



CST111 Digital Literacy and Technology Readiness

(3 credit hours)

Course Syllabus

Course Description

This course is designed to provide students with sustainable and usable skills essential to success in both academic and professional settings. Students will analyze the impact of digital technology on personal and social communication to develop digital literacy skills. Students will explore security, privacy, and ethical issues related to the current digital environment. Finally, the course discusses the use of productivity software as a means of effective, information creation, communication collaborations and analysis.

Course Learning Outcomes

By the end of this course, you will be able to:

1. Evaluate ethical, legal, privacy and security issues related to the use of the commercial web, social media, and cloud storage.
2. Utilize productivity software as a means of effective information creation, communication, collaboration, and analysis.
3. Explain storage mediums and retrieval systems for digital information.

Required Textbook(s) and Resources

For this course you will need the following materials:

Carey, P., Pinard, K. T., Shaffer, A., Shellman, M. & Vodnik, S. (2020). *The New Perspectives Collection, Microsoft® Office 365® & Office 2019*. Cengage Learning. ISBN: 9780357026205

The course technology fee includes student access to Cengage MindTap and an ebook version of your textbook. The fee will be charged to your account during registration.

An optional, highly discounted loose-leafed paper copy of the textbook is available for purchase in the Tiffin University bookstore. This is a special arrangement with TU and the discounted loose-leaf paper copy may not be available at the same rate from outside vendors.

Note: this course may contain additional resources for specific activities or modules. Be sure to read the instructions carefully for individual assignments or activities for those requirements. Where applicable, Tiffin University has obtained permission to use copyrighted material.

Visit the [Tiffin University Library](#) for access to databases, research help, and writing tips. A link is also available in the Course Home area. I also suggest you register for one of the library's many webinars on library research, source evaluation, copyright, and other topics, at the [Library Events - Upcoming Events](#) web page.

If you register but cannot attend a live session, the library will email you a link to the session recording after the event.

For further assistance email a librarian, at: library@tiffin.edu.

Time Commitment

Effective time management is possibly the single most critical element to your academic success. To do well in this online class you should plan your time wisely to maximize your learning through the completion of readings, discussions, and assignments. Because of our accelerated, seven-week term, TU online courses are designed with the expectation that you dedicate a little over **six (6)** hours per credit hour to course activities and preparation **each week**. For example, for successful completion of a three-credit, seven-week online course you should reserve roughly **twenty (20) hours per week**.

To help you plan your time and keep you on track toward successful completion, this course maintains a distinctive rhythm for assignment due dates:

1. All times assume Eastern Time (GMT-4).
2. Weeks begin at 12:00 a.m. ET on Monday and end at 11:55 p.m. ET on Sunday.
3. Unless otherwise noted, initial assignments or discussion posts are due by **11:55 p.m. ET on Wednesdays**.
4. Additional assignments or follow-up discussion posts are due by **11:55 p.m. ET on Saturdays, and**
5. Major assignments and reflections are typically due by **11:55 p.m. ET on Sundays**.

Learning Activities

Throughout this course you will be demonstrating your newly gained knowledge and skills through various assignments including: discussion boards, productivity software trainings, productivity software assignments, and a final project. You also will be completing two reflection papers that allow you to reflect on the course and your newly acquired skills. The final project will be an opportunity for you to showcase your understanding of credible and non-

credible sources. All of these activities will increase your knowledge of digital literacy and safety.

Key Assessment (Taskstream Submission)

This TU course features a “Key Assessment” that provides students with the opportunity to demonstrate core competencies and shows how the course fits within the broader curriculum.

For this course, the key assessment is the final PowerPoint presentation due in Week 6 & 7. For this activity you will create a presentation on credible and non-credible sources on a topic of your choice that relates to Information Technology. This key assessment showcases many of the skills learned in the course and will help you to be successful not only in your academic career but also in life.

Grading

The chart below identifies the individual contributions from each activity per week.

