



Course Syllabus

COURSE NUMBER:

EDTC 5900.W1

SITE: Online

COURSE TITLE:

Technology, Ethics, and Society

INSTRUCTOR CONTACT

INFORMATION:

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CREDIT HOURS: 3

1. **COURSE DESCRIPTION:** This course will engage social ethics in response to its impact on the developing technologies of global societies. We will explore the idea that traditional concepts of ethics insist that people in social relationships be treated as ends, in and of themselves, and never as means to the ends of others. Since all technologies evolve from our social relationships, no technology is value-free. Because of the value-laden nature of technological developments, new technologies are characteristically defined as both socially-determinative and socially derived.

2. **LEARNING OUTCOMES:**

Learner Outcomes for this course

- * Student will demonstrate an understanding of some of the ethical concerns raised through the history of technological progress in relation to textuality.
- * Student will demonstrate an understanding of the traditional ethical issues concerning privacy, property, and civic responsibility.
- * Student will demonstrate a basic understanding of social ethics in relation to emerging web-based technologies.
- * Student will demonstrate a working knowledge of developing trends concerning the implementation of instructional technologies in educational environments.
- * Student will demonstrate an understanding of how ethical concerns involving rapid advances in technology are depicted in popular media.
- * Student will demonstrate an understanding of how culture shapes and is shaped by developing technologies.
- * Student will demonstrate an ability to be a producer in addition to being a consumer of ethical inquiry.

ISTE NETS Goals, Standards addressed

(ISTE NETS 3 and 6)

(ISTE NETS 6)

(ISTE NETS 4 and 6)

(ISTE NETS 1 and 5)

(ISTE NETS 6)

(ISTE NETS 5 and 6)

(ISTE NETS 5 and 6)

The student is guided by the profession's ethical and

professional practice standards. While some of the students in this class are not presently teachers, becoming a cyberethicist means developing a responsibility to share that knowledge with others and actively use that knowledge in the workplace.

For that reason, the ISTE NETS standards for teachers (listed to the right) also apply to the students in this course, for what is outlined here is the professional responsibility of all teachers. For a listing of ISTE NETS standards for students, see how they're matched up* below:

Technology Foundation Standards for Students

http://cnets.iste.org/students/s_stands.html

1. Basic operations and concepts
 - Students demonstrate a sound understanding of the nature and operation of technology systems.
 - Students are proficient in the use of technology.
2. Technology productivity tools
 - Students use technology tools to enhance learning, increase productivity, and promote creativity.
 - Students use productivity tools to collaborate in constructing technology-enhanced models, prepare publications, and produce other creative works.
3. Technology communications tools
 - Students use telecommunications to collaborate, publish, and interact with peers, experts, and other audiences.
 - Students use a variety of media and formats to communicate information and ideas effectively to multiple audiences.

I. TECHNOLOGY OPERATIONS AND CONCEPTS.

Teachers demonstrate a sound understanding of technology operations and concepts. Teachers:

- demonstrate introductory knowledge, skills, and understanding of concepts related to technology (as described in the ISTE National Education Technology Standards for Students located at http://cnets.iste.org/students/s_stands.html)
- demonstrate continual growth in technology knowledge and skills to stay abreast of current and emerging technologies.

II. PLANNING AND DESIGNING LEARNING ENVIRONMENTS AND EXPERIENCES.

Teachers plan and design effective learning environments and experiences supported by technology. Teachers:

- design developmentally appropriate learning opportunities that apply technology-enhanced instructional strategies to support the diverse needs of learners.
- apply current research on teaching and learning with technology when planning learning environments and experiences.
- identify and locate technology resources and evaluate them for accuracy and suitability.
- plan for the management of technology resources within the context of learning activities.
- plan strategies to manage student learning in a technology-enhanced environment.

III. TEACHING, LEARNING, AND THE CURRICULUM.

Teachers implement curriculum plans that include methods and strategies for applying technology to maximize student learning. Teachers:

- facilitate technology-enhanced experiences that address content standards and student technology standards.
- use technology to support learner-centered strategies that address the diverse needs of students.
- apply technology to develop students' higher order skills and creativity.
- manage student learning activities in a technology-enhanced environment.

