Course information:
Copy and paste current course information from Class Search/Course Catalog.

<table>
<thead>
<tr>
<th>Academic Unit</th>
<th>CLAS</th>
<th>Department</th>
<th>School of Social &amp; Family Dynamics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject</td>
<td>SOC</td>
<td>Number</td>
<td>334</td>
</tr>
<tr>
<td>Is this a cross-listed course?</td>
<td>No</td>
<td>Title</td>
<td>Technology and Society</td>
</tr>
<tr>
<td>Is this a shared course?</td>
<td>No</td>
<td>If so, list all academic units offering this course</td>
<td></td>
</tr>
<tr>
<td>Course description:</td>
<td>Development of technology in relation to society, work, science, the environment, public health, and cultural values related to social change.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Requested designation: Literacy and Critical Inquiry-L.
Note- a separate proposal is required for each designation requested

Eligibility:
Permanent numbered courses must have completed the university's review and approval process. For the rules governing approval of omnibus courses, contact the General Studies Program Office at (480) 965-0739.

Area(s) proposed course will serve:
A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study.

Checklists for general studies designations:
Complete and attach the appropriate checklist
- Literacy and Critical Inquiry core courses (L)
- Mathematics core courses (MA)
- Computer/statistics/quantitative applications core courses (CS)
- Humanities, Fine Arts and Design core courses (HU)
- Social and Behavioral Sciences core courses (SB)
- Natural Sciences core courses (SQ/SG)
- Global Awareness courses (G)
- Historical Awareness courses (H)
- Cultural Diversity in the United States courses (C)

A complete proposal should include:
Signed General Studies Program Course Proposal Cover Form
Criteria Checklist for the area
Course Syllabus
Table of Contents from the textbook, and/or lists of course materials

Contact information:
Name: Marcella Gemelli and Danielle Jackson
Phone: 480-965-6978
Mail code: 3701
E-mail: marcella.gemelli@asu.edu and dcjackso@asu.edu

Department Chair/Director approval: (Required)
Chair/Director name (Typed): Richard Fabes
Chair/Director (Signature): [Signature]
Date: 3/22/13

Rev. 1/94, 4/95, 7/98, 4/00, 1/02, 10/08, 11/11/12/11, 7/12
Rationale and Objectives

**Literacy** is here defined broadly as communicative competence in written and oral discourse. **Critical inquiry** involves the gathering, interpretation, and evaluation of evidence. Any field of university study may require unique critical skills which have little to do with language in the usual sense (words), but the analysis of spoken and written evidence pervades university study and everyday life. Thus, the General Studies requirements assume that all undergraduates should develop the ability to reason critically and communicate using the medium of language.

The requirement in Literacy and Critical Inquiry presumes, first, that training in literacy and critical inquiry must be sustained beyond traditional First Year English in order to create a habitual skill in every student; and, second, that the skills become more expert, as well as more secure, as the student learns challenging subject matter. Thus, the Literacy and Critical Inquiry requirement stipulates two courses beyond First Year English.

Most lower-level [L] courses are devoted primarily to the further development of critical skills in reading, writing, listening, speaking, or analysis of discourse. Upper-division [L] courses generally are courses in a particular discipline into which writing and critical thinking have been fully integrated as means of learning the content and, in most cases, demonstrating that it has been learned.

Students must complete six credit hours from courses designated as [L], at least three credit hours of which must be chosen from approved upper-division courses, preferably in their major. Students must have completed ENG 101, 107, or 105 to take an [L] course.

Notes:

1. ENG 101, 107 or ENG 105 must be prerequisites
2. Honors theses, XXX 493 meet [L] requirements
3. The list of criteria that must be satisfied for designation as a Literacy and Critical Inquiry [L] course is presented on the following page. This list will help you determine whether the current version of your course meets all of these requirements. If you decide to apply, please attach a current syllabus, handouts, or other documentation that will provide sufficient information for the General Studies Council to make an informed decision regarding the status of your proposal.
Proposer: Please complete the following section and attach appropriate documentation.

**ASU - [L] CRITERIA**

TO QUALIFY FOR [L] DESIGNATION, THE COURSE DESIGN MUST PLACE A MAJOR EMPHASIS ON COMPLETING CRITICAL DISCOURSE -- AS EVIDENCED BY THE FOLLOWING CRITERIA:

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
<th>Identify Documentation Submitted</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**CRITERION 1:** At least 50 percent of the grade in the course should depend upon writing, including prepared essays, speeches, or in-class essay examinations. *Group projects are acceptable only if each student gathers, interprets, and evaluates evidence, and prepares a summary report.*

1. Please describe the assignments that are considered in the computation of course grades -- and indicate the proportion of the final grade that is determined by each assignment.

2. **Also:**

   Please *circle, underline, or otherwise mark* the information presented in the most recent course syllabus (or other material you have submitted) that verifies this *description* of the grading process -- and label this information "C-1".

**CRITERION 2:** The composition tasks involve the gathering, interpretation, and evaluation of evidence

1. Please describe the way(s) in which this criterion is addressed in the course design

2. **Also:**

   Please *circle, underline, or otherwise mark* the information presented in the most recent course syllabus (or other material you have submitted) that verifies this *description* of the grading process -- and label this information "C-2".

**CRITERION 3:** The syllabus should include a minimum of two substantial writing or speaking tasks, other than or in addition to in-class essay exams

1. Please provide relatively detailed descriptions of two or more substantial writing or speaking tasks that are included in the course requirements

2. **Also:**

   Please *circle, underline, or otherwise mark* the information presented in the most recent course syllabus (or other material you have submitted) that verifies this *description* of the grading process -- and label this information "C-3".

---

*Discussion Board and Writing Assignment - pages 15-18*  
*Syllabus - page 7*  
*Discussion Board and Writing Assignments - pages 15-20*
### ASU - [L] CRITERIA

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
<th>Identify Documentation Submitted</th>
</tr>
</thead>
<tbody>
<tr>
<td>☒</td>
<td></td>
<td>CRITERION 4: These substantial writing or speaking assignments should be arranged so that the students will get timely feedback from the instructor on each assignment in time to help them do better on subsequent assignments. <em>Intervention at earlier stages in the writing process is especially welcomed.</em></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Syllabus - page 6, 8</td>
</tr>
</tbody>
</table>

1. Please describe the sequence of course assignments--and the nature of the feedback the current (or most recent) course instructor provides to help students do better on subsequent assignments

2. Also:

   Please **circle, underline, or otherwise mark** the information presented in the most recent course syllabus (or other material you have submitted) that verifies **this description** of the grading process--and label this information "C-4".
Explain in detail which student activities correspond to the specific designation criteria. Please use the following organizer to explain how the criteria are being met.

<table>
<thead>
<tr>
<th>Criteria (from checksheet)</th>
<th>How course meets spirit (contextualize specific examples in next column)</th>
<th>Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 50% of grade in course depends on writing</td>
<td>We assign three analytical discussion boards worth 30 points each, two 3-5 page writing assignments worth 50 points each, and one revision of a short writing assignment worth 10 points for a total of 200 points. The point total for the course is 300. Thus, over 50% of the grade depends on writing. Analytical discussion boards ask students to answer a variety of questions relating to the material for the week. Students are required to compose their answers and responses to other students as if they were mini-essays – each discussion board must be a minimum of 350 words. Responses must include 3 APA formatted references to course or outside materials, while subscribing to proper grammar and punctuation. Short writing assignments are also graded according to answering the questions thoroughly and persuasively, referencing course or outside materials in APA format.</td>
<td>Syllabus - page 7 labeled C-1</td>
</tr>
</tbody>
</table>

2 Composition tasks involve gathering, interpretation and evaluation of evidence | As described above, students must interpret and evaluate course materials in both discussion board responses and in the short writing assignments. In one discussion board, students are required to find an outside article from The New York Times or Wired magazine, for example, and interpret and apply this reading to the subject for the week. Students are required to find at least two outside references in a | Discussion Board and Writing Assignments labeled C-2 - pages 15-18 |
3. Minimum of two substantial writing tasks

Three analyticsl discussion boards and two short writing assignments 3-5 pages in length require the interpretation and effective communication of that interpretation through effective writing.

