

## GENERAL INFORMATION

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### Professor Information



**Instructor:** Maikel Alendy

**Phone:** (305) 348-0274

**Office:** OE 165B

**Office Hours:** By Appointment; Monday through Friday.

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### Course Description And Purpose

In this class we look at the invisible forces that control our emotions, purchases, prejudices, ideas, and exposure to the digital story that is our life. We will critically explore how social media and various disruptive technologies and movements have affected our society, our economy, and our personal lives. In order to do this, this course relies heavily on non-traditional sources of course information such as: YouTube videos, BuzzFeed articles, Podcasts, Twitter posts, Memes, and various websites. It is my goal, that when you successfully complete this course, you won't just be a background character in this digital fairytale called life, but a disruptive, innovative, and aware engager in your digital happy ever after.

### Course Objectives

#### Upon successful completion of this course students will be able to:

- Compare and Contrast influences of digital technology today on traditional processes and practices
- Describe how technology shapes individual and social perceptions and attitudes.
- Value and engage emerging and disruptive technologies
- Identify the intersection of community, identity, and design as it relates to the larger context of disruptive and emerging technologies
- Create digital artifacts using web and mobile technologies that demonstrate the primary themes of community, identity, and design
- Produce digital media of many types (audio, video, photography, images, & text)
- Synthesize individual and team based knowledge into digital presentations

### Global Learning Course Outcomes

**Global Awareness:** Students will demonstrate knowledge of the interrelated global dynamics (social-cultural, political, economic, etc.) that shape aesthetics, values, and authority in diverse cultural contexts.

- Identify culturally specific forms of various technologies and media and their origins.
- Compare and contrast the evolution of similar styles of media and technological interaction in varied nations.
- Value differences to disruptive technology/media contribution to relationship, communication and thought development .
- Analyze global impacts of disruptive media and technology; particularly its affects on employment patterns, global elections, social perceptions/misconceptions.

**Global Perspective:** Students will be able to develop a multi-perspective analysis of local, global, international, and intercultural problems.

- Discuss the cultural/age-related/social implications that shaped the business of uberization.

- Analyze and describe how the global distributions of technology and information affected perceptions and the efficacy of ideas, products, and movements.

**Global Engagement**—Students will collaborate in groups to devise solutions to problems involved in resource extraction and use.

- Students will engage in an in-class debate of physical/social/educational issues facing families, schools, and general perceptions of disruptive technology and media.
- Students will reflect on the relationship between their own exploration of social media and uberization and consequent impacts.
- Analyze the psychosocial and economical impacts of play on local, national, global populations and themselves personally.

### **Global Learning** *Graduation Honors*

FIU's Excellence in Global Learning Graduation Medallion is awarded to students who complete at least four global learning courses, participate in a variety of global co-curricular activities, and complete a capstone consisting of one of the following: a substantial original research project and presentation on a global topic; extensive foreign language study; long-term study abroad; or, a globally-focused internship. The Peace Corps Prep certification is conferred upon students who complete at least four global learning courses, extensive language study, and a global problem-solving project. For more information, visit [goglobal.fiu.edu](http://goglobal.fiu.edu).

### Course Awards



#### **Affordability Counts**

This course has been awarded the Affordability Counts Medallion. The Affordability Counts initiative at FIU seeks to make learning more affordable by reducing the cost of course materials to \$60 or less. Find out more by visiting the Affordability Counts website at [lowcost.fiu.edu](http://lowcost.fiu.edu).

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## IMPORTANT INFORMATION

### Honors Policies

Registration in this course implies an acceptance of and compliance with the Honors College policies for students and the FIU Code of Academic Integrity.

### Honors Citizenship Requirements

Beginning in Fall 2014, Honors College students are required to accumulate at least 20 citizenship points each academic year (Fall and Spring) by attending Honors College activities. Students attending only one semester (Fall or Spring) are required to accumulate 10 citizenship points.

