

# COMM110

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## Course Summary

**Course :** COMM110 **Title :** Information & Digital Literacy

**Length of Course :** 8

**Prerequisites :** N/A **Credit Hours :** 2

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## Description

**Course Description:** Information and Digital Literacy is designed to provide students with sustainable and usable skills essential to success in both academic and professional settings. Students will learn best practices to locate and evaluate sources, and effectively communicate using digital literacy to become proficient 21st century learners.

### Course Scope:

You will be introduced to digital skills including critical digital literacy, Adobe Spark, security and privacy in the digital world, and academic integrity. While exploring the Richard G. Trefry Library, you will practice locating, retrieving, selecting, and storing information. Then you will evaluate, synthesize, and communicate what you learn in all aspects of your life. You will explore essential skills such as critical thinking, project management, and research and organizational skills as they pertain to digital literacy. Finally, you will employ these skills by presenting a career interest in a final project using Adobe Spark.

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## Objectives

After successful completion of this course, you will be able to:

CO1: Integrate best practices to locate, evaluate, synthesize and communicate information from sources to apply knowledge in a digital world.

CO2: Demonstrate knowledge of ethical, legal, privacy and security issues related to the use of digitally mediated information.

CO3: Recognize and understand the role of civility in communication.

CO4: Use a process model to demonstrate the ability to expand upon a project plan through the incorporation of research-based content.

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# Outline

## Week 1: Digital Information Literacy

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### Learning Outcomes

CO2: Demonstrate knowledge of ethical, legal, privacy and security issues related to the use of digitally mediated information.

### Reading & Resources

Week 1 Lesson Introduction to Digital Information Literacy

### Required Readings:

- Week 1: Why Information Literacy Matters

### Required Activities (graded)

Visit the **Lesson** space to access the learning materials. **These learning materials are scored and will appear in the classroom Gradebook when completed.**

- Week 1: Choosing a Topic Lesson and Quiz
- Week 1: Presentations Lesson and Quiz

### Assignments (graded)

Complete **Week 1 Forum**.

- **IMPORTANT:** Week 1 Forum must be completed no later than midnight ET, Sunday in order to remain enrolled in this course.

Look ahead at the Week 7 Field of Study Project located in **Assignments**.

## Week 2: Digital Information and Sources

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### Learning Outcomes

CO4: Use a process model to demonstrate the ability to expand upon a project plan through the incorporation of research-based content.

### Reading & Resources

Week 2 Lesson

### Required Activities (graded)

Visit the **Lesson** space to access the learning materials. **These learning materials are scored and will appear in the classroom Gradebook when completed.**

- Week 2: Types of Sources Lesson and Quiz
- Week 2: Search Strategies Lesson and Quiz
- Week 2: Search Techniques Lesson and Quiz

### Assignment (graded)

## Complete **Week 2 Forum**

### **Week 3: Ethical and Legal Issues**

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#### Learning Outcomes

- CO1: Integrate best practices to locate, evaluate, synthesize and communicate information from sources to apply knowledge in a digital world.
- CO2: Demonstrate knowledge of ethical, legal, privacy and security issues related to the use of digitally mediated information.

#### Reading & Resources

#### Week 3 Lesson

#### Required Activities (graded)

Visit the **Lesson** space to access the learning materials. **These learning materials are scored and will appear in the classroom Gradebook when completed.**

- Week 3: How to Read Scholarly Materials Lesson and Quiz
- Week 3: Evaluating Information Lesson and Quiz
- Week 3: Extending Evaluation Lesson and Quiz
- Week 3: Academic Integrity Lesson and Quiz

#### Assignment

No Graded Forum (visit the Week 3 forum to contribute)

### **Week 4: Storing Information**

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#### Learning Outcomes

CO2: Demonstrate knowledge of ethical, legal, privacy and security issues related to the use of digitally mediated information.

#### Reading & Resources

#### Week 4 Lesson

#### Required Activities:

- Week 4: Citation Tools Lesson
- Week 4: Other Citation Styles Lesson

#### Required Activities (graded)

Visit the **Lesson** space to access the learning materials. **These learning materials are scored and will appear in the classroom Gradebook when completed.**

Week 4: Why Citations Matter Lesson and Quiz

Week 4: Managing Classwork and Research Data Lesson and Quiz

Week 4: APA Citations Lesson and Quiz

Week 4: MLA Citations Lesson and Quiz

Assignment (graded)

## Week 4 Forum

## Week 5: Organizing Information

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Learning Outcomes

CO2: Demonstrate knowledge of ethical, legal, privacy and security issues related to the use of digitally mediated information.