4. Students receive timely feedback

In order to provide students in large sections of SOC 334 with better feedback in a timely manner we have recruited top students who have previously taken the course and have demonstrated excellent writing and APA skills to serve as TAs. We break up students into groups ranging from 10 to 20 students per group, then the TAs work closely with their assigned group to help students improve their writing performance on discussion board assignments as well as writing assignments. We have used this model for two semesters now and it has been

Discussion Boards and Writing Assignments labeled C-3 - pages 15-20

Syllabus - page 6, 8 labeled C-4
going very well. We also take time both before and during the semester to do trainings and quality assurance checks with the TAs to ensure the students are getting accurate, timely, and helpful feedback. A revision assignment encourages students to process the feedback and make corrections for improvement in the course and for future courses as well.
Supporting Documentation to Accompany Checklist for Literacy and Critical Inquiry

Sample Syllabus
Literacy Criteria 2
Literacy Criteria 3
Table of Contents of textbook
Instructor: Dr. Danielle Jackson
E-mail: Danielle.C.Jackson@asu.edu

Teaching Assistants: You will each be assigned to a specific TA at the end of the first week of class. Once you are assigned to your TA you may go to the “Meet Your TA” folder under the Instructor and TA tab on course site to learn a little bit about them.

When emailing the instructor or TA, please include “SOC 334 Online” in the subject line. We are teaching more than one class this semester, and if we don’t know which class you are in it will delay our ability to respond to you and may lead to your email being mistaken for spam. Many questions can be answered by checking this syllabus and our course Blackboard site under Announcements. If you ask a question that can be answered through one of these sources, you will be re-directed to them.

Thank you!

*This syllabus and the content and dates therein may be modified at the instructor’s discretion.*

*Any changes will be noted on the Announcements page of Blackboard.*

Textbook (Available at ASU Tempe Campus Bookstore, or College Store on Rural rd):

REQUIRED

![Book Image]

ISBN: 9780697810045


Required Materials:

- A hard-wired, high-speed internet connection with anti-virus software installed and operating: Non-stable and/or slow internet connections will not excuse failures to complete reading and video assignments on schedule, late Discussion Board posts or time overages during testing. If you do not have this type of connection at your residence, you may also use the computers at any of the ASU libraries or computer commons.
- A functioning asu.edu email account from which you can send and receive emails. Your personal email account(s) will not suffice for this course. We will only respond to emails originating from your asu.edu email account.

- **Downloading capability**: You MUST have regular access to a computer, onto which you can download/use the Respondus Lockdown Browser for testing, course lectures, and assignments throughout the semester. You must also be able to download/use Firefox and Google Chrome browsers in order to access all course materials.

- **(.doc) capability**: You MUST have regular access to a computer, onto which you can create, save and submit homework assignments in (.doc or .docx) format. “Word 97 – 2003” and “Microsoft Compatibility” documents = (.doc) documents.

**For help with Blackboard:**
For help with problems you are experiencing with BB, you may visit [http://help.asu.edu/](http://help.asu.edu/) to submit a ticket, chat live with a representative, or call them directly at 1-855-278-5080.

**Course Description:**
Technology is a powerful force in the modern world. It has been hailed as a way to cure everything from world hunger to bad breath. Nevertheless, technological development is not an unqualified blessing: Technologies frequently have negative effects for some people, at some times, in some circumstances. Some negative consequences are unanticipated, some are predictable, and some are intentional features of the design or implementation. But because technologies are rightly seen as indispensable for solving problems and improving the quality of life, societies invest in the design and development of technologies, hoping to shape and direct it.

This class will explore the relationship between technology and society to understand where technologies come from, how they are used, and how they may be shaped to create better futures. We will continually pose four important questions. First, where do technologies come from and why do they work as they do? Technologies are human creations, and so their forms and uses reveal the interests and purposes of the people, institutions, and societies that build them. Second, how do technologies shape our world? We will explore the variety of ways by which machines and techniques become embedded in society and thereby shape institutions, relationships, and values. Third, what kind of future do we want? Many of the articles we will read argue that certain values are of key importance to a just society, which challenges us to consider which values we should hold most dear and defend. And fourth, how can we make decisions about technology that will get us to the future we want? Once we understand the role of technology in society and the world we want to build, we must develop strategies for getting us from here to there.

In many instances, course theories and concepts can be better understood by watching mediated events. As such, I may incorporate different films and television shows into class lectures. Some of the material will contain “R” ratings and depict sensitive material, including (but not limited to) violence, sex, drug use, racism, sexism, and/or profanity. This syllabus and your enrollment in this class signify that you are aware of the potentially offensive material that we may witness in class. If you are unwilling to study R-rated materials and/or entertain viewpoints on issues that differ from your own, please drop this course. I will not offer alternative assignments or activities to students who choose to remain in the course but decline to ingest course materials because they find them objectionable.
To be successful in this course you should do the following:

- Check your asu.edu email account and Blackboard “Announcements” DAILY for updates in course information, schedule changes, etc.

- Read and follow all course and assignment directions. Ask for help early-on (not the day before an assignment is due) if you are not sure how to proceed.

- Before you submit each assignment, recall that you will earn zero points for it unless it is in (.doc or .docx) format. Then, make absolutely certain your assignment is in “Word 97 – 2010” (.doc or .docx) format before you submit it.

- Stay on top of the test schedule, assignment due-dates and posting deadlines. Complete all quizzes, discussion board posts, papers, and assignments on schedule.

- Take responsibility for your actions pertaining to this course and the consequences that ensue from them.

Office Hours:
This is a FULLY ONLINE course. Neither your TA nor I have in-person office hours. We are not available to meet with you in-person. ALL communication between you and us will take place online.

Course Policies and Procedures

Emails:

- Students frequently email us at the beginning of the semester with questions that this syllabus, itself answers. If you email us a question that can be answered by reviewing the syllabus or BB you will be re-directed to these sites.

- If you email us between 8 AM Monday and Noon on Friday, you can expect a response within 24 hours, but perhaps not before then. If you email us Friday after 12 Noon, during the weekend or holidays, you may not receive a response until the following business day.

- You must keep in mind that your correspondence with us is in the context of a business/professional environment. You must be courteous and respectful in the tone and content of your emails to us (your TA and me), as we will be in our emails to you. You must email us using proper forms of address and compose your messages in complete sentences, without the use of text-messaging language (e.g. “u” for “you.”). We will not respond to emails that are rude, arrogant, demanding or excessively informal. In keeping with a professional tone your emails must include a greeting (for example, Hi Dr. Jackson) and a closing (for example, Thank you, Jim).

- You will be receiving email copies of the course announcements, but please do not respond/reply to these emails. Due to the large number of students in this class it is possible for emails to get lost and embedded within other students’ messages when you reply to the announcements. If you have a question regarding a topic covered in the announcement/email you will need to send a new separate email to ensure that we receive your message.

What you should know about your TA:
The TAs who work in my courses took this course from me in a prior semester and aced it. They are experts in what it takes to do well. Your TA will be happy to answer any questions you have about the course material. He/She will be an active participant in the Discussion Board Forums with you and will be the one who grades your DB posts.

To email your TA:
1. Use the email address given for your TA within the Meet Your TA page on our course site
2. Email your TA from your asu.edu email account, NOT from your personal email account (yahoo, aol, etc.)
3. Be sure to put “SOC 334 Online” in the subject line of your message to your TA. If you are emailing about a specific assignment, put the name of the assignment in the subject line as well, e.g. “SOC 334 Online_DB1.”

