

## TECH-907 - Teaching Digital Citizenship

### Independent Study Online Course Syllabus

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**Number of Graduate Semester Units:** 3  
**Target Audience:** 6<sup>th</sup> - 14<sup>th</sup> grade teachers  
**Course Access:** [ce-connect.fresno.edu](https://ce-connect.fresno.edu)

#### Course Description

Digital Citizenship is a topic that many teachers are just beginning to address. For many of us, when it comes to online participation and social media, our first thought is "avoidance" or "limits" or a list of do's and don'ts. While there are clearly subjects that our students need to avoid and behaviors that need to be prohibited, the narrative about Digital Citizenship needs to change. The fact is that most people in the 21st century exist in two worlds - reality and digital reality. Our students are no different. As teachers, we need to begin to consider how to mentor and train our students to navigate their digital reality safely. At the same time, we need to show them how they can use their digital reality to not only improve themselves but also make positive contributions to their online communities and the wider world. That's the main idea behind the concept of Digital Citizenship. The goal of this course is to equip you as a teacher so that you can train your students to become model digital citizens.

**Note:** Required textbook must be acquired separately.

#### Required Texts and Course Materials

**Textbooks and Readings:** Casa-Todd, Jennifer. *Social LEADia: Moving Students from Digital Citizenship to Digital Leadership*. Dave Burgess Consulting, 2017. ISBN-13: 978-1946444110  
[https://www.amazon.com/Social-LEADia-Students-Citizenship-Leadership/dp/1946444111/ref=sr\\_1\\_1?keywords=social+leadia&qid=1553647778&s=gateway&sr=8-1](https://www.amazon.com/Social-LEADia-Students-Citizenship-Leadership/dp/1946444111/ref=sr_1_1?keywords=social+leadia&qid=1553647778&s=gateway&sr=8-1)

**Note:** Students are responsible for purchasing their own textbook, analyzing the content, and applying what they learned to the course assignments. You can order the book directly from the publisher or from one of several discount aggregators (for example): <http://books.nettop20.com>

**Online Resources:** Relevant online resources that support the course content and encourage further investigation will be available throughout the course assignments. Active hyperlinks are utilized throughout the course and will link to the appropriate information when clicked. These include videos, podcasts, worksheets, online activities, journal articles and other resources.

**Moodle:** Moodle is a web-based course management system used to support flexible teaching and learning in both face-to-face and distance courses (e-learning).

[www.moodle.org](http://www.moodle.org) // [www.moodle.org/demo](http://www.moodle.org/demo) // <https://docs.moodle.org>

## Course Dates

Self-paced; students may enroll at any time and take up to one year, from the date of registration, to complete assignments. Students may complete assignments in no less than three weeks (one week per credit), to complete the course.

## National Standards Addressed in This Course

### National Board for Professional Teaching Standards (NBPTS)

(<http://www.nbpts.org/standards-five-core-propositions/>)

First published in 1989 and updated in 2016, [\*What Teachers Should Know and Be Able to Do\*](#) articulates the National Board's Five Core Propositions for teaching. The Five Core Propositions - comparable to medicine's Hippocratic Oath — set forth the profession's vision for accomplished teaching. Together, the propositions form the basis of all National Board Standards and the foundation for National Board Certification. Course assignments have been designed so students can demonstrate excellence against these professional teaching standards whenever possible.

- Proposition 1: Teachers are committed to students and their learning
- Proposition 2: Teachers know the subject they teach and how to teach those subjects to students
- Proposition 3: Teachers are responsible for managing and monitoring student learning
- Proposition 4: Teachers think systematically about their practice and learn from experience
- Proposition 5: Teachers are members of learning communities

### National Teaching Standards (NB points) Propositions addressed in this course: 1, 2, 4, 5

<http://www.iste.org/standards> - ISTE - International Society for Technology in Education Standards  
The ISTE Standards for Educators are your road map to helping students become empowered learners. These standards will deepen your practice, promote collaboration with peers, challenge you to rethink traditional approaches and prepare students to drive their own learning.

ISTE Standards Addressed in this course: 1,2,3,4,5,6

## Continuing Education Program Student Learning Outcomes

CE 1	Demonstrate proficient written communication by articulating a clear focus, synthesizing arguments, and utilizing standard formats in order to inform and persuade others, and present information applicable to targeted use.
CE 2	Demonstrate comprehension of content-specific knowledge and the ability to apply it in theoretical, personal, professional, or societal contexts.
CE 3	Reflect on their personal and professional growth and provide evidence of how such reflection is utilized to manage personal and professional improvement.
CE 4	Apply critical thinking competencies by generating probing questions, recognizing underlying assumptions, interpreting and evaluating relevant information, and applying their understandings to the professional setting.
CE 5	Reflect on values that inspire high standards of professional and ethical behavior as they pursue excellence in applying new learning to their chosen field.