### Student Portfolios

The Honors College will be using a portfolio method to assess students' learning outcomes. The portfolio allows for maximum flexibility in gauging student learning. Students decide (with instructor consultation) what "artifacts" or assignments to include for consideration in their portfolios to demonstrate successful achievement of each of five key student learning outcomes over the 4-year Honors experience.

### Honors Education in the ARTS (HEARTS)

The HEARTS program is designed to give Honors College students opportunities to "explore and appreciate different artistic and cultural traditions and modes of artistic expression. HEARTS will also serve as a clearinghouse (and curatorial framework) for our students to experience the arts on campus and in the community by providing them with information about cultural activities and access to performances with free or discounted tickets.

### Honors College Academic Misconduct Statement

In The Honors College, the term "honor" refers both to academic accomplishment and character. Students in Honors should therefore adhere to and be held to the highest standards of personal academic accountability. Academic dishonesty in any form, including plagiarism, is antithetical to the very definition of being an Honors student at FIU. Consequently, an Honors College student found responsible for academic misconduct will be dismissed from the College.

### Procedures and Penalties

An Honors faculty member may bring charges of academic misconduct against an Honors student if the faculty member suspects plagiarism or other forms of academic misconduct. The faculty member will decide whether to pursue informal resolution, file formal resolution charges, or take no further action, and will follow the [procedures outlined in the Honors College website](#), and the [Academic Misconduct Procedures](#).

Please refer to the following documents for additional information:

- [FIU Code of Academic Integrity](#)
- [FIU Honors College Student Handbook](#)
- [FIU Honors College Plagiarism Policy](#)

### Policies

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Please review the [FIU's Policies](#) webpage. The policies webpage contains essential information regarding guidelines relevant to all courses at FIU, as well as additional information about acceptable netiquette for online courses.

### Technical Requirements & Skills

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By taking a Fully-online course your computer literacy skills will grow. Some of the skills that you need at the beginning of the course include:

- Working knowledge of how to use word processing software and web browsers.
- Good email and document management skills.
- Navigating online gaming applications
- Operating a webcam device and uploading a video onto your computer

Technical course requirements include:

- A reliable Internet connection.
- Regular access to a laptop or desktop computer with an updated operating system and web browser.
- An active FIU email account that is checked daily (or forwarded to an email that is checked daily).
- Microsoft Office Suite (Word, Excel, PowerPoint, etc)
- Anti-virus software.
- This is the requirement check for BB: <http://online.fiu.edu/login/browsercheck.php> and [http://online.fiu.edu/html/blackboardlearn/mastertemplate/technical\\_requirements/](http://online.fiu.edu/html/blackboardlearn/mastertemplate/technical_requirements/)
- A Netflix account
- A smartphone or tablet

Please visit our [System and Technical Requirements](#) webpage for additional information.

### Accessibility And Accommodation

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The Disability Resource Center collaborates with students, faculty, staff, and community members to create diverse learning environments that are usable, equitable, inclusive and sustainable. The DRC provides FIU students with disabilities the necessary support to successfully complete their education and participate in activities available to all students. If you have a diagnosed disability and plan to utilize academic accommodations, please contact the Center at 305-348-3532 or visit them at the Graham Center GC 190.

Please visit our [ADA Compliance](#) webpage for information about accessibility involving the tools used in this course.

Please visit [Blackboard's Commitment Accessibility](#) webpage for more information.

For additional assistance please contact FIU's [Disability Resource Center](#).

### Religious holidays

Every effort will be made, where feasible and practical, to accommodate students whose religious practices coincide with class requirements scheduling. Please make sure to notify your instructor at the beginning of the semester of which dates you will be absent or any anticipated problems with completing course work.

## Academic Misconduct Statement

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Florida International University is a community dedicated to generating and imparting knowledge through excellent teaching and research, the rigorous and respectful exchange of ideas and community service. All students should respect the right of others to have an equitable opportunity to learn and honestly to demonstrate the quality of their learning. Therefore, all students are expected to adhere to a standard of academic conduct, which demonstrates respect for themselves, their fellow students, and the educational mission of the University. All students are deemed by the University to understand that if they are found responsible for academic misconduct, they will be subject to the Academic Misconduct procedures and sanctions, as outlined in the Student Handbook.