To email Dr. Jackson, go into the course in Blackboard and then:
1. Click on “Communications”
2. Click on “Send Email”
3. Click on “All Instructor Users”
4. Type your message into the message box and click “Submit.”

**Due Dates, Deadlines and Time Zone Differences**
All due dates and deadlines in this course are in conjunction with Arizona (Mountain Standard) time. If you reside outside of Arizona or outside of the United States while taking this course, you are responsible for taking into consideration the time-zone differences and making any time-difference calculations and adjustments that are necessary to complete your assignments on-time (according to Arizona time) and to take tests on-schedule.

**Blackboard Outages**
This semester Blackboard will be unavailable Thursday evenings from 11:00 pm (AZ time) until 4:00 am on Friday mornings (AZ time) for regularly scheduled maintenance (i.e., planned outages). You are responsible for managing your time in regard to course requirements and planned outages. Unplanned outages will be dealt with on a case-by-case basis. Visit [http://syshealth.asu.edu/](http://syshealth.asu.edu/) for additional planned Blackboard outages and for updates on unplanned outages. If you are experiencing a problem with Blackboard, check this site first to see if a documented unplanned outage has occurred. If an outage is not listed, then do not delay in calling the ASU Help Desk to get assistance so that you do not miss any course deadlines.

**Policy on Missed Deadlines**
It is your responsibility to be aware of timelines and deadlines in this course. Always make sure to give yourself plenty of time to get to one of the campus computing sites or to an alternate reliable computer to complete scheduled assignments and quizzes, especially if you have a computer or internet that is less than reliable. Plan ahead and have a back-up plan in place in case you have trouble with your computer and/or internet. Having computer/internet problems or lack of transportation to an alternate computer will not be acceptable justifications for missing a deadline.

All of your course materials including, lecture slides, discussion boards, and writing assignments will be available on the Friday prior to the week they are covered/due at 5:00 pm. These materials will remain open until their due date. All due dates/deadlines are listed on your course schedule as well as within your weekly modules. I encourage you to stay on top of all deadlines. Remember we (your TA and I) are not responsible if you decide to wait until the last minute to complete an assignment and then due to computer issues you are unable to submit your work before the deadline. If this occurs you can expect to receive a zero for the assignment. There will be no extensions except in the case of a personal medical emergency or illness (a physician’s signed, formal, written excuse is required and must be provided to Dr. Jackson in advance or within 48 hours of deadline), religious holiday or documented university-sanctioned activity (which must be given to Dr. Jackson prior to missing the
deadline). You must contact Dr. Jackson prior to the deadline in order to be eligible for an extension unless you can prove that extraordinary circumstances prevented you from doing so. Exceptions will be very rare and are up to the discretion of Dr. Jackson. All extensions, make-ups and their formats will be at the discretion of Dr. Jackson.

Discussion boards are typically available at the beginning of the week they are due when the course materials are opened; your initial post is due Thursday of that week by 11:00 pm and your response post is due Saturday by 11:00 pm of the same week. Quizzes are available for 36 hours, they open Thursday at 6:00 am of the week listed and close Friday at 11:00 pm of the same week (yes, this is longer than 36 hours, but the additional time is to account for the weekly blackboard outage from 11:00 pm on Thursday evenings until 4:00 am on Friday mornings; during this time you will be unable to access our class site). Therefore, there will be no extensions except in the case of a personal medical emergency or illness (a physician’s signed, formal, written excuse is required and must be provided to Dr. Jackson in advance or within 48 hours of deadline), religious holiday or documented university-sanctioned activity (which must be given to Dr. Jackson prior to missing the deadline). You must contact Dr. Jackson prior to the deadline in order to be eligible for an extension unless you can prove that extraordinary circumstances prevented you from doing so. Exceptions will be very rare and are up to the discretion of Dr. Jackson. All extensions, make-ups and their formats will be at the discretion of Dr. Jackson.

Requests for Incompletes
I do not give incompletes. If you remain in this course beyond the 11/6 withdrawal deadline, then as of 12/6, you will have completed the course and you will get a letter grade.

Deadlines for Drop/Add and Course Withdrawals
• The deadline for late registration and drop/add is Wednesday, August 28th.
• The course withdrawal deadline is Wednesday, November 6th.
• The complete withdrawal deadline is Friday, December 6th.
• If you stop participating in the class (via test-taking, writing assignments, and Discussion Board) without officially withdrawing, you will receive a course grade based on the number of points you earned before you ceased to participate; divided by the total number of points possible (300)

Accommodation of Disabled Students:
ASU’s Disability Resource Center (DRC) is the entity that provides services to students with disabilities. If you desire accommodation for this course, contact DRC at http://www.asu.edu/studentaffairs/ed/drc to establish your eligibility and make sure they can provide you with the services you will need for this course. Please note that students with disabilities must meet the same standards and deadlines as any other student in the course.

Academic Dishonesty:
The Student Academic Integrity policy is detailed in the current Catalog. In this course, engaging in ANY form of academic dishonesty; including but not limited to plagiarism, group-test taking, copying another student’s assignments and/or discussion board posts and sharing of test questions and/or answers can result in serious consequences including a grade of XE – failure due to academic dishonesty – which will remain on your permanent record (http://provost.asu.edu/files/AcademicIntegrityPolicyPDF.pdf). To increase student awareness and student-instructor discussion of these issues, students are required to read the SSFD Academic Integrity PowerPoint and to take the accompanying Academic Integrity quiz posted on our course site.

Grading
Establishment of a grading scale is up to each instructor. Instructors in your other classes might be using different scales. Remember, your final grade is up to you - you will receive the grade you earn, not necessarily the one you want. A point system, not percentages, will be used to determine the final grade for this course. However, I do provide what the percentage equivalent would be within the grading scale for your knowledge.
The grading scale will incorporate plus and minus grading. **I do not curve or round grades and I do not drop your lowest quiz, exam, or forum score.** Thus, the number of points you have total at the end of the semester is what will be used to assign your letter grade and no adjustments will be made to that score. If your total number of points at the end of the semester is 280 your grade will be an A- as again I do not round.

Note: In accordance with the ASU plus-minus grading system, there are no C-, D+, or D-.

C-4
Grading Feedback for Assignments

**When will my assignments be graded?**

All exam grades will be available immediately after you complete them unless you exceed the allotted time. If you complete a test but **exceed its time limit**, in place of your score in the Gradebook you will see a white exclamation point (!) against a green background. This means your TA will check to see how much excess time you took, deduct points from your original score according to the policy explained below in the **Online Exam** Section, and then post your revised score. Your TA should have this done by 11:59 pm on the Monday following the exam deadline.

All DB posts will be graded and posted no later than one week after their due date; if after 7 business days from the due date you still do not have a score and/or feedback please email your TA. If you email your TA prior to the 7 business days inquiring where your grade is you will not receive a response. However, if you do not have a grade for your DB and/or feedback 8 business days after the deadline please email your TA and cc Dr. Jackson. You may consult the grading rubrics provided as well as the individualized feedback to help you improve on subsequent assignments.

All Writing Assignments will be graded and posted no later than fourteen days after their due date; if after 14 business days from the due date you still do not have a score and/or feedback please email your TA. If you email your TA prior to the 14 business days inquiring where your grade is you will not receive a response. However, if you do not have a grade for your Writing Assignment and/or feedback 15 business days after the deadline please email your TA and cc Dr. Jackson. You may consult the grading rubrics provided as well as the individualized feedback to help you improve on subsequent assignments.

