mount royal university
department of computer science and information systems

WINTER 2016 COURSE OUTLINE

course title COMP 3309: Information Technology and Society

credits 3 (3 hours lecture per week)

instructor

Randy Connolly
rconnolly@mtroyal.ca
B175L, 440-6061
www.randyconnolly.com

office hours As posted outside the Department. Feel free to drop in at anytime that is not crossed out on my schedule. If I am not available, an appointment can be arranged.

lectures 002 MWF 9:00 – 9:50 a.m. T-235

description A study of the implications of information technology for society. Historical perspectives, social context of computing, legal and ethical problems, economic issues, and philosophical frameworks for analysis will be covered.

Required text COMP 3309 Course Pack (readings)
Other readings on Blackboard

grading The final grade for this course will be determined as follows:

Quizzes (4 @ 2% each)	8%
Midterm (February 12, 2016)	15%
Term Paper	18%
Class Participation	5%
Reflexive Journal (12 @ 2% each)	24%
Final Exam	30%

Percentage grades will be converted to letter grades as follows:

95-100	A+	67-69	C+
85-95	A	63-66	C
80-84	A-	60-62	C-
77-79	B+	55-59	D+
73-76	B	50-54	D
70-72	B-	<50	F

The University's complete grading system is described in the Calendar.

educational outcomes

Mount Royal University had identified six university-wide learning outcomes that it believes are critical in order to prepare its graduates for workplace success and a life of continuous learning. Generally speaking, "outcomes" are goals, results, objectives that you should derive from the University, from a program of study, and from a particular course.

University-Wide Learning Outcomes

This course covers many of the University-wide learning outcomes, but emphasizes Computer Literacy, Thinking and Communication Skills, and Ethical Reasoning such as:

- Understand relationship of technology to individuals and society (lectures, midterm).
- Problem solving (assignments, exams)
- Creative thinking (coming up with alternative plans for assignments)
- Analytic thinking appropriate to discipline of information systems (assignments)
- Understand and use vocabulary and concepts appropriate to the discipline (assignments, exams)
- Interpret and evaluate meaning (assignments)
- Communicate clearly and concisely using visual and written formats appropriate to the audience (assignments, exams)
- Analyze and reflect on ethical dimensions of legal, social and scientific issues (assignments, exams).

Skills in Group Effectiveness will also be developed through classroom exercises.

examinations

The midterm date is specified in the marks breakdown section. If any changes to this date are necessary, students will be notified well in advance. Students will not normally be permitted to write a missed test at a later date. If alternative arrangements are possible, they must be made with the instructor prior to the date of the test.

The midterm will focus on understanding and applying the concepts taught in class. These tests will be made up of short answer style questions, as well as a limited number of larger questions to test students' abilities.

assignments

Assignments will consist of larger applications of the topics covered in lectures.

NOTE: In order to obtain a grade of C or better in the course, you must obtain a minimum of 50% in the overall mark for assignments. Failure to pass the assignment portion of the course will result in a D+ grade or lower for the course, regardless of the marks in the other components.

Assignments will be considered late if submitted after the time specified on the assignments. Unless an assignment states otherwise, it will be accepted up to one day late; however, 10% will be deducted for being late (even for part of a day late). Assignments will not be accepted more than one day late. This includes weekends, so if an assignment is due Friday at 4:00 p.m. then Saturday at 4:00 p.m. is the latest it can be handed in. Start your work early and schedule adequate time for completion.

cheating

It is expected that all work handed in by a student will be original work that has been done by the individual. If it is not, then this act of intellectual dishonesty will be dealt with severely. Normally, any student who cheats will get 0 on the assignment (in the case of one student giving part of his/her assignment to another student, both students are considered to be cheating). Any further cheating by the student (either in the same course, or in any subsequent COMP course) will result in a grade of "F" for the course. At that time, a note will be made in the student's records, and any further act of intellectual dishonesty will result in expulsion from the University.

While students are expected to work reasonably independently, we do not expect you to work in isolation. Often you learn best when working with others on an assignment. So what degree of collaboration is expected and, indeed, encouraged, and what is deemed to be cheating? In general, we encourage things like bouncing ideas off one another, discussing which of two alternate solutions might be better (and why), and getting another's idea on how to resolve a difficulty that you have already spent time on. You should not be working so closely together that someone else's solution becomes incorporated into your product. These general guidelines apply to any type of assignment.

general department policy

Students are responsible for attendance at all lectures and labs, for completion of assignments in open lab time, and for requesting assistance from their instructor or from the instructional assistant when they are having difficulty with the course material.

