



# SAINT JOSEPH COLLEGE

CONNECTICUT

**First Year Seminar (FYS) Fall 2011**

*Pleased to Tweet You: Are You a Socially Responsible Digital Citizen? #FYS11*

**Tuesday/Thursday 12:30-1:45**

**3 credits**

<b>INTD. 100.01</b>	<b>Marialice B.F.X. Curran, Ph.D.</b>
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### Suggested Websites

<b>State and National Standards:</b>  <a href="#">National Technology Standards</a> <a href="#">Common Core CT Standards</a> <a href="#">21<sup>st</sup> Century Skills</a>	<b>Adolescent Digital Citizenship Projects:</b>  <a href="#">Digiteen</a> <a href="#">Digiteen Ning</a> <a href="#">We Are Sixteen</a> <a href="#">Delete Digital Drama</a> <a href="#">A Thin Line</a> <a href="#">Love Is Louder</a> <a href="#">Stop Cyberbullying</a>	<b>Other Resources:</b>  <a href="#">Digital Citizenship Gone Virtual</a> <a href="#">MBFXC</a> <a href="#">Mercier Magic</a> <a href="#">Netsmartz</a> <a href="#">Kidsmart</a> <a href="#">Common Sense Media</a>
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### **Saint Joseph College Mission**

Saint Joseph College, founded by the Sisters of Mercy in the Roman Catholic tradition, provides a rigorous liberal arts and professional education for a diverse student population while maintaining a strong commitment to developing the potential of women. The College is a community which promotes the growth of the whole person in a caring environment that encourages strong ethical values, personal integrity and a sense of responsibility to the needs of society.

### **First Year Seminar Philosophy**

First Year Seminar (FYS) introduces students to academic life in a college community setting. The course addresses social, emotional, and academic aspects of the transition to college life. Mercy values and mission, academic honesty, healthy lifestyles, clear, effective communication, critical thinking, collaborative learning, and research skills are examples of issues addressed in the course. By exploring the purpose of higher education and institutional mission, the students learn about the philosophy and values of the college as the foundation for their learning and for involvement in the college community.

### **Peer Mentor Role**

The Peer Mentor serves as a resource for first year students. She creates a link between curricular and co-curricular activities and between student and instructor. She supports and guides the student both inside and outside the classroom. Although she will participate in class discussion and help explain instructor assignments and expectations, she will not assist students with assignments themselves.

### **Course Description**

Schools across the country promise to provide a safe environment for learning, but so many students are afraid and embarrassed to come to school. In today's globally diverse and digital world, a bully's reach goes far beyond the playground. As more teens use computers, cell phones and other electronic devices they will experience being harassed, threatened and humiliated publically online at greater rates. Cyberbullying is the biggest hazard our young people face today and will continue to face in the future as more teens consume and produce digital media. An interactive multimedia approach to this course will provide students an opportunity to explore the problem and extent of cyberbullying through readings both on and offline. Using a reflective lens, students will create an action plan to help others navigate the Internet as responsible digital citizens.

## **FYS Goals**

1. An understanding of SJC's mission and values will promote a culture of academic integrity and support a sense of community.
2. Diverse, cognitive-based learning strategies will stimulate intellectual curiosity and critical thinking and promote competency in written and oral expression.
3. Diversity in modes of instruction, class activities, and assignment types will foster student learning based on self-specific learning styles.
4. Discussion of campus resources and of study and time management skills will promote adjustment to college academic life.
5. Involvement in Student Services activities and other campus and community-wide events will foster academic and personal growth and increase student satisfaction with and adjustment to college life.

## **Essential Understandings and Essential Questions for "Pleased to Tweet You":**

### *Enduring Understanding*

1. Our Web-based culture has resulted in new ways to communicate, learn, socialize, inform, entertain, and foster creativity.

### *Essential Questions*

1. How does social media influence your life as an individual and as a college student?
2. What does it mean to be a socially responsible digital citizen?
3. How does the flat classroom approach to learning change the way we live, work and communicate in the 21<sup>st</sup> century?

This FYS course will provide a safe place for you to explore these questions and develop key personal and academic skills and resources for success in college.