You will not be given feedback when you take your exams in the interest of preventing cheating. If you want to know which questions you missed on an exam and what the correct answers are, you must email your TA within a week (seven business days) **after** the exam’s deadline. Please note they may not be able to give you this information right away if there is a make-up pending.

**What if I have a question about, or want to dispute, an assignment or DB grade I received?**

Once your grade for an assignment or DB forum is posted in My Grades, you have one week (seven business days) from the posting date to email your TA and Dr. Jackson and ask a question about or challenge the score you received. Such emails must be sent from your asu.edu email account and addressed to your TA; using the email address for him/her listed on page one of this syllabus. You must “cc” me on any such emails or the content of your message will not be considered. Once the seven-day interval has elapsed, questions will not be answered and challenges to grade(s) will not be considered – your grades will stand as they are.

**Grading Policies:**

- Your grade in this course is NOT something I ‘give’ you; it is something you EARN. If you don’t earn it, you won’t get it.
- I will not give you and only you an extra assignment to do for extra points, while withholding that opportunity from other students.
- I will not outright give you extra points at the end of the semester, at your request, so that you can pass the course or get the grade you want in it.
C-I
Breakdown of Points Possible in this Course:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Point Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Syllabus Quiz</td>
<td>10</td>
</tr>
<tr>
<td>AI and APA Quiz</td>
<td>10</td>
</tr>
<tr>
<td>Analytical Reflection Discussion Boards</td>
<td>90 (3 @ 30 points each)</td>
</tr>
<tr>
<td>Short Writing Assignments</td>
<td>100 (2 @ 50 points each)</td>
</tr>
<tr>
<td>Revision of one Short Writing Assignment</td>
<td>10 points</td>
</tr>
<tr>
<td>Exams</td>
<td>80 (2 @ 40 points each)</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>300 points</strong></td>
</tr>
</tbody>
</table>

Grading Mechanics:
To calculate your grade at any point during the semester:

1. Look in My Grades to determine the total number of points you have earned thus far

2. Look in My Grades to determine how many points it has been POSSIBLE to earn thus far. (You do this by adding together the point values of all the assignments and all the discussion board forum posts that have been due thus far)

3. Use this formula to determine what percentile you are in…

\[
\text{Percentile} = \left( \frac{\text{# Points YOU have earned so far}}{\text{# Points it has been POSSIBLE to earn so far}} \right) \times 100
\]

…and then find your percentile on the chart below to determine your current letter grade:

Grading Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points Needed</th>
<th>Percentile Equivalent</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>300-290</td>
<td>100-97%</td>
</tr>
<tr>
<td>A</td>
<td>289-281</td>
<td>96-94%</td>
</tr>
<tr>
<td>A-</td>
<td>280-269</td>
<td>93-90%</td>
</tr>
<tr>
<td>B+</td>
<td>268-260</td>
<td>89-87%</td>
</tr>
<tr>
<td>B</td>
<td>259-251</td>
<td>86-84%</td>
</tr>
<tr>
<td>B-</td>
<td>250-239</td>
<td>83-80%</td>
</tr>
<tr>
<td>C+</td>
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Extra Credit:
I believe that in addition to college being a time for you to learn more about your chosen field that it is also a time for you to learn the importance of giving back to the community. In light of this, the extra credit in this class involves you making a contribution to the community. Specifically, you will have an opportunity to earn extra credit in this class through participation in drives benefiting the Tempe Salvation Army. One drive will be held at the beginning of the semester and the other at the end of the semester. Information regarding the exact dates and times of these will be posted to the announcements section on our blackboard course site in a few weeks. Please do not email Dr. Jackson or your TA asking for additional extra credit, participating in one of the drives is the only opportunity you will have to earn extra credit in this class. If you decide not to participate in one of the drives on the given dates/times please know that you will not be allowed to make-up those points.

Course Requirements and Assignments

1) **Syllabus Quiz** (worth 10 possible points). This quiz is designed to help you get better acquainted with BB and the policies of our course. You will be asked a combination of 10 multiple choice and true/false questions. All the material that you will need to know to answer these questions can be found in this syllabus. You will have 30 minutes to complete this quiz; one point for every minute you go over this allotted time will be deducted from your grade. You must use Respondus Lockdown Browser to complete this quiz.

2) **Academic Integrity and APA Quiz** (worth 10 possible points) ASU’s Academic Integrity policy ([http://provost.asu.edu/academicintegrity/policy](http://provost.asu.edu/academicintegrity/policy)) holds students to a code of conduct that defines academic dishonesty to include cheating, plagiarism, academic deceit, falsifying records, and inappropriate collaboration. In addition, this policy specifies a range of sanctions that faculty and instructors can choose from when violations occur. All ASU students, including those enrolled in this course, are held to the standards in the policy. To increase student awareness, and student-instructor discussion of these issues, students are required to read the SSFD Academic Integrity PowerPoint and to take the accompanying Academic Integrity quiz. Additionally, as improper citing is a major cause of such cases you will be provided and tested on information concerning proper use of APA. You must use Respondus Lockdown Browser to complete this quiz.

3) **Writing Assignments/Papers** (worth 100 possible points) you will be required to complete two writing assignments/papers worth 50 points each. More detailed information regarding these assignments will be posted to BB. However, it will be 3 to 5 pages in length not including the title and reference pages; if you submit a paper that is either under or over this specified page length you will receive a zero. It must adhere to APA guidelines with the exception that no abstract is needed. You will be required to include 3 academic sources within your paper, this means your textbook and then 2 scholarly journal articles (websites, magazines, or newspapers will NOT be accepted). Also, you are only allowed to submit your assignment once. This means it is up to you to check and double-check that you are submitting the correct version of your paper. Once you have submitted your assignment you may not re-submit; thus, if you have uploaded the wrong paper or if we are unable to open/view/read your document, you will receive a zero. All papers will be submitted via SafeAssign anti-plagiarism program.

4) **Revision of One Short Writing Assignment** (worth 10 points) in an effort to help hone your writing skills you will be required to submit revisions based on feedback you will receive on one of the short writing assignments. You will be able to select which assignment you would like to revise, but in order to receive full credit you must address and correct each of the items indicated, failure to do so will result in a zero for the assignment.
5) **Exams** (worth 80 possible points) over the course of the semester you will be required to complete two exams, each worth 40 pts. for a combined total of 80 possible points. Both exams will be based on material from the lectures, readings, videos, and articles. Please see the course schedule for information concerning what material you are expected to know on each exam. You will have 90 minutes to complete each exam; one point for every minute you go over this allotted time will be deducted from your grade. You are not permitted to start and stop your quizzes; each must be completed in one sitting. Prior to each exam you will be provided a study guide to assist you in the review process, these guides are to be used in addition to careful reading and note taking completed as you cover the weekly materials.

- **Respondus LockDown Browser (RLDB):** In order to take the exams, a special browser is required to be installed on the computer you use to take your exams. This browser will prevent you from having other programs open at the same time, copy/pasting/taking screenshots, and accessing other information on your computer (including ebooks). You will use this browser for both exams, not other aspects of the course. You will not be required to enter a password. This browser is already installed on campus computing site computers (click on the Start button and then Programs to find it.)

  The information and links below will explain RLDB in more detail and assist you in downloading and using it. It is your responsibility to make sure that you can download RLDB on your computer and your back up computer as well as ensuring that RLDB is functioning correctly. In order to download RLDB you must have administrative access (so you likely will not be able to download this to your work computer or any public computer). If you have any difficulty, you should first read all the information in the troubleshooting document to see if your issue is one that we have a solution for already. If you are not able to resolve it by very carefully following the steps, then call the ASU Help Center and email me immediately.