Academic Misconduct includes: **Cheating** – The unauthorized use of books, notes, aids, electronic sources; or assistance from another person with respect to examinations, course assignments, field service reports, class recitations; or the unauthorized possession of examination papers or course materials, whether originally authorized or not. **Plagiarism** – The use and appropriation of another’s work without any indication of the source and the representation of such work as the student’s own. Any student who fails to give credit for ideas, expressions or materials taken from another source, including internet sources, is responsible for plagiarism.

Learn more about the [academic integrity policies and procedures](#) as well as [student resources](#) that can help you prepare for a successful semester.

## Course Prerequisites

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Students must be enrolled in the Honors College and have advisor approval to take upper-level courses.

## Proctored Exam Policy

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Proctored Exam Policy

## Required course purchase(s)

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### Netflix Subscription

You may purchase your account online at the [Netflix website](#).

We will be using various movies, shows, and documentaries to discuss and examine content covered in the course.

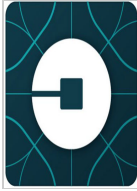


### Webcam

A webcam enabled laptop or cellphone will suffice



### Smartphone



### 1 Uber Ride

Student will submit email receipt of ride. Can take either Uber pool or any other service. \$5 - \$20

#### Expectations Of This Course

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This is an online course, which means most (if not all) of the course work will be conducted online. Expectations for performance in an online course are the same for a traditional course. In fact, online courses require a degree of self-motivation, self-discipline, and technology skills which can make these courses more demanding for some students.

#### Students are expected to:

- **Review the how to get started information** located in the course content
- **Introduce yourself to the class** during the first week by posting a self introduction in the appropriate discussion forum
- **Take the practice quiz** to ensure that your computer is compatible with Blackboard
- **Interact** online with instructor/s and peers
- **Review** and follow the course calendar
- **Log-in** to the course **7 times** per week
- **Respond** to discussion boards, blogs and journal postings within **4 days**
- **Respond to messages** within **2 days**
- **Submit** assignments by the corresponding deadline
- **Participate** in in-class activities

#### The instructor will:

- **Log-in** to the course **7 times** per week
- **Respond** to discussion boards, blogs and journal postings within **7 days**
- **Respond to Emails** within **24 hours**
- **Grade assignments** within **10 days** of the assignment deadline

## COURSE DETAIL

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### Course Communication

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Communication in this course will take place via **Email**.

The Email feature is an external communication tool that allows users to send emails to users enrolled within the course. Emails are sent to the students' FIU email on record. The Email tool is located on the Course Menu, on the left side of the course webpage.

Visit our [Writing Resources](#) webpage for more information on professional writing and technical communication skills.

### Assessments

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**Students must take and pass the Syllabus Exam with 100% in order to gain access to course content.**

In order to mitigate any issues with your computer and online assessments, it is very important that you take the "Practice Quiz" from each computer you will be using to take your graded quizzes and exams. It is your responsibility to make sure your computer meets the minimum [hardware requirements](#).

Assessments in this course are not compatible with mobile devices and should not be taken through a mobile phone or a tablet. If you need further assistance please contact [FIU Online Support Services](#).

#### Assessment Expectations:

- There will be 3 Module Assessments this semester
- Assessments will be made available on the Monday of the week they are assigned at 12:01am and will close on the following week on Monday at 11:55pm.
- At least one assessment will be delivered this semester utilizing a proctored (anti-cheating software) exam tool called Honorlock. Instructions for Honorlock will be provided in the content area for that assessment.
- Each Assessment will consist of 20 (multiple choice, true/false, matching, multiple answer, or short response) questions. Students will have 35 minutes to complete each assessment.
- Students will be able to review module assessment results after the due date has passed.
- Results will include: students responses, the correct answer, and question feedback.
- Assessments will be graded immediately with student submission and answers hidden until after the assessment due date

