Course Description And Purpose

In this class students will apply concepts from the first iteration of this course last semester and become active participants in our digital world. Students will have an opportunity to evaluate their own experiences and challenges addressing and combating internal and external emotional, economic, prejudicial, and ideological influences within a digital landscape. 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. Students will create a complete digital campaign using social media to advertise, promote, and market a student-created business, cause, or interest. Students will create a webpage, manage a social media marketing campaign in order to complete the course synthesis project.

Course Objectives

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

- Compare and Contrast influences of technology on traditional processes
- Describe how technology shapes 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, animations, text)
- Synthesize individual and team based knowledge into online 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 anduberization 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 go.global.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.

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

Technical Requirements and Skills
One of the greatest barriers to taking an online course is a lack of basic computer literacy. By computer literacy we mean being able to manage and organize computer files efficiently, and learning to use your computer's operating system and software quickly and easily. Keep in mind that this is not a computer literacy course, but students enrolled in online courses are expected to have moderate proficiency using a computer. Please go to the "What's Required" webpage to find out more information on this subject.

Please visit our Technical Requirements webpage for additional information.

Policies
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
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, etx)
- Anti-virus software.
- This is the requirement check for BB: Browser Check and Technical Requirements
- A Netflix account
- A smartphone or tablet

This course utilizes the following tools. Select the corresponding links below in order to access each tool's Privacy Policy:

- 000webhost
- Adobe Connect
- ApprenNet
- Blackboard
- Doodle
- Facebook
- Groupon
- Honorlock
- Imgflip
- Instagram
• Netflix
• Piktchart
• Pintrest
• Playposit
• Snapchat
• Twitter
• Uber
• Vine
• Youtube

Please visit our System and Technical Requirements webpage for additional information.

Accessibility And Accommodation

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

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

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

Proctored Exam Policy
Proctored Exam Policy

Required course purchase(s)

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, cellphone, or tablet will suffice.

Smartphone/Tablet
iOS or Android device with access to their respective app stores.

1 Groupon
Student will submit a copy of receipt of activity to assignment dropbox. Assignment will be attached to Facebook post, Groupon must be an activity “no goods purchases will be accepted” minimum cost of $5.

Expectations Of This Course

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 Emails within 2 days
- Submit assignments by the corresponding deadline
- Participate in in-class activities

The instructor will:

- Log-in to the course 21 times per week
- Respond to discussion boards, blogs and journal postings within 7 days
- Respond to Emails within 12 hours
- Grade assignments within 10 days of the assignment deadline
Course Communication

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.

Course Blogs

Blogs are an open communications tool for students to share their thoughts. Here you can post text, images, links and attachments, open for comments.

This course has 7 assignments utilizing Blackboard’s Blog tool.

- Within the main course content area you will find information on how to upload a video to YouTube and embed it into the Introduce Yourself Video blog.
- Students will upload all course videos to their personal YouTube channel and then into the assignment's particular blog by the due date noted in the Weekly Calendar of this syllabus.

Some course blogs will require students to insert images, links, mashups, or audio files into a Blackboard blog. Students will be expected to comment on a minimum of 2 classmates blog posts for these particular blogs.

- Students will be expected to submit original posts by the Thursday @ 11:55pm of the week the assignment is due and respond to classmates posts by the following Monday @ 11:55pm
- Instructions on how to insert an images, links, mashups, or audio files in a Blackboard blog can be found in the “course assignments” section of the week that particular assignment is due
- Students will be required to Insert Images, links, mashups, or audio files not attach them in order to receive full credit for these assignments
- Students will upload all images, links, mashups, or audio files into the assignment's particular blog by the due date noted in the Weekly Calendar of this syllabus.

Blogs can be found in the Course Blogs portion of the course menu or within the content area of the course.

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

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.

Group 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.

This course has 3 assignments utilizing Blackboard’s Group Discussion tool.