  - **This pdf has information on Respondus LockDown Browser**
  - **Link To Download RLDB:** [http://www.respondus.com/lockdown/information.pl?ID=197112001](http://www.respondus.com/lockdown/information.pl?ID=197112001)
  - **Tutorials on Respondus LockDown Browser:**
    - Introduction to RLDB [http://www.asu.edu/courses/oasis/AccessingLDBQuizIE/AccessingLDBQuizIE.html](http://www.asu.edu/courses/oasis/AccessingLDBQuizIE/AccessingLDBQuizIE.html)
    - Installing RLDB [http://www.asu.edu/courses/oasis/InstallRLDB/InstallRLDB.html](http://www.asu.edu/courses/oasis/InstallRLDB/InstallRLDB.html)
    - Using RLDB to access and take exams [http://www.vimeo.com/6822712](http://www.vimeo.com/6822712)
  - **Need for hard-wired, high-speed internet:** Taking the exams on a computer with reliable hard-wired, high-speed internet is critical. You are required to have reliable high-speed internet and I strongly recommend against using wifi/wireless connections during exams. Students who try to use wireless/wifi or dial-up service invariably experience difficulties taking exams online and typically experience the “locking” or “freezing” of the exam before being disconnected. Occasionally an exam will “freeze” or “lock up.” Sometimes this is due to the user’s error, e.g., unreliable computer or internet connection, taking too long to answer a question, or possibly taking the exam when the network is very busy with many users online (usually late at night). If you do not have access to reliable high-speed internet at home, I urge you to take the exam at one of the campus computing sites. Regardless of where you take the exam and what type of internet you use, you must have a back-up plan in case something should occur with your computer/internet. Technical issues that are not system wide events are not valid reasons for a make-up or extension, thus none will be provided.

  - **What to do if you can’t move to the next question (freezes):** If you experience a “freeze” while taking an exam, you’ll be able to log back on and continue your exam (without having to e-mail me or your TA for a reset) as long as you can get internet connectivity again. **The exam timer will continue to elapse time, so log back on immediately to continue the exam!** The 90 minute time limit allotted for each exam allows for a several extra minutes for rebooting and logging back on. If you cannot get internet connectivity again,
go to your back-up computer/internet ASAP to continue. If this takes more than a few minutes, email your TA immediately and cc me to explain your situation in detail including times when you got disconnected/reconnected so I can determine if an exception will be made if you go over the time limit.

- If you experience a freeze on Question 1 and can’t move beyond it, it is likely a compatibility issues with Respondus LockDown Browser. Read and follow the RLDB Troubleshooting document.

- Typically when you lose your internet connection Respondus LockDown Browser will not want to let you log off/close the program without submitting, which you don’t want to do unless you are finished with your exam. If this happens, manually turn off your computer (hold down the power button until your computer completely shuts off), making sure that it doesn’t just go into sleep-mode. Then you can reboot and continue the exam where you left off.

Trouble Shooting RLDB Issues

- Please see the RLDB Troubleshooting document found under the Respondus Lockdown button. If you are experiencing an issue with RLDB not working correctly, you’ll need to go through all the steps listed very carefully to ensure you have the correct version of RLDB installed AND that you do not have any updates that need to be run on your computer.

- If you have any other issue or these resolutions do not solve your issues, you must call the ASU Help Center at 1-855-278-5080 (toll free) or 480-965-6500 right away to get assistance and a ticket/case # to document your situation. (Don’t email or chat with them for these issues.) Then email your TA and cc me to let us know what is occurring. Do not delay; you are still responsible for completing the quiz/Quiz on time.

**Note:** You are permitted to use your textbook, and notes when taking the exams but collaboration with others is not permitted and constitutes cheating. Knowing that the use of textbooks/notes is not prohibited during an exam gives students a false sense of security. The exams are timed, and you will not have time to look up answers in the textbook if you are unfamiliar with the material. At best, you will have time to double-check a fact you recall from the reading. The best way to maximize your performance on exams is to have completed the assigned readings and study the way you would for any other class.

- You will have a 36-hour window within which to take each exam. They open Thursdays at 6:00 am of the week listed and close Fridays at 11:00 pm of the same week. Remember additional time is given to account for the time blackboard is down due to weekly maintenance from 11:00 pm on Thursday evenings until 4:00 am on Friday mornings.

- You should complete your exams in one sitting. While BB allows you to log in, log out, and then log back in to a quiz; the timer will continue to run even after you log out and once you exceed the 90 minute time frame you will be penalized 1 point for every full minute you go over.

- Questions and their possible responses will be presented to you in random order. You will get one question at a time and you are allowed to backtrack.

6) **Discussion Board Posts** (worth 90 possible points) over the course of the semester you will be required to complete 3 discussion board assignments each worth 30 pts. for a combined total of 90 possible points. DB’s will open at 5:00 pm on Friday prior to the week they are due. Your initial post (Part 1) is due Thursday of that week by 11:00 pm and your response post (Part 2) is due by Saturday at 11:00 pm of the same week. These assignments will vary, some weeks you may be asked to answer a question regarding some aspect of the course readings, lecture, or supplemental material; other weeks you may be asked to discuss a given topic with your
classmates or to post a question you have about the material we are covering or post a response to a classmate’s post. You will each be assigned to a specific discussion board group that you will remain in for the duration of the semester. Group assignments will be posted to the announcements section on blackboard at the end of Week 1. Any DB posts that you make which are not posted to the designated area within your group will not be graded, thus you will receive a zero for that assignment. In order to receive full-credit you are expected to make substantive posts by the given deadline. In addition to submitting your DB posts to the discussion forum by the due date you must also submit a copy of your post to SafeAssign (anti-plagiarism checking program) by the DB due date. In other words before submitting your initial post on Thursday by 11:00 pm you must first submit it to SafeAssign. The same is true for your response post which you must submit to SafeAssign and then to the DB forum by Saturday at 11:00pm. If you submit to SafeAssign but do not post to the DB forum you will receive a zero, likewise if you post to the DB forum but do not submit to SafeAssign you will receive a zero. Again you are only allowed to submit once for each part of the assignment so make sure that you submit the correct file/version to avoid receiving a zero.

In these forums, you can earn up to 20 points for completing part 1 of the assignment (initial post) and up to 10 points for completing part 2 of the assignment (responding to classmate). However, you must complete the initial post before you can receive credit for the response post. Thus you can earn anywhere between zero and 30 points in these forums – depending on the quality, timeliness and accuracy of your participation in them. For the purpose of grading these forums, here is how I define those terms:

**What it is to be “substantive”**
A substantive answer is one that is connected in a direct and obvious way to some ‘piece’ of course material that you have either read about (in one of the readings) or seen (in one of the videos) and which includes your own thoughts about the topic or issue you are raising, as well as cites the relevant course material. If you simply state your opinion without connecting your answer to the course material you will NOT receive any points. You are expected to cite material from the course readings a minimum of 3 times in your initial posts and a minimum of 1 time in your response posts. All posts should be written in complete sentences with proper grammar and spelling; citations must be made in APA format. Unless otherwise stated, initial posts must be a minimum of 250 words and response posts a minimum of 100 words.

A substantive response to a classmate’s post is one in which you specifically discuss an aspect of your classmate’s post. In this response you should identify either an area you agree or an area that you disagree with, you must use the course readings to support your response. If you do not relate your response to the course material you will receive a zero. Please remember that while it is okay to disagree with another person’s response it is NOT okay to be rude, disrespectful, or intolerant. Any students that respond in such a manner will receive a zero.

At times it might be fitting to provide an example to support your responses; if this occurs I ask that you do not share overly private information and that you change the names of any individuals.