Activity	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Total
Discussion	25	25	25	-	25	-	25	125
Excel Assignment (in MindTap)	75	75	75	75	75	75	-	450
Word Assignment (in MindTap)	-	30	-	-	-	-	-	30
Concepts Training (in MindTap)	-	-	-	40	-	-	-	40
PowerPoint Assignment (in MindTap)	-	-	-	-	-	30	-	30
Password Worksheet	-	-	-	-	20	-	-	20

Activity	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Total
SWOT Analysis	-	-	50	-	-	-	-	50
Reflection	-	-	-	60	-	-	60	120
Final Presentation Draft	-	-	-	-	-	25	-	25
Final Presentation	-	-	-	-	-	-	110	110
Total	100	130	150	175	120	130	195	1000

Grading Scale

Grade	Percentage
A	90-100%
B	80-89%
C	70-79%
D	60-69%
F	<60%

Please see the [Academic Bulletin](#) for grade appeal information.

CST111 Schedule and Weekly Checklist

Topic	Learning Activities (Due by 11:55 p.m. ET on day designated)
Week 1: Getting Started	<input type="checkbox"/> WED: Activity 1.1 (Discussion Forum): Introduce Yourself and Meet Your Classmates! – Initial Posts <input type="checkbox"/> WED: Activity 1.2: (Discussion Forum): Copyright and Plagiarism – Initial Post

Topic	Learning Activities (Due by 11:55 p.m. ET on day designated)
	<ul style="list-style-type: none"> <input type="checkbox"/> SAT: Activity 1.1 (Discussion Forum): Introduce Yourself and Meet Your Classmates! – Secondary Responses <input type="checkbox"/> SAT: Activity 1.2: (Discussion Forum): Copyright and Plagiarism – Secondary Responses <input type="checkbox"/> SUN: Activity 1.3: Excel Assignment (in Mindtap)
<p style="text-align: center;">Week 2: Credible and Non-Credible Sources</p>	<ul style="list-style-type: none"> <input type="checkbox"/> WED: Activity 2.1 Discussion: Credible and Non-Credible Sources – Initial Post <input type="checkbox"/> SAT: Activity 2.1 Discussion: Credible and Non-Credible Sources – Secondary Responses <input type="checkbox"/> SUN: Activity 2.2: Excel Assignment (in MindTap) <input type="checkbox"/> SUN: Activity 2.3: Word Training Assignment (in MindTap)
<p style="text-align: center;">Week 3: Digital Safety and the Digital Footprint</p>	<ul style="list-style-type: none"> <input type="checkbox"/> WED: Activity 3.1 (Discussion Forum): Digital Safety – Initial Post <input type="checkbox"/> SAT: Activity 3.1 (Discussion Forum): Digital Safety – Secondary Responses <input type="checkbox"/> SUN: Activity 3.2: S.W.O.T. Analysis Assignment <input type="checkbox"/> SUN: Activity 3.3: Excel Assignment (in MindTap)
<p style="text-align: center;">Week 4: Essential Technology Concepts</p>	<ul style="list-style-type: none"> <input type="checkbox"/> SUN: Activity 4.1: Essential Technology Concepts Training (in MindTap) <input type="checkbox"/> SUN: Activity 4.2: Excel Assignment (in MindTap) <input type="checkbox"/> SUN: Activity 4.3: Reflection
<p style="text-align: center;">Week 5: Academic Search Resources</p>	<ul style="list-style-type: none"> <input type="checkbox"/> WED: Activity 5.1 (Discussion Forum): Resources – Initial Post <input type="checkbox"/> SAT: Activity 5.1 (Discussion Forum): Resources – Secondary Responses <input type="checkbox"/> SUN: Activity 5.2: Excel Assignment (in MindTap) <input type="checkbox"/> SUN: Activity 5.3: How Secure is My Password?
<p style="text-align: center;">Week 6: Presenting Information Using PowerPoint</p>	<ul style="list-style-type: none"> <input type="checkbox"/> SUN: Activity 6.1: PowerPoint Training (in MindTap) <input type="checkbox"/> SUN: Activity 6.2: Final Presentation (Draft) <input type="checkbox"/> SUN: Activity 6.3: Excel Assignment (in MindTap)

Topic	Learning Activities (Due by 11:55 p.m. ET on day designated)
<p style="text-align: center;">Week 7: Peer Review and Final Presentation</p>	<ul style="list-style-type: none"> <input type="checkbox"/> MON: Activity 7.1 (Discussion Forum): Peer Review – Initial Post <input type="checkbox"/> WED: Activity 7.1 (Discussion Forum): Peer Review – Secondary Responses <input type="checkbox"/> THU: Activity 7.2: Final Presentation (Revision) <input type="checkbox"/> THU: Submit Final Presentation to TaskStream Assignment <input type="checkbox"/> SUN: Activity 7.3: Final Reflection

