

DLT101 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. Students will experiment with and apply ethical use of generative AI tools. 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. Utilize critical thinking skills in digital information navigation, retrieval, communication, and evaluation.

Required Textbook(s) and Resources

Fehl, A., Scott, A., Linford, B. & Ewell, I. (2019). Building a foundation with Microsoft Office 2019 & 365. Labyrinth Learning.

A digital copy of your textbook is included with your DragonACCESS fees for this course. Use the DragonACCESS tool in Moodle to view your book.

In addition, your course uses Labyrinth Learning's eLab to complete activities for Microsoft Office. This lab is integrated into the course.

Be sure to also review the weekly **Explore** sections for additional library or web resources. For access to databases, research help, and writing tips, visit the [Tiffin University Library](#). You might consider registering 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. 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 plan your time and keep on track toward successful course completion, note the distinctive rhythm of 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

This course covers some critical, broad topics in information literacy and technology. Many activities are practical activities, using search tools, security tools, and artificial intelligence tools. After the authentic experience, we ask you to reflect on your finding or value. Sometimes these findings are reported on in a discussion forum so you can see and comment on other students' ideas. The activities in this course tend to be shorter activities, but there are more of them.

Because a core component of this course is experience in Microsoft Office, there are also assignments that make use of Word, PowerPoint, and Excel. In some cases, you will complete a digital lab that provides automatic feedback. In other cases, your lessons in Office will be applied directly to an activity on another topic (such as AI). These assignments are worth more points because there is a component of Word or PowerPoint in addition to a component of content.

We will end the course with a combination assignment where you will write a report on artificial intelligence tools and give a PowerPoint presentation on the same report.

Key Assessment (Taskstream Submission)

This TU course features a “Key Assessment” that provides you the opportunity to demonstrate your program’s core competencies. It also shows how the course fits within the broader curriculum. For this course, your final report and presentation will demonstrate your acquired technological knowledge and competency.

Grading

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

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Total
Discussions Activity 1.1 (n/a) Activity 1.2 (35) Activity 1.3 (35) Activity 1.5 (5)	Discussions Activity 2.1 (35)	Discussions Activity 3.1 (35)	Discussions Activity 4.2 (35)	Discussions Activity 5.1 (35)	Discussions Activity 6.1 (35)		250
	Short Assignments Activity 2.2 (35) Activity 2.3 (60)	Short Assignments Activity 3.2 (35)		Short Assignments Activity 5.2 (60)			190
			eLabs Activity 4.1 (40) Activity 4.3 (40)	eLabs Activity 5.3 (40)	eLabs Activity 6.2 (40) Activity 6.3 (40)		200
Reflection Activity 1.4 (70)	Reflection Activity 2.4 (45)	Reflection Activity 3.3 (45)					160
						Final Project Activity 7.1 (200)	200
145	175	115	115	135	115	200	1000

Grading Scale

A: 90-100%

B: 80-89%

C: 70-79%

D: 60-69%

F: <60%

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

Course Schedule and Weekly Checklist

Start Here

- MON: Activity 1.1: All About Me

Week 1 – Information

- WED: Activity 1.2: Forum – Initial Post
- WED: Activity 1.3: Forum – Initial Post
- SAT: Activity 1.2: Forum – Secondary Post
- SAT: Activity 1.3: Forum – Secondary Post
- SUN: Activity 1.4: Reflection
- SUN: Activity 1.5: Moodle Profile Image

Week 2 – Search Skills | Artificial Intelligence

- WED: Activity 2.1: Forum – Initial Post
- SAT: Activity 2.1: Forum – Secondary Post
- SAT: Activity 2.2: Short Assignment
- SUN: Activity 2.3: Short Assignment
- SUN: Activity 2.4: Reflection

Week 3 – Security | AI Bias

- WED: Activity 3.1: Forum – Initial Post

- SAT: Activity 3.1: Forum – Secondary Post
- SUN: Activity 3.2: Short Assignment
- SUN: Activity 3.3: Reflection

Week 4 – PowerPoint and Excel Intro

- WED: Activity 4.1: eLab Submission
- WED: Activity 4.2: Forum – Initial Post
- SAT: Activity 4.2: Forum – Secondary Post
- SUN: Activity 4.3: eLab Submission

Week 5 – Excel

- WED: Activity 5.1: Forum – Initial Post
- SAT: Activity 5.1: Forum – Secondary Post
- SUN: Activity 5.2: Short Assignment
- SUN: Activity 5.3: eLab Submission

Week 6 – Excel

- WED: Activity 6.1: Forum – Initial Post
- SAT: Activity 6.1: Forum – Secondary Post
- SUN: Activity 6.2: eLab Submission
- SUN: Activity 6.3: eLab Submission

Week 7 – Bringing It All Together

- SAT: Activity 7.1: Final Project
- SUN: Activity 7.2: Extra Credit (Optional)

Tips for Success

Online learning requires self-discipline and self-direction. As seekers of the truth, we should be willing to challenge one another's academic work in a spirit of respectful comradery. Your course is a place for you to grow as you benefit from the expertise, experience, and diverse

perspectives of your instructor and peers. Constructive feedback will challenge you to stretch your own thinking, thereby expanding your knowledge and understanding.

To get the most out of your learning experience, you should actively engage (participate) in **ALL** course activities. Course elements 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 Instructors to:

- 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:
 - 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.
- 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 (Disability Services)

The Office of 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 via email at disabilityservices@tiffin.edu or by calling 419-448-3021.

Technical Support

For Moodle support, either email moodlesupport@tiffin.edu or call the 24/7 Technical Support Call Center at 855-664-1200 (3430, Option 2, from on-campus). For non-Moodle support, contact the Tiffin University ITS helpdesk at the number above or submit a [support ticket](#).

Veterans

The Veteran and Military Resource Center assist veterans, active Military, and spouses of current service members in utilizing their education benefits. VMRC provides information regarding benefit processes and procedures, as well as support in navigating the transition from military to academic life by facilitating connections with the appropriate support services on campus. More information can be found on the Veteran and Military Resource Center website, at <http://www.tiffin.edu/va>.

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.