**What it means to be “timely” in your posting**
To post in a timely fashion is to post no later than the specified deadline. If you miss the posting deadline for any forum, for ANY reason, your score for that forum will be zero.
What it means to be “accurate” in your posting

Accurate posts are those which are:

1. Posted using your own myasu account/login. If you do a post using another student’s account/login, such that his/her name shows on the post rather than yours, your score for that post will be zero.
2. Posting in the correct forum(s) and your group for the week in question

Mechanics of Posting:

1. Click on the forum you need to post in.
2. Carefully read the instructions concerning the type of post you must do in the forum.
3. Click the “Reply” button.
4. Re-word the subject line of your reply; putting in your first and last names.
5. In the ‘Message’ box, type your post.
6. Click the “Submit” button.

Online and Discussion Board Etiquette

Although we will be using a different mode of communication in this class, the same guidelines that govern our behavior in the classroom apply here. Spirited discussion is encouraged, and differing opinions are welcome within the context of respectful interaction. Specifically, judgmental or profane language, name-calling, threats (direct or implied), cyber-shouting (using ALL CAPITAL LETTERS) are prohibited in the discussion boards, in emails, and in any other form of interaction between class participants or with me/TAs. Re-read your discussion board posts carefully prior to posting them to avoid any possible misunderstandings. Violating this policy may result in expulsion from the class and the instructor pursuing remedies through Academic Affairs. Contact me with questions and/or concerns

Submission Verification

Take responsibility for and double-check submission of all coursework! Please always remember that it is your responsibility as a student to ensure that you have submitted all coursework successfully and on time. In addition to submitting your coursework correctly and by the deadline, it is also important to double-check that your submission was successful. You need to double-check the submission immediately after you submit a discussion board post, writing assignment, or quiz.

To document that your coursework was submitted correctly and that you double-checked it, I strongly encourage you to take a screenshot of it and save the screenshot on your computer or USB drive. For discussion board posts, take a screenshot of your submitted post, showing the date and time it was submitted. For writing assignments, take a screenshot of the Safe Assign page that will show all the details of your completed assignment (you can access this page by clicking on the View/Complete link for a second time after you have submitted your assignment.) For exams you’ll need to take a screenshot of MyGrades. This will show the score you earned on the exam.

Please see http://take-a-screenshot.org/ for information on how to take and save a screenshot. You can also download Skitch for free if you have a MAC. Make sure to allow yourself time to take these screenshots prior to each deadline so that in case some error did occur (for any reason, human or computer error), you still have time to resubmit before the original deadline. This is your confirmation and will serve as documentation that you submitted successfully. It will be your back-up if there is any BB issue. For example, if there is ever an issue with
an assignment mysteriously disappearing from blackboard after the deadline you will have the proof needed to show you actually completed the work. Not having this proof means you would receive a zero for the assignment.

**Course Schedule Changes:**
A tentative course schedule is attached to this syllabus. It indicates all reading assignments, exam dates, quiz dates, and all other assignments that are due. **Please note that this is a tentative schedule that may change at any time.** I will notify the class of any changes, but if students do not check blackboard and/or their email for information when a change is announced or miss the announcement due to inattention, no accommodations will be made on their behalf as it is the students’ responsibility to find out what changes (if any) were made to the course schedule. I will not seek out students to update their syllabus or initiate reminders.

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**Getting Started & Tracking Your Progress in SOC 334 – Technology and Society**

Welcome to SOC 334 – Technology and Society! Please use the course schedule to help you keep track of what you need to do in the course. All assignments are open at 5:00 pm on Friday of the preceding week, but pay close attention to due dates/times as graded activities will not be available after the time/date listed (all deadlines are Arizona-MST). Good luck! I look forward to a great semester with you. Please email me or your TA if you have any questions.

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<tr>
<th>Things to do Prior to Beginning Class</th>
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<tr>
<td><strong>Read the Syllabus and Getting Started/Schedule</strong> thoroughly. Print a copy so you can reference it quickly.</td>
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<tr>
<td><strong>List all of the due dates</strong> in your calendar, planner, or PDA (times listed are Arizona Time-MST).</td>
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<tr>
<td><strong>Delete old emails</strong> (in-box, sent, trash) from your ASU email account to ensure sufficient space to receive course emails. Contact the ASU Helpdesk at 1-855-278-5080 if you need assistance.</td>
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<tr>
<td><strong>Come up with at least one feasible back up plan</strong> in case you have trouble with your computer, internet connection, or transportation to the location of your primary computer. Having computer or internet problems, or a lack of transportation to an alternate computer, will <em>not</em> be an acceptable justification for missing a deadline.</td>
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<td><strong>Get familiar with Blackboard and its features.</strong> If you are unfamiliar with Blackboard, the following link may prove helpful: <a href="http://help.asu.edu/">http://help.asu.edu/</a></td>
</tr>
<tr>
<td><strong>Download Firefox and Google Chrome Browsers to your computer.</strong> These browsers are most compatible with Blackboard and will enable you to view all lectures and videos.</td>
</tr>
<tr>
<td><strong>Download Respondus Lockdown Browser to your computer.</strong> This browser is needed in order to complete all quizzes in this course. When using this browser to take quizzes you must ensure that you close all other operating systems/programs so that you do not experience a freeze.</td>
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### Tentative Schedule of Topics and Due Dates – Subject to changes announced on class website

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<th>Tentative Topics</th>
<th>Chapter/Assignments</th>
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| 1  | Thurs. 8/22 through Sat. 8/31 | Review of course syllabus. Introduction to the course Technology in a Historical Perspective  
Syllabus Quiz available until 1/13 at 11:00 pm  
Academic Integrity and APA Quiz available until 1/13 at 11:00 pm  
Syllabus Quiz  
AD/APA Quiz       |                                               |
| 2  | Mon. 9/2 through Sat. 9/7  | Labor Day Monday, September 2nd  
Theories of Technology and Society                                                  |                                               |
| 3  | Mon. 9/9 through Sat. 9/14 | Theories of Technology and Society  
Discussion Board #1 Part 1 due Thursday 9/12 by 11:00 pm due Part 2 due Saturday 9/14 by 11:00 pm | DB 1                                           |
| 4  | Mon. 9/16 through Sat. 9/21 | Interpersonal Relationships in the Electronic Age                               |                                               |
| 5  | Mon. 9/23 through Sat. 9/28 | Interpersonal Relationships in the Electronic Age                               | Paper 1                                        |
| 6  | Mon. 9/30 through Sat. 10/5 | Technology and Work                                                              |                                               |
| 7  | Mon. 10/7 through Sat. 10/12 | Fall Break Saturday, October 12th-Tuesday, October 15th  
Technology and Education  
Discussion Board #2 Part 1 due Thursday 10/10 by 11:00 pm due Part 2 due Saturday 10/12 by 11:00 pm | DB 2                                           |
| 8  | Mon. 10/14 through Sat. 10/19 | Technology and Health                                                            |                                               |
| 9  | Mon. 10/21 through Sat. 10/26 | Review for Midterm                                                              | Midterm Exam                                   |
| 10 | Mon. 10/28 through Sat. 11/2 | Technology and Environment                                                       |                                               |
| 11 | Mon. 11/4 through Sat. 11/9 | Global and Political Issues                                                      | DB 3                                           |
|    |                           | Discussion Board #3 Part 1 due Thursday 11/7 by 11:00 pm due Part 2 due Saturday 11/9 by 11:00 pm |                                               |
| 12 | Mon. 11/11 through Sat. 11/16 | Veterans Day, Monday November 11th  
Global and Political Issues                                                        |                                               |
| 13 | Mon. 11/18 through Sat. 11/23 | War and Terrorism  
Short Writing Assignment #2 due Saturday 11/23 by 11:00 pm                     | Paper 2                                        |
| 14 | Mon. 11/25 through Sat. 11/30 | Thanksgiving Thursday, November 28th and Friday, November 29th  
Security and Surveillance                                                        |                                               |
| 15 | Mon. 12/2 through Sat. 12/6 | Technology in the Future                                                          |                                               |
| 16 | Tues. 12/10 through Wed. 12/11 | Review for Final Exam                                                            | Final Exam                                     |
Literacy criteria 2: Composition tasks involve gathering, interpretation and evaluation of evidence