Reading & Resources

Week 5 Lesson

Required Activities (graded)

Visit the **Lesson** space to access the learning materials. **These learning materials are scored and will appear in the classroom Gradebook when completed.**

Week 5: Synthesis Lesson and Quiz

Week 5: Synthesizing Information Lesson and Quiz

Week 5: Introduction to Visual Literacy Lesson and Quiz

Week 5: Using Images Lesson and Quiz

Assignment (graded)

## Week 5 Forum

## Week 6: Sharing Information

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Learning Outcomes

- CO1: Integrate best practices to locate, evaluate, synthesize and communicate information from sources to apply knowledge in a digital world.
- CO2: Demonstrate knowledge of ethical, legal, privacy and security issues related to the use of digitally mediated information.

Reading & Resources

Week 6 Lesson

Required Activities (graded)

Visit the **Lesson** space to access the learning materials. **These learning materials are scored and will appear in the classroom Gradebook when completed.**

Week 6: Social Issues Lesson and Quiz

Week 6: Ethical Management of Information Lesson and Quiz

Week 6: Managing Personal Information Lesson and Quiz

Week 6: Preserving Information Lesson and Quiz

Assignment (graded)

## Week 6 Forum

Review the Field of Study Project **Assignment** due in Week 7.

## Week 7: Presenting Information

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### Learning Outcomes

- CO1: Integrate best practices to locate, evaluate, synthesize and communicate information from sources to apply knowledge in a digital world.
- CO2: Demonstrate knowledge of ethical, legal, privacy and security issues related to the use of digitally mediated information.

### Reading & Resources

### Week 7 Lesson

### Required Activities

No required activities. Focus your energy on your project.

### Assignment (graded)

No Graded Forum (visit the Week 7 forum to contribute)

Complete the Field of Study Project **Assignment**.

## Week 8: Reflecting on the Process

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### Learning Outcomes

CO3: Recognize and understand the role of civility in communication.

### Reading & Resources

### Week 8 Lesson

### Required Activities

No required activities. Focus your energy on reflecting on and closing out the course.

### Assignment (graded)

## Week 8 Forum

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## Evaluation

Each **Assignment** and **Forum** in this class is scored using a rubric. As you work through tasks, take the time to review how your work will be evaluated and plan accordingly.

There are six (6) weeks of **Forums** and one (1) multi-media presentation **Assignment**. In addition, you will have weekly quizzes that are tied to the weekly reading and activities. These quizzes will be included in your course grade.

### Grading:

Name	Grade %
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## Materials

**Book Title:** There are no required books for this course. The readings are provided inside the classroom.

**Author:** No Author Specified

**Publication Info:**

**ISBN:** N/A

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## Course Guidelines

### Writing Expectations

All activities completed in this course are to follow the stated instructions (inside the classroom). Always check the grading rubrics to see what your instructor will be looking for when grading your work. Also, be sure you have [read the APUS Plagiarism Policy \(the entire Academic Dishonesty section\) before submitting work in this or in any other course](#). See the above Course Outline or the Policies section on this Syllabus for links.

### Citation and Reference Style

Attention: [You will follow the citation style that is common to your discipline](#). Instructions regarding citation styles are included in the classroom.

### Late Assignments

Students are expected to submit classroom assignments by the posted due date and to complete the course according to the published class schedule. As adults, students, and working professionals, I understand you must manage competing demands on your time. Should you need additional time to complete an assignment, please contact your instructor before the due date so we can discuss the situation and determine an acceptable resolution.

Also, completing the Assignment (under the **"Assignments"** tab) is paramount to your success in this course.

### Netiquette

Online universities promote the advancement of knowledge through positive and constructive debate, both inside and outside the classroom. Forums on the Internet, however, can occasionally degenerate into needless insults and "flaming." Such activity and the loss of good manners are not acceptable in a university setting. Basic academic rules of good behavior and proper "Netiquette" must persist. Remember that you are in a place for the rewards and excitement of learning, which does not include descent to personal attacks or student attempts to stifle the learning of others.

- **Technology Limitations:** While you should feel free to explore the full range of creative composition in your formal papers, keep e-mail layouts simple. The Sakai classroom may not fully support MIME or HTML encoded messages, which means that bold face, italics, underlining, and a variety of color-coding or other visual effects will not translate in your e-mail messages.
- **Humor Note:** Despite the best of intentions, jokes and especially satire can easily get lost or taken

seriously. If you feel the need for humor, you may

wish to add “emoticons” to help alert your readers: ;-), :), ☐.

## **Disclaimer Statement**

Course content may vary from the outline to meet the needs of this particular group.

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## **University Policies**

### [Student Handbook](#)

- [Drop/Withdrawal policy](#)
- [Extension Requests](#)
- [Academic Probation](#)
- [Appeals](#)
- [Disability Accommodations](#)

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