

The Impact of Computing Technology on Our Lives

Instructor

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[Note I will be working from home several days each week, so email/SkypeChat/SMS are better ways to reach me than phone]



Virtual Office

Hours: Since we are working virtually, simply text or Skype me if you want to meet and we will arrange a mutually convenient time as quickly as possible. See my contact information (above or on the right side of the D2L course page). I am also happy to meet any student face to face. Let me know by email if you want to meet physically and we will schedule a mutually convenient time.

Personal: Picture in upper right shows what my principal distractions are these days. The boys—Alex, David, Jacob—were born September 6, 2012, the first day of classes Fall Quarter. They are why I am usually working from home this winter.

Official Course Description

This course will introduce students to an overview of social analysis techniques and the theories of social change. These tools will be used to explore social impact issues of computing technology. Counts for Liberal Studies SSMW credit.

My comments on the Official Course Description

In my online section of this course we will focus on current issues where the interchange of new technologies challenges established customs, laws, business models, and everyday assumptions. We will look at how IT can contribute to and detract from better living. Just as important, we will explore models for evaluating these issues so you can continue to evaluate the impact of IT on your life far after this course ends.

Given this is an online class, you will do a lot of reading and a lot of writing. You will also have opportunity to explore some virtual collaboration software you might not have previously explored.

Required Materials

All required reading materials will be provided to you or will be accessible online. There is no text to buy.

Prerequisites: None**Objectives of course**

Courses in the Self, Society and the Modern World domain focus on the mutual impact of society and culture on individuals, and of individuals on society and culture. By the end of this course, a student should be able to:

- Discuss methods for evaluating technological change
- Describe how technology influences industry and education in the US and abroad.
- Analyze the tangible and intangible values associated with computing technology.
- Identify current areas of technology growth and predict future innovation.
- Discuss how information technology is impacting the global economy
- Describe ways information technology is impacting the workplace and discuss implications
- Describe what government and industry 'big data' repositories know about you and discuss implications
- Describe how commerce has become more digital and more mobile
- Describe how social media impacts how we communicate and collaborate, and how it changes notions of friendship, boundary and privacy
- Discuss how intellectual property is being threatened by the digital economy
- Discuss how the government is grappling with issues of privacy and security

Grading Breakdown:

- **Quizzes – 28%**

There will be a Module 0: Getting Started quiz and a quiz for most of the Course Modules. The Getting Started quiz tests that you've read and understand the rules of the course. You must get a 100% on this quiz to see the rest of the course materials. You may take this quiz as many times as necessary. This 100% counts toward your course grade.

Subsequent to Getting Started, there will be a quiz for each Module reading assignment. These quizzes may only be taken once and will be timed. It is expected you will have completed the reading assignment prior to taking each quiz. The lowest quiz grade will be dropped.

- **Discussion Participation – 25%**

Given this is an online course there is a strong expectation you will be regular and active in the D2L online discussion. The discussion will be graded each Module with the lowest module score dropped. There exists a separate document describing discussion participation and grading criteria.

- **Research Paper – 20%**

There are two required deliverables for your research paper. A thesis statement and annotated abstract (described in a separate document) is due on February 17. If this is submitted on time, you will receive significant feedback; if submitted late, not only will there be a grade penalty, but I cannot promise as thorough a treatment to your feedback. The final paper is due on March 18.

- **Team Assignment – 17%**

Students will be randomly assigned to teams after the course “add” date has passed. Each team will be assigned (or will draft) one Module of the course for which they will guide discussion and provide supplementary reading material. So, the heavy workload will hit in two phases: [1] preparing for your module; and [2] guiding your module during your week.

Teams are encouraged to meet virtually and tools/techniques will be communicated for doing so. The instructor will be available to coach teams and support the meeting process. While teams will receive a “team” grade for each phase of your work, teams will peer evaluate each other and that information will feed into an individual score for each team member. (Details to be described in a teaming document).

- **Reflection – 10%**

Each individual will submit a personal reflection about the course. This is intended to be the last thing you write for the course. (A reflection guidance document will be made available). The reflection may cover an aspect of the course material, and how it has impacted/changed your thinking about that subject. The reflection may cover your teaming experience, and how it has impacted/changed your thinking about how to perform on student teams, work teams, or virtual teams. The reflection may cover your research paper writing experience and how the process has impacted your approach to research. The reflection should not be a recitation of facts learned in the course this quarter. A good reflection demonstrates personal inquiry and insight leading to personal growth.

Grading Scale:

I grade based on a letter scale of approximately

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|----------|----|---------|----|---------|----|
| 93 - 100 | A | 80 - 83 | B- | 67 - 70 | D+ |
| 90 - 93 | A- | 77 - 80 | C+ | 64 - 67 | D |
| 87 - 90 | B+ | 73 - 77 | C | 60 - 64 | F |
| 83 - 87 | B | 70 - 73 | C- | | |

I maintain an “approximate” scale rather than an exact scale as I test to make sure there are natural breaks between letter grades. I will not differentiate, for example, a 92.94 as an A- and a 93.00 as an A. This is too close for comfort so I will find a natural large break between students to set the letter grade break.

