



# Course Syllabus

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## *EDUC 403-01W: Digital Fluency*

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## COURSE INFORMATION

### Materials – Textbooks, Readings, Supplementary Readings

**Textbook(s) Required:**

N/A. Online resources will be utilized.

**Optional**

Other materials/readings as assigned will be posted in Doc Sharing in eCollege.

### Course Description

Digital Fluency – Six semester hours EDUC 403 Digital Fluency is the third competency in the BS in Global eLearning. Emphasis in the course is on multimedia implementation and design and emerging technologies. The course focuses on the adoption, utilization, and integration of appropriate technologies into the instructional environment.

### Student Learning Outcomes

In this online course the engaged learner will:

1. Examine personal attitudes and goals regarding key issues in the field of educational technology.
2. Explore ways technology can transform teaching.
3. Utilize technology tools to develop and evaluate learning experiences.
4. Utilize technology as a transformation tool.
5. Research and evaluate digital information.
6. Teach with web-based educational materials.

7. Utilize educational software and web-based tools to promote problem solving and inquiry.
8. Employ communication technologies to enhance learning through interactive information exchanges and networking.
9. Examine presentation tools and multimedia technologies.
10. Utilize assistive technologies to differentiate instruction and promote learning success.
11. Develop a digital portfolio and/or other performance assessment technology to evaluate self-learning.

## **COURSE REQUIREMENTS**

### **Instructional / Methods / Activities Assessments**

#### **Discussion Boards (5 at 50 points each; worth up to 5% per discussion board for a total of up to 25% of semester grade:**

To complete discussion board posts and replies, login to the online eCollege EDUC 403 course.

Each discussion board contains a discussion thread topic and/or activity. Each discussion board will require a “post” and two “replies” to fellow classmate’s posts.

**Initial Post:** Student provides thoughtful and thorough response to each topic for discussion. Students will need to complete an initial “post” to each discussion board thread at least four days before the module end date. Review “post” content for correct grammar and spelling.

**Replies:** Student provides constructive comments to a fellow classmate’s post. Reply content must relate to discussion topic. Review “reply” content for correct grammar and spelling. It is suggested that each reply consist of a minimum of four to five complete sentences.

Follow the “Course Calendar” due dates for each Discussion Board. It is critical that students read all the postings for each topic. This will ensure that you not only respond to the topic questions, but to your colleagues’ comments as well. Also, it will help in ensuring against anyone plagiarizing your work.

#### **Journal Reflections (5 at 50 points each; worth up to 5% per module for a total of up to 25% of semester grade:**

Upon completion of specific modules, you will be required to post your reflections in your Journal (The journal course tool tab is located in the eCollege course). Journal reflections should contain your thoughts about the module activities, and, any issues, concerns, and/or ideas related to the module content. Reflections should be in paragraph format and consist of a minimum of 200 words for each module entry. Review journal content for correct grammar and spelling.

**Video Assignment (100 points; worth up to 10% of semester grade):**

Each student will create a brief video presentation. Specifics and grading rubric will be available for the video presentation within the online eCollege EDUC 403 course.

**Peer Review of Video Assignment (100 points; worth up to 5% of semester grade):**

Fellow classmates will constructively critique video assignments. Specifics will be available for the video presentation critique process within the online eCollege EDUC 403 course.

**Research Topic Multimedia Presentation (100 points; worth up to 10% of semester grade):**

Each student will create a brief multimedia presentation overview of the topic they have decided to research for their final video presentation. Specifics and grading rubric will be available for the multimedia presentation within the online eCollege EDUC 403 course.

**Peer Review of Multimedia Presentation (100 points; worth up to 5% of semester grade):**

Fellow classmates will constructively critique multimedia presentations. Specifics will be available for the multimedia presentation critique process within the online eCollege EDUC 403 course.

**Final Video Presentation (100 points; worth up to 20% of semester grade):**

Each student will prepare a final video presentation. Specifics and grading rubric will be available within the online eCollege EDUC 403 course.

## Grading

Your final grade will be based on the following:

Activity	Points	Percent
Discussion Boards (5 at 50 points each)	250	25%
Journal Reflections (5 at 50 points each)	250	25%
Video Assignment	100	10%
Peer Review of Video Assignment	100	5%
Research Topic Multimedia Presentation	100	10%
Peer Review of Multimedia Presentation	100	5%
Final Video Presentation	100	20%
Total	1000	100%

A	89-100%
B	79-88%
C	69-78%
D	59-68%
F	58% or less

## TECHNOLOGY REQUIREMENTS

The information contained in this section has been provided to assist you in preparing to use technology in your online course.