**Important notice regarding your assessments (please read).**

Assessments will be due on the following dates:

**Syllabus Exam:** Available August 2nd @ 8:00am

**Assessment #1:** Available September 4th @ 8:00am - September 11th @ 11:55pm

**Assessment #2:** Available October 16th @ 8:00am - October 23rd @ 11:55pm

**Assessment #3:** Available October 30th @ 8:00am - November 6th @ 11:55pm

**Assessment #4:** Available November 21st @ 8:00am - December 4th @ 11:55pm

**Scores will be provided within a week after the due date.**

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#### Discussion Forums

Keep in mind that your discussion forum postings will likely be seen by other members of the course. Care should be taken when determining what to post.

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#### Honorlock Information

University's Online Integrity Software: The exams for this course will be monitored by an online integrity system to ensure students' compliance with the University's Code of Academic Integrity. To avoid being deemed in violation of the Code, student may not access unsolicited aids during exams including but not limited to test-banks, online search engines, unauthorized web applications, and other means via their test-taking device or any other electronic devices. Student also may not receive nor provide unauthorized assistance to/from other persons, or copy, save, or share unauthorized copies of exams.

For additional resources concerning Honorlock feel free to visit the [Honorlock Proctoring Student Resources Page](#).

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#### ApprenNet Blogs

Discussions and participation are required, just as if you were in a face to face class. Online does not mean silent or student guided. This semester, all course discussions will be hosted through the [ApprenNet video discussion tool](#). Students will be required to reply to all discussion questions by uploading a 2 minute video to the ApprenNet tool. After this is completed, students will then be required to review 5 randomly assigned classmates' discussion videos.

**Discussion participation will be evaluated based on:**

- the number of classmates videos students review (minimum is 4) and
- the feedback students share through comments and grading rubrics.

After students have completed these two steps, ApprenNet will allow students access to the professors response to the discussion question.

All discussions will require that students submit their video for peer review by **Thursday @ 11:55pm** of the week the discussion is assigned and all peer-reviews must be completed by the following **Monday @ 11:55pm** for students to receive full credit.

**Important notice regarding your ApprenNet Blogs (please read).**

Blogs will be due on the following dates:

- **Week 5:** Submit blog by September 21st @ 11:55pm, complete peer-reviews by September 25th @ 11:55pm

- **Week 8:** Submit blog by October 12th @ 11:55pm, complete peer-reviews by October 16th @ 11:55pm
- **Week 12:** Submit blog by November 12th @ 11:55pm, complete peer-reviews by November 15th @ 11:55pm

**Scores will be provided within a week after the due date.**

For any additional questions about the ApprenNet video discussion tool please visit the [ApprenNet's Knowledge Base website](#) or submit a ticket to the [ApprenNet's help desk](#). The help desk is available for live chats from Monday through Friday from 9am – 5pm.

Keep in mind; responses such as 'I agree' or 'yea...what he said' will result in zero points of credit. You can earn your grade and exemplary participation will earn higher scores. Read the rubric below for more information. Each discussion requires an individual (1) post as well as four (4) feedback and rubric forms.

CRITERIA	EXEMPLARY
<b>Development of Ideas</b>	Well-developed ideas; introduces new ideas; and stimulates discussion.
<b>Evidence of Critical Thinking</b>	Clear evidence of critical thinking - application, analysis, synthesis and evaluation. Postings are characterized by clarity of argument, depth of insight into theoretical issues, originality of treatment, and relevance. Sometimes include unusual insights. Arguments are well supported.
<b>Quantity of Postings</b>	Interact at least 4 times with other students.
<b>Timeliness</b>	Individual message and at least four responses completed before the deadline. Respond to classmates video postings within: <b>First post in two (2) days and the remaining four in seven (7) days.</b>

## Assignments

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### Assignments

### Social Media Assignments

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There will be multiple social media assignment throughout the semester. Students will be required to setup accounts for these assignments for the purpose of completing course assignments.