IV. ASSESSMENT AND EVALUATION.

4. Technology research tools
 - Students use technology to locate, evaluate, and collect information from a variety of sources.
 - Students use technology tools to process data and report results.
 - Students evaluate and select new information resources and technological innovations based on the appropriateness for specific tasks.
5. Technology problem-solving and decision-making tools
 - Students use technology resources for solving problems and making informed decisions.
 - Students employ technology in the development of strategies for solving problems in the real world.
6. Social, ethical, and human issues
 - Students understand the ethical, cultural, and societal issues related to technology.
 - Students practice responsible use of technology systems, information, and software.
 - Students develop positive attitudes toward technology uses that support lifelong learning, collaboration, personal pursuits, and productivity.

(I've moved the social, ethical, and human issues from the #2 slot in the list to the #6 so it would match up with NETS for teachers. See the website for the correct ordering.)

Teachers apply technology to facilitate a variety of effective assessment and evaluation strategies.

Teachers:

- apply technology in assessing student learning of subject matter using a variety of assessment techniques.
- use technology resources to collect and analyze data, interpret results, and communicate findings to improve instructional practice and maximize student learning.
- apply multiple methods of evaluation to determine students' appropriate use of technology resources for learning, communication, and productivity.

V. PRODUCTIVITY AND PROFESSIONAL PRACTICE.

Teachers use technology to enhance their productivity and professional practice. Teachers:

- use technology resources to engage in ongoing professional development and lifelong learning.
- continually evaluate and reflect on professional practice to make informed decisions regarding the use of technology in support of student learning.
- apply technology to increase productivity.
- use technology to communicate and collaborate with peers, parents, and the larger community in order to nurture student learning.

VI. SOCIAL, ETHICAL, LEGAL, AND HUMAN ISSUES.

Teachers understand the social, ethical, legal, and human issues surrounding the use of technology in PK-12 schools and apply those principles in practice.

Teachers:

- model and teach legal and ethical practice related to technology use.
- apply technology resources to enable and empower learners with diverse backgrounds, characteristics, and abilities.
- identify and use technology resources that affirm diversity
- promote safe and healthy use of technology resources.
- facilitate equitable access to technology resources for all students.

3. COURSE SCHEDULE – THIS COURSE IS DIVIDED INTO THREE PHASES AS FOLLOWS:

Entering the Conversation

- Assignments: WEEK ONE: Introduction to the Course, overview of materials and virtual spaces used
 WEEK TWO: *Cyberethics*, Readings to be announced
 WEEK THREE: Orality and Literacy, Chapters 1-3
 WEEK FOUR: Reading Set One—Report # 1 on Literary Theory; Project Thesis Statement Due

WEEK FIVE: *Cyberethics*, Readings to be announced

WEEK SIX: Watch a film from Movie Set One and Movie Set Two

Responding to the Conversation

Assignments: WEEK SEVEN: *Cyberethics*, Readings to be announced; project bibliography due

WEEK EIGHT: *Orality and Literacy*, Chapters 4 & 5

WEEK NINE: Reading Set Two—Report # 2 on Race, Class and Gender

WEEK TEN: *Cyberethics*, Readings to be announced; project tagmemics chart due

WEEK ELEVEN: Watch a film from Movie Set Three and Movie Set Four

Shaping the Conversation

Assignments: WEEK TWELVE: *Orality and Literacy*, Chapters 6 & 7

WEEK THIRTEEN: *Cyberethics*, Readings to be announced; 3-page analysis due

WEEK FOURTEEN: Reading Set Three—Report # 3 on Trends

WEEK FIFTEEN: Watch a film from Movie Set Five and Movie Set Six

WEEK SIXTEEN: Peer-Oriented Project Presentations and Evaluations

4. RESOURCES:

Required Text(s):

Required reading: Ong, Walter J., SJ. (1982.) *Orality and Literacy: The Technologizing of the Word*. Methuen.

