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| **Course Code & Number: Name:** | |
| **Course Developer/Author:  Email:** | **eLearning Instructional Designer: Nickolas Gallegos** |

**Module Number and Title:** Directly from the *Course Design Plan: Modules* section. You will create a module design plan for each module on that document.

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| **USB Sanitizer** |

Module Overview: Directly from the *Module Overview* column from the *Course Design Plan: Modules* section*.*

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| **In this module, students will learn about the danger of unknown/untrusted Universal Serial Busses (USBs) and the importance of ensuring they are free of malware. This will also bring up the topic of malware and the different types and ways malware can impact a system.** |

Module Objectives:In the space below, provide the module objectives. There are typically 1 – 5 module objectives that describe what the students will be able to do after completing this module.Identify the course objective(s) that align with each module objective and, if necessary, describe the relationship. Objectives should encourage higher level thinking. *For assistance with writing effective course objectives, please refer to these resources:* [Bloom’s Taxonomy](http://cft.vanderbilt.edu/guides-sub-pages/blooms-taxonomy/) *and* [OPA Resource](http://www.depts.ttu.edu/opa/resources/docs/Program_Assessment_Handbook_4_13_2015.pdf) (page 7)*.*

**For K-12 courses,** **leave the Module Objectives blank in the beginning**—you will align modules to TEKS first, and then, at the end of development, you will write succinct module objectives that integrate TEKS with the actual tasks of the module.

| **Module Objectives**  By the completion of this module, students will be able to: | **Bloom’s Taxonomy Level** | **Assessment Strategy** | **Course Objectives Alignment (#)** |
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| 1. Define malware, recognize the different types and what they can do to a system | Understand |  |  |
| 1. Utilize a device to disarm a “weaponized” USB device | Apply |  |  |

Task Outline:In the table below, provide a title for each task students will need to complete in order to learn the topic/content. Describe the task and the reasoning for including in this module. Finally, note the module objective(s) that each task aligns with. **For K-12 courses,** list the detailed TEKS item that the task aligns with or supports (TEKS 1A, 1B, etc.). A K-12 example has been provided to illustrate how this document works. [Gagne’s Nine Events of Instruction](http://citt.ufl.edu/tools/gagnes-9-events-of-instruction/)

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| **Step # of** [Gagne’s Nine Events…](http://citt.ufl.edu/tools/gagnes-9-events-of-instruction/) | **Task Title** | **Task Description/Rationale**   1. Write in first or second person, addressing students directly. 2. Include rationale or purpose for the task. Relate to Module Objectives where appropriate. 3. Explicit instructions for completing the task. | **Module Objective Alignment (#) or TEKS** |
| *1* | *Opening Activity* | *Below is a new clip about a controversial issue in the last presidential election. As you learn more about the presidency in this lesson, you’ll be able to look back on what you see here and decide if your understanding of this event has changed at all. Watch the video, take a few notes, and then take the Lesson Opener quiz to make sure you understood the most important parts.[link to video]* | 8B, 10B, 11C |
| 1 | Discuss Malware | Students will learn about what Malware is and the different types of malwares that exist and how they’re used. |  |
| 2 | Explain the USB Sanitizer tool | Students will learn about a tool that can be used to disarm a potentially malicious USB device and view what its contents were. |  |
| 3 | Use the device | Students will use the device and view the files that were previously in a “dangerous” format. |  |
| 4 | Review | Students will review what they’ve accomplished as well as review the topic of malware. |  |
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