### Instagram Assignment

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For this semester, students will be required to participate in an Instagram assignment. You must submit at least one picture or Instagram video throughout the semester and tag these pictures/videos to the FIU Honors Department's Instagram page [@fiuhonors](#). Each picture/video must be accompanied by a short comment and the hashtag **#Alendy1178**. Students are encouraged to interact with the content posted by their classmates and others on the fiuhonors Instagram page.

#### **In order to receive credit for this assignment you must:**

- Post at least 1 picture/video by **October 30th @ 11:55pm**
- Tag the FIU Honors Department's Instagram page [@fiuhonors](#)
- Accompany each picture/video with the hashtag **#Alendy1178**
- Accompany each picture/video with a short comment (<140 characters) about the picture and your purpose for posting it.

Feel free to Review wiki How's "[How to Use Instagram webpage.](#)"

**In order to use Instagram you will need a mobile device such as a smartphone, ipad, or tablet.** Instagram cannot be accessed on a desktop. Students who do not have access to a mobile device can upload pictures to the class facebook page [IDH3034/IDH3035 FB Page](#). Students are expected to post responsibly, adhere to copyright laws, and post images that are deemed respectful in accordance with University guidelines.

### Private Reflection Journal

A Journal reflection will be due twice throughout the semester, which will only be seen by you and the professor. These reflections will only be graded that they were completed, but not for content. This will provide an opportunity for students to interact privately with the professor in regards to the course content feel free to share your personal views on the content and how it affects your life. Journals may be a short paragraph, but must be turned in on time to receive credit. Altogether, the journal entries will be worth 10% of your overall grade.

**Important notice regarding your Private Reflection Journals (please read).**

Journals will be due on the following dates:

- **Week 9:** *Submit journal by October 23th @ 11:55pm*
- **Week 16:** *Submit journal by December 7th @ 11:55pm*

**Scores will be provided within a week after the due date.**

**Extra Credit**

Students will have 5 opportunities to submit assignments for extra credit. After each module assessment, students can submit 10 test questions about specific module content and a suggested assignment for that same module. Extra credit assignments will be turned into a specific Extra Credit blog. Students will also be granted extra credit points for participating in online [United Nations online volunteer activities](#).

**Late Policy**

Assignments can be submitted up to 3 days after its due date for a minimum 20% grade reduction. Assessments cannot be taken after the due date unless the exception was previously granted by the professor.

**Adobe Connect Pro Meeting**

Adobe Connect is an online meeting room where you can interact with your professor and fellow students by sharing screens, sharing files, chatting, broadcasting live audio, and taking part in other interactive online activities. We will be utilizing this tool to conduct **online office hours**.

**Requirements for using Adobe Connect:**

- Disable any window pop-up blocker.
- [Adobe Flash Player](#) is required to successfully run your Adobe Connect meeting. You can [test your computer](#) to make sure your computer and network connections are properly configured to provide you with the best possible Adobe Connect meeting experience.
- Use of a combination [headset and microphone](#) with USB connection is recommended to ensure quality sound and reduce technical difficulties.

**Reference [Adobe Connect \(Tutorials & Help\)](#) to learn about the tool, how to access your meeting rooms and recordings.**

**Grading**

Course Requirements	Number of Items	Points for Each	Total Points Available	Weight
Intro Video Blog	1	50	50	5%
Pinterest Assignment	1	50	50	5%
Reflection Journals	2	25	50	5%
Vine Assignment	1	50	50	5%
SnapChat Assignment	1	100	100	10%



Course Requirements	Number of Items	Points for Each	Total Points Available	Weight
Instagram Assignment	1	50	50	5%
Individual Wiki	1	100	100	10%
ApprenNet Video Discussion	3	50	150	15%
Course Blogs	3	50	150	15%
Module Assessments	4	62.5	250	25%
<i>Extra Credit</i>	5	10	50	5%
<b>Total</b>	<b>19</b>		<b>1000</b>	<b>100%</b>