Analytical Reflection Discussion Board and Short Writing Assignment

C-2 Discussion Board #3

Throughout the course you have examined the role of technology and its impact on people and their relationships, institutions, politics, war, health, etc. This week in particular you have learned about nanotechnology specifically in regard to its ability to help with significant social issues. In this vein, critically examine the benefits and drawbacks of nanotechnology. Discuss whether or not you feel nanotechnology can help with our future. To do this, find and discuss an article regarding nanotechnology and society (you can do a Google search, however, it will be more fruitful to search a particular publication such as *The New York Times*, *The Wall Street Journal*, *Wired* magazine, *Nanotechnology & Society*) and answer the following questions:

1. How does the development or implementation or use of nanotechnology relate to a certain aspect of society (i.e. social relations, medical innovation, ethical questions, Third World development, politics, etc.)? IF YOUR ARTICLE DOES NOT INCLUDE THIS (i.e., it is only describing the science of nanotechnology), YOU SHOULD FIND ANOTHER ARTICLE.
2. Link and describe the relation to any of the readings or videos you have had in the course.
3. Explain the importance of this nanotechnology development to your classmates in order to persuade them to read your article.

A substantive answer is one that is connected in a direct and obvious way to some ‘piece’ of course material that you have either read about (in one of the readings) or seen (in one of the videos) and which includes your own thoughts about the topic or issue you are raising, as well as cites the relevant course material. If you simply state your opinion without connecting your answer to the course material you will NOT receive any points. You are expected to cite material from the course readings a minimum of 3 times in your initial posts and a minimum of 1 time in your response posts. All posts should be written in complete sentences with proper grammar and spelling; citations must be made in APA format. Unless otherwise stated, initial posts must be a minimum of 250 words and response posts a minimum of 100 words.

A substantive response to a classmate’s post is one in which you specifically discuss an aspect of your classmate’s post. In this response you should identify either an area you agree or an area that you disagree with, you must use the course readings to support your response. If you do not relate your response to the course material you will receive a zero. Please remember that while it is okay to disagree with another person’s response it is NOT okay to be rude, disrespectful, or intolerant. Any students that respond in such a manner will receive a zero.

At times it might be fitting to provide an example to support your responses; if this occurs I ask that you do not share overly private information and that you change the names of any individuals.

C-2 (also C-3) Short Writing Assignment

This week you have learned from political theorist, Langdon Winner that technological artifacts are political. Examples are aircraft, bus overpasses and tomato harvester. You have also learned that political systems influence technological development with globalization impacting global economic and political integration. The Millennium Development Goals (MDG) established by the United Nations are an attempt to establish global solidarity around pertinent issues that would benefit the human race.

Based on what you have learned from the material this week and from a peer reviewed scholarly article you find, describe how you believe at least one of the MDGs can be met through technological development, innovation or implementation. In other words, find an example of a technological artifact (like aircraft) that may achieve that goal. You should discuss the politics or political system influence of the technology and the impact on meeting the MDG. The peer reviewed article you find should provide an example that substantiates your opinion. Thus, your paper should address the following questions:

1. What is the MDG that can be met through technological development, innovation or implementation?
2. What is the technological artifact and how does it meet the MDG you identified?
3. How is the development or implementation of the technological artifact influenced by politics or a political system?
4. How does meeting the MDG through the example of technology you provide integrate our global world?
Make sure that you revisit the course readings, lectures and any other relevant materials. Your paper should be 3 to 5 pages in length not including the title and reference pages. It must adhere to APA guidelines with the exception that no abstract is needed. You will be required to include 3 academic sources within your paper, this means your textbook and then 2 scholarly, peer-reviewed journal articles (websites, magazines, or newspapers will NOT be accepted). Please see the helpful tips on how to search for academic journal articles and how to write your paper in APA format located in the course site.

**Short Writing Assignment Requirements**

- Your paper must be typed and double-spaced in 12-point font and be 3-5 pages. Page requirements do not include the title and references page.

- Your paper must incorporate at least one of the course readings. Also, you must include two outside sources from peer-reviewed scholarly journals (go through the ASU library to find databases of journals and journals for articles – see the weblink under the writing assignment tabs in the course site for help).

- When incorporating the readings and referencing any information from the article that is not your original thought, you should either paraphrase and cite your source (Ritzer, 2009), or quote using quotation marks and a parenthetical citation including the page number (Ritzer, 2009, p.234) in APA format. You should also prepare a references page for your citations in APA format. (See more information below, the weblinks under the writing assignment tabs in the course site, and http://owl.english.purdue.edu/owl/resource/560/01/).

- Your paper should be both descriptive and analytical. Continually ask “why?” and “how?”

- You can write in 1st person. However, your writing should also be formal and appropriate for a college paper.

- Your paper must be grammatically correct. Double check spelling and punctuation. One of the most common grammatical errors is run-on and/or fused sentences. Some of the most commonly misused words are there/their/they’re, weather/whether, and roll/role. Make sure you are using these and all other words correctly.

- Submit your assignment in a single Word file through the Digital Dropbox (see instructions on how to submit your paper under this writing assignment tab in Learning Studio) no later than the due date indicated in the syllabus and in the course site.

**APA Formatting Examples**

The following examples are taken directly from http://owl.english.purdue.edu/owl/resource/560/01/.

**Citing sources in your paper**

**Short quotations**

If you are directly quoting from a work, you will need to include the author, year of publication, and the page number for the reference (preceded by “p.”). Introduce the quotation with a signal phrase that includes the author’s last name followed by the date of publication in parentheses.

According to Jones (1998), “Students often had difficulty using APA style, especially when it was their first time” (p. 199). Jones (1998) found “students often had difficulty using APA style” (p. 199); what implications does this have for teachers?

**Summary or paraphrase**

If you are paraphrasing an idea from another work, you only have to make reference to the author and year of publication in your in-text reference, but APA guidelines encourage you to also provide the page number (although it is not required.)

According to Jones (1998), APA style is a difficult citation format for first-time learners.

APA style is a difficult citation format for first-time learners (Jones, 1998, p. 199).

**Citing sources on your references page**
C-2 (also C-3) Short Writing Assignment

This week you have read about interpersonal communication issues mainly in online communities. You have also read some commentary regarding the impact of technology on our relationships and communities; how reliant we are on various technologies and what this means for progress. This writing assignment is designed to give you an opportunity to apply the concepts you have read about to your experience of going without a chosen technology (i.e. cell phone, internet, car, microwave, etc.) for 12 hours.

In a .doc (Word) document of 3-5 pages, using APA format and citations (hint: any references cited throughout the course are in APA format!), write a report answering the following questions:

- Were you able to go 12 hours without your chosen technology? Why or why not?
- Did you find this experiment difficult or easy? What did you choose to do instead of using your chosen technology? (For example, if you chose a cell phone, how did you contact people?)
- What conclusions can you make based upon your experience with this experiment? (For example, overall, were you inconvenienced? Were your interpersonal relationships disrupted or questioned? Did you appreciate your chosen technology more or did you feel a certain feeling of freedom without it?)

Make sure that you revisit the course readings and lectures regarding the concepts around technology use to support your experiences. Your paper should be 3 to 5 pages in length not including the title and reference pages. It must adhere to APA guidelines with the exception that no abstract is needed. You will be required to include 3 academic sources within your paper, this means your textbook and then 2 scholarly, peer-reviewed journal articles (websites, magazines, or newspapers will NOT be accepted). Please see the helpful tips on how to search for academic journal articles and how to write your paper in APA format located in the course site.

