Course Title: Digital Citizenship

Class Number: EDUC 600

Instructor
Jim Ruid
E-Mail: CTR@JimRuid.com
Phone: (763) 439-7007
Snail Mail: Jim Ruid, 5737 Post Rd, Nowthen, MN 55303

What you will need:
A personal computer

What is provided in the course kit:
All the resources needed to complete the course

What needs to be returned: (Return to: Jim Ruid, 5737 Post Rd, Nowthen, MN 55303)
Completed Activities
Course Description
Digital Citizenship is a concept which helps teachers, technology leaders and parents to understand what students/children/technology users should know to use technology appropriately. Digital Citizenship is more than just a teaching tool; it is a way to prepare students/technology users for a society full of technology. Digital citizenship is the norms of appropriate, responsible technology use. Too often we are seeing students as well as adults misusing and abusing technology but not sure what to do. The issue is more than what the users do not know but what is considered appropriate technology usage. This course is 2 semester or 3 quarter credits.

Goals
Upon completion of this course the student will:
- Understand the Nine Elements of Digital Citizenship
- Practice Digital Citizenship
- Teach Digital Citizenship

Objectives
During this course participants will:
- Read about the Nine Elements of Digital Citizenship at http://www.digitalcitizenship.net/Nine_Elements.html. Use your classroom and explain your student’s competencies as they relate to each of the nine elements. Each element should be at least one paragraph in length, double spaced, size 12 font. Use the attached rubric.
- Develop a lesson with the help of http://www.commonsensemedia.org/educators/curriculum/. Start by clicking on Scope & Sequence, then find your grade level and pick a topic. Modify the lesson to fit your needs, time (one full period), skill level of students and availability of technology.
- Create a Digital Citizenship guide for your students. This guide is two to three pages in length and details responsible use of digital resources.

Texts/Readings


BBC News: "Are you a digital citizen?"


usatoday.com on cell phones as banks. Linked 16/12 2008


Delli Carpini, The Youth Engagement Initiative Strategy Paper, 10 Educational leaders today are preparing the educational system "American education from pre-K to 12 and beyond to better prepare students to thrive in the global economy." Today's youth needs to be exposed and prepared for the world they will be living in.

http://www.time.com/time/magazine/article/0,9171,1568480,00.html

http://www.ottawacitizen.com/health/Internet+pushing+governments+more+open+digital+expert+says/5736026/story.html

Participants will complete the readings and independent activities described below to achieve the course objectives.

### Schedule of Readings, Topics, and Assignments

<table>
<thead>
<tr>
<th>Reading Material</th>
<th>Packet 1 Topics &amp; Assignments</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Reading Material</th>
<th>Packet 2 Topics &amp; Assignments</th>
</tr>
</thead>
</table>
| [http://www.digitalcitizenship.net/Nine_Elements.html](http://www.digitalcitizenship.net/Nine_Elements.html) | **Topics**: Nine Elements of Digital Citizenship  
  - **Assignment 2**: Read about the Nine Elements of Digital Citizenship at [http://www.digitalcitizenship.net/Nine_Elements.html](http://www.digitalcitizenship.net/Nine_Elements.html). Use your classroom and explain your student’s competencies as they relate to each of the nine elements. Each element should be at least one paragraph in length, double spaced, size 12 font. Use the attached rubric |

<table>
<thead>
<tr>
<th>Reading Material</th>
<th>Packet 3 Topics &amp; Assignments</th>
</tr>
</thead>
</table>
| [http://www.commonsensemedia.org/educators/curriculum/](http://www.commonsensemedia.org/educators/curriculum/) | **Topics**: Lesson Plan  
  - **Assignment 3**: Develop a lesson with the help of [http://www.commonsensemedia.org/educators/curriculum/](http://www.commonsensemedia.org/educators/curriculum). Start by clicking on Scope & Sequence, then find your grade level and pick a topic. Modify the lesson to fit your needs, time (one full period), skill level of students and availability of technology. |

<table>
<thead>
<tr>
<th>Reading Material</th>
<th>Packet 4 Topics &amp; Assignments</th>
</tr>
</thead>
</table>
| Research Digital Citizenship for students | **Topics**: Digital Citizenship guide  
  - **Assignment 4**: Create a Digital Citizenship guide for your students. This guide is two to three pages in length and details responsible use of digital resources. |
**Assignments and Projects**

The following assignments are required for this course

<table>
<thead>
<tr>
<th>Percent of grade</th>
<th>Assignment</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>25%</td>
<td>Assignment One:</td>
<td>Digital Citizenship</td>
</tr>
<tr>
<td>25%</td>
<td>Assignment Two:</td>
<td>Nine Elements of Digital</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Citizenship</td>
</tr>
<tr>
<td>25%</td>
<td>Assignment Three:</td>
<td>Lesson Plan</td>
</tr>
<tr>
<td>25%</td>
<td>Assignment Four:</td>
<td>Digital Citizenship guide</td>
</tr>
</tbody>
</table>
Evaluation and Grading

(Course specific assessment description)

All assignments, regardless of length, must be typed and incorporate APA style references when appropriate. Written assignments will be evaluated on accuracy of information, completeness of assignment, clarity of writing/presentation, organization of information and material, and accomplishment of the goals for each assignment.

