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Section 11A - Course Syllabus Sample Template
Part I – Course Outline- for Collaborative Partners

School/Department Name:

Program:

Course Number and Title: Teaching pK-6 Digital Literacy (3 Credits)

Instructor: Deborah Boisvert

Course Dates: July 28 – August 1, 2025

Course Time: 8:30am – 4:30pm Monday - Thursday 8:30 – 1pm Friday

Course Description:
This course is designed to provide the content and pedagogical background necessary for teaching fundamental digital literacy as a standalone subject or integrated into other subjects. Educators will engage in activities that familiarize them with the various curricular resources as they explore DLCS standards and coverage. Teachers model lessons and share integration strategies and continue a deep dive into the digital literacy aspects of the DLCS K-5 standards.

Course Outline

Purpose:
Teaching pK6 Digital Literacy addresses 4 of the 5 competencies needed for the pK6 DLCS license. The course enhances educators' understanding of equitable computer science education, covering foundational content, equity models, and strategies to improve access for underrepresented groups. It promotes equitable teaching practices, empathetic student understanding, collaborative research, and transforms pedagogical approaches within a supportive network of educators.

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Course Content and Design:

This intensive course consists of 40 hours of guided instruction and assignments over a 5-day period.

Day 1: July 28, 2025	
Curriculum Focus	Day 1 focuses on essential aspects of digital literacy, teaching participants about acceptable use, the importance of safeguarding private and personal information, and the proper care of digital tools. Educators learn to instill ethical and responsible practices in their students, ensuring that technology is utilized effectively and securely within their classrooms in order to foster a safe, inclusive, and well-managed digital learning environment.

DL Content	o Creating a Student-Friendly Acceptable use policy presentation for your classroom
	 o User agreements in class and on devices
	 o Introduce numerous digital tools
	      o Canva
	      o Adobe
	      o Padlet
	      o Google Slides
	      o Poll Ev
	      o and more..

Resources	o Adobe Express o User Agreements: Cybersecurity Basics o Search and Suggest Lesson o Schools specific Acceptable use policy o Common Sense Media - lessons o We 3D Printed Our Heads To Bypass Facial Recognition Security And It Worked | Forbes o https://www.weareteachers.com/wp-content/uploads/Keeping-Our-Information-Safe.pdf

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	o cyber.org
Assignments	Dive deeper into some of the resources discussed today to increase your comfort level with them

Day 2: July 29, 2025	
Curriculum Focus	Day 2 focuses on engaging responsibly and effectively in digital environments. Educators will delve into the principles of clear and respectful interaction in virtual spaces, and Appropriate Use, which highlights ethical behavior and best practices for online platforms. The concept of Digital Citizenship will be explored to ensure students understand their roles, rights, and responsibilities as participants in the digital world. Additionally, discussions on Cyberbullying will emphasize recognition, prevention, and strategies for creating a safer online community.
DL Content	o Online Communication o Appropriate Use o Digital Citizenship o Cyberbullying o Numerous digital tools
Resources	o Literature Connections o https://socialmediavictims.org/cyberbullying/ o https://www.weareteachers.com/wp-content/uploads/Staying-Safe-Online-Grades-3-5.pdf o Canva
Assignments	Explore key concepts related to responsible engagement in digital environments, including online communication, appropriate use, digital citizenship, cyberbullying prevention, cyber threats or fake news. Incorporate a variety of digital tools to design, create and present a final project on Friday that communicates key ideas effectively. Your final project can be one of the following:

	• Lesson Plan for the utilization of a classroom-ready resource that utilizes the tools and concepts discussed. • Lesson Plan demonstrating one of the content areas explored during the session.