Tips for Success

Successful online learning requires a good deal of self-discipline and self-direction. As seekers of the truth, we should be willing to challenge and review one another's academic work in a spirit of respectful comradery and constructiveness. You should accept constructive feedback as a gift. Your course is a place for you to stretch and grow as you benefit from the expertise, knowledge, experience and diverse perspectives of your instructor and peers. Constructive feedback will challenge you to stretch your own thinking, thereby expanding your knowledge, understanding and application.

To get the most out of your learning experience, you should actively engage (participate) in **ALL** course activities. Course elements in any given week are arranged chronologically. To complete a week, simply work your way "down the page" through all of the course materials and activities.

Your Instructor Will Expect You to:

- Thoroughly review orientation materials (Start Here) within the first 48 hours of the term.
- Monitor your TU email account **daily** for important updates and announcements.
- Take ownership of your learning experience and act in a proactive, self-directed manner. That means:
 - Fully participate in all learning activities.
 - Complete assignments as described in rubrics or other instructions.
 - Submit all work on time and in the specified format (e.g. APA format for citations).
 - Utilize and incorporate instructor provided feedback to improve your work.
 - Ask questions so you can better understand course material or assignments.
 - Use the highest standards of intellectual honesty and integrity. For more information, see the TU Library guide: [Digital Literacy: Netiquette and Internet Safety](#).

- Treat others respectfully and demonstrate "netiquette" (online politeness and respectfulness) at all times. TU celebrates cultural uniqueness and expects all students to be considerate and thoughtful throughout their learning experiences.

You Should Expect Your Instructor to:

In general, your instructor should advocate for your success as a learner and help guide you toward successful completion of the course activities and most importantly, attainment of the course learning outcomes. To accomplish this, your instructors should:

- Post an introductory announcement/email at the beginning of each week to provide updates and help you prepare for the week's activities.
- Maintain an active and engaged presence in all course activities and throughout the course.
- Respond to your emailed questions within 48 hours, if not sooner.
- Clearly communicate any absences or expected non-participation due to extenuating circumstances. For example, "I will be traveling to attend a funeral this week and may not be able to respond to questions or participate in forums for a couple of days."
- When grading your work, your instructor should:
 - clearly indicate their grading approach (what they like to see in submitted work as well as what types of errors they tend to penalize more harshly),
 - thoroughly review and evaluate your submissions in a timely manner (in less than 5 days for most assignments), and
 - provide constructive feedback that indicates the strengths and weaknesses of your work and provides suggestions on how you can improve your performance on future assignments.
- In general, your instructor should advocate for your success as a learner and help guide you toward successful completion of the course activities and most importantly, attainment of the course learning outcomes.

Accommodations

The **Office for Disability Services** supports the institutional commitment to diversity by providing educational opportunities for qualified individuals with disabilities through accessible programs and services in compliance with Section 504 of the Rehabilitation Act of 1973 and Title III of the Americans with Disabilities Act (ADA) of 1990.

If you need reasonable accommodations due to a documented disability, contact the Office for Equity, Access, & Opportunity 419.448.3021 or via email at disabilityservices@tiffin.edu.

Additional Resources & Support

For technical support, either email moodlesupport@tiffin.edu or call the 24/7 Technical Support Call Center at 855-664-1200.

If you need to consult an academic advisor refer to our one-stop shop advising team list.

Website (Google Doc): [Online Graduate Academic Advisors](#)

Website (Google Doc): [Online Undergrad Academic Advisors](#)

For information about TU's peer tutoring program see the Murphy Center's [Tutoring Policies and Procedures](#) page. Veterans and active military can seek assistance from TU's [Veteran and Military Services Web Page](#).

Comments or Concerns

TU's online programs are designed to be student *driven*: to empower you with a voice and stake in your learning. Our courses feature multiple and varied ways that you can share feedback, and we invite you to become an active voice and help drive our improvement efforts. In addition to providing in-course feedback, we encourage you to submit questions or comments directly to the online team at online@tiffin.edu.