The following technology is required to be successful in this course.

- Internet connection – high speed recommended (not dial-up)
- Word processor (Microsoft Office Word – 2007 or 2010)
- Access to University Library site
- Access to an email

Required Software/Web 2.0 accounts:

- Microsoft Word, Excel, & PowerPoint
- [Jing](#) (free version)

Auxiliary Hardware/Accessories:

- Computer Microphone (required, built-into most modern webcams)
- Video Webcam (highly recommended)

Our campus is optimized to work in a Microsoft Windows environment. This means our courses work best if you are using a Windows operating system (XP or newer) and a recent version of Microsoft Internet Explorer (7.0, 8.0, or 9.0).

Courses will also work with Macintosh OS X along with a recent version of Safari 2.0 or better. Along with Internet Explorer and Safari, eCollege also supports the Firefox browser (3.0) on both Windows and Mac operating systems.

It is strongly recommended that you perform a “Browser Test” prior to the start of your course. To launch a browser test, login to eCollege, click on the “myCourses” tab, and then select the “Browser Test” link under Support Services.

## ACCESS AND NAVIGATION

This course will be utilizing eCollege to enhance the learning experience. eCollege is the Learning Management System used by Texas A&M University-Commerce. To get started with the course, go to: <https://leo.tamuc.edu/Login.aspx> or <http://www.online.tamuc.org>. You will need your CWID and password to log in to the course. If you do not know your CWID or have forgotten your password, contact Technology Services at 903.468.6000 or [helpdesk@tamuc.edu](mailto:helpdesk@tamuc.edu).

### Student Support

Texas A&M University-Commerce provides students technical support in the use of eCollege. The student help desk may be reached by the following means 24 hours a day, seven days a week. If you experience issues while taking your exams or at any other point, feel free to contact the support desk.

- Chat Support: Click on “Live Support” on the tool bar within your course to chat with an eCollege Representative.
- Email: [helpdesk@online.tamuc.org](mailto:helpdesk@online.tamuc.org) to initiate a support request with eCollege Technical Support Representative.
- Help: Click on the 'Help' button on the toolbar for information regarding working with eCollege (i.e. How to submit to Dropbox, How to post to discussions etc.).

## **COURSE AND UNIVERSITY PROCEDURES/POLICIES**

### **Scholarly Expectations**

All works submitted for credit must be original and created uniquely for the class. It is considered inappropriate and unethical to make duplicate submissions of a single work for credit in multiple classes, unless specifically requested by the instructor.

### **Academic Honesty**

Students who violate University rules on scholastic dishonesty are subject to disciplinary penalties, including (but not limited to) receiving a failing grade on the assignment, the possibility of failure in the course and dismissal from the University. Since dishonesty harms the individual, all students, and the integrity of the University, policies on scholastic dishonesty will be strictly enforced. In all instances, incidents of academic dishonesty will be reported to the Department Head. Please be aware that academic dishonesty includes (but is not limited to) cheating, plagiarism, and collusion.

*Cheating* is defined as:

- Copying another's test or assignment
- Communication with another during an exam or assignment (i.e. written, oral or otherwise)
- Giving or seeking aid from another when not permitted by the instructor
- Possessing or using unauthorized materials during the test
- Buying, using, stealing, transporting, or soliciting a test, draft of a test, or answer key

*Plagiarism* is defined as:

- Using someone else's work in your assignment without appropriate acknowledgement
- Making slight variations in the language and then failing to give credit to the source

*Collusion* is defined as:

- Collaborating with another, without authorization, when preparing an assignment

If you have any questions regarding academic dishonesty, ask. Otherwise, I will assume that you have full knowledge of the academic dishonesty policy and agree to the conditions as set forth in this syllabus.

### **Intellectual Ownership**

When reviewing the literature, one frequently peruses written thoughts, findings, conclusions, and perspectives of individuals and organizations that may be used to create credibility and/or rationale from investigative studies. A problem, however, is how to capitalize on such information, yet not violate the principles of intellectual ownership. One solution involves answering two questions: (1) what is plagiarism? (2) How is plagiarism avoided? Simply stated, plagiarism is claiming another person's or organization's works as one's own. Such violations may be avoided by knowing how to use and acknowledge the works of others. The 6th Edition of the Publication Manual of the American Psychological Association states: "Authors do not present the work of another as if it were their own work" (p. 16). "Whether paraphrasing, quoting an author directly, or describing an idea that influenced your work, you must credit the source" (p.170). Quotation marks should be used to indicate the exact words of another. Each time you paraphrase another author (i.e., summarize a passage or rearrange the order of a sentence and change some of the words), you will need to cite it in the text.