Letter	Range (%)	Letter	Range (%)	Letter	Range (%)
A	95 or above	B	83 - 86	C	70 - 76
A-	90 - 94	B-	80 - 82	D	60 - 69
B+	87 - 89	C+	77 - 79	F	59 or less

## COURSE CALENDAR

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### Module Weekly Schedule

**\*Students must post an Introduce Yourself Video Blog post and pass the Syllabus Exam with 100% in order to gain access to course content**

Module 1 - Once Upon A Time	Due date
<p><b>Supports Learning Objectives:</b></p> <ul style="list-style-type: none"> <li>• Create an introduction video to acquaint themselves to other students in the class</li> </ul> <p><b>Items to Read/View/Listen:</b></p> <ul style="list-style-type: none"> <li>• Course Syllabus</li> <li>• Review assignment/assessment tool how to webpages and videos</li> <li>• Professor's Introductory video</li> </ul> <p><b>Week 1</b> Aug 21 - Aug 28</p> <p><b>Assignments:</b></p> <ol style="list-style-type: none"> <li>1. Introduce Yourself Video Blog</li> <li>2. Syllabus Exam</li> </ol> <p><b>*Students must post an Introduce Yourself Video Blog post and pass the Syllabus Exam with 100% in order to gain access to course content</b></p>	<p><b>August 28th</b> <b>@ 11:55pm</b></p>
<p><b>Supports Learning Objectives:</b></p> <ul style="list-style-type: none"> <li>• Compare and Contrast everyday affects of social media, smartphones, wifi, and Bluetooth with that of the pre-smart phone era</li> </ul> <p><b>Week 2</b> Aug 28 - Sept 5</p>	<p><b>September 5th</b> <b>@ 11:55pm</b> <i>(Since the 4th is Labor Day)</i></p>

**Module 1 - Once Upon A Time****Due date**

- Create a visual representation discussing everyday life before the Smartphone Era

**Items to Read/View/Listen:**

- Digital Readings
- Back to the Future II the Movie
- Save By The Bell - Season 3 Episode 3
- Friends - Season 9 episode 9
- Buzz Feed Articles
- Memes

**Assignments:**

1. Upload a Meme expressing life during Pre-smartphone Era to course blog

**Supports Learning Objectives:**

- Identify the processes and structures affected by Smartphone Era technology in the human brain
- Analyze the impact of brain activity engaging with Smartphone Era Technology and sociological behavior
- Speculate the affects of social media reliance

**Week 3**  
Sept 5 -  
Sept 11**Items to Read/View/Listen:**

1. Digital Readings
2. NBC Learn Video
3. Listen to Podcast

**Assignments:**

1. Module 1 Assessment (*Honorlock*)

**September 11th**  
**@11:55pm****Module 2 - Into the Woods****Due date****Week 4**  
Sept 11 -  
Sept 18**Supports Learning Objectives:**

- Discover the personally unnoticed affects of disruptive technologies on how individuals enjoy music
- Draw similarities between the fate of the music industry to that of other disrupted entertainment industries
- Argue whether your personally identified disruptive technology effects would be observed globally or centralized to the United States

**Items to Read/View/Listen:**

1. Digital Readings
2. The Promise of Play
3. Listen to Podcast

**Assignments:**

1. Share favorite song with classmates in music blog and discuss how your interactions with that artists music affects:
  1. Their record company
  2. Your money entertainment budget

**September 18th**  
**@11:55pm**

**Module 2 - Into the Woods**

**Due date**

3. Your dependence on wifi/mobile data
4. Your views on the ethics of File sharing tools

**Supports Learning Objectives:**

- Discover the personally unnoticed affects of shopping technologies on how individuals enjoy video entertainment
- Draw similarities between the fate of the shopping industry to that of other disrupted sales industries

**Week 5**

Sept 18 -  
Sept 25

**Items to Read and View:**

- Digital Readings
- The Promise of Play

**Assignments:**

1. Upload an ApprenNet/Practice Video uberizing an item or service to a brick and mortar CEO to sell online as that company's marketing consultant; by Thursday @ 11:59pm and reply to 4 classmates videos by Monday @ 11:59pm.

