references used in the development of module readings.

Module 1: What is Digital Literacy

- ALA Digital Literacy Taskforce. (2011). What is digital literacy? <http://dla101.org/wp-content/uploads/2015/07/what-is-digilit-2.pdf>
- Western Sydney University. (2020). What is digital literacy? https://www.westernsydney.edu.au/studysmart/home/study_skills_guides/digital_literacy/what_is_digital_literacy

Module 2: Digital Ownership Issues and Responsibilities

- Brown, V. (2018). Evaluating technology to prevent academic integrity violations in online education. *Online Journal of Distance Learning Administration*, 21(1). <https://www.westga.edu/~distance/ojdl/spring211/brown211.html>

Module 3: Digital Content

- Brovig-Hansses, R. & Jones, E. (2021). Remix's retreat? Content moderation, copyright law and mashup music. *New Media & Society*. 146144482110260-.Web
- Oaks, S. (n. d.) Communication for Professionals. Lumen Learning. <https://courses.lumenlearning.com/suny-esc-communicationforprofessionals/>

Module 4: Create a Positive Professional Image

- Bogle, J. (2019, March 13) How to create a digital identity | Beyond branding. Idealist/Action Without Borders. <https://www.idealists.org/en/careers/create-digital-identity-branding>
- Englis, P., de Villiers Scheepers, M. J., Fleischman, D., Burgess, J. & Crimmis, G. (2021). Developing professional networks: The missing link to graduate employability. *Education + Training*, 63(4), 647-661. <https://doi.org/10.1108/ET-10-2020-0309>

Module 5: Connecting Globally

- Kramer, L. (2021). Our 8-step guide for how to write a pro blog post. Grammarly. [Our 8-Step Guide for How to Write a Pro Blog Post | Grammarly Blog](https://www.grammarly.com/blog/our-8-step-guide-for-how-to-write-a-pro-blog-post/)
- Yourdictionary. (n. d.): 10 Powerful tips for writing an effective email. <https://grammar.yourdictionary.com/grammar-rules-and-tips/five-tips-to-writing-an-effective-email.html>

Module 6: Working Virtually

- Mayhew, J. (2020, November 4). Virtual leadership- Essential skills for managing remote teams. Virtualspeech. <https://virtualspeech.com/blog/virtual-leadership-skills>

- Raghupathi, V. (2016). Changes in virtual team collaboration with modern collaboration tools. *I-manager's Journal on Information Technology*, 5(2), 5-13.

Module 7: Technology Considerations for Children and Adolescents

- Selvi, V. T. T., Gryathri, R., Priya, V. V. (2019). Teens and technology addiction – A survey. *Drug Invention Today*, 11(2), 663- 665.
- Kiran, S., Sanjana, J. S., & Reddy, N. J. (2018). Mobile phone addiction: Symptoms, impacts, and causes- A review. *International Conference on Trends in Industrial & Value Engineering, Business, and Social Innovation*.
https://www.researchgate.net/profile/Kiran-Sk/publication/330521664_Mobile_Phone_Addiction_Symptoms_Impacts_and_Causes-A_Review/links/5c45ea6d92851c22a385f460/Mobile-Phone-Addiction-Symptoms-Impacts-and-Causes-A-Review.pdf

Module 8: Process for the Evaluation and Selection of Technology Tools

- Dwivedi, Y. K., Rana, N. P., Jeyaraj, A., Clement, M., & Williams, M. D. (2019). Re-examining the Unified Theory of Acceptance and Use of Technology (UTAUT): Towards a revised theoretical model. *Information Systems Frontiers*, 21, 719-734.
<https://link.springer.com/article/10.1007/s10796-017-9774-y>
- Farshidi, S., Jansen, S., de Jorg, R., & Brinkkemper, S. (2018). A decision support system for software technology selection. *Journal of Decision Systems*, 27, 98-110.
<https://doi.org/10.1080/12460125.2018.1464821>

Module 9: Critically Evaluating Informational Content

- Musgrove, A. T.; Powers, J. R.; Rebar, L. C.; & Musgrove, G. J. (2018). Real or fake? Resources for teaching college students how to identify fake news. *College & Undergraduate Libraries*, 25(3), 243-260.
<https://doi.org/10.1080/10691316.2018.1480444>
- Bousalis, R., Powers, J., & Musgrove, A. (2020). Media and historical literacy: Changing the context of history. *Journal of Literacy and Technology*, 21(4), 38-57.

Module 10: Personal Health and Finance in a Digital World

- Forbes. (2020). 15 Finance Pros Explain How To Keep Your Online Transactions Secure.
<https://www.forbes.com/sites/forbesfinancecouncil/2020/03/30/15-finance-pros-explain-how-to-keep-your-online-transactions-secure/?sh=5d2c13e54742>
- Morgan, K. (2019). Up to 60% of our health is determined by zip code.
<https://www.usatoday.com/story/sponsor-story/blue-cross-blue-shield-association/2019/04/22/up-60-our-health-determined-zip-code/3542001002/>

Module 11: Personal Cyber Security

- Henning, N. (2018). Privacy and security online: Best practices for cybersecurity. *Library Technology Reports* by American Library Association.
<https://www.journals.ala.org/index.php/ltr/issue/download/677/439>
- Jordan, M. (2020). Cybersecurity awareness: How to protect yourself, your coworkers, and your patients. *American Nurse Journal*, 15(2). 10-13. <https://www.myamericannurse.com/wp-content/uploads/2020/01/an2-Cybersecurity-123.pdf>

Module 12: AI and Robotics for Everyday Life

- McCarthy, J. (2004). What is artificial intelligence? Retrieved from

https://borghese.di.unimi.it/Teaching/AdvancedIntelligentSystems/Old/IntelligentSystems_2008_2009/Old/IntelligentSystems_2005_2006/Documents/Symbolic/04_McCarthy_whatissai.pdf

- Moreno-Leon, J., Roman-Gonzalez, M., & Robles, G. (2018). On computational thinking as a universal skill: A review of the latest research on this ability. 2018 IEEE Global Engineering Education Conference. 1684-1689.
<https://ieeexplore.ieee.org/abstract/document/8363437>
- Yildiz, M. N. (2020). Computational thinking for all: Participatory action research. EdMedia + Innovate. Online, The Netherlands: Association for Advancement of Computing in Education. <https://www.learntechlib.org/primary/p/217486/>

Module 13: Data Visualization/Presentation of Information

- Etherington, M. (2020). Why data matters. The purpose and value of analytics-led decisions <https://www.forbes.com/sites/teradata/2020/10/15/why-data-matters/?sh=d9a03a36886d>