Some people seem to believe that anything found on the Internet is free to use as they please. The "cut and paste" option also makes it easy to plagiarize. However, information on the web must be properly cited just as you would any "hard copy" periodicals. In this course, APA style citation is expected. Any written assignments must include in text citations as well as a separate reference page. The following web site provides valuable insight relating to what constitutes plagiarism and how it may be avoided:

<http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml>.

To avoid plagiarism an individual must give credit wherever he or she uses:

- another individual's idea, opinion, or theory
- facts, statistics, graphs, and drawings that are not common knowledge
- quotations of another individual's spoken or written words
- paraphrase another individual's spoken or written words

Any deviation from the guidelines concerning quotes and citations constitutes plagiarism, as it suggests that you are trying to submit someone else's work and creativity as your own. In accordance with the Texas A&M University-Commerce Code of Student Conduct Section 5.b [1, 2, 3], the penalties for students guilty of academic dishonesty include disciplinary probation, suspension, and expulsion. If you have any questions, please let me know.

### **Attendance Policy**

Students are expected to "attend class" and actively participate. The professor will monitor student participation/activity.

**Late Work**

I do not accept late work and do not believe in allowing students to turn in work after the due date. However, I do understand that sometimes there are circumstances outside one's control that may impact timely submission of assignments, such as jury duty, hospitalization, or death of a family member. In these instances, a student is expected to notify the instructor before the assignment deadline.

**Drop Course Policy**

Students should take responsibility for dropping themselves from the course according to University policy should it become necessary.

**University Specific Procedures****ADA Statement**

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

**Office of Student Disability Resources and Services**

**Texas A&M University-Commerce**

**Gee Library- Room 132**

**Phone (903) 886-5150 or (903) 886-5835**

**Fax (903) 468-8148**

Go to the following email address: [StudentDisabilityServices@tamuc.edu](mailto:StudentDisabilityServices@tamuc.edu)

Go to the following link: [Student Disability Resources & Services](#)

**Student Conduct**

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment (See Code of Student Conduct from Student Guide Handbook).

A&M-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

## **COURSE OUTLINE / CALENDAR**

Every effort will be made to adhere to the course schedule as noted below. However, unforeseen circumstances may require changes to the schedule. In that case, changes will be announced via

University Email and in Announcements. The professor reserves the right to change the schedule if necessary and depending on the progress of the class. I highly recommend that you follow the schedule outlined below **VERY CAREFULLY** so that you will complete and turn in your assignments on time.

<p><b>Module 1</b> <b>Aug. 25-Sept. 8</b></p>	<p>Discussion Board “Post” due by Sept. 5 Discussion Board closes Sept. 8 Journal Reflection due by Sept. 8</p>
<p><b>Module 2</b> <b>Sept. 9-Sept. 21</b></p>	<p>Discussion Board “Post” due by Sept. 18 Discussion Board closes Sept. 21 Journal Reflection due by Sept. 21</p>
<p><b>Module 3</b> <b>Sept. 23-Oct. 5</b></p>	<p><b>Video Assignment – Sept. 30</b> <b>Peer Review of Video Assignment – Oct. 5</b></p>
<p><b>Module 4</b> <b>Oct. 7-Oct. 19</b></p>	<p><b>Research Topic Multimedia Presentation – Oct. 14</b> <b>Peer Review Evaluation of Multimedia Presentation – Oct. 19</b></p>
<p><b>Module 5</b> <b>Oct. 21-Nov. 2</b></p>	<p>Discussion Board “Post” due by Oct. 28 Discussion Board closes Nov. 2 Journal Reflection due by Nov. 2</p>
<p><b>Module 6</b> <b>Nov. 4-Nov. 16</b></p>	<p>Discussion Board “Post” due by Nov. 11 Discussion Board closes Nov. 16 Journal Reflection due by Nov. 16</p>
<p><b>Module 7</b> <b>Nov. 18-Dec. 12</b></p>	<p>Discussion Board “Post” due by Dec. 2 Discussion Board closes Dec. 7 Journal Reflection due by Dec. 12 <b>Final Video Presentation Dec. 12</b></p>