**Supports Learning Objectives:**

- Discover the personally unnoticed affects of disruptive technologies on how individuals enjoy video entertainment
- Draw similarities between the fate of the telecommunications industry to that of other disrupted entertainment industries
- Argue whether your personally identified disruptive technology effects would be observed globally or centralized to the United States

**Week 6**

Sept 25 -  
Oct 2

**Items to Read/View/Listen:**

1. Digital Readings
2. Listen to Podcast

**Assignments:**

1. Create infographic concerning on-demand media, streaming media, or television.

**Week 7**

Oct 2 - Oct  
9

**Supports Learning Objectives:**

- Discover the personally unnoticed affects of disruptive technologies on how individuals enjoy video entertainment
- Draw similarities between the fate of the telecommunications industry to that of other disrupted entertainment industries

**Items to Read/View/Listen:**

1. Digital Readings
2. Watch 3 episodes of 2 Netflix original shows

**Assignments:**

1. Create a vine replaying/re-interpreting/or changing you most favorite portion of a show you've watched on Netflix or a comical digital interaction

**September 21st/  
September 25th  
@ 11:55pm**

**October 2nd  
@ 11:55pm**

**October 9th  
@ 11:55pm**

**Module 2 - Into the Woods****Due date****Module 3 - The Big Misunderstood Wolf****Due date****Supports Learning Objectives:**

- Define what Social Media is
- Assess what factors and qualities led to the rapid take over of "Social Media"
- Compare and Contrast the Pros and Cons of Social Media
- Identify those qualities that lead to the rise and fall of particular social media platforms.

**Week 8***Oct 9 - Oct 16***Items to Read and View:**

- Digital Readings
- Watch Social Network
- Listen to Podcast

**October 12th/  
October 16th  
@11:55pm****Assignments:**

1. ApprenNet/Practice Video Discussion. Make predictions for the future of social media and mention the pros and cons that some along with that.

**Supports Learning Objectives:**

- Define what Social Media is
- Assess what factors and qualities led to the rapid take over of "Social Media"
- Compare and Contrast the Pros and Cons of Social Media
- Critique the instances of bullying and harassment and various platform's attempts at moderating these actions.

**Week 9***Oct 16 - Oct 23***Items to Read and View:**

- Digital Readings
- Listen to Podcast
- YouTube suicide clip

**October 23th  
@11:55pm****Assignments:**

1. Write a personal journal reflection on the the "ugly side of social media" and interacting online. Share any personal stories with your professor.
2. Module 2 Assessment (Honorlock)

**Module 4 - The Shero!****Due date****Week 10***Oct 23 -  
Oct 30***Supports Learning Objectives:**

- Define Uberization/On-Demand Economy
- Argue whether current trends of uberization are as productive as traditional business designs

**October 30th  
@ 11:55pm****Items to Read and View:**

- Digital readings
- Listen to Podcasts
- Watch episode

**Assignments:**

Module 4 - The Shero!		Due date
	<p>1. Post picture of destination or aspect of Uber ride on instagram with course hashtag</p> <p><b>Supports Learning Objectives:</b></p> <ul style="list-style-type: none"> <li>Identify opportunities or uberize difference services or technologies on a global scale</li> <li>Create a business, idea, or product on the concept of uberization</li> </ul> <p><b>Items to Read and View:</b></p>	
<p><b>Week 11</b> Oct 30 - Nov 6</p>	<ul style="list-style-type: none"> <li>Digital Readings</li> <li>Listen to podcasts</li> <li>Watch TED talks video</li> </ul> <p><b>Assignments:</b></p> <ol style="list-style-type: none"> <li>Create an individual blackboard wiki page on a unique innovative idea or tool that will help and advance small businesses outside of the United States.</li> <li>Module 3 Assessment (Honorlock)</li> </ol> <p><b>Supports Learning Objectives:</b></p> <ul style="list-style-type: none"> <li>Identify instances of micro-agressions in disruptive business and interactions</li> <li>Analyze solutions to combating bullying, sexism, racism, and classism within these platforms</li> </ul>	<p><b>November 6th</b> <b>@ 11:55pm</b></p>
<p><b>Week 12</b> Nov 6 - Nov 13</p>	<p><b>Items to Read and View:</b></p> <ul style="list-style-type: none"> <li>Digital Readings</li> <li>Listen to podcasts</li> </ul> <p><b>Assignments:</b></p> <ol style="list-style-type: none"> <li>Submit an ApprenNet Video Discussion with solutions for battling all instances of discrimination and harassment online.</li> </ol>	<p><b>November 12th/ November 15th @ 11:55pm</b></p>