	<p>insights you learned about Digital Citizenship from the material presented thus far.</p> <ul style="list-style-type: none"> <li>● <b>Discussion Forum 1.3</b></li> <li>● <b>Discussion Forum 1.4</b></li> </ul>	<p>10 points 10 points</p>
<b>Module #2 –</b> Laying a Foundation	<ul style="list-style-type: none"> <li>● <b>Read:</b> Reading #2, #3, #4</li> <li>● <b>Assessment 2.1:</b> Quiz over the 9 Standards</li> <li>● <b>Assignment 2.2:</b> Create a survey in Google Forms that assesses your students' digital access/experiences. Share the link to the survey with me.</li> <li>● <b>Watch:</b> Video #5</li> <li>● <b>Discussion Forum 2.3</b></li> <li>● <b>Listen:</b> Podcast #3</li> <li>● <b>Discussion Forum 2.4</b></li> </ul>	<p>15 points 10 points</p> <p>10 points</p> <p>10 points</p>
<b>Module #3 - Pitfalls</b> of the Digital World	<ul style="list-style-type: none"> <li>● <b>Read:</b> Reading #5</li> <li>● <b>Watch:</b> Videos #6, #7, #8, #9, #10, #11</li> <li>● <b>Discussion Forum 3.1</b></li> <li>● <b>Discussion Forum 3.2</b></li> <li>● <b>Writing Assignment 3.3:</b> Write a 2-3 page paper in which you identify what you think are the top three "digital pitfalls" students face today and explain your three choices.</li> <li>● <b>Discussion Forum 3.4</b></li> </ul>	<p>10 points 10 points 20 points</p> <p>10 points</p>
<b>Module #4 – Digital</b> Citizenship Lesson Plans and Resources - Part 1	<ul style="list-style-type: none"> <li>● <b>Read:</b> Readings #6, #7, #8, #9, #10, #11, #12, #13, #14</li> <li>● <b>Watch:</b> Videos #12, #13, #14, #15, #16</li> <li>● <b>Discussion Forum 4.1</b></li> <li>● <b>Assignment 4.2:</b> Complete the Google Digital Citizenship Curriculum. Take a screenshot of the badge. This is a great resource for teachers and students.</li> <li>● <b>Discussion Forum 4.3</b></li> <li>● <b>Discussion Forum 4.4</b></li> </ul>	<p>10 points 20 points</p> <p>10 points 10 points</p>
<b>Module #5 – Digital</b> Citizenship Lesson Plans and Resources - Part 2	<ul style="list-style-type: none"> <li>● <b>Read:</b> Readings #15, #16</li> <li>● <b>Watch:</b> Video #17</li> <li>● <b>Skype Training #1</b></li> <li>● <b>Assignment 5.1:</b> Upload a copy of your Skype certificate/badge from Microsoft.</li> <li>● <b>Discussion Forum 5.2</b></li> </ul>	<p>10 points</p> <p>10 points</p>
<b>Module #6 – Digital</b> Citizenship Goals, Standards and Lesson Plans	<ul style="list-style-type: none"> <li>● <b>Read:</b> Readings #17, #18</li> <li>● <b>Discussion Forum 6.1</b></li> <li>● <b>Writing Assignment 6.2:</b> Create 10 of your own objectives/goals for Digital Citizenship that you could use in your own classroom. List either the theme/standard (from Ribble) or ISTE standard that corresponds with each of the goals you created.</li> <li>● <b>Discussion Forum 6.3</b></li> <li>● <b>Writing Assignment 6.4:</b> Write two assessment questions for each of the standards that you created in assignment 2.4</li> </ul>	<p>10 points 20 points</p> <p>10 points 20 points</p>

