



### Course Syllabus

<b>COURSE NUMBER:</b>	<b>COURSE TITLE:</b>	<b>TERM:</b>
EDTC 5900 W1	Technology, Ethics, and Society	Fall II 2009
<b>SITE:</b>	<b>INSTRUCTOR CONTACT INFORMATION:</b>	<b>CREDIT HOURS:</b>
Online	Dr. Sebastian Mahfood mahfood@webster.edu Dr. Mary Beckmann beckmann@webster.edu	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 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 ability to advocate, model, and teach safe, legal, and ethical use of digital information and technology, including respect for copyright, intellectual property, and the appropriate documentation of sources.	(ISTE NETS-T 4a)	SoE Goals 1-4
2 Student will demonstrate an ability to address the diverse needs of all learners by using learner-centered strategies providing equitable access to appropriate digital tools and resources.	(ISTE NETS-T 4b)	SoE Goals 1-4
3 Student will demonstrate an ability to promote and model digital etiquette and responsible social interactions related to the use of technology and information.	(ISTE NETS-T 4c)	SoE Goals 1-4
4 Student will demonstrate an ability to develop and model cultural understanding and global awareness by engaging with colleagues and students of other cultures using digital-age communication and collaboration tools.	(ISTE NETS-T 4d)	SoE Goals 1-4
5 Student will exhibit leadership by demonstrating a vision of technology infusion, participating in shared decision making and community building, and developing the leadership and technology skills of others.	(ISTE NETS-T 5b)	SoE Goals 1-4

Course Outcomes	Program Goals	SoE Goals
6 Student will evaluate and reflect on current research and professional practice on a regular basis to make effective use of existing and emerging digital tools and resources in support of student learning.	(ISTE NETS-T 5c)	SoE Goals 1-4
7 Student will demonstrate an ability to contribute to the effectiveness, vitality, and self-renewal of the teaching profession and of their school and community.	(ISTE NETS-T 5d)	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; *Computer Ethics*, Ch. 1 [pp. 1-7]; Ch. 4 [pp. 39-50]; assigned articles

WEEK TWO: *Computer Ethics*, Ch. 5 [pp. 51-60]; Ch. 9 [pp. 79-84] Project Thesis Statement Due

WEEK THREE: Watch a film from Movie Set One and Movie Set Two; *Computer Ethics* Ch. 6 [61-68]

#### Responding to the Conversation

Assignments: WEEK FOUR: *Computer Ethics*, Ch. 2 [pp. 11-24]; Project Bibliography Due

WEEK FIVE: *Computer Ethics* Ch. 3 [pp. 25-38]; Ch. 10 [85-92], Ch. 11 [pp. 93-98] ;

WEEK SIX: Watch a film from Movie Set Three and Movie Set Four; 3-Page Analysis Due

#### Shaping the Conversation

Assignments: WEEK SEVEN: *Computer Ethics* Ch. 7-8 [69-78]; Trends Journal Due (Optional, Extra-Credit Assignment)

WEEK EIGHT: Watch a film from Movie Set Five and Movie Set Six; Peer-Oriented Project Presentations and Evaluations

### 4. RESOURCES:

Required reading: Stamatellos, Giannis. (2007.) *Computer Ethics: A Global Perspective*. (Sudbury, MA: Jones and Bartlett Publishers.)

Recommended reading: McLuhan, Marshall. (1964.) *Understanding Media: The Extensions of Man*. (Republished in 1994 - The MIT Press.)

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

#### Movie Set 1: HUMANLIKE TECHNOLOGIES (Choose a film from below or suggest one in this theme.)

I, Robot -- machines developing personalities and taking over society. Submitted by Monifa Jones.

Terminator—machines taking the place of humans

Blade Runner—machines being hunted by humans

AI—humanlike assembly

Bicentennial Man—machines aiding society

Alien—android violates ethical protocols

Aliens—android sacrifices himself to ethical protocols

2001: A Space Odyssey—human error corrupting machines

Star Trek: Insurrection and Nemesis--Data works to save the ship in the first of these and gives his life in the second

Colossus: the Forbin Project--"We built a supercomputer with a mind of its own, and now we must fight it for the world."

