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# HONR 390: Technology in Society

Honors College

**Semester**: Spring 2018

**Credit hours**: -3-

Location: LSF 75

**Instructor:** Dr. Anastasia M. Trekles

**Office Location:** TECH 206

**Office Hours:** MW 10am – 12:30pm, R 11am – 3pm, or by appointment; I return emails/calls within 24-48 hours

**Office Phone:** (219) 785-5734

**Email Address:** [atrekles@pnw.edu](mailto:atrekles@pnw.edu)

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| COURSE INFORMATION |

## Textbooks Required:

Carr, N. (2011). *The shallows: What the Internet is doing to our brains.* New York: Norton.

Turkle, S. (2012). *Alone together: Why we expect more from technology and less from each other.* New York: Basic Books.

Other readings and videos to supplement the course will be available via BlackBoard during the semester.

## Course Description and Objectives:

This course provides insight into the role that technology, the Internet, computers, and other technologies have played in society over the course of history. This course will help you analyze the costs and benefits of technology and the impact it has on all areas of life in modern society, including government, commercial, social, environmental, and psychological factors.

You will engage in a variety of activities as you explore these areas, including debates, research projects, and written work. Through this course, you will:

1. Discuss and analyze your own adoption of technology in your life, and the effects it may have on your schooling, work, and personal and mental health.
   1. *Related assignment: Technology Survey and Self-Study*
      1. Construct a survey for yourself and another friend, family member, or colleague on how technology is used in daily life, including for communication and staying current in news and current issues, as well as for school, work, and entertainment.
      2. Analyze and compare results of the survey and reflect on your findings in a brief (2-3 page) paper (bonus points: submit your abstract to PNW Day of Discovery Research Conference).
   2. *Related assignment: Flipgrid Discussions (Digital Footprint, The Shallows, Alone Together, Disconnecting)*
      1. After viewing the video, reflect and respond to the issues posed in a video of at least one minute.
2. Compare and contrast the impact of technological advancements over the course of history on culture and societal practices.
   1. *Related assignment: Tech Industry Investigation*
      1. Explore the tech industry and how it has evolved by comparing and contrasting one article, video, podcast, or blog from before 2010 to a recent (2017) article, video, podcast, or blog.
   2. *Related assignment: Flipgrid Discussions (Redefining Humanity, Assistive Technology)*
      1. After viewing the video, reflect and respond to the issues posed in a video of at least one minute.
3. Analyze the social implications of technology development through the lens of various media, including literature, film, and journalism.
   1. *Related assignment: The “Prophecy” of E.M. Forster*
      1. After reading “The Machine Stops” (<http://archive.ncsa.illinois.edu/prajlich/forster.html)>, choose an aspect of the story and discuss how it seems to predict our current state of technology and/or society today.
   2. *Related assignment: Tech in the Media*
      1. Find a clip from a movie/TV show, a piece of artwork, or some other visual media source depicting some aspect of technology and its impact on society, and present its meaning and implications as you see them to the rest of the class.
      2. Relate your movie clip back to our current course themes, including what you have read and seen online.
4. Construct and defend arguments debating the impact of technological advancements in various fields and industries, including business, science, education, and medicine.
   1. *Related assignment: Flipgrid Discussions (Business in the Digital Age, Technology in Healthcare, Schools and Technology)*
      1. After viewing the video, reflect and respond to the issues posed in a video of at least one minute.
   2. *Related assignment: The Great Debate*
      1. Based on everything discussed this semester, develop a short speech (10-15 minutes) either defending or challenging any aspect of technology and society.
      2. After giving your speech, answer questions and engage in debate with your colleagues.