	<ul style="list-style-type: none"> <li>● <b>Discussion Forum 6.5</b></li> <li>● <b>Assignment 6.6:</b> Create 5 Lesson Plans That Teach Elements of Digital Citizenship. Be sure to match the lesson plans with your goals/objectives from Writing Assignment 6.2.</li> <li>● <b>Discussion Forum 6.7</b></li> </ul>	10 points 30 points  10 points
<b>Module #7</b> – Getting Support From Parents, Teachers and Administrators	<ul style="list-style-type: none"> <li>● <b>Read:</b> Readings #19, #20, #21</li> <li>● <b>Watch:</b> Video #18</li> <li>● <b>Writing Assignment 7.1:</b> Write a 2-3 letter to the parents of your students about how they can help foster digital citizenship at home.</li> <li>● <b>Listen: Podcast #4</b></li> <li>● <b>Assignment 7.2:</b> Create a professional development presentation that: 1) explains what digital citizenship is 2) argues why it is important 3) details steps your school could take to begin teaching digital citizenship.</li> <li>● <b>Discussion Forum 7.3</b></li> </ul>	20 points  20 points  10 points
<b>Module #8</b> – Putting it All Together	<ul style="list-style-type: none"> <li>● <b>Writing Assignment 8.1:</b> Write a 3-4 page paper summarizing what your next steps are in light of all that you've learned about Digital Citizenship.</li> <li>● <b>Discussion Forum 8.2</b></li> <li>● <b>Discussion Forum 8.3</b></li> <li>● <b>Discussion Forum 8.4</b></li> <li>● <b>Assessment 8.5:</b> 10 Question Assessment over the Casa-Todd readings</li> </ul>	20 points  10 points 10 points 10 points 10 points
<b>Course Wrap-up Module</b>	<ul style="list-style-type: none"> <li>● Course evaluation</li> <li>● Final reflection forum</li> <li>● Final grade request</li> </ul>	
	<b>TOTAL POINTS</b>	<b>450 points</b>

## Grading Policies and Rubrics for Assignments

### Grading Policies

- Assignments will be graded per criteria presented in the course rubrics.
- A = 90-100% and B = 80-89%, (anything below 80% will not receive credit.)
- The discernment between an A or a B letter grade is at the discretion of the instructor based on the quality of work submitted (see course rubrics).
- Coursework falling below a B grade will be returned with further instructions.
- All assignments must be completed to receive a grade and are expected to reflect the quality that teacher-training institutions require of professional educators. If completed assignments do not meet this standard, students will be notified with further instructions from the instructor.

### Grading Rubrics

Grade	Percent	Description	Rubric
A	90-100%	Excellent	Meets all course / assignment requirements with significant evidence of subject mastery and demonstration of excellent graduate level professional development scholarship.

B	80-89%	Very Good	Adequately meets criteria for all course/assignment requirements - demonstrates subject competency with very good graduate level professional development scholarship.
NC	Below 80%	Unacceptable	Does not meet the minimum criteria for all course/assignment requirements and demonstrated little, if any, evidence of acceptable graduate level professional development scholarship.

### Writing Requirements

- **Superior:** Writing is clear, succinct, and reflects graduate level expectations.
- **Standard:** Writing is acceptable with very few mistakes in grammar and spelling.
- **Sub-standard:** Writing contains noticeable mistakes in grammar and spelling.

### Discussion Forum Requirements

- **Superior:** Response was at least 1 page (3 fully developed paragraphs) in length. Thoroughly answered all the posed questions, followed all the assignment directions, proper grammar and no spelling errors. Language is clear, concise, and easy to understand. Uses terminology appropriately and is logically organized.
- **Standard:** Response was less than 1 page in length (less than 3 fully developed paragraphs). Answered all the questions but did not provide an in-depth analysis, followed some of the assignment directions, minor formatting issues, proper grammar and no spelling errors. Language is comprehensible, but there a few passages that are difficult to understand. The organization is generally good.
- **Sub-standard:** Response was only ½ page in length (1-2 paragraphs). Did not answer all the required questions and/or statements or responses were superficial, vague, or unclear, did not follow many of the assignment directions or submitted response late, many formatting errors, many grammatical and spelling errors. Is adequately written, but may use some terms incorrectly; may need to be read two or more times to be understood.

### Services for Students with Disabilities

Students with disabilities are eligible for reasonable accommodations in their academic work in all classes. In order to receive assistance, the student with a disability must provide the Academic Support Center with documentation, which describes the specific disability. The documentation must be from a qualified professional in the area of the disability (i.e. psychologist, physician or educational diagnostician). Students with disabilities should contact the Academic Support Center to discuss academic and other needs as soon as they are diagnosed with a disability. Once documentation is on file, arrangements for reasonable accommodations can be made. For more information and for downloadable forms, please go to <https://www.fresno.edu/students/academic-support/services-students-disabilities>.

### Plagiarism and Academic Honesty

All people participating in the educational process at Fresno Pacific University are expected to pursue honesty and integrity in all aspects of their academic work. Academic dishonesty, including plagiarism, will be handled per the procedures set forth in the Fresno Pacific University Catalogue - <https://www.fresno.edu/students/registrar-office/academic-catalogs>

## Discussion Forums

Participation is an important expectation of this course and all online courses. Online discussions promote reflection and analysis while allowing students to appreciate and evaluate positions that others express. While students may not be engaging with the same students throughout this course they will be expected to offer comments, questions, and replies to the discussion question whenever possible. The faculty role in the discussion forum is that of an observer and facilitator.