## Objectives/Outcomes

1. Students will be able to engage in the critical reading, thinking, and writing necessary for success at the college level
2. Students will learn to discern and analyze the implications of parallels and differences between themselves and others
3. Students will improve in the area of college-level oral and written expression
4. Students will be able to work collaboratively in a group towards a common academic goal
5. Students will be able to access support from and participate in the Saint Joseph College community
6. Students will be able to communicate and collaborate through social media with other classrooms and schools to create a multimedia project addressing digital citizenship

## So: What am I really going to learn in this course?

- **how to find help at SJC and deal with the stressors of change, difference, and conflict (how to identify where these resources are located)**
- **how to manage your time**
- **how to get involved in campus life and feel a part of the college community**
- **how to understand academic integrity standards as well as the consequences of violating these standards at SJC**
- **how to take an active role in digital citizenship and understand the vital role it plays in everyday life, specifically how your digital footprint can influence your life in either a positive or negative way**
- **how to understand your role and responsibility in the digital world**
- **how cyberbullying influences the lives of students and the consequences behind participating in this online behavior**
- **how to think critically and analytically about a *Monique and the Mango Rains***
- **how to construct a clear argument in writing**
- **how to use both a personal voice and an academic voice in writing and when to use each**
- **how to use Twitter , Skype and Web 2.0 applications to collaborate and create a multimedia project with students in other schools, states and countries**

## Course Readings and Materials Required

### Required Resources

Jacobs, Tom. *Teen Cyberbullying Investigated*. Minneapolis, MN: Free Spirit Publishing, 2010.

Holloway, Kris. *Monique and the Mango Rain*. Illinois: Waveland Press, 2007.

A variety of online electronic documents and articles

A functioning SJC network ID and password

An activated SJC email account

An activated SJC library card

Twitter account

Skype account

Schoology account

Gmail account to use GoogleDocs

Use a variety of Web 2.0 tools

## Course Assessments

### 1. Weekly Class Readings and Online Discussions

Preparation for the class through completion of readings is essential. The class will be participating in numerous online discussions on the readings both in and out of class. All students will be blogging and commenting on each other's blogs throughout the semester. Full participation in these discussions is expected weekly. We will also be tweeting and using the hashtag #FYS11.

### 2. Common Reading Assignment – Monique and the Mango Rains

More details will follow on the Common Reading Assignment for Monique and the Mango Rains.

1) *Letter to Kris Holloway*

2) *Character Review*

Students will identify main characters and create an online Facebook page using [My Fake Wall](#) where conversation between and among characters will include conversations around culture, customs, challenges of their role, roadblocks to performing their role, the expectations of their character, and argue why the character/role is so important/significant to the culture. The student will be taking the stance that their role is one of importance to the community and defend that stance.

### 3. Understanding Digital Citizenship – Critical Thinking Essay

Students will research, analyze, and interpret one element of Digital Citizenship. Students will locate one current digital concern. You will find a research article and write a critique. We will model how this is done in class. Final critical thinking essay 3-4 pages in length.

- Digital Access
- Digital Commerce
- Digital Communication
- Digital Literacy
- Digital Etiquette
- Digital Law
- Digital Rights & Responsibilities
- Digital Health & Wellness
- Digital Security

#### 4. Mock Trial Research

We will be conducting a cyberbullying mock trial over Skype. We will collaborate with 9<sup>th</sup> graders in Birmingham, Alabama. Details will develop as we plan our mock trial. You will be responsible for conducting research prior to the trial date.

#### 5. Participation in Mock Trial

Your full participation is essential before and during our mock trial over Skype. Specific details will follow once we have the details worked out.

#### 6. Multimedia Digital Citizenship Project

This assignment will be a culmination of your learning this semester. Students will create and present an original visual representation of learning that includes 21<sup>st</sup> Century Skills and elements of Digital Citizenship. This presentation may include student interviews and/or peer interviews as well as reflection on each individual's classroom practice and application.

