Dalhousie University
Dalhousie University is located in Mi'kma'ki, the ancestral and unceded territory of the Mi'kmaq.
We are all Treaty people.

Course Code: INFO 2000 Digital Citizenship
Fall 2022
Online

Instructor: Melanie Parlette-Stewart
Pronouns: she/her
Office: Online
E-mail: m.parlette@dal.ca
Students are strongly encouraged to get in touch if they have any questions related to the course. Please email me to book an appointment. I will respond to emails within 36 hours, Monday to Friday. All course communication will be distributed through Brightspace. Please include "INFO 2000" in your email subject.
Office hours: Zoom Online / By appointment or drop-in (schedule posted on Brightspace)
Course Website: https://dal.brightspace.com (Brightspace)

Melanie Parlette-Stewart: Google Scholar Profile

Course Description
Today's digital world is redefining "citizenship." Both digital natives and later adopters need to learn how to be good citizens, to be safe, responsible and respectful participants in the digital world and recognize when digital citizens with ill intentions. Digital tools are used to learn, communicate, buy, bank, share, and interact. As citizens of the digital world, users must learn and accept that they have certain rights and responsibilities. Students will engage with different types of information: misinformation, disinformation and malinformation and investigate the personal implications these have on daily life.

Class Format:

This course is offered fully online. All content is asynchronous.

This course will be delivered via the Brightspace learning system and other online technologies (Podcasts, YouTube, etc.). Since there are no regularly scheduled lectures or tutorials, success in this course will require more self-discipline and self-directed effort. To perform well in this course, you should begin working during the first week of class and expect to participate regularly throughout the semester.

The course readings, content modules, grades, announcements, and other class materials will be available on the course website (Brightspace). You are responsible for all assignments and class materials posted online throughout the semester and are expected to check this site regularly for updates. Digital Citizenship is designed to provide you with an opportunity to engage and negotiate complex problems related to our digital lives.

Minimal Technical Requirements:
You will require a laptop or tablet for this course that allows you to participate in the Brightspace environment. You will have some opportunities to select alternative assignment formats such as podcasts and videos. Free tutorials and software will be linked to on Brightspace. A microphone and webcam may be beneficial but are not required.

Learning Management System Site Information
You can access the INFO 2000 course site using Brightspace.

Course Pre-requisites, Co-requisites, Exclusions and/or other Restrictions
None

Course Learning Outcomes

Upon completion of this course, students should be able to:
- Explore, assess, and manage their digital identity and reputation and build awareness of the permanence and implications of digital content
- Understand digital citizenship and responsibilities in the context of mental health, balance and well-being
- Examine and explore the role of ethics, security and privacy protection in digital environments
- Explore the challenges and opportunities that arise in online communities and the role they play in contemporary society
- Recognize the legal and social repercussions of cyberbullying and hate speech
- Understand the role of personal biases and impact on information consumption
- Explore new resources related to communication and the spread of information
- Pose relevant questions and direct your own course of inquiry
- Expand your capacity for self-reflection
- Demonstrate proficiency in online communication

Required Text(s) / Learning Materials
This course uses a variety of online articles, journal articles, videos and websites. It is expected that these items will inform your assignments. All items will be linked on the course site on Brightspace.