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| COURSE REQUIREMENTS/ EXPECTATIONS |

## Grading Policy:

Your course grade will be determined by your performance in assignments and discussions. See below for a breakdown of total course points possible*. (Points are tentative and may change throughout semester- instructor will notify you.)*

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| **Assignment** | **Points** |
| **Projects (4)** | 100 pts. |
| **Overall Participation** | 20 pts. |
| **Flipgrids (8)** | 80 pts. |
| **Great Debate** | 100 pts. |

The grade is calculated using the following scale in percentages (total points = 300)

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| **Grade** | **Minimum Points Necessary (out of 300)** |
| 98%+ - A+ | 294 |
| 97%-93% - A | 279 |
| 92%-90% - A- | 270 |
| 89%-88% - B+ | 264 |
| 87%-83% - B | 249 |
| 82% - 80% - B- | 240 |
| 79%-78% - C+ | 234 |
| 77%-73% - C | 219 |
| 72% - 70% - C- | 210 |
| 69%-68% - D+ | 204 |
| 67%-63% - D | 189 |
| 62% - 60% - D- | 180 |
| F | Below 180 |

## Late Policy and Incompletes:

Unless specified otherwise, assignments and discussions are due **by midnight Central Time on the specified deadline.**

**Assignments:** Late projects will automatically be **penalized 20%** of the total possible points **for each day** they are not submitted after the announced due date and time. Once the points have fallen to 0, the assignment cannot be accepted. Late assignments are not accepted during Finals Week.

**Special Circumstances**: Everyone experiences extenuating circumstances at one time or another, such as accidents, illnesses, and other misfortunes. Should such a situation happen to you during the semester that impairs your ability to complete work on time, be sure to discuss it with me as soon as possible. Late work may be accepted without penalty under certain circumstances, but it is your responsibility to bring the necessary information to me in a timely fashion.

**Incomplete Grades:** Incomplete grades can be granted at the end of a semester if extreme circumstances have prevented you from completing your coursework. However, in order to qualify for an Incomplete grade in my class, you must have completed at least 75% of the course work, and your grade must be a B or higher at the time you request an Incomplete. If either of those circumstances do not apply, I will not grant the Incomplete.

If you are having difficulties of any kind and need to discuss options, including taking an Incomplete, please speak with me as soon as possible. Each situation will be treated on an individual basis.

## System Outage Statement:

In the event that Blackboard is “down” due to an unexpected system-wide outage during a scheduled assignment submission deadline or quiz, you should use your regular PNW email to communicate with the instructor and submit any assignment that is due as an attachment. It is recommended that you sign up for our Remind.com notifications in order to stay in touch with the instructor and classmates via text message.

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| TECHNOLOGY REQUIREMENTS AND SUPPORT |

## Software Required:

Several of the course assignments will be using Microsoft Office (any version 2007 or above will work).

**IMPORTANT:** If you do not have Office 2007 or above, you may get this software for FREE as a Purdue student at <http://www.itap.purdue.edu/shopping/software/product/office365.html>. You must register with Microsoft using your BlackBoard username *@purdue.edu* (NOT @pnc.edu). In other words, if your name is John Smith and your username is jsmith78, enter your email as [jsmith78@purdue.edu](mailto:jsmith78@purdue.edu) when registering.

You must also be able to access use online tools including Google Drive, screencast publishing tools, and website building tools. This generally requires consistent access to the Internet and a Web browser (Internet Explorer is not the best; Firefox, Safari, or Chrome are generally recommended).

## Blackboard Learn:

This course contains a SIGNIFICANT online component. While your instructors are here to help you do the best you can, it is ultimately up to you to take responsibility and initiative to completed your Web-based work. In order to be successful in this course, it is *essential* that you are comfortable with navigating and using the general tools within a course in Blackboard (email, discussion post, submitting an assignment, etc.). If you are new to using Blackboard Learn or need additional support, it is very important that you proceed through the “**Student** **Help**” tab from the main menu in this course. In addition, you can always access the PNW student website for ***support with Blackboard, Microsoft Office, and general distance education success tips at:*** <http://www.pnw.edu/learning-technologies>

Note that this course requires access to the **Internet**, access to **Microsoft Office** (or a reasonable equivalent such as Google Docs) and a **computer microphone** in order to be successful. Most laptops already have a microphone built in, or you may use cell phone earbuds, or purchase a microphone with earphones/headset for less than $10-15 at most stores. You may generally find everything you need on campus in the student labs that are available, and in the use of the wi-fi network with your own laptop or other equipment.