Day 3: July 30, 2025	
Curriculum Focus	Day 3 focuses on the integration of cyber threats and safety into classroom practices with an emphasis on the importance of equipping students with the knowledge to navigate digital spaces responsibly. By understanding the mechanisms behind data collection and the nuances of various forms of web advertising, learners are better prepared to identify potential risks and safeguard their personal information online.
DL Content	o Cyber Threats and Safety o Data collecting information o Different forms of web advertising

Resources	o [Participating in Digital Communities	Learning for Justice](#)
		o [Cyber Threat Guardian](#)
		o [Cyber Threat Protector](#)
		o Checkology
		o Newslit
		o Schoolai
		o Escape Room
		o [cyber.org](#) - castle security extension lesson
		o [Cyber.org](#) (Range lessons)
		     o Taylor Travel
		     o Juicy Intel
		o

Assignments	Work on Lesson Plan

Day 4: July 31, 2025	
Curriculum Focus	Day 4 will focus on content that is centered on critical elements of copyright, credit, and recognizing fake news. Educators will explore various resources to effectively teach students about media literacy and spotting misinformation. The day also emphasized practical application through lesson planning, equipping educators with strategies to engage students in understanding digital literacy concepts and empowering them to navigate the complexities of modern media.
DL Content	o Copyright and Credit o Fake News
Resources	o [Elementary School Homepage – Copyright & Creativity](#) o [Checkology](#) o [How to teach your students about fake news | PBS NewsHour Classroom](#) o [5 Activities to teach your students how to spot fake news - K-20 Blog](#) o [News & Media Literacy 101 | Common Sense Education](#) o [What is Fake News? - Examples for Children - Twinkl](#)
Assignments	Work on Lesson Plan

Day 5: August 1, 2025	
Curriculum Focus	Day 5 will recap the comprehensive exploration of digital literacy, starting with foundational topics like acceptable use policies, digital tools, and ethical practices in technology use; responsible digital engagement, covering online communication, digital citizenship, and strategies

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	to address cyberbullying; equipping students to navigate digital spaces safely, emphasizing cyber threats, data privacy, and web advertising; and prioritized media literacy, addressing copyright, credit, and the identification of fake news. Educators will examine how to empower students to own their safety and security.
DL Content	o Presentation of Culminating Projects o Peer Review and Feedback o Recap of Course and Content o Student Empowerment Strategies

Course Requirements:

Educators will read, prepare, and plan lessons as though they would teach it to students.
● Participants may work collaboratively in groups of 2-3.

● Projects must be linked to the MA DLCS framework.

● Projects must be specifically adapted for participant's grade level.

● Projects are due and must be presented on the day assigned by the instructor.

Educators are expected to take an active role in your learning. It is recommended that you take notes on every reading/video and study them afterwards. At a minimum, you will need to:
• Read/watch all assigned material on the date it is scheduled
• Take notes on all assigned materials
• Complete the projects as assigned
• Work in teams to solve problems
• Complete the project deliverables and submit them as assigned
• Carry out the required steps for writing assignments

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Instructional Technology Knowledge Requirements

Technology: This course will require access to a computer and the internet.

Face-to-face instruction with in-class activities and collaborative teamwork. These sessions will allow for direct interaction with the instructor and classmates. Learning activities will include instruction, discussion, and experiential exercises.

Required Readings:
- o [Common Sense Education](#) – lessons
- o [Cyber.org](#)
- o [User Agreements: Cybersecurity Basics](#)
- o [Elementary School Homepage – Copyright & Creativity](#)
- o [Participating in Digital Communities | Learning for Justice](#)
- o [Cyber Threat Guardian](#)
- o [Cyber Threat Protector](#)

Recommended Readings:

Outcomes of the Course:

Learning Outcomes
- o Understand and effectively teach pK-6 DLCS content standards in digital literacy education.
- o Gain knowledge of equitable digital literacy education practices to provide all students with valuable learning opportunities.
- o Examine foundational topics like acceptable use policies, digital tools, and ethical practices in technology use.
- o Explore responsible digital engagement, covering online communication, digital citizenship, and strategies to address cyberbullying.
- o Develop strategies that will equip students to navigate digital spaces safely, emphasizing cyber threats, data privacy, and web advertising; and prioritized media literacy, addressing copyright, credit, and the identification of fake news.
- o Explore approaches to ensuring access to digital literacy courses, programs, and opportunities for diverse and under-represented populations, including

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female students, students of color, multilingual learners, and students with disabilities.

   o Provide supportive experiences that empower students and enhance their ability to succeed in digital literacy coursework.