Some examples: [Bullying](#); [Cyber Bullying Awareness](#); [The Social Education of LGBT Teens](#)

### Grading System

Class Contribution: 15%

- In addition to regular participation in class discussion and activities, the Letter to Kris (graded on a pass/fail basis) is part of this category, as are any in class activities or campus event reflections

Common Reading Paper Assignment: 15%

Critical Thinking Essay: 15%

Mock Trial Research Assignment (1 page each): 15%

Mock Trial Participation: 20%

Multimedia Cyberbullying Project: 20%

### Pleased to Tweet You Course Schedule

Course assignments and activities include but are not limited to the following:

Date	Tuesday	Thursday
<b>Week 1</b> (8/30; 9/1)  <b>Digital Etiquette</b>	Introduction to the course and to each other; digital citizenship survey; What does digital citizenship mean? What is your digital footprint?  <u>Monique and the Mango Rains</u> Who are the main characters?	<b>Letter to Kris due</b> ; discussion of Monique; introduction to common reading assignment; Twitter introduction #fys11  Read & blog <i>Cyberbullying</i> Part I

	<p>How would they communicate online? Try <a href="#">MyFakeWall</a> to highlight a conversation.</p> <p><a href="#">A Vision of Today's Students</a>  <a href="#">Would You Leave Your Front Door Unlocked?</a>  <a href="#">Wired Safety</a></p>	<p><a href="#">Digital Etiquette</a>  <a href="#">Social Media Etiquette</a>  <a href="#">Digital Citizenship</a></p> <p>The reasoning behind the <a href="#">final multimedia project</a>.</p>	
<p><b>Week 2</b> (9/6; 9/8)</p> <p><b>Digital Access</b></p>	<p>Read &amp; blog <i>Cyberbullying</i> 1-3</p> <p>Watch <a href="#">Growing Up Online</a> prior to class</p> <p>What happens when you don't have access?  Solutions to address the digital divide?</p> <p>Make contact with <a href="#">Ms. Sanders</a> 9<sup>th</sup> graders, plan mock trial schedule</p>	<p>9/7  <i>Majors Fair</i>  <i>Stop by SoE table!</i></p>	<p>Study Skills Workshop for Research Papers/Projects</p> <p>Find a research article on one of the nine elements of digital citizenship for critical thinking essay assignment.</p> <p>Read &amp; blog <i>Cyberbullying</i> 4-6</p>
<p><b>Week 3</b> (9/13; 9/15)</p> <p><b>Digital Security</b></p>	<p>Read &amp; blog <i>Cyberbullying</i> 7-9</p> <p><a href="#">My Fake Wall</a> Assignment Due</p> <p>Begin research on cyberbullying mock trial assignment.</p> <p>Make contact with <a href="#">Grace Academy</a> and set up visit. One pre-visit at GA, one visit to SJC and one final visit.</p>		<p>Week 3 Peer Mentor Class on Change &amp; Transitions Session</p>
<p><b>Week 4</b> (9/20; 9/22)</p> <p><b>Digital Health &amp; Wellness</b></p>	<p>Read &amp; blog <i>Cyberbullying</i> 10-13</p> <p>Bring research article and draft to class to peer edit.</p>	<p><b>Critical Thinking Essay Due</b></p> <p><b>Study Abroad Presentation</b></p>	<p>9/24:  <i>Mercy Day!</i></p>



<b>Week 5</b> (9/27; 9/29)  <b>Digital Literacy</b>	Read & blog <i>Cyberbullying</i> 13-16  Prepare for Mock Trial	Read & blog <i>Cyberbullying</i> pg. 170  Share multimedia ideas for final project.	
<b>Week 6</b> (10/4; 10/6)	<b>Common Reading Paper Due;</b> International Studies Visit; introduction to illustration analysis and group project	<i>7pm: "Can I Kiss You?" Hoffman Auditorium</i>	Group project meetings; week 6 check-in.
<b>Week 7</b> (10/11; 10/13)  <b>Digital Communication</b>	Group project meetings  What are ways the you communicate and learn digitally?		Conflict/Mediation Session: Crystal Room
<b>Week 8</b> (10/18; 10/20)  <b>Digital Commerce</b>	Prepare for mock trial		Prepare for mock trial
<b>Week 9</b> (10/25; 10/27)  <b>Digital Law</b>	<b>Mock Trial Research Due</b>		Skype session with Birmingham, AL to work out the final details.
<b>Week 10</b> (11/1; 11/3) <b>Digital Rights &amp; Responsibilities</b>	Check in on multimedia projects – show and share ideas	<i>Wednesday 11/2: 5:45 Winner's Dinner with Kris; 7:00 Talk and Q&amp;A (Hoffman Auditorium)</i>	Prepare or mock trial and/or multimedia project
<b>Week 11</b> (11/8; 11/10)	School Visit with Grace Academy.		Project day
<b>Week 12</b> (11/15; 11/17)	Project day Check in – office hours this week		