***If you are unable to access your Blackboard course or have other technical issues with log-in, etc.,***

***contact the Helpdesk at (219)785-5511.***

*Note that any system outage that impacts our ability to meet course deadlines will be dealt with on a case-by-case basis, and actions may include extension of due dates due to uncontrollable outage circumstances.*

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| COMMUNICATION/PARTICIPATION |

## Attendance

Active participation is essential to successful completion of this course. Though this course is hybrid in nature, you are expected to check into the course *at least* twice per week in BlackBoard, Students are also expected to come to each scheduled class meeting unless another arrangement is made between student and instructor.

In addition, Federal Regulations on Title IV financial aid require all faculty to document a last date of attendance for students that are not attending classes. This includes your attendance as tracked in BlackBoard participation If a student misses more than **2 consecutive classes or one week of participation** that is not approved by the instructor, then the student’s name will be sent to the Student Success Center’s “Early Alert Program”.

***Class Participation***

This class asks you to think about many issues and ideas, from a wide variety of viewpoints. As such, our classroom is a “safe space” where you should feel that you can talk about things freely.

While we may have disagreements from time to time, it is unacceptable to yell, use disparaging remarks, insult, or otherwise give your fellow students a hard time. This goes for both in-class and online communication. It is expected that you will be civil toward your classmates, and they will be civil toward you in kind.

If at any time there are incidents related to civility in our class, we will meet in private to discuss the issue and any consequences of the behavior as appropriate.

Email**:**

You are expected to regularly check your email for this course by accessing your PNW email. In order to stay on top of your coursework, it is not just recommended but *required* that you check-in to the course at least a few times per week, and also check your PNW email accounts often. Email will not be sent to other email addresses you may use personally. Remind.com is also available as a communication option – this is not required and is an opt-in service, but it does allow us to communicate freely via text message from your phone. Remind.com is a free service that always keeps your personal information private and secure.

I will respond to your email (or Q&A Discussion postings) within **24 hours** during **weekdays** and within **24-48 hours** over **weekends/holidays**. The same is expected of you when responding to me or to your fellow classmates.

## Announcements:

At least once weekly throughout the semester I will be delivering important information/reminders via the Announcements tool in Blackboard. This is another reason why it is extremely important to check into your course frequently, as you do not want to miss anything.

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| COURSE AND UNIVERSITY PROCEDURES/POLICIES |

## ****Counseling Services:****

## Purdue University Northwest is committed to supporting and advancing the mental health and well-being of our PNW students. During the course of their academic careers, students often experience personal challenges that contribute to barriers in learning, such as drug/alcohol problems, strained relationships, chronic worrying, persistent sadness or loss of interest in enjoyable activities, family conflict, grief and loss, domestic violence, difficulty concentrating, problems with organization, procrastination and/or lack of motivation. Students also sometimes come to college with a history of learning difficulties (e.g., any form of special education), experience difficulties succeeding in a particular subject (e.g., math, reading), or have experienced some form of trauma be it emotional or physical (e.g., head injury). These mental health concerns can lead to diminished academic performance and can interfere with daily life activities. If you or someone you know has a history of mental health concerns or if you are unsure and would like a consultation, a variety of confidential services are available. The Counseling Center is located in Gyte 05 in Hammond and TECH 157 in Westville. You can also reach us at (219) 989-2366 or on [the Counseling website.](http://www.pnw.edu/counseling/)[[1]](#footnote-1) [National Suicide Prevention Hotline](http://suicidepreventionlifeline.org)[[2]](#footnote-2) at (800) 273-TALK or on the web.