Course Schedule

Module	Topic	Resources (Readings, Podcasts, and Videos)
1 Week 1 Week 2	Introduction Cultivating and managing your digital identity Digital Skillbuilding Theme: Digital Identity and Branding	1. What is digital identity? [Video] 2. The Next Billion Users [Podcast] (99% Invisible) 3. Warschauer, M. (2002). Reconceptualizing the Digital Divide. First Monday, 7(7). https://doi.org/10.5210/fm.v7i7.967 4. Minor-Cooley, D., & Parks-Yancy, R. (2020). The Power of the brand: Personal branding and its effect on job seeking attributes. Journal of Internet Commerce, 19(3), 241-261.https://doi.org/10.1080/15332861.2020.1777028 5. Tiffany, K. The Personal Brand Is Dead. (2022). The Atlantic. 6. Feher, K. (2021). Digital identity and the online self: Footprint strategies–An exploratory and comparative research study. *Journal of information science*, 47(2), 192-205. https://doi.org/10.1177/0165551519879702
2 Week 3 Week 4	Truth, post-truth and media literacy Digital Skillbuilding Theme: Finding and Evaluating Information	1. The truth about "post-truth". Ideas (2017) [podcast] 2. Emily Saltz, Soubhik Barari, Claire Leibowicz, & Claire Wardle. (2021). Misinformation interventions are common, divisive, and poorly understood. Harvard Kennedy School Misinformation Review, 2(5). https://doi.org/10.37016/mr-2020-81 3. Polage, D. (2020). 18 Source Credibility and Belief in Fake News: I'll Believe You If You Agree with Me. *Fake news: Understanding media and misinformation in the digital age*, 235. 4. Nogara, G., Vishnuprasad, P. S., Cardoso, F., Ayoub, O., Giordano, S., & Luceri, L. (2022, June). The Disinformation Dozen: An Exploratory Analysis of Covid-19 Disinformation Proliferation on Twitter. In 14th ACM Web Science Conference 2022 (pp. 348-358). 5. Bastick, Z. (2021). Would you notice if fake news changed your behavior? An experiment on the unconscious effects of disinformation. Computers in human behavior, 116, 106633. 6. Shah, K. When Your Family Spreads Misinformation (2020). The Atlantic. 7. Ekström, A. . The moral bias behind your search results [Video].

		8. Dubner, S. How Biased Is Your Media?: A New Freakonomics Radio Podcast [Podcast].
3 Week 5 Week 6	Privacy & security in the digital world Digital Skillbuilding Theme: Securing your online identity	1. Jones, Meg Leta. (2016). Innovating Privacy. In Ctrl + Z (p. 81–101). NYU Press. https://doi.org/10.18574/9781479801510 [Chapter] 2. Paul, Keri. (2022) How private is your period-tracking app? Not very, study reveals. The Guardian. 3. Tim Hortons app violated privacy laws in collection of 'vast amounts' of sensitive location data. Office of the Privacy Commissioner of Canada. 4. Young Canadians Speak Out: A Qualitative Research Report on Privacy and Consent. (2020). MediaSmarts. 5. Shere, Anjuli R. K. & Jason R.C. Nurse. Police surveillance of Black Lives Matter shows the danger technology poses to democracy. The Conversation. 6. Jones, K. M., Asher, A., Goben, A., Perry, M. R., Salo, D., Briney, K. A., & Robertshaw, M. B. (2020). "We're being tracked at all times": Student perspectives of their privacy in relation to learning analytics in higher education. Journal of the Association for Information Science and Technology, 71(9), 1044-1059.
4 Week 7 Week 8	Rights, responsibilities and online activism Digital Skillbuilding Theme: Creative Commons Licensing	1. Internet activism: How are political movements shaped online? Big Think [video] 2. Ozkula, S. M. (2021). What is digital activism anyway? Social constructions of the "digital" in contemporary activism. Journal of Digital Social Research, 3(3), 60-84. 3. Madison, N., & Klang, M. (2020). The Case for Digital Activism: Refuting the Fallacies of Slacktivism. Journal of Digital Social Research, 2(2), 28-47. 4. Fisher, R. (2020). The subtle ways that 'clicktivism' shapes the world. BBC. 5. Davis, C. Digital Blackface and the Troubling Intimacies of TikTok Dance Challenges. In TikTok Cultures in the United States (pp. 28-38). Routledge. 6. Koltai, K. (2020). How to be a good digital citizen during the election – and its aftermath. The Conversation. 7. Samuel, Sigel. (2021). It's hard to be a moral person. Technology is making it harder.Vox. 8. A Little Means A Lot. How you can be an Online Active Bystander. Glitch.
5 Week 9 Week 10	Communication and communities Digital	1. How to stop the metaverse from becoming the internet's bad sequel. TED. [Video] 2. Gillett, R., & Suzor, N. (2022). Incels on Reddit: A study in social norms and decentralised moderation. First Monday,