If this course is a prerequisite for other courses, the minimum grade required in order to take the subsequent course is stated elsewhere in this course outline.

The midterm test dates are indicated in the Assessment section. Should changes become necessary, students will be notified well in advance. Students will not normally be permitted to write a missed test at a later date. If alternative arrangements are possible, they must be made with the instructor prior to the date of the test.

The final examinations will be scheduled by the Registrar during the period from April 19 - April 29, 2016. Do not make any plans for that period until the final examination schedule has been posted.

Programs will be graded for documentation and style, as well as for correctness. All files must be left in the student's directory until the marked program has been returned.

As a rule, the deadline for assignments will not be extended for computer downtime of less than 24 hours; however, this will be at the instructor's discretion. Any exception will be communicated to the class as quickly as possible.

In general, assignments are due at 16:00 and will be considered late if submitted after that time. Assignments will be accepted up to one day late; however, a penalty of 10% will be deducted, even for a partial day late. Assignments will not be accepted more than one day late. This includes weekends!

Students should familiarize themselves with the University policy on the integrity of student work as described in the Calendar and with the departmental policy on cheating detailed on the attached sheet. Cheating of any form is a serious matter and will be dealt with severely.

The last day for withdrawal from this course is March 18, 2016.

Students should familiarize themselves with the Statement of Student Rights and Responsibilities contained in the University Calendar.

topics The general course topics are listed below. Not all topics will be covered in the same degree of detail and the sequence may differ somewhat from the list.

- History of technology and computing
- Social context of computing
- Methods and tools of analysis
- Ethical Theories
- Professional and ethical responsibilities
- Psychological impacts
- Risks and liabilities of computer-based systems
- Intellectual property
- Privacy and civil liberties
- Computer crime
- Economic issues in computing

technology in lectures

Unless you are expecting a baby, communicating with a dying loved one, or some other emergency, please keep your phone off your desk and out of sight. In return, I promise to give you a short technology break half way through the class. Similarly, I would encourage you to use paper notes rather than a laptop; if you do use a laptop, please do not run videos, go to Facebook, check email, etc., except during your technology break.

Texting and/or non-academic laptop usage during lectures is strongly correlated with lower GPAs. There is ample research evidence for this conclusion. You might think you are different or that your occasional texting will do no harm, but this is not true. Also, there are many times in adult life (dating, family events, and business meetings come to mind) when you just need to learn how to function without technological distractions, so you might as well start practicing now.

I would encourage you to read any of the following recent articles for evidence of the deleterious effects of technological distractions on academic performance:

Carrier, L. M., Rosen, L. D., Cheever, N. A., & Lim, A. F. (2015). Causes, effects, and practicalities of everyday multitasking. *Developmental Review*, 35, 64-78.

Gaudreau, P., Miranda, D., & Gareau, A. (2014). Canadian university students in wireless classrooms: What do they do on their laptops and does it really matter?. *Computers & Education*, 70, 245-255.

David, P., Kim, J. H., Brickman, J. S., Ran, W., & Curtis, C. M. (2014). Mobile phone distraction while studying. *New Media & Society*, 1461444814531692.

Dietz, S., & Henrich, C. (2014). Texting as a distraction to learning in college students. *Computers in Human Behavior*, 36, 163-167.

Gupta, N., & Irwin, J. D. (2014). In-class distractions: The role of Facebook and the primary learning task. *Computers in Human Behavior*.

Gingerich, A. C., & Lineweaver, T. T. (2014). OMG! Texting in class= u fail :(empirical evidence that text messaging during class disrupts comprehension. *Teaching of psychology*, 41(1), 44-51.

Junco, R. (2012). Too much face and not enough books: The relationship between multiple indices of Facebook use and academic performance. *Computers in Human Behavior*, 28(1), 187-198.

Junco, R., & Cotten, S. R. (2012). No A 4 U: The relationship between multitasking and academic performance. *Computers & Education*, 59(2), 505-514.

Jacobsen, W. C., & Forste, R. (2011). The wired generation: Academic and social outcomes of electronic media use among university students. *Cyberpsychology, Behavior, and Social Networking*, 14(5), 275-280.

Fried, C. B. (2008). In-class laptop use and its effects on student learning. *Computers & Education*, 50(3), 906-914.