Massachusetts Licensure Standards Assessed (if applicable)

Computing and Society

1. Understand safety and security concepts, online identity, and privacy, and how to deal with cyberbullying and inappropriate content in a computing setting. (Standards: K-2.CAS.a, 3-5.CAS.a, and 6-8.CAS.a)
2. Demonstrate responsible use of technology, digital content, and social media interactions and understand the consequences of inappropriate technology uses. (Standards: K-2.CAS.b, 3-5.CAS.b, and 6-8.CAS.b)
3. Recognize, analyze, and evaluate the impact of technology and digital media bias and messaging in schools, communities, and societies. (Standards: K-2.CAS.c, 3-5.CAS.c, and 6-8.CAS.c)

Digital Tools & Collaboration and Computing Systems

4. Selection and use of digital tools or resources and computing devices to create an artifact, solve a problem, communicate, publish online or accomplish a real-world task. (Standards: K-2.DTC.a, 3-5.DTC.a, 6-8.DTC.a, K-2.DTC.b, 3-5.DTC.b, 6-8.DTC.b, K-2.CS.a, 3-5.CS.a, and 6-8.CS.a)
5. Use of advanced research skills including advanced searches, digital source evaluation, synthesis of information, and appropriate digital citation. (Standards: K-2.DTC.c, 3-5.DTC.c, and 6-8.DTC.c)

Strategies for Assessing Student Performance and Awarding a Letter Grade:
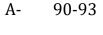
Class participation: 10%
Pre-course assignment: 20%
Mid-term project: 30%
Final project: 40%

The point to Letter Grade equivalency is as follows:
A   94-100
A-   90-93

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B+   87-89
B   83-86
B-   80-82
C+   77-79
C   70-76
D   60-69
F   < 60

Assessment /Grading Policy:

Assignments must be completed on time with graduate-level quality. Late submissions drop half a letter grade per week. Written assignments must be proofread, organized, and well-written; otherwise, they must be rewritten. An Incomplete grade will be given if students do not submit or participate in all class assignments but can be changed to a letter grade by submitting missing work by an agreed upon date with the instructor, but not to exceed the date of the semester end. Late submission rules apply to incomplete work. Students must negotiate with the instructor for changes to delivery dates. No Credit will be given if requirements are not met.

Library :
Student Services
What are the Cambridge College library resources?

- **For a description of all library services and resources**, see "All About Library Services and Resources at Cambridge College" see
  http://www.cambridgecollege.edu/student/research.cfm

- **For instructions for using library services**, see
  www.cambridgecollege.edu/student/research.cfm
- **Cambridge College Online Library (CCOL**) provides an extensive collection of full-text articles from thousands of scholarly journals and full-text books, live reference librarian support 24 hours every day, and instruction and resources for doing research in all our subject areas. It's free, it's always available, and it is at www.cambridgecollege.edu/library/

- **For information about traditional library arrangements** for your campus site, see
  http://www.cambridgecollege.edu/library/traditional.cfm

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- **To find an appropriate traditional library in your local area,** see "Find a local Library, Anywhere"

- http://www.cambridgecollege.edu/student/research.cfm

- For **instructions and resources for researching and writing your research papers,** see www.cambridgecollege.edu/student/research.cfm

If you need the current username/password to use the Cambridge College Online Library, please ask me in class or in a personal email, as I cannot post it in any manner. You can also get the username/password by following the instructions on the page http://www.cambridgecollege.edu/library/students.cfm

Disabilities Support:

Cambridge College complies with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act to provide equal access to educational programs at Cambridge College. Any student who feels s/he may need an accommodation based on the impact of learning, psychological, and/or physical disabilities and has appropriate documentation may be eligible for accommodations. Students should contact Rebecca Sheils, Coordinator of Academic and Disability Support Services, as soon as possible at (617) 873-0191 or rebecca.sheils@cambridgecollege.edu.

Requests for accommodations must be made within the first week of the term so that timely and appropriate arrangements can be made. All students are expected to fulfill essential course requirements in order to receive a passing grade in a class, with or without reasonable accommodations. Accommodations cannot be granted retroactively. All requests are confidential.

Faculty Contact Information:

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