	Skillbuilding Theme: Digital Storytelling	*27*(6). https://doi.org/10.5210/fm.v27i6.12575
		3. Kuhn, C., Havemann, L., Koseoglu, S., & Bozkurt, A. (2021). Three lenses on lurking: making sense of digital silence. In *International Perspectives in Online Instruction*. Emerald Publishing Limited.
		4. Digital Communities: From Dubsmash to TikTok (Chapter) pp 20-36. Boffone, T. (2021). Renegades : Digital dance cultures from dubsmash to tiktok. Oxford University Press.
		5. Jerasa, & Boffone, T. (2021). BookTok 101: TikTok, Digital Literacies, and Out-of0School Reading Practices. Journal of Adolescent & Adult Literacy, 65(3), 219–226. https://doi.org/10.1002/jaal.1199
		6. 2020. "Reddit's Alt-Right: Toxic Masculinity, Free Speech, and /r/The_Donald", Fake News: Understanding Media and Misinformation in the Digital Age, Melissa Zimdars, Kembrew McLeod
		7. Jezer-Morton, K. (2020). Did moms exist before social media. The New York Times, 16.
6 Week 11 Week 12	Balance and Mental health Digital Skillbuilding Theme: Digital Storytelling Continued	1. Abi-Jaoude, E., Naylor, K. T., & Pignatiello, A. (2020). Smartphones, social media use and youth mental health. Cmaj, 192(6), E136-E141.
		2. Poswolsky, Adam Smiley. Gen Z Employees Are Feeling Disconnected. Here's How Employers Can Help. (2022) Harvard Business Review.
		3. Georgia Wells, Jeff Horwitz, & Deepa Seetharaman. (2021). Facebook Knows Instagram Is Toxic for Teen Girls, Company Documents Show; Its own in-depth research shows a significant teen mental-health issue that Facebook plays down in public. The Wall Street Journal.
		4. Taylor. (2021). Young Creators Are Burning Out and Breaking Down. New York Times (Online).
		5. Qiu, Tammy (2021) A Psychiatrist's Perspective on Social Media Algorithms and Mental Health. Stanford University. Human-Centered Artificial Intelligence.
		6. Paat, Y. F., & Markham, C. (2021). Digital crime, trauma, and abuse: Internet safety and cyber risks for adolescents and emerging adults in the 21st century. *Social Work in Mental Health*, *19*(1), 18-40.

Course Assessments

There are no examinations for this course; instead, your grade will be based on the individual assignments described below. Please note that full details for each of these assignments will be available on Brightspace.

Note: All assignments are due at 11:59pm AST

Note: All assignments are individual assignments.

If you experience a short or long-term absence, please submit the appropriate documentation. (See the <u>Student Absence Regulation</u>.)

Assignment	Value (% of final grade)	Due Date
Introduction Blog Post: Introduction to the class	5%	Week 2
Course Introduction Quiz	5% (pass/fail)	Week 2
Course Resource Blog Posts and Engagement *There are 6 opportunities to complete Discussion blog posts. Your top 4 marks will be counted towards your final grade. For each blog, you have the option of completing a written, video or podcast response. You will also be marked on your ability to provide thoughtful comments, constructive feedback and pose curious questions to your peers in a timely fashion.	30%	Week 2 Week 4 Week 6 Week 8 Week 10 Week 12
Research and Fact Checking Assignment	20%	Week 5
Digital Storytelling	30%	Week 11
Statement of Personal Learning	10%	Week 12

Final Exam:
There is no final examination for this course.

Course Expectations:
In this course, you are expected to:
- Participate: The virtual classroom is expected to be a safe space. Please be aware of the language that you use and understand that humour and sarcasm are not always easy to understand in an online environment.
- You are expected to play an active role in the course blog discussions and are responsible for your own learning in this course.
- You are expected to keep up with the content and contribute to the class, so manage your time accordingly.
- You should adopt a professional stance for all communication in the course. Written correspondence (emails, discussion posts, etc.) should be free of grammar errors and consider the intended audience.
- Since assignments in this course will require additional reading and research, students will be required to appropriately cite their resources. References and in-text citations must follow the American

Psychological Association (APA) style guide. For more help with APA, check out these resources: Dalhousie APA Style Guide

- The primary place to look for assistance related to this course is on Brightspace. The course outline, schedule of dates, news updates, and discussion forums should provide enough information to answer most queries. If you are still not clear on some aspect of this course, then be sure to contact me. I will be online regularly throughout the semester. Should the need arise to contact me directly about an issue email correspondence is preferred. When using email, be sure to clearly state your question or issue and include the course number in the subject line. Typically, I will respond to your email within 24 hours.

Course-specific policies

If you have concerns about this course, please contact me using any of the ways described in this syllabus so we can have a conversation. Giving constructive feedback is a valuable skill, so you should always thoughtfully complete any course feedback surveys, student ratings of instruction, and other opportunities to provide input.

If your issue is not resolved, you can follow up with an academic advisor in the Undergraduate Advising Office by emailing uao@dal.ca.