- Within the main course content area you will find information on how to upload a video to YouTube and embed it into your specific group discussion board.
- Students will upload all course videos to their personal YouTube channel and then into the assignment's particular group discussion board by the due date noted in the Weekly Calendar of this syllabus.

All group discussion boards will require students to insert images, links, mashups, or audio files into a Blackboard Group discussion board. Students will be expected to comment on all group members posts for these particular assignments.
• Students will be expected to submit original posts by the Thursday @ 11:55pm of the week the assignment is due and respond to classmates posts by the following Monday @ 11:55pm
• Instructions on how to insert an images, links, mashups, or audio files in a Blackboard discussion board forum can be found in the "course assignments" section of the week that particular assignment is due
• Students will be required to insert images, links, mashups, or audio files not attach them in order to receive full credit for these assignments
• Students will upload all images, links, mashups, or audio files into the assignment's particular Blackboard discussion board forum by the due date noted in the Weekly Calendar of this syllabus.

Group discussion board forums can be found in the Digital Fairytale Discussion Groups section of the course menu.

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

ApprenNet Video Discussion

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.

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 'yee...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 (I) post as well as four (4) feedback and rubric forms.

Assignments

Assignments

Assessments

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 4 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.
• 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

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

Social Media Assignments

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

These accounts include:
• Facebook
• Instagram
• Pintrest
• Twitter

Students are not required to use their personal accounts or associate their name or image with these accounts. All that is required is that students have access to these accounts to upload and engage with content and that the professor is given appropriate information about each account to relate student submissions with corresponding assignments. If you have any additional questions or concerns, feel free to reach out to the professor at melendy@fiu.edu

Instagram Assignment

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 @fluhonors. Each picture/video must be accompanied by a short comment and the hashtag #Alendy1181. Students are encouraged to interact with the content posted by their classmates and others on the fluhonors Instagram page.

In order to receive credit for this assignment you must:
• Post at least 1 picture/video by March 5th @ 11:55pm
• Tag the FIU Honors Department’s Instagram page @fluhonors
• Accompany each picture/video with the hashtag #Alendy1181
• 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 or tablet. Instagram cannot be accessed on a desktop. Students are expected to post responsibly, adhere to copyright laws, and post images that are deemed respectful in accordance with University guidelines.

Topic/Idea/Movement/Organization/Business (TIMOB) Project

This semester our primary focus is for you to take the information we explored together last semester and create an effective digital campaign surrounding the Topic/Idea/Movement/Organization/Business (TIMOB) you created and researched last semester. Your TIMOB can be something that is currently available or something that you would like to see. The TIMOB’s feasibility is not what is being graded. Rather we will focus on your effective manipulation and mastery of processes and strategies covered this semester. This digital campaign will require you to create a website and create and maintain a social media account on three platforms (Facebook, Twitter, and Instagram). More details concerning sound website design and effective social media management can be found throughout the course content area. The rubric for each of these assignments can be accessed in the My Grades section of the course menu. You will have multiple opportunities to work with your professor and collaborate with your classmates on refining your TIMOB digital campaign.
This semester you will be creating a website to promote whatever topic/idea/movement/organization/business (TIMOB) you have chosen to. Feel free to review the [OOOwebhost website](#). Your completed website will be due at the end of Week 14. There will be multiple opportunities throughout the course to maintain and work on your website. Students will be expected to collaborate with group members in order to create the most effective and user-friendly website as possible.

For additional questions concerning the OOOwebhost tool, feel free to review the [OOOwebhost FAQ/Knowledge base page](#) for any additional questions or clarification.

Professor Alendy will also host 3 Adobe Connect live sessions to answer any questions student might have concerning this tool or the assignment specifics. In addition, your group will sign-up for a time to meet with the professor and review your course two weeks before your website will receive its final grade.

Please review course announcements, emails, text messages, twitter, and Instagram posts for those session times. Student OOOwebhost website contributes to 50% of the final project grade and will be graded during Week 16, scores will be provided on Friday of Week 16.