## ****Course Evaluations:****

**Students are highly encouraged to complete the online evaluation for the course at the end of the semester. These survey results provide valuable information to the professor. You may also be asked to provide feedback throughout the semester as well, in order to better serve you and future students. Please feel free to share your feelings about the course at any time.**

## ****ADA Statement:****

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please inform the instructor. For additional information, refer to: [http://www.pnw.edu/access](http://www.pnc.edu/sa/disability-services/)

### Students who may need accommodations to address barriers caused by documented disabilities under the Americans with Disabilities Act or Section 504 of the Rehabilitation Act need to register with the Disability Access Center (DAC) to receive accommodations. To request and receive accommodations, students schedule an appointment with the DAC to initiate review and approval of supporting documentation showing their disability, the barriers it causes, and the recommended accommodations. If documentation is approved, the DAC will email a letter to the student’s current semester faculty members outlining the accommodations needed to ensure accessibility. Accommodations will be provided from the date the letter originates from the DAC. It is important to register as soon as possible as accommodations are not retroactive. The DAC is located at the Hammond campus in the Student Union & Library Building (SUL) 341 and Westville in the Technology Building (TECH) 101. The DAC can be reached at (219) 989-2455 or emailing: dac@pnw.edu. [DAC website](http://www.pnw.edu/dac)[[3]](#footnote-3).

### Emergencies:

## An information sheet, with instructions for various types of possible emergencies, is posted in each room on campus. These emergencies include criminal activity, severe weather, fire, medical emergencies, and noises sounding like gunshots.  Students are strongly encouraged to review this instruction sheet carefully and acquaint themselves with these important guidelines. PNW will hold annual drills to prepare for emergencies such as severe weather, active shooter and fire. It is strongly encouraged that all students participate in these drills in an effort to strengthen our emergency preparedness efforts.

## Academic Integrity:

All students should aspire to high standards of academic honesty. This class encourages cooperation and the exchange of ideas. However, students are expected to do **original work**, to do their own work except for group projects, and to properly reference sources when using information from others. Any instance of academic dishonesty will result in failure of the assignment in question. More than one instance will result in failure of the course. Please see <http://www.pnw.edu/dean-of-students/academic-integrity-and-honor-code/>

### PNW code of conduct statement

“Dishonesty in connection with any University activity; cheating, plagiarism, or knowingly furnishing false information to the University are examples of dishonesty.   
The commitment of the acts of cheating, lying, stealing, and deceit in any of their diverse forms (such as the use of ghost-written papers, the use of substitutes for taking examinations, the use of illegal cribs, plagiarism, and copying during examinations) is dishonest and must not be tolerated.   
Moreover, knowingly to aid and abet, directly or indirectly, other parties in committing dishonest acts is in itself dishonest” (*University Senate Document 72-18, December 15, 1972*).

**Nondiscrimination**

Purdue University Northwest prohibits discrimination against any member of the University community on the basis of race, religion, color, sex, age, national origin or ancestry, genetic information, marital status, parental status, sexual orientation, gender identity and expression, disability, or status as a veteran. Any student who believes they have witnessed or experienced discrimination are encouraged to report the incident to the Office of Equity, Diversity & Inclusion in Lawshe 231, Hammond or call (219) 989-2337 or in Schwarz 25, Westville or call (219) 785-5545. Additional information can be found on the [Diversity website.](http://www.pnw.edu/diversity)

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| COURSE OUTLINE/ CALENDAR |

*All assignments/quizzes for the week must be submitted to the appropriate place in Blackboard by 11:00 p.m. Central time on Sunday of the Week noted. (Note- the Blackboard Learn system is on West Lafayette time- which is an hour ahead.)*

