Webster UNIVERSITY SCHOOL OF EDUCATION

POINTS OF INFLUENCE

Course Syllabus

COURSE NUMBER:	COURSE TITLE:	TERM:
EDTC 5900 W1	Technology, Ethics, and Society	Fall 2007
SITE: Online	**INSTRUCTOR CONTACT INFORMATION:** Dr. Sebastian Mahfood mahfood@kenrick.edu	**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 traditional concepts of ethics that insist people in social relationships be treated as ends, in and of themselves, and never merely 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 technology, new technologies are characteristically defined as both socially determinative and socially derived.

2. LEARNING OUTCOMES:

Course Outcomes	Program Goals	SoE Goals
1 Student will demonstrate an understanding of some of the ethical concerns raised through the history of technological progress in relation to textuality.	(ISTE NETS 3 and 6)	SoE Goals 1-4
2 Student will demonstrate an understanding of the traditional ethical issues concerning privacy, property, and civic responsibility.	(ISTE NETS 6)	SoE Goals 1-4
3 Student will demonstrate a basic understanding of social ethics in relation to emerging web-based technologies.	(ISTE NETS 4 and 6)	SoE Goals 1-4
4 Student will demonstrate a working knowledge of developing trends concerning the implementation of instructional technologies in educational environments.	(ISTE NETS 1 and 5)	SoE Goals 1-4
5 Student will demonstrate an understanding of how ethical concerns involving rapid advances in technology are depicted in popular media.	(ISTE NETS 6)	SoE Goals 1-4
6 Student will demonstrate an understanding of how culture shapes and is shaped by developing technologies.	(ISTE NETS 5 and 6)	SoE Goals 1-4
7 Student will demonstrate an ability to be a producer in addition to being a consumer of ethical inquiry.	(ISTE NETS 5 and 6)	SoE Goals 1-4

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*, Chapter 5 [pp. 179-223]

WEEK THREE: Orality and Literacy, Chs. 1, 2, & 3

WEEK FOUR: Reading Set One—Literary Theory; Project Thesis Statement Due

WEEK FIVE: *Cyberethics,* Chapter 1 [pp. 1-41]

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

Responding to the Conversation

Assignments:

WEEK SEVEN: *Cyberethics*, Chapter 2 [pp. 43-85]; project bibliography due

WEEK EIGHT: Orality and Literacy, Chs. 4 & 5

WEEK NINE: Reading Set Two—Race, Class and Gender

WEEK TEN: *Cyberethics*, Chapter 3 [87-136]; 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*, Chs. 6 & 7

WEEK THIRTEEN: *Cyberethics*, Ch. 6 [pp. 225-276]; 3-page analysis due

WEEK FOURTEEN: Reading Set Three—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 reading: Ong, Walter J., SJ. (1982.) *Orality and Literacy: The Technologizing of the Word*. Methuen.

Required reading: Halbert, Terry, and Elaine Ingulli, eds. *(*2005.) *Cyberethics* 2nd Edition. Eagan, MN: Thomson-West.

Recommended reading: McLuhan, Marshall. (1964.) *Understanding Media: The Extensions of Man*.

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.juliandibbell.com/texts/bungle.html
2. Hubbard, Lee. (2000) "Is the Digital Divide a Black Thing?" http://archive.salon.com/news/feature/2000/03/02/digital/index.html
3. PBS. Digital Divide Archive. (2007) http://www.pbs.org/teachers/learning.now/digital_divide/
4. Pew Internet and American Life Project. (2007) http://www.pewinternet.org/pdfs/PIP_ICT_Typology.pdf

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: (basis of evaluation with explanation regarding the nature of the assignment and the percentage of the grade assigned to each item below)

GRADING SCALE: **A** 93-100 **A-** 90-92 **B+** 87-89 **B** 83-86 **B-** 80-82 **C** 70-79 **NC** 69 and below

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.

Assessments	Links to Course Outcomes	Percentage of Grade
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)**	Course goals 1-7	25-40%
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. **(30 points max.per week)**	Course goals 1-7	25-40%
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)**	Course goals 1-7	33%

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

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

ACADEMIC HONESTY POLICY

Students at Webster University are expected to practice academic honesty.