PlayPosit Interactive Video Assessment

PlayPosit is an online learning environment to create and share interactive video lessons. Students will use this tool to take a video assessment on OOOwebhost. The assessment will be made available in the assessments portion of the course from Monday of the week it is assigned to Monday of the following week; due February 6th @ 11:55pm. Students will have unlimited time to complete the assessment, however, students will only have one attempt to complete the interactive video assessment. Students will be presented True/False, and multiple choice questions. Students are not required to create an individual profile in order to take this assessment.

If you have any additional questions feel free to review [PlayPosit’s Knowledge Base webpage](#).

Doodle

Doodle is an online scheduling tool that can be used quickly and easily to find a date and time to meet with multiple people. First you suggest dates and times for your event participants to choose from, then Doodle creates a polling calendar that can be sent to participants for feedback. As each participant selects the dates and times from the polling calendar that he or she is free, Doodle aggregates the responses and tells you which option works best for everyone.

Getting everyone on the same page is hard enough with just five other coworkers, let alone fifty new volunteers you may have never met. Doodle can be a valuable tool for coordinating a large event like volunteer training as well as a small event like a monthly meeting with the board.

We will be using Doodle to coordinate our mandatory group/professor collaborative online meeting. The professor will send the link to each group member’s FIU email.

Find out more information about Doodle by visiting [Doodle's website](#).

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 for completion, 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.

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

Course Rubrics
Each assignment in this course has a Blackboard rubric associated with it. Please take the time to review all course rubrics through the My grades section of the course. Access the Blackboard help page for more information about accessing rubrics through the My grades section.

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 and one MANDATORY group Meeting during weeks 14 - 15.

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.

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.

Module Self-Review Assessments

Each module contains a link to an optional module self-review assessment. In addition, there is a section on the course menu on the left-side of your screen where you can access each module self-review assessment. You will be able to utilize these assessments in order to evaluate your progress and understanding of the course material covered in each module. These assessments are not counted as extra credit nor are they accounted for anywhere in your final grade.

Assessment Expectations:

- There will be 4 Module Self-Review 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.
- Each Assessment will consist of anywhere from 10 - 20 (multiple choice, true/false, matching, multiple answer, or short response) questions. Students will have 20 minutes to complete each assessment.
- Students will be able to review module assessment results immediately after taking the assessment.
- Results will include: the score on each question and questions marked incorrectly.

Extra Credit

Students will have 6 opportunities to submit assignments for extra credit. Students can upload 5-minute videos using the VoiceThread platform on supplemental information or topics not covered in the course content that they find relevant to the subject matter. Students will be expected to respond to all classmates extra credit VoiceThread posts in any available format. Students can post up to 4 times for 2.5 extra credit points and respond to all other extra credit VoiceThread posts for the remaining 2.5 points. Information concerning VoiceThread can be found in the VoiceThread section in the Extra Credit section of the course.

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.

Grading
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<th>Course Requirements</th>
<th>Number of Items</th>
<th>Points for Each</th>
<th>Total Points Available</th>
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<td>C+</td>
<td>77 - 79</td>
<td>F</td>
<td>59 or less</td>
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Students can access rubrics through the "My Grades" link on the left-side pane of the course.

**COURSE CALENDAR**

**Module Weekly Schedule**

*Students must post a Welcome back Video Blog post and pass the Syllabus Exam with 100% in order to gain access to course content*

<table>
<thead>
<tr>
<th>Module 1 - Once Upon A Time</th>
<th>Due date</th>
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<tbody>
<tr>
<td>Week 1</td>
<td>January 16th @ 11:55pm (Since January 15th is observed as MLK Day)</td>
</tr>
<tr>
<td>Jan 8 - Jan 15</td>
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</tbody>
</table>

**Supports Learning Objectives:**
- Create an introduction video to acquaint themselves to other students in the class
- Review and demonstrate mastery of content covered in the course syllabus

**Items to Read/View/Listen:**
- Course Syllabus
- Review assignment/assessment tool how to webpages and videos
- Professor's Introductory video
Module 1 - Once Upon A Time

Assignments:

1. Intro Course Video Blog - Explain the internet to a 5 year old or grandparent by Tuesday @ 11:55pm
2. Syllabus Exam

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

Supports Learning Objectives:

- Create presentation for group members on topic/item/movement/organization/business (TIMOB) students choose to promote digitally.
- Explain how real world problems can be addressed and effectively solved through digital intervention.
- Evaluate group member's presentation and contribute meaningful feedback for promotion.