<b>Week 13</b> (11/22;11/24)	Prepare for Mock Trial	<b>Thanksgiving</b>
<b>Week 14</b> (11/29; 12/1)	<b>Mock Trial</b>	<b>Mock Trial</b>
<b>Week 15</b> (12/6; 12/8)	<b>Multimedia Digital Citizenship Presentations</b>	<b>Multimedia Digital Citizenship Presentations</b> ; course evaluation
<b>Week 16</b> (exam period)	<b>Multimedia Digital Citizenship Presentations</b>	

<b>Course Expectations</b>
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In order to be a socially responsible digital citizen you must be able to communicate well in the 21<sup>st</sup> century. We will work on writing, speaking, listening, thinking, analyzing, interfering and reading skills throughout this course. I need you to be willing to take risks in this course and try new things with an open heart and mind.

*If you're not falling down every now and again.  
It is a sign that you're not doing anything innovative.  
~ Woody Allen*

1. *Reading.* This course requires that you read texts that range from those aimed at younger audiences to those aimed at scholarly audiences. I expect that you will read all of them *thoughtfully* and *critically*, and that you will take notes while you do so.
2. *Communication.* Communication is a vital component of this course. The majority of our assignments will be Web-based and it is critical that you model what it means to be a socially responsible digital citizen both on and off-line. This course is a paperless course and all assignments will be submitted online through Dropbox and/or GoogleDocs. We will communicate using a variety of online tools: e-mail, text, Twitter, Skype, Schoology, Gmail, GoolgeDocs, Dropbox as well as a variety of other Web 2.0 applications.
3. *Writing.* Writing is a key component of this course. Writing assignments in this course take various forms—formal, informal, reflective, and critical. As the instructor, my responsibility is to help you develop as a writer, so I ask you to

uphold your end of the bargain: allow *me* to help *you* develop by taking these assignments seriously! If you don't show me what you can do, I will have a very hard time helping you develop your writing self.

4. *Thinking*. Thinking, of course, should happen at all times--whether you are reading and note-taking, responding and discussing, or inventing and writing. However, it is important to address thinking as a separate concept here in order to emphasize that *the work you do for this course should exhibit generous amounts of individual thought*. That is, within the context of the assignments for this course, you should always look to formulate your own connections, your own analyses, your own arguments. This work is both *arduous* and *rewarding*. The relationship is simple: when you become a better critical thinker, you become a better college student.
5. *Studiosness*. This class is a gateway to the world of academic study! Therefore, you must begin to see yourself as an academic person—one who seeks knowledge, who wrestles with ideas, who strives for excellence.
6. *Willingness*. Willingness, specifically, to be open to understanding yourself as a maker of meaning; to consider respectfully the ideas of your classmates; to engage with the material even if it frustrates you or does not speak to your personal interests; to take risks as you think, share, and write and on and off-line.

## Policies

1. *Arrive on time and be prepared*. Remember that in addition to our regular class meetings, you are required to attend three campus events, two of which are “Can I Kiss You?” and the dinner with Kris Holloway.
2. *Papers/Projects*: All assignments and projects will be submitted online. Remember this is a paperless course.
3. *Due Dates*: Due dates are listed on the syllabus, but are subject to change at the instructor’s discretion. **It is important that your work is clearly labeled with your name, date, assignment name and always include the following hashtag: #FYS11.**
4. *Absences*: Do your best to avoid them—this class is about forming a community, and we want you to be here with us! The following is the FYS attendance policy for Tuesday/Thursday courses:

2 absences: student's grade will be lowered one full letter grade for more than 2 absences or student may fail (based on circumstances and discretion of instructor).