Required reading: Halbert, Terry and Elaine Ingulli. (2004.) *Cyberethics*. South-Western College/West.

Recommended reading: McLuhan, Marshall. (1964.) *Understanding Media: The Extensions of Man*.
<http://heim.ifi.uio.no/~gisle/overload/mcluhan/um.html>

Reading Set One: Literary Theory

1. "The Work of Art in the Age of Mechanical Reproduction"—Walter Benjamin

<http://www.student.math.uwaterloo.ca/~cs492/Benjamin.html>

2. Phaedrus - Plato

<http://ccat.sas.upenn.edu/jod/texts/phaedrus.html>

3. "A reading of Derrida's reading of 'Plato's Pharmacy'" -- Tim Spurgin

<http://www.lawrence.edu/dept/english/courses/60A/handouts/pharmacy.html>

4. Derrida on Phaedrus - Jacques Derrida

<http://social.chass.ncsu.edu/wyrick/debclass/pharma.htm>

5. "What is an Author?"—Michel Foucault

<http://www.eiu.edu/~literary/4950/foucault.htm>

6. Klages on Foucault - Mary Klages

<http://www.colorado.edu/English/ENGL2012Klages/foucault.html>

Reading Set Two: Gender, Race and Class

1. Dibbel, Julian. (1998) "A Rape in Cyberspace."
<http://www.levity.com/julian/bungle.html>
2. Hubbard, Lee. (2000) "Is the Digital Divide a Black Thing?" <http://dir.salon.com/news/feature/2000/03/02/digital/index.html>
3. PBS. (2000) Read through the Voices interviews in the Digital Divide Series on Gender and Race
<http://www.pbs.org/digitaldivide/>
4. Stone, Amey. (August 19, 2003) "The Digital Divide that Wasn't"
http://www.businessweek.com/technology/content/aug2003/tc20030819_4285_tc126.htm

Reading Set Three: Developing Trends

Journal Subscription—students must subscribe to one (or all) of the following free journals. Subscriptions can be processed online at the following addresses:

1. The Journal -- <http://www.thejournal.com>
2. Converge -- <http://www.convergemag.com>
3. Campus Technology -- <http://www.campustechnology.com>
4. Technology & Learning -- <http://www.techlearning.com>

5. EVALUATION:

Assessments

Assessments in this class will be based on a points system. While all students will be required to do the capstone project, students may choose from either of the other two areas in the collection of points throughout the course. The course is designed to include more points than a student will need to enable all students a greater range of choice concerning which projects to engage.

450 Class participation on the discussion board is worth the lion's share of the points available. Each week, you'll have the opportunity to earn up to 30 points based on your initial posting (worth up to 15 points) and responses you make to the postings of others (worth up to 3 points each). The more you interact over the course of the week, the higher the number of points you'll receive here. **(30 points max. per week)**

450 A series of short online activities will be made available for each of the three phases of the course worth a total of 450 points, or 150 points per phase. These activities will be integrated into the course readings.

350 Each student will also be responsible for developing an online capstone project revolving around one particular aspect of any of the works studied in this class. As the project is being prepared, each student will present an ongoing rationale in an online forum devoted to his or her project and lead a continuing discussion concerning its nature. Students may use any forms of media (i.e. news clippings, video clips, slides, photographs) to complement their presentations. There are five components of this project, due at intervals throughout the course of the semester:

- 1) A thesis statement (the point or purpose of your research) - **Due Week 4 (20 points)**
- 2) A list of source materials that will be helpful not only to your own research but also to the creation for your classmates of a kind of canon or extended bibliography where they can go to continue their research on your topic should they desire to do so - **Due Week 7 (80 points)**
- 3) A tagmemic chart (<http://www.sebsteph.com/cyberethics/tagmemics.html>) breaking down your idea into its component elements - **Due Week 10 (50 points)**
- 4) A three-page comprehensive analysis that attempts to demonstrate how your thesis statement is valid - **Due Week 13 (125 points)**
- 5) A presentation to the class through the chat room at a time decided upon by the student to be scheduled during the fifteenth week of the course - **Real-Time Presentations Week 16 (worth 75 points)**

All academic and professional behavior of students in this course is subject to review for the purposes of student evaluation.