Module 5 - Happily Ever After?		Due date
<p><b>Week 13</b> Nov 13 - Nov 20</p>	<p><b>Supports Learning Objectives:</b></p> <ul style="list-style-type: none"> <li>Discuss ways that disruptive media and technology have changed the way we interact with politics</li> <li>Identify exact practices that disruptive media and technology have molded social movements</li> </ul> <p><b>Items to Read and View:</b></p> <ul style="list-style-type: none"> <li>Play TED Talks video</li> <li>Listen to Podcasts</li> <li>Digital Reading</li> </ul> <p><b>Assignments:</b></p> <ol style="list-style-type: none"> <li>Draft a letter to a potential Congress-person as a potential campaign coordinator and suggest how you would leverage social media and disruptive business and social structures to support their candidacy within the city of Miami, State of Florida, President of the United States, British Prime Minister, Australian Prime Minister, etc.</li> <li>Share a sample Snap for the campaign</li> </ol>	<p><b>November 27th</b> <b>@ 11:55pm</b></p>

Module 5 - Happily Ever After?		Due date
3. Module 4 Assessment		
<b>Week 14</b> Nov 20 - Nov 27	<b>Happy Thanksgiving</b> <b>(Complete week 13 assignments)</b>	<b>November 27th</b> <b>@ 11:55pm</b>
<b>Supports Learning Objectives:</b>		
<ul style="list-style-type: none"> <li>Examine the influence of Smartphone Era media and technology on personal interests, career goals, and academic background perceptions.</li> <li>Apply techniques and processes learned throughout semester to develop effective disruptive product, idea, or business.</li> </ul>		
<b>Week 15</b> Nov 27 - Dec 4	<b>Items to Read and View:</b> <ul style="list-style-type: none"> <li>All previous course content</li> </ul> <b>Assignments:</b> <ol style="list-style-type: none"> <li>Module Assessment (<i>Make-up</i>)</li> </ol>	<b>December 4th</b> <b>@11:55pm</b>
<b>Supports Learning Objectives:</b>		
<ul style="list-style-type: none"> <li>Deliver an engaging and informative presentation</li> </ul>		
<b>Assignments:</b>		
<b>Week 16</b> Dec 4 - Dec 9	<ol style="list-style-type: none"> <li>Begin planning what topic/item/movement/organization/business you will promote and create during the Spring semester</li> <li>Pinterest assignment</li> <li>Private Journal: Share something you've learned about yourself or something else during this course. Have your feelings or the way you interact with this item changed due to the information brought up in this course? What do you think the cultural implications of this discovery would be if more people felt the way you do?</li> </ol>	<b>December 7th</b> <b>@ 11:55pm</b>

Weekly Schedule

Description/Title goes here

Date	Tasks
Mar. 1 - 7	<i>Supports Learning Objectives:</i> <i>Tasks:</i>
Mar. 8 - 14	<i>Supports Learning Objectives:</i> <i>Tasks:</i>
Mar. 15 - 21	<i>Supports Learning Objectives:</i> <i>Tasks:</i>

<b>Date</b>	<b>Tasks</b>
Mar. 22 - 29	<i>Supports Learning Objectives:</i>  <i>Tasks:</i>

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