

THE IMPACT OF COMPUTING TECHNOLOGY ON OUR LIVES

Instructor

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Office Hours

Since this is an on-line class, our interactions generally take place online via Skype or Email. I respond to email within 24 hours though usually within a few hours as I am the proud owner of a smart phone. You can also skype me as needed. If you require a person-to-person meeting, email me and we will work out a time and place.

Course Description

The official course description says “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.”

This section of the course will focus on new technologies and the issues arising when our established ways of life — our laws, customs, business models and everyday beliefs — are challenged. IT is a double-edged sword — it cuts both ways as it affects the quality of our lives. We will also be exploring models for evaluating these issues so you can apply the ideas you learn in this class to new IT long after this class ends.

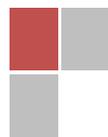
Expect to do a lot of reading and writing as this is an online class!

Required Materials

All required reading materials will be provided to you or will be accessible online. No text is required.

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%

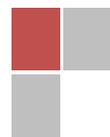
There will be a Module 0: Getting Started quiz and a quiz for most of the Course Modules. The Getting Started quiz tests that you've read and understand the rules of the course. You must get a 100% on this quiz to see the rest of the course materials. You may take this quiz as many times as necessary.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

□



NOTE: 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 June 10.

□

Team Assignment — 17%

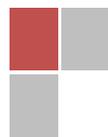
Students will be randomly assigned to teams after the course “add” date has passed. Each team will be assigned (or will draft) one Module of the course for which they will guide discussion and provide supplementary reading material. So, the heavy workload will hit in two phases: [1] preparing for your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

93 - 100 A	80 - 83 B-	67 - 70 D+
90 - 93 A-	77 - 80 C+	64 - 67 D
87 - 90 B+	73 - 77 C	0 - 64 F
83 - 87 B	70 - 73 C	

Pacing

This is NOT a self-paced course. Students MUST submit their completed work on the due dates indicated. Late work is not accepted unless there is a documented reason for the late submittal. Because there is a strong community component to this class, the students MUST be on the same page figuratively speaking. Our virtual social community is a legitimate domain subject for the course.

Submitted Materials

Please keep copies of ALL of your work submitted via the D2L dropbox. One way to do this would be to email yourself a copy that you save or somehow archive a copy. DO NOT OVERWRITE OLD ASSIGNMENTS.

Incomplete and FX Grades

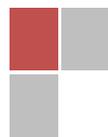
Grades of Incomplete are given only in cases of medical emergency or other highly unusual emergency situations. Please note that University guidelines require that you must be earning a passing grade at the time you request an incomplete grade. You should have completed most of the course, with at most 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/>

I have no problem failing students who cheat or plagiarize. I have done it in the past and while I feel badly they made those choices I feel I have no choice but to deal with it severely.



<i>DATE Begins</i>	MODULE
<i>Sept 6</i>	Module 0: Getting Started
<i>Sept 19</i>	Module 1: A Brief History of Technology
<i>Sept 29</i>	Module 2: Social Media and Participation
<i>Oct 9</i>	Module 3: Economics and Commerce
<i>Oct 19</i>	Module 4: Privacy, Security and Big Brother
<i>Oct 29</i>	Module 5: Work and Workplace
<i>Nov 8</i>	Module 6: Intellectual Property
<i>DATE DUE</i>	ASSIGNMENT
<i>Oct 22</i>	Research Paper Deliverable 1
<i>Nov 19</i>	Research Paper Deliverable 2
<i>Nov 23</i>	Reflection Essay

Changes to Syllabus as required.