Avoiding Plagiarism

In its broadest sense, plagiarism is using someone else's work or ideas, presented or claimed as your own. At this stage in your academic career, you should be fully conscious of what it means to plagiarize. This is an inherently unethical activity because it entails the uncredited use of someone else's expression of ideas for another's personal advancement.

Students:

- Should identify the title, author, page number/webpage address, and publication date of works when directly quoting small portions of texts, articles, interviews, or websites.
- Students should not copy more than two paragraphs from any source as a major component of papers or projects.
- Should appropriately identify the source of information when paraphrasing (restating) ideas from texts, interviews, articles, or websites.
- Should follow the guidelines of the American Psychological Association Style Guide when referencing all research sources (http://library.webster.edu/citation.html).

Consequences of Academic Dishonesty:

Because of the nature of this class, I take academic dishonesty very seriously. Students participating in academic dishonesty may be removed from the course and from the program.

For further information about the consequences of academic dishonesty please consult the Webster University Student Handbook.

ACCESSIBILITY/ACCOMMODATIONS POLICY

If you have a disability that may have some impact on your work in this class and for which you may require accommodations contact the Director of the Academic Resource Center, Dr. Pat McLeese, at (314) 968-7495.

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.

ATTENDANCE

Even though you are not required to be logged in at any precise time or day, you are expected to login several times during each week. Because this class is being taught entirely in a technology-mediated forum, it is important to actively participate each week in the course. 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 by a letter grade.

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

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.

The progress of students in this course toward ISTE Nets or School of Education goals may be recorded for the purpose of program evaluation, not for student assessment (See the SoE and ISTE/NETS standards below). If you have any questions about this, please contact your instructor.

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

School of Education Goals

1. Education candidates will demonstrate knowledge of the subject matter, knowledge of the learner, and knowledge of pedagogy based on inquiry and scholarship.

The knowledgeable learner:

- 1.1 knows content that supports conceptual understanding;
- 1.2 applies tools of inquiry to construct meaningful learning experiences;
- 1.3 identifies developmental factors in student learning; and
- 1.4 understands theoretical principles of effective instruction to plan learning experiences.

2. Education candidates will incorporate multiple assessment and instructional strategies to support effective educational practices based on research and theory.

The informed instructor:

- 2.1 designs curriculum based on students' prior knowledge, learning styles, strengths, and needs;
- 2.2 understands and uses a range of instructional strategies;
- 2.3 uses a variety of communication modes, media, and technology to support student learning; and
- 2.4 employs a variety of formal and informal assessments to monitor learning and modify instruction.

3. Education candidates will reflect on the roles educators take as leaders of change through collaboration with colleagues, students, and families in schools and communities.

The reflective collaborator:

- 3.1 values and integrates reflection to grow as a professional;
- 3.2 promotes communication and collaboration with colleagues, families, and community leaders;
- 3.3 seeks relationships with families and students to support student learning; and
- 3.4 initiates change that benefits students and their families.

4. Education candidates will demonstrate respect for diversity through responsive teaching and learning that values individual differences.

The responsive educator:

- 4.1 understands and responds appropriately to issues of diversity
- 4.2 acknowledges social and cultural contexts to create effective teaching and learning environments;
- 4.3 adapts instruction to the learner's knowledge, ability, and background experience; and
- 4.4 identifies resources for specialized services when needed.

ISTE/NET Standards

The progress of students in this course toward ISTE Nets or School of Education goals may be recorded for the purpose of program evaluation, not for student assessment. If you have any questions about this, please contact your instructor. International Society for Technology in Education **(ISTE)** - National Educational Technology Standards for Teachers **(NETS)** – http://cnets.iste.org/teachers/t_stands.html

1. **Technology operations and concepts.**
   Teachers demonstrate a sound understanding of technology operations and concepts.
2. **Planning and designing learning environments and experiences.**
   Teachers plan and design effective learning environments and experiences supported by technology.
3. **Teaching, learning, and the curriculum.**
   Teachers implement curriculum plans that include methods and strategies for applying technology to maximize student learning.
4. **Assessment and evaluation.**
   Teachers apply technology to facilitate a variety of effective assessment and evaluation strategies.
5. **Productivity and professional practice.**
   Teachers use technology to enhance their productivity and professional practice.
6. **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.