Week 2
Jan 15 - Jan 22

Items to Read/View/Listen:

- Digital Readings
- Module Videos

Assignments:

1. Upload video presentation to Student specific group video discussion board by Thursday @ 11:55pm (Upload your video to the Group Discussion Board titled “TIMOB Intro Presentation” and include your name in the title of your post)
2. Reply to each group members video by Monday @ 11:55pm

Supports Learning Objectives:

- Incorporate group suggestions to create more effective, detailed, and relevant presentation.
- Identify key terms and strategies employed by various businesses and throughout popular culture.
- Examine the validity of multiple statements concerning social movements, product promotion, and self-promotion.

Week 3
Jan 22 - Jan 29

Items to Read/View/Listen:

1. Digital Readings
2. Module Videos
3. Module Podcasts

Assignments:

1. Upload elevator pitch video to Course Video blog incorporating group members contributions by Monday @ 11:55pm.
2. Module 1 Assessment

Module 2 - Into the Woods

Supports Learning Objectives:

- Review various websites and their design strengths and weaknesses.
- Determine what template will best deliver your TIMOB’s message and info.

Week 4
Jan 29 - Feb 5

Due date: February 5th @ 11:55pm
### Module 2 - Into the Woods

<table>
<thead>
<tr>
<th>Items to Read/View/Listen:</th>
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</thead>
<tbody>
<tr>
<td>1. Digital Readings</td>
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<tr>
<td>2. Module Videos</td>
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<tr>
<td>3. Module Podcasts</td>
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</tbody>
</table>

**Assignments:**

1. Complete Playposit Interactive Video Assessment
2. Begin developing TIMOB website

*Professor will host Adobe Connect Q&A session on Thursday @ 5pm. This is optional and not mandatory for all students*

### Supports Learning Objectives:

- Create a website, hosting images and content concerning student-interested TIMOB.
- Employ effective website building strategies.
- Collaborate with group members in order to create a more user-friendly and effective website.

### Items to Read and View:

- Digital Readings
- Module Videos
- Module Podcasts

**Assignments:**

1. Post website link to student-specific group discussion board by Thursday @ 11:55pm (Post your website to the Group Discussion Board titled "TIMOB Website Draft" and include your name in the title of your post)
2. Reply in reference each group member's website by Monday @ 11:55pm
3. Continue working on TIMOB digital campaign

*Professor will host Adobe Connect Q&A session on Thursday @ 5pm. This is optional and not mandatory for all students*

### Week 5

<table>
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<tr>
<th>Feb 5 - Feb 12</th>
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### Week 6

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<th>Feb 12 - Feb 19</th>
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**Supports Learning Objectives:**

- Create a website hosting images and content concerning student interested TIMOB.
- Employ effective website building strategies.
- Synthesize group members suggestions and incorporate those changes to your website.
- verbalize the insight, frustration, struggle, questions, revelations, or answers that come about designing for potential website viewers.
- Identify key terms and strategies employed by various businesses and throughout popular culture
- Examine the validity of multiple statements concerning website layout and efficacy and online behavior

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

1. Digital Readings
### Module 2 - Into the Woods

<table>
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<tr>
<th>Due date</th>
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2. Module Videos  
3. Module Podcasts  

**Assignments:**  
1. Submit an ApprenNet video discussing the process of designing an effective website. Include items pointed out by group members and content from course material. Post original video by Thursday @ 11:55pm  
2. Reply to at least 4 classmates videos by Monday @ 11:55pm  
3. Module 2 Assessment  
4. Continue working on TIMOB digital campaign

### Module 3 - The Big Misunderstood Wolf

**Supports Learning Objectives:**  
- Review social media platforms and their marketing strengths and weaknesses  
- Illustrate the differences between various social media platforms and their appeal to specific interest groups  
- Employ effective website building strategies.  