Short Writing Assignment Requirements

- Your paper must be typed and double-spaced in 12-point font and be 3-5 pages. Page requirements do not include the title and references page.
- Your paper must incorporate at least one of the course readings. Also, you must include two outside sources from peer-reviewed scholarly journals (go through the ASU library to find databases of journals and journals for articles – see the weblink under the writing assignment tabs in the course site for help).
- When incorporating the readings and referencing any information from the article that is not your original thought, you should either paraphrase and cite your source (Ritzer, 2009), or quote using quotation marks and a parenthetical citation including the page number (Ritzer, 2009, p.234) in APA format. You should also prepare a references page for your citations in APA format. (See more information below, the weblinks under the writing assignment tabs in the course site, and http://owl.english.purdue.edu/owl/resource/560/01/).
- Your paper should be both descriptive and analytical. Continually ask “why?” and “how?”
- You can write in 1st person. However, your writing should also be formal and appropriate for a college paper.
Your paper must be grammatically correct. Double check spelling and punctuation. One of the most common grammatical errors is run-on and/or fused sentences. Some of the most commonly misused words are there/their/they’re, weather/whether, and roll/role. Make sure you are using these and all other words correctly.

Submit your assignment in a single Word file through the Digital Dropbox (see instructions on how to submit your paper under this writing assignment tab in Learning Studio) no later than the due date indicated in the syllabus and in the course site.

APA Formatting Examples

The following examples are taken directly from http://owl.english.purdue.edu/owl/resource/560/01/.

Citing sources in your paper

Short quotations
If you are directly quoting from a work, you will need to include the author, year of publication, and the page number for the reference (preceded by "p."). Introduce the quotation with a signal phrase that includes the author’s last name followed by the date of publication in parentheses.

According to Jones (1998), "Students often had difficulty using APA style, especially when it was their first time" (p. 199).

Jones (1998) found "students often had difficulty using APA style" (p. 199); what implications does this have for teachers?

Summary or paraphrase
If you are paraphrasing an idea from another work, you only have to make reference to the author and year of publication in your in-text reference, but APA guidelines encourage you to also provide the page number (although it is not required.)

According to Jones (1998), APA style is a difficult citation format for first-time learners.

APA style is a difficult citation format for first-time learners (Jones, 1998, p. 199).

Citing sources on your references page

Article or chapter in an edited book (FOLLOW THIS FORMAT FOR CITING A CHAPTER IN YOUR TEXTBOOK!!!)

Article from peer reviewed journal
APA style dictates that authors are named last name followed by initials; publication year goes between parentheses, followed by a period. The title of the article is in sentence-case, meaning only the first word and proper nouns in the title are capitalized. The periodical title is run in title case, and is followed by the volume number which, with the title, is also italicized or underlined.

C-3 Discussion Board #1

This week you have read about some historical technological developments such as the TV and computer and how they have changed our lives. Our age, social status, gender, race, ethnicity, and country of origin may have an impact on how we experience technology. Although electronic age technological developments dominate our thinking about technology, we need to understand that technology encompasses a wide array of developments from fire to the automobile. Does something like the automobile change our society giving technological development a certain power? Or do we as a society confer our readiness for new technology? Reflect upon the readings and your own experiences with technology by answering the following questions.

Choose a technological invention (pre-electronic age) you feel is the most important. Explain why you feel that way. Summarize your experience of reading words on paper vs. words on a screen. Do you read newspapers or bound books or do you get your news online and read books through your Kindle or iPad? Do you prefer one way over the other? Why? Do you think television has lost some of its importance in the U.S. while gaining in importance in other parts of the world? Explain your answer. Are you part of the digital generation? Do you think the digital skills of young people are exaggerated? Do you think there is a strong class bias built into the assumption of digital natives? Are you a member of Facebook? Do you feel it strengthens our larger community, our ability to connect to others around the world? Would you consider your Facebook relationships based on strong ties or weak ties? How might this impact your feelings on relationships or social activism? Do you think technology influences society or does society drive technological development?

A substantive answer is one that is connected in a direct and obvious way to some ‘piece’ of course material that you have either read about (in one of the readings) or seen (in one of the videos) and which includes your own thoughts about the topic or issue you are raising, as well as cites the relevant course material. If you simply state your opinion without connecting your answer to the course material you will NOT receive any points. You are expected to cite material from the course readings a minimum of 3 times in your initial posts and a minimum of 1 time in your response posts. All posts should be written in complete sentences with proper grammar and spelling; citations must be made in APA format. Unless otherwise stated, initial posts must be a minimum of 250 words and response posts a minimum of 100 words.

A substantive response to a classmate’s post is one in which you specifically discuss an aspect of your classmate’s post. In this response you should identify either an area you agree or an area that you disagree with, you must use the course readings to support your response. If you do not relate your response to the course material you will receive a zero. Please remember that while it is okay to disagree with another person’s response it is NOT okay to be rude, disrespectful, or intolerant. Any students that respond in such a manner will receive a zero.

At times it might be fitting to provide an example to support your responses; if this occurs I ask that you do not share overly private information and that you change the names of any individuals.

C-3 Discussion Board #2

This week you have learned about the influence of technology on work and education. These areas are really intertwined as our education around or use of technology may influence what jobs we become interested in later on. Further, advanced technology in classrooms may benefit students, give them a head start so to speak in schools who have the economic resources to spend, while schools strapped for money may not be able to provide the latest technological assets. Technology in schools may then impact how we feel about technology, how comfortable we are using it, and again, may influence what work we do later on in life. In this discussion board, I would like you to discuss in general terms the influence of technology on education and work, but also reflect upon your experience with technology and how it may have influenced your educational or working life.

Education

Provide two examples of technological developments that have become commonplace in schools today and explain their importance. Reflect upon your educational experience from grade school to college. (If you have children in school, you might think about the contrast of the use of technology in the classrooms or for learning purposes in their education versus yours). What was/is commonplace in your school? Did technology help you learn certain subjects? Do you think your early exposure or non-exposure to technology influenced your current major in college? Do you think your gender or race may have impacted your feelings about or use of technology for learning purposes, or impacted your college major choice?
Again, think about the resources of your school(s) and what other schools may have. Identify what you believe to be the best way/s to decrease the knowledge gap among students while meeting the demands of technological development in schools.

**Work**
Statistics on IT occupations indicate that this is a predominately white and male profession. Tied to the questions on education above, reflect upon your schooling and how you may have been influenced to choose one major over another. Do you think socialization might have influenced your choice? For example, let's say you are a woman who had a brother. Were you both given the same opportunity to learn with technology? Statistically, we also know boys play more video games than girls (research suggests that interaction with technology can influence interest in a major or job around technology later on). Do girls just not like the technology or is it the content of the game that influences their interest? Critically examine how technology can be used to either allow or prohibit the participation of marginalized groups in various occupations. Describe how the changing or expanding use of technology has affected human workers in general. How does technology affect your work? Do you think that now that we have so much personal information online, it is easier for an employer to discriminate by race, sexual orientation, age or gender? Why or why not.

A substantive answer is one that is connected in a direct and obvious way to some ‘piece’ of course material that you have either read about (in one of the readings) or seen (in one of the videos) and which includes your own thoughts about the topic or issue you are raising, as well as cites the relevant course material. If you simply state your opinion without connecting your answer to the course material you will NOT receive any points. You are expected to cite material from the course readings a minimum of 3 times in your initial posts and a minimum of 1 time in your response posts. All posts should be written in complete sentences with proper grammar and spelling; citations must be made in APA format. Unless otherwise stated, initial posts must be a minimum of 250 words and response posts a minimum of 100 words.

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At times it might be fitting to provide an example to support your responses; if this occurs I ask that you do not share overly private information and that you change the names of any individuals.