*See next page:*

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| ****Module**** | ****Dates**** | ****Topic/Assigned Reading**** | ****Assignments Due on Sunday by 10:59pm Central (11:59pm Eastern)**** |
| Module 1 | **Week 1: January 8-14** | **Monday**: Orientation to Class, Introductions  **Wednesday**: What do you know about technology? How do you use technology?  **Read**: Alone Together, chapters 8 & 9 | **Nothing due** |
| Module 1 | **Week 2: January 15-21** | **Monday**: NO CLASS (Martin Luther King, Jr. holiday  **Wednesday**: Digital footprints and tattoos; Brainstorming survey questions  **Read**: Alone Together, chapter 10 | **FlipGrid 1:** (10 pts): Your digital footprint due January 21 |
| Module 2 | **Week 3: January 22-28** | **Monday**: Discussion on connecting and disconnecting; reviewing the survey assignment  **Wednesday**: No formal class - work on surveys  **Read**: Alone Together, chapters 11 & 12 | **Flipgrid 2** (10 pts): Alone Together due January 28 |
| Module 2 | **Week 4: January 29-February 4** | **Monday**: Using communication technology responsibly - it is possible to be addicted to technology?  **Wednesday**: No formal class - develop survey and find someone else to survey  **Read**: Alone Together, chapters 13 & 14 | **Flipgrid 3** (10 pts): Disconnecting due February 4 |
| Module 2 | **Week 5: February 5-11** | **Monday**: Surveys: where are you at? Thoughts on gaming and assuming a new identity  **Wednesday**: No formal class - work on surveys  **Read**: Alone Together, chapter 1 | **Assignment** (25 pts): Technology Use Survey and Self-Study due February 11 |
| Module 2 | **Week 6: February 12-18** | **Monday**: ELIZA activity - technology and psychology  **Wednesday**: What exactly is the Internet doing to our brains?  **Read**: The Shallows, chapter 1 | **Flipgrid 4** (10 pts): The Shallows due February 18 |
| Module 3 | **Week 7: February 19-25** | **Monday**: How did we get to where we are today? Where are we going? Tech Industry Investigation discussion  **Wednesday**: E.M Forster's "The Machine Stops"  **Read**: "The Machine Stops" (link in BB) | **Nothing due** |
| Module 3 | **Week 8: February 26-March 4** | **Monday**: Technology in history - how was it viewed, and what has it done for us lately?  **Wednesday**: No formal class, work on the Forster assignment  **Read**: The Shallows, chapters 2-3 | **Assignment**: The Prophecy of E.M. Forster due March 4 |
|  | **March 5-11** | SPRING BREAK | NOTHING DUE! |
| Module 4 | **Week 9: March 12-18** | **Monday**: Perspectives on tech: Assistive technology for people with disabilities  **Wednesday**: Midterm individual meetings  **Read**: The Shallows, chapters 4-5 | **Flipgrid 5** (10 pts): Redefining Humanity due March 18 |
| Module 4 | **Week 10: March 19-25** | **Monday**: Perspectives on tech: Technology in education  **Wednesday**: Technology in the movies - samples and thoughts on the assignment  **Read**: The Shallows, chapters 6-7 | **Flipgrid 6** (10 pts): Education and Technology due March 25 |
| Module 4 | **Week 11: March 26 - April 1** | **Monday**: Tech in the movies: Presenting the video clips!  **Wednesday**: Tech in the movies: Presenting the video clips!  Tech Industry investigation  **Read**: The Shallows, chapters 8-9 | **Assignment**: Tech in the Movies presentations (during class)  **Flipgrid 7** (10 pts): Technology in Healthcare due April 1 |
| Module 4 | **Week 12: April 2-8** | **Monday**: Perspectives on tech: Healthcare  **Wednesday**: Review of the debate assignment  **Read**: The Shallows, chapter 10 | **Flipgrid 8** (10 pts): Business in the Digital Age due April 8 |
| Module 4 | **Week 13: April 9-15** | **Monday**: Perspectives on tech: Business  **Wednesday**: What are the issues? What questions still linger? | **Assignment:** Tech Industry Investigation due April 15 |
| Module 5- Final 2 weeks of class | **Week 14: April 16-22** | No formal class - prepare for the debate | **Nothing due - prepare for the debate!** |
| Module 5- Final 2 weeks of class | **Week 15: April 23-29** | Monday and Wednesday - The Great Tech Debate! | **Debate and celebration!** |
| Module 5 - Finals week | **Week 16: April 30 - May 6** | Finals week (no class) |  |

1. [www.pnw.edu/counseling/](http://www.pnw.edu/counseling/) [↑](#footnote-ref-1)
2. [suicidepreventionlifeline.org](http://suicidepreventionlifeline.org/) [↑](#footnote-ref-2)
3. [www.pnw.edu/dac](http://www.pnw.edu/dac) [↑](#footnote-ref-3)