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

<table>
<thead>
<tr>
<th>Week 7</th>
<th>Due date</th>
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</table>
| Feb 19 - Feb 26 | Original post due by February 22nd @ 11:55pm  
Reply to group members by February 26th @ 11:55pm |

1. Digital Readings  
2. Module Videos  
3. Module Podcasts  

**Assignments:**  
1. Create infographic comparing and contrasting the efficacy of various social media platforms and their corresponding demographics in reference to student's topic/item/movement/organization/business by Thursday @ 11:55pm  
2. Reply to at least 2 classmates by Monday @ 11:55pm  
3. Continue working on TIMOB digital campaign

**Week 8 - Mar 5**  

**Supports Learning Objectives:**  
- Employ effective social media management strategies.  
- Create a plan of action highlighting explicit social media strategies amongst Facebook, Twitter, and Instagram.  
- Discover the commonly unnoticed affects of social media on consumer behavior and disposition to charity  
- Create social media accounts, hosting images and content concerning student-interested TIMOB.  
- Employ effective website building strategies.  

**Items to Read and View:**  
- Digital Readings  
- Module Videos  
- Module Podcasts  

**Assignments:**  
1. Post Facebook, Twitter, and Instagram public link in Social Media accounts management blog
2. Continue working on TIMOB digital campaign

Supports Learning Objectives:
- Develop a social media presence and campaign for student TIMOB
- Explore new and unique strategies outside of social media leveraging digital capabilities
- Employ effective website building strategies.

**Weeks 9 - 10**
Mar 5 - Mar 19

Assignments:
1. Post picture on Instagram interacting with a Groupon purchase that relates to student TIMOB. Be sure to include:
   - course hashtag #Alendy1171
   - a short description of the activity
   - tag both FIU Honors and your public TIMOB Instagram page

2. Continue working on TIMOB digital campaign

**Week 11**
Mar 19 - Mar 26

Assignments:
1. From the perspective of someone outside of your local community or state, nation, religion, ethnic group, etc. submit an ApprenNet video discussing the limits and opportunities to promote your TIMOB digitally other than social media. Include any criticisms of social media as the prominent form of social activism or business promotion.
   - Post original video by Thursday @ 11:55pm
2. Reply to at least 4 classmates videos by Monday @ 11:55pm
3. Continue working on TIMOB digital campaign

Supports Learning Objectives:
- Develop a social media presence and campaign for student TIMOB

**Week 12**

Assignments:
1. From the perspective of someone outside of your local community or state, nation, religion, ethnic group, etc. submit an ApprenNet video discussing the limits and opportunities to promote your TIMOB digitally other than social media. Include any criticisms of social media as the prominent form of social activism or business promotion.
   - Post original video by Thursday @ 11:55pm
2. Reply to at least 4 classmates videos by Monday @ 11:55pm
3. Continue working on TIMOB digital campaign

Supports Learning Objectives:
- Develop a social media presence and campaign for student TIMOB
### Module 3 - The Big Misunderstood Wolf

<table>
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<tr>
<th>Due date</th>
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<tbody>
<tr>
<td>Mar 26</td>
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- Consider and discuss the global appeal of student TIMOB digital campaign
- Discuss and identify instances where marketing might have promoted an ideal or ideals incongruent with your own.
- Identify key terms and strategies employed by various businesses and throughout popular culture
- Examine the validity of multiple statements concerning social media promotion and human behavior
- Employ effective website building strategies.