## Technology Requirements

To successfully complete the course requirements, course participants will need Internet access, can send and receive email, know how to manage simple files in a word processing program, and have a basic understanding of the Internet. Please remember that the instructor is not able to offer technical support. If you need technical support, please contact your Internet Service Provider.

### Moodle:

This course will be delivered totally online. Moodle is a learning management system that provides students access to online resources, documents, graded assignments, quizzes, discussion forums, etc. with an easy to learn and use interface. To learn more about Moodle, go to: ([https://docs.moodle.org/30/en/Student\\_FAQ](https://docs.moodle.org/30/en/Student_FAQ)). There are some student tutorials on the Center for Online Learning website at Fresno Pacific University – <http://col.fresno.edu/student>.

### Moodle Site Login and Passwords – (or other online course access information):

Students will need to have internet access to log onto <https://ce-connect.fresno.edu>. The username and password numbers for Moodle access will be sent to you by the university using the email address you submitted at the time of registration. The instructor will then contact you with a welcome letter and login instructions. If you need help with the username and password recovery, please contact the Center for Professional Development at (800) 372-5505 or (559) 453-2000 during regular office hours - Mon-Fri 8:00 am to 5:00 pm. or email [prof.dev@fresno.edu](mailto:prof.dev@fresno.edu).

### Getting Help with Moodle:

If you need help with Moodle, please contact the Center for Online Learning (COL), by telephone or the website. Help by phone (559) 453-3460 is available Mon-Thurs 8:00 am to 8:00 pm and on Fridays from 8:00 am to 5:00 pm, or by filling out a “Request Services” form at <http://col.fresno.edu/contact/request-services>. Please identify that you are with the “School = Continuing Education”.

## Instructor/Student Contact Information

Throughout the course participants will be communicating with the instructor and their classmates on a regular basis using asynchronous discussion forums. A virtual office is utilized for class questions and students are provided with instructor contact information in the event they want to make phone or email contact. In addition, students are encouraged to email or phone the instructor at any time. Students will also receive feedback on the required assignments as they are submitted.

## Final Course Grade and Transcripts

When all work for the course has been completed, students will need to logon to the Continuing Education website (<https://ce.fresno.edu/my-account>) and “Request Final Grade”. Once the instructor receives the requests and submits the grade online, students may log back in to view

their Final Grade Report or order transcripts online. Please allow at least two weeks for the final grade to be posted. For more information, see the Continuing Education Policies and Procedures at <https://ce.fresno.edu/ce-policies-and-procedures>.

## University Policies and Procedures

Students are responsible for becoming familiar with the information presented in the Academic Catalog and for knowing and observing all policies and procedures related to their participation in the university community. A summary of university policies may be found on the university website at <http://registrar.fpu.edu/catalog>.

## Fresno Pacific University Student Learning Outcomes

<b>Student Learning Outcomes Oral Communication:</b> Students will <i>exhibit</i> clear, engaging, and confident oral communication – in both individual and group settings – and will critically <i>evaluate</i> content and delivery components.
<b>Written Communication:</b> Students will <i>demonstrate</i> proficient written communication by <i>articulating</i> a clear focus, <i>synthesizing</i> arguments, and utilizing standard formats in order to <i>inform</i> and <i>persuade</i> others.
<b>Content Knowledge:</b> Students will <i>demonstrate</i> comprehension of content-specific knowledge and the ability to apply it in theoretical, personal, professional, or societal contexts.
<b>Reflection:</b> Students will <i>reflect</i> on their personal and professional growth and <i>provide evidence</i> of how such reflection is utilized to manage personal and vocational improvement.
<b>Critical Thinking:</b> Students will <i>apply</i> critical thinking competencies by <i>generating</i> probing questions, <i>recognizing</i> underlying assumptions, <i>interpreting</i> and <i>evaluating</i> relevant information, and <i>applying</i> their understandings to new situations.
<b>Moral Reasoning:</b> Students will <i>identify</i> and <i>apply</i> moral reasoning and ethical decision-making skills, and <i>articulate</i> the norms and principles underlying a Christian world-view.
<b>Service:</b> Students will <i>demonstrate</i> service and reconciliation as a way of leadership.
<b>Cultural and Global Perspective:</b> Students will <i>identify</i> personal, cultural, and global perspectives and will employ these perspectives to <i>evaluate</i> complex systems.
<b>Quantitative Reasoning:</b> Students will accurately <i>compute</i> calculations and symbolic operations and <i>explain</i> their use in a field of study.
<b>Information Literacy:</b> Students will <i>identify</i> information needed in order to fully understand a topic or task, <i>explain</i> how that information is organized, <i>identify</i> the best sources of information for a given enquiry, <i>locate</i> and critically <i>evaluate</i> sources, and accurately and effectively <i>share</i> that information.