Missed or late assignments

If you require an extension, please use the "I need an extension" link in Brightspace.
Late assignments without an approved extension are accepted with an automatic deduction of 10%.

> Dalhousie students are asked to take responsibility for their own short-term absences (3 days or less) by contacting their instructor by phone or email prior to the academic requirement deadline or scheduled time **AND** by submitting a completed Student Declaration of Absence form to their instructor in case of missed or late academic requirements. Only two (2) separate Student Declaration of Absence forms may be submitted per course during a term (note: faculty, college, school, instructor or course-specific guidelines may set a lower maximum).

> The submission of the form **does not guarantee accommodations, or provide an automatic exemption,** from any academic requirements that were missed or late during an absence. Any alternate coursework arrangements for missed or late academic requirements are at the discretion of individual course instructor(s).

> Students who experience recurring short-term or long-term absences are strongly encouraged to meet with their Academic Advisor (uao@dal.ca).

> Click here for further information.

- **Standard Citation Style:** Please use APA style in your assignments to briefly identify (cite) other people's ideas and information and to indicate the sources of these citations in the References list at the end of your assignment.

> F**or more information on APA style**, consult Dalhousie Library website at https://libraries.dal.ca/help/style-guides.html or consult the Frequently Asked Questions about APA

Drop dates:
Last Day to Change and Add Classes for registered students – <mark>January 14, 2022</mark>
Last day to drop without a "W" – <mark>January 28, 2022</mark>
Last day to drop with a "W" – <mark>March 7, 2022</mark>

Other important dates

SECTION B: UNIVERSITY STATEMENTS

Territorial Acknowledgement:

Dalhousie University is located in Mi'kma'ki, the ancestral and unceded territory of the Mi'kmaq.

We are all Treaty people.[1]

Internationalization

At Dalhousie, "thinking and acting globally" enhances the quality and impact of education, supporting learning that is "interdisciplinary, cross-cultural, global in reach, and orientated toward solving problems that extend across national borders."

Academic Integrity

At Dalhousie University, we are guided in all of our work by the values of academic integrity: honesty, trust, fairness, responsibility and respect. As a student, you are required to demonstrate these values in all of the work you do. The University provides policies and procedures that every member of the university community is required to follow to ensure academic integrity.

In general:

The commitment of the Faculty of Management is to graduate future leaders of business, government and civil society who manage with integrity and get things done. This is non-negotiable in our community and it starts with your first class at Dalhousie University. So, when you submit any work for evaluation in this course or any other, please ensure that you are familiar with your obligations under the Faculty of Management's Academic Integrity Policies and that you understand where to go for help and advice in living up to our standards. You should be familiar with the Faculty of Management Professor and Student Contract on Academic Integrity, and it is your responsibility to ask questions if there is anything you do not understand.

Dalhousie offers many ways to learn about academic writing and presentations so that all members of the University community may acknowledge the intellectual property of others. Knowing how to find, evaluate,

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[1] For more information about the purpose of territorial acknowledgements, or information about alternative territorial acknowledgements if your class is offered outside of Nova Scotia, please visit https://native-land.ca/.

select, synthesize and cite information for use in assignments is called being "information literate". Information literacy is taught by Dalhousie University Librarians in classes and through Dalhousie Libraries' online Citing & Writing tutorials.

Do not plagiarize any materials for this course. For further guidance on what constitutes plagiarism, how to avoid it, and proper methods for attributing sources, please consult the University Secretariat's Academic Integrity page.

Please note that Dalhousie subscribes to software that checks for originality in submitted papers. Any paper submitted by a student at Dalhousie University may be checked for originality to support instructors in confirming that the student has not plagiarized from other sources. Plagiarism is considered a very serious academic offence that may lead to loss of credit, suspension or expulsion from the University, or even the revocation of a degree. It is essential that there be correct attribution of authorities from which facts and opinions have been derived. At Dalhousie, there are University Regulations which deal with plagiarism and, prior to submitting any paper in a course; students should read the Policy on Intellectual Honesty contained in the Academic Calendar.

Furthermore the University's Senate has affirmed the right of any instructor to require that student assignments be submitted in both written and computer readable format, e.g.: a text file or as an email attachment, and to submit any paper to a check such as that performed by the plagiarism detection software. As a student in this class, you are to keep an electronic copy of any paper you submit, and the course instructor may require you to submit that electronic copy to plagiarism detection software. Use of third-party originality checking software does not preclude instructor use of alternate means to identify lapses in originality and attribution. The result of such assessment may be used as evidence in any disciplinary action taken by the Senate.