A   =  90-100 points
B   =  80-89 points
C   =  75-79 points
F = less than 75 points
I = Incomplete Work

Students with Disabilities:

Any students with disabilities or other special needs, who need special accommodations in this course are invited to share these concerns or requests with the instructor as soon as possible.

Academic Honesty Statement:

All work in the course must be completed in a manner consistent with NDSU University Senate Policy, Section 335: Code of Academic Responsibility and Conduct.
Standards of Effective Practice for Teachers (Minnesota Rule, CH.8710, Sec.2000) to be addressed in this course. Does not apply to courses offered in states other than Minnesota. (See http://www.revisor.leg.state.mn.us/arule/8710/2000.html). Licensure Competencies:

Key:
Knowledge and understanding of the standard = K
Practice in applying the standard = P
Assessment/demonstration of attainment of the standard = A

Standard 4, Instructional Strategies

A teacher must understand and use a variety of instructional strategies to encourage student development of critical thinking, problem solving, and performance skills. The teacher must:

A. understand Minnesota's graduation standards and how to implement them; (K)

B. understand the cognitive processes associated with various kinds of learning and how these processes can be stimulated; (K)

C. understand principles and techniques, along with advantages and limitations, associated with various instructional strategies; (K)

D. enhance learning through the use of a wide variety of materials and human and technological resources; (K, P)

E. nurture the development of student critical thinking, independent problem solving, and performance capabilities; (K, P, A)

F. demonstrate flexibility and reciprocity in the teaching process as necessary for adapting instruction to student responses, ideas, and needs; (K, P, A)

G. design teaching strategies and materials to achieve different instructional purposes and to meet student needs including developmental stages, prior knowledge, learning styles, and interests; (K P, A)

H. use multiple teaching and learning strategies to engage students in active learning opportunities that promote the development of critical thinking, problem solving, and performance capabilities and that help students assume responsibility for identifying and using learning resources; (K P, A)

I. monitor and adjust strategies in response to learner feedback; (K P, A)

J. vary the instructional process to address the content and purposes of instruction and the needs of students; (K P, A)

K. develop a variety of clear, accurate presentations and representations of concepts, using alternative explanations to assist students' understanding and present varied perspectives to encourage critical thinking; and (K P, A)

L. use educational technology to broaden student knowledge about technology, to deliver instruction to students at different levels and paces, and to stimulate advanced levels of learning. (K, A)
Knowledge Base
The knowledge base for the course, in part, is affirmed in the writing and research of these references.

References


# Writing Rubric

<table>
<thead>
<tr>
<th>Accomplishments</th>
<th>Needs Improvement</th>
<th>Good</th>
<th>Well Done</th>
<th>Excellent</th>
<th>Exemplary</th>
</tr>
</thead>
<tbody>
<tr>
<td>No errors in spelling and grammar</td>
<td>Three or more errors in spelling or grammar are present.</td>
<td>Two errors are present in grammar or spelling.</td>
<td>One error in grammar or spelling is present.</td>
<td>No errors in grammar or spelling are present.</td>
<td>The word document appears to be professional in all aspects. 90-100 Points</td>
</tr>
<tr>
<td></td>
<td>50-60 Points</td>
<td>60-70 Points</td>
<td>70-80 Points</td>
<td>80-90 Points</td>
<td></td>
</tr>
<tr>
<td>Visual appeal of project</td>
<td>The project appears haphazardly constructed and opposes the templates constraints.</td>
<td>The project has noticeable issues with its visual appeal.</td>
<td>The project is not immediately aesthetically pleasing.</td>
<td>The project is immediately aesthetically pleasing.</td>
<td>The word document appears to be professional in all aspects 90-100 Points</td>
</tr>
<tr>
<td></td>
<td>50-60 Points</td>
<td>60-70 Points</td>
<td>70-80 Points</td>
<td>80-90 Points</td>
<td></td>
</tr>
<tr>
<td>Font size, type</td>
<td>Three or more issues exist with font size, type, color, or use.</td>
<td>There are two issues with font size, type, color, or use.</td>
<td>There is an issue with font size, type, color or use.</td>
<td>Fonts size, type, color and use is appropriate and pleasing.</td>
<td>The word document appears to be professional in all aspects 90-100 Points</td>
</tr>
<tr>
<td></td>
<td>50-60 Points</td>
<td>60-70 Points</td>
<td>70-80 Points</td>
<td>80-90 Points</td>
<td></td>
</tr>
<tr>
<td>Instructions for the assignment and project followed</td>
<td>The instructions were not followed generally and the result is the project does not meet expectations.</td>
<td>Instructions are followed with a few lapses.</td>
<td>Instructions are followed mostly with one lapse.</td>
<td>The instructions are followed generally as expressed.</td>
<td>The instructions are followed exactly in every detail. 90-100 Points</td>
</tr>
<tr>
<td></td>
<td>50-60 Points</td>
<td>60-70 Points</td>
<td>70-80 Points</td>
<td>80-90 Points</td>
<td></td>
</tr>
</tbody>
</table>