Excessive tardiness may result in a lowering of your grade (based on circumstances and discretion of instructor).

**In the case of illness [or any prior knowledge of conflict with course attendance] the student must contact the instructor before class to let him/her know she will be absent.**

5. *Protocol*: The focus of this course is digital citizenship. Please conduct yourself as a mature, respectful student. Be courteous in and out of class. Our class meets on a certain day at a specific time, but much of what of our communication will happen outside of class through e-mail, text, Twitter, Schoology, Skype and other Web 2.0 applications. We need to understand and model the complexity of digital citizenship and the issues of technology use, abuse, and misuse.

### **Academic Integrity**

Academic integrity is a component of digital citizenship and is the responsibility a student assumes for honestly representing all academic work. The responsibility implies that the student will in no way misrepresent her work or unfairly advance her academic status and will neither encourage nor assist another student in so doing. Academic work includes examinations, take home assignments, final project, and all other forms of oral or written academic endeavor. Since this standard is inherent in the philosophy of Saint Joseph College, it shall be upheld by all members of the College to refer any perceived threat to this code to a member of the Judicial Review Board. Questions also may be referred to a member of the Board.

*The bottom line for cheating, plagiarism, etc.:* Don't do it. It is degrading and insulting to you as a learner, your classmates as your partners in learning, to me as an instructor, and to this college as an institute of higher learning. *If you plagiarize any part of any assignment, you will earn a zero for that assignment, and you may be subject to further consequences. Please read Saint Joseph College's policy on this matter in the Academic Handbook.* If you are unclear about what constitutes plagiarism, see me before you hand in your work! We will discuss in class how you can maintain academic integrity on your assignments.

### **Special Needs Services**

At Saint Joseph College, we value our diverse community. The ADA Coordinator is here to facilitate academic success for all students with special needs by arranging reasonable accommodations. In addition, please feel free to talk to the instructor about needed accommodations and adaptations.

## Seeking Help

**Seeking my help outside of class:** I make myself readily available to you in and out of class. Please feel free to text, e-mail, call, Skype, tweet, etc. I am here to help you with your transition to college. My mantra has always been, “Help me, help you!” When texting or e-mailing, please include your name and the hashtag #FYS11.

**Seeking the Peer Mentor’s help outside of class:** Do develop a relationship with your peer mentor! She is here to help and guide you, especially through those aspects of the First Year about for which I may not be the best resource ☺. She has done it, and so have her friends, so ask for help and advice, and share your experiences!

**Seeking other help outside of class:** You are an interdependent college woman now: it is essential for you to take responsibility for getting the help you need. Communication and early intervention are the keys to effective problem solving. Talk with your advisor, professor, or peer mentor if you are having difficulty with any classes. The Center for Academic Excellence (CAE) at x5514 is an excellent resource for assistance with writing, content area knowledge, and study skills. The Academic Advisement office at x5443 is another fine resource. If stress or other problems are undermining your ability to perform academically, you may wish to contact SJC’s Counseling & Psychological Services at x5366.

## Regarding Class Contribution

Class contribution is 15% of your grade in this class. Please consider the way you present your intellectual self.

### Rubric for class participation

*Note that pass/fail letter to Kris, pop quizzes, and campus event reflections can impact the grade descriptor into which your behavior fits.*

A: Consistently and actively engages in class and all class activities; asks a variety of good questions, listens attentively to classmates, makes thoughtful comments, aids in creation of and level of discussion.

B: Fairly consistently and actively engages in class and class activities; asks solid questions, listens to classmates, adds to discussion appropriately.

C: Inconsistently engages during class and class activities. Attitude and behavior are more positive than negative.

D: Attends class, but is often unengaged. Attitude and behavior are more negative than positive.

F: Does not attend class and/or does not contribute in any meaningful way.