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

1. Digital Readings
2. Module Videos
3. Module Podcasts

**Assignments:**

1. **Private Journal:** Share personal view of particular marketing (intentional and unintentional) that you might have found offensive to yourself or on behalf of others.
2. **Module 3 Assessment**
3. Continue working on TIMOB digital campaign

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### Module 4 - The Roundtable

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**Supports Learning Objectives:**

- Develop a social media presence and campaign for student TIMOB
- Develop a financial strategy that focuses on crowd-funding
- Consider the legal implications of the growth of your TIMOB
- Argue the benefits of crowd-funding in comparison to traditional methods of earning capital
- Employ effective website building strategies.

**Items to Read and View:**

- Digital readings
- Listen to Podcasts
- Module Videos

**Assignments:**

1. Submit a video proposal concerning the legal and funding next steps you choose to take with your TIMOB campaign to your specific group discussion board by Thursday @ 11:55pm (Upload your video to the Group Discussion Board titled "Money, Money, Money, Muununaaay!" and include your name in the title of your post)
2. Reply in reference to each group member's video by Monday @ 11:55pm
3. Sing-up for time to meet with group and Professor during the next two weeks
4. Continue working on TIMOB digital campaign

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### Week 13

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<th>April 2 - Apr 9</th>
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**Supports Learning Objectives:**

<table>
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<tr>
<th>April 16th @ 11:55pm</th>
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<tr>
<td>Supports Learning Objectives:</td>
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<tr>
<td>- Synthesize group member and professor contributions in order to optimize digital campaign</td>
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<tr>
<td>- Deliver an effective presentation on a financial strategy that focuses on crowd-funding</td>
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<tr>
<td>- Discuss and resolve the legal implications of the growth of your TIMOB</td>
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<tr>
<td>- Employ effective website building strategies.</td>
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**Items to Read and View:**

- Digital readings
- Listen to Podcasts
- Module Videos
## Module 4 - The Roundtable

- Digital readings
- Listen to Podcasts
- Module Videos

**Assignments:**

1. Upload pitch video to course blog pitching your funding strategy to President Rosenberg or Dean Northup or the President of the United States or your grandparents. Be sure to assure them that every part of this project is legally sound and detail the "crowd funding" model.
2. Meet with team and professor to review digital campaign (Mandatory - Adobe Connect)
3. Continue working on TIMOB digital campaign

**Supports Learning Objectives:**

- Synthesize group member and professor contributions in order to optimize digital campaign
- Deliver an effective presentation on a financial strategy that focuses on crowd-funding
- Identify key terms and strategies employed by various businesses and throughout popular culture
- Examine the validity of multiple statements concerning social media promotion and human behavior
- Discuss and resolve the legal implications of the growth of your TIMOB
- Employ effective website building strategies.

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<thead>
<tr>
<th>Week 15</th>
<th>April 16 - April 23</th>
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<tbody>
<tr>
<td>Items to Read and View:</td>
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<tr>
<td>- Digital readings</td>
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<td>- Listen to Podcasts</td>
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<td>- Module Videos</td>
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**Assignments:**

1. Meet with team and professor to review digital campaign (Mandatory - Adobe Connect)
2. Module 4 Assessment
3. Continue working on TIMOB digital campaign

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## Module 5 - Happily Ever After!

**Supports Learning Objectives:**

- Discuss ways that disruptive media and technology have changed the way we interact with one another
- Examine the influence of Smartphone Era media and technology on personal interests, career goals, and academic background perceptions.
- Complete TIMOB digital campaign

<table>
<thead>
<tr>
<th>Week 16</th>
<th>April 23 - April 28</th>
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<tbody>
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<td>Items to Read and View:</td>
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<tr>
<td>- Module Videos</td>
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<td>- Listen to Podcasts</td>
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<tr>
<td>- Digital Readings</td>
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**Assignments:**

1. Private Video Blog: Upload a video summarizing how what you have learned throughout this and last semester has affected or not affected you and your current and future behavior. Has your perception changed about anything? Include anything in addition you would like to let the professor know.
<table>
<thead>
<tr>
<th>Module 5 - Happily Ever After!</th>
<th>Due date</th>
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<tbody>
<tr>
<td>2. TIMOB Website and social media accounts should be available and submitted for final review</td>
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