Finally:

If you suspect a lapse in academic integrity by colleagues or a professor, you may confidentially share your concerns via DeanManagement@dal.ca.

Faculty of Management clarification on plagiarism versus collaboration:

There are many forms of plagiarism, for instance, copying on exams and assignments. There is a clear line between group work on assignments when explicitly authorised by the professor and copying solutions from others. It is permissible to work on assignments with your friends but only when the professor gives you permission in the specific context of the assignment. University rules clearly stipulate that all assignments should be undertaken individually unless specifically authorised.

Specific examples of plagiarism include, but are not limited to, the following:
- Copying a computer file from another student, and using it as a template for your own solution
- Copying text written by another student
- Submitting the work of someone else, including that of a tutor as your own

An example of acceptable collaboration includes the following:
- When authorised by the professor, discussing the issues and underlying factors of a case with fellow students, and then each of the students writing up their submissions individually, from start to finish.

Accessibility

The Student Accessibility Centre is Dalhousie's centre of expertise for matters related to student accessibility and accommodation.

If there are aspects of the design, instruction, and/or experiences within this course (online or in-person) that result in barriers to your inclusion please contact:
- the Student Accessibility Centre (for all courses offered by Dalhousie with the exception of Truro)
- the Student Success Centre in Truro for courses offered by the Faculty of Agriculture

Conduct in the Classroom – Culture of Respect

Substantial and constructive dialogue on challenging issues is an important part of academic inquiry and exchange. It requires willingness to listen and tolerance of opposing points of view. Consideration of individual differences and alternative viewpoints is required of all class members, towards each other, towards instructors, and towards guest speakers. While expressions of differing perspectives are welcome and encouraged, the words and language used should remain within acceptable bounds of civility and respect.

Diversity and Inclusion – Culture of Respect

Every person at Dalhousie has a right to be respected and safe. We believe inclusiveness is fundamental to education. We stand for equality. Dalhousie is strengthened in our diversity. We are a respectful and inclusive community. We are committed to being a place where everyone feels welcome and supported, which is why our Strategic Direction prioritizes fostering a culture of diversity and inclusiveness (Strategic Priority 5.2).

Code of Student Conduct

Everyone at Dalhousie is expected to treat others with dignity and respect. The Code of Student Conduct allows Dalhousie to take disciplinary action if students don't follow this community expectation. When appropriate, violations of the code can be resolved in a reasonable and informal manner—perhaps through a restorative justice process. If an informal resolution can't be reached, or would be inappropriate, procedures exist for formal dispute resolution.

Fair Dealing policy

The Dalhousie University Fair Dealing Policy provides guidance for the limited use of copyright protected material without the risk of infringement and without having to seek the permission of copyright owners. It is intended to provide a balance between the rights of creators and the rights of users at Dalhousie.

SECTION C: UNIVERSITY POLICIES, GUIDELINES, AND RESOURCES FOR SUPPORT

Dalhousie courses are governed by the academic rules and regulations set forth in the Academic Calendar and the Senate.

Important student information, services and resources are available as follows:

University Policies and Programs

- Important Dates in the Academic Year (including add/drop dates)
- Classroom Recording Protocol
- Dalhousie Grading Practices Policy
- Grade Appeal Process
- Sexualized Violence Policy
- Scent-Free Program

Learning and Support Resources

- Undergraduate Advising Office
- Academic Support - Advising Halifax, Truro
- Student Health & Wellness Centre
- On Track (helps you transition into university, and supports you through your first year at Dalhousie and beyond)
- Indigenous Student Centre. See also: Indigenous Connection.
- Elders-in-Residence: The Elders in Residence program provides students with access to First Nations elders for guidance, counsel and support. Visit the office in the Indigenous Student Centre or contact the program at elders@dal.ca or 902-494-6803.
- Black Student Advising Centre
- International Centre
- South House Sexual and Gender Resource Centre
- LGBTQ2SIA Collaborative
- Dalhousie Libraries
- Copyright Office
- Dalhousie Student Advocacy Service (DSAS)
- Dalhousie Ombudsperson
- Human Rights & Equity Services
- Writing Centre
- Study Skills/Tutoring