5. GRADING SCALE :

A 930-1000 **A-** 900-920 **B+** 870-890 **B** 830-860 **B-** 800-820 **C** 700-790 **NC** 690 and below

Note: FEEDBACK ON ALL PAPERS/PROJECTS WILL BE RETURNED ELECTRONICALLY. PAPERS ARE NOT AVAILABLE FOR PICK-UP IN THE SOE OFFICE.

7. **ACADEMIC HONESTY POLICY:**

Students at Webster University are expected to practice academic honesty.

At this stage in your academic career, you should be fully conscious of what it means to plagiarize. In its broadest sense, plagiarism is using someone else's work or ideas, presented or claimed as your own. This is an inherently unethical activity because it entails the uncredited use of someone else's expression of ideas for another's personal advancement. Any time you refer to another person's work, whether as a direct quotation or paraphrased, you must use a citation. Students should not copy more than two paragraphs from any source as a major component of papers or projects. All citations must be properly documented and references must be provided using APA guidelines (<http://library.webster.edu/citation.html>). Students guilty of plagiarism may be removed from the course without credit or refund. Respect yourselves, and respect your own work.

8. **ACCESSIBILITY/ACCOMODATIONS POLICY**

Since all of our technologies are extensions of the human person, in courses that meet exclusively online, we consider technological limitations as functional disabilities. If you have a personal or technological disability that limits your access to any kind of course implementation method (for instance, a lot of audio and video is used in this course that might be difficult to access for deaf or blind students or for students with slow connection or processing speeds), please notify your instructor as soon as possible to discuss your accommodation needs.

9. **OTHER**

Because this class is being taught entirely in a technology-mediated forum, weekly class participation and fulfillment of the course schedule is mandatory. In a traditional classroom setting, students would be required to be in class 2.5 hours a week and prepare for class discussions 3.5 hours a week. Expect to devote at least 6 quality hours a week to this course. A failure on the student's part to actively participate in the life of the course may result in a reduction of the final grade.

There will be a virtual environment within which students have the option to meet during weekly open houses in the evening hours.

Students who do not complete the requirements of the course must meet with the instructor prior to the end of the course to complete an Incomplete Course Form; otherwise, an NC will be issued. Assignments not submitted by the deadlines listed may be penalized. This syllabus is subject to change at the discretion of the instructor.

Students who do not complete the requirements of the course must contact the instructor prior to the end of the course to complete an Incomplete Course form. Incompletes are not awarded except in emergencies, as defined by the instructor.

NB: An Incomplete may only be awarded to a student who has maintained a passing grade up to the point of the emergency. Incomplete grades will change to a grade of F or NC unless the requirements stipulated on the incomplete form are met by the date listed on the form or one calendar year from the end of the course, whichever comes first.

10. Standards / Goals

ISTE NET Standards: (Listed above and accessible through the links below)

International Society for Technology in Education (**ISTE**) - National Educational Technology Standards for Teachers (**NETS**) - http://cnets.iste.org/teachers/t_stands.html or http://cnets.iste.org/students/s_stands.html

The School of Education (SOE) Goals:

1. **The knowledgeable learner:**
Education candidates will demonstrate knowledge of the subject matter, knowledge of the learner, and knowledge of pedagogy based on inquiry and scholarship.
2. **The informed instructor:**
Education candidates will incorporate multiple assessment and instructional strategies to support effective educational practices based on research and theory.
3. **The reflective collaborator:**
Education candidates will reflect on the roles educators take as leaders of change through collaboration with colleagues, students, and families in schools and communities.
4. **The responsive educator:**
Education candidates will demonstrate respect for diversity through responsive teaching and learning that values individual differences.

This syllabus is subject to change at the discretion of the instructor.