My experience is that every student who diligently does all of the assigned work on time and makes personal best effort most always receives a grade of B- or better in my classes. It is students who do not do all of the assigned work, or try to get by without doing the reading who receive grades below that.

Pacing:

Students must complete work as assigned for the due dates specified. **This is not a self-paced course.** Late submission of assignments will result in a significant grading penalty or no grade at all if the answers have already been distributed. To the extent assignments are posted early, student are encouraged to submit them ahead of time.

This point is especially true in CSC 223 as there is a strong community component to the course. This is both necessary due to the online nature of our communications as well as appropriate because virtual community is a legitimate domain subject for the course.

Submitted Materials:

You should keep a copy of all materials you submit to the D2L Dropbox until the end of the course. Last quarter we experienced the disappearance of some materials (I think it was human error, but who knows.) If your material disappears, you need to be able to provide it again. **This issue is most critical if you are doing work on a friend's or lab computer.** Make sure to email or archive a copy of your work for yourself. Do not write over an old assignment when you create a new one; save each assignment under a different file name.

You are responsible for making sure you received appropriate grades for work you submitted. **You have one week after the grades are posted to question a grade.** You question a grade by sending email to me about it that is dated less than a week after the grade was posted. Grades are locked in after one week if email is not sent to me at the appropriate time.

Incomplete and FX Grades:

Grades of Incomplete are given only in cases of medical emergency or other highly unusual emergency situations. Please note that University guidelines require that you must be earning a passing grade at the time you request an incomplete grade. You should have completed most of the course, with at most one or two major forms of evaluation missing. Incompletes revert to an F if they are not resolved within one quarter. DePaul CDM policy also is that all incompletes must be requested by the student using an online form. See CDM grading policies at

<http://www.cdm.depaul.edu/Current%20Students/Pages/Grading-Policies.aspx>

Academic Integrity:

University policies on academic integrity will be strictly adhered to. Violations of academic integrity, including (but not limited to): cheating; plagiarism; fabrication of data; and complicity, are not tolerated. It is expected and understood you are familiar with DePaul's Academic Integrity Policy, at:

<http://academicintegrity.depaul.edu/AcademicIntegrityPolicy.pdf>, which defines the terms used above and provides a complete statement about the rules. Consult the Academic Integrity website for further guidance: <http://academicintegrity.depaul.edu/>

Changes to Syllabus

This syllabus is subject to change as necessary during the quarter. If that occurs, reasons for the change and options available to students will be thoroughly addressed on the course D2L site. Changes are not made lightly as this syllabus is considered a contract between instructor and student.

Tentative Schedule

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|--------------|-----------------------|--|
| Jan 7-14 | Module 0: | Getting Started: Overview of the course, self-assessment, student presentations, and introduction to databases. Students MUST complete this module by scoring 100% on the Module 0 quiz before Module 1 material is made available. The Module 0 quiz may/must be taken repeatedly until a score of 100% is achieved (other quizzes may only be taken once.) <u>A Brief History of the 21st Century</u> : Thomas Friedman |
| Jan 14-21 | Module 1: | <u>A Brief History of Technology</u>: Modeling technological change. Comparing our “Internet Time” with analog times of the past. |
| Jan 21-Feb 1 | Module 2: | <u>Social Media and Participation</u>: social media; social gaming; social networking; social change. |
| Feb 1-10 | Module 3: | <u>Economics and Commerce</u>: How marketing is changing; what they know about you; Wikinomics and related business models. |
| Feb 10-20 | Module 4: | <u>Privacy, Security, and Big Brother</u>: what they know about you (the sequel); identity theft and other cyber-crimes; individual rights in the digital world; cyberwar |
| Feb 20-Mar 1 | Module 5: | <u>Intellectual Property in the Digital World</u>: Copyright and IT; Patent and IT; Piracy, CRM, and the law; current fights over digital rights. |
| Mar 1-Mar 9 | Module 6: | <u>Work and the Workplace</u>: Telework, Global Work, Teamwork, Virtual Work. |
| Mar 9-Mar 15 | Module 7: | <u>Projecting the Future</u>: virtual and augmented reality; future tech; the singularity. |
| Feb 17 | Abstract Due | Research Paper thesis statement and annotated abstract due at end of day. |
| March 18 | Paper Due | Final Research Paper is due at end of day |
| March 20 | Reflection Due | Personal Reflection Paper is due at end of day |

Do note this is a lot of material in a short time. If you fall behind it is extremely difficult to catch up.