Demon Seed (aka Proteus Generation)--"When a scientist ( Fritz Weaver) and his wife ( Julie Christie) separate so he can work on "Proteus," a somewhat biological supercomputer, the terminal within his computer-controlled home allows Proteus to infiltrate, taking over the house and his wife. Proteus' intent? To procreate. Bizarre and taut; based on a Dean Koontz novel." Submitted by Liz Overstreet

Star Gate - Using Technology to travel to different worlds. Submitted by William Jackson  
 Virus -- A tugboat crew encounters a Russia research ship that appears to be derested in the water. The crews enters the ship to find they aren't alone.  
 Submitted by Mary Topping  
 The Day the Earth Stood Still (1951) Interesting use of theme of machines taking over mankind, the all-powerful robot Gort is given power over humans in order to prevent them from killing one another. Any form of hostility by a human will be met with destruction by the robot "police force."  
 Submitted by Bruce Rathman.  
 The War of the Worlds -- This sci-fi movie gives a glimpse into the politics of the 1950s. A humanoid from another planet visits earth to try to convince people to stop their violence, and, predictably, they try to destroy the robot with violence. Submitted by Alice Cope. Also see the 2005 version with Tom Cruise.  
 Short Circuit -- Robot thinks he's human -- a 1980s comedy in an age when computers were portrayed as mindlessly dangerous (War Games) or intentionally destructive (Terminator).  
 Virtuosity -- A computer program designed with the composites of 200 psychopaths escapes cyberspace. Submitted by Monifa Jones.  
 D.A.R.Y.L. - an 80s film about a human-like robot who learns to from relationships and to love. (Steals the SR-71 at the end). Submitted by Jason Lange.  
 War Games (Matthew Broderick 80s)- A computer that takes on a personality of its own, calls someone and begins to simulate World War 3. It's scary and un-ethical to place military decisions in the hands of computers.

**Movie Set Two: MACHINELIKE HUMANS (Choose a film from below or suggest one in this theme.)**

Star Wars—man turning into a machine to destroy himself  
 Robocop—man turning into a machine to save himself  
 Star Trek: First Contact--man being assimilated into machinery  
 Forbidden Planet--A sci-fi version of Shakespeare's *The Tempest* that combines some Freud in its use of human and the subsumed human psyche.  
 Submitted by Liz Overstreet.  
 Paycheck The topic of discussion is "reverse engineering." Submitted by Terry Walter.  
 Johnny Mnemonic Set in the last half of the 21 century, where humans are changed by implants placed in their bodies to make them better. Johnny has an implant in his brain that can courier information from one place to the other. Submitted by Mary Topping.  
 Lawnmower Man -- A person with cognitive disabilities gets a brain upgrade and goes berserk.

**Movie Set Three: VIRTUAL REALITY(Choose a film from below or suggest one in this theme.)**

Matrix—virtual reality taking the place of reality  
 War Games—machine reality controlling human reality  
 Tron—humans physically entering virtual environments  
 Total Recall—machines masking human error  
 Contact--Ellie describes the encounter she experienced with her father. While she believed that she travelled through space, there was no concrete evidence that she did.  
 Virtuosity -- The virtual world enters the real world.  
 Videodrome -- "When I first saw this movie I thought I was doing something wrong by watching it. It is quite gory and bizarre. However , the message of technology controlling the human mind is quite clear. Not one of the best Sci-Fi flicks but an addition."  
 Spy Kids Three 3D. In this movie the kids have to enter into a cyberspace to save the world.  
 eXistenZ - David Cronenberg's virtual reality game merging and alternating with reality until even at the end, you still don't know if it was supposed to be real or just a continuation of the game.

**Movie Set Four: MEDIATED EXISTENCES (Choose a film from below or suggest one in this theme.)**

The Truman Show—mediated existence  
 The Net—identity theft  
 Minority Report--computers enable our actions to be predicted and scan our retinas for commercial purposes  
 Enemy of the State -- Shows how everyday people can lose their privacy with high tech spy equipment. ED TV- Shades of McLuhan's "Understanding Media", this movie explores the idea of pushing a technology to the extreme. The main character (Ed) is followed by the network cameras, and he becomes a cause celebre by virtue of the TV coverage. His life becomes orchestrated and manipulated by the corporate mantra of ratings.

**Movie Set Five: TECHNOLOGY CONTROLLING NATURE (Choose a film from below or suggest one in this theme.)**

The Sixth Day—cloning  
 Gattaca—genetic engineering  
 Jurassic Park—genetic manipulation  
 Silent Running--all the forests and jungles are on spaceships orbiting the earth until they become too expensive to maintain.  
 Fahrenheit 451 -- The theme of the movie affects social space and eliminates man's thought as essential.  
 The Sphere 1998 -- A space ship is discovered under the ocean. Navy divers and scientists dive down to investigate it. The sphere controls their minds.  
 The Time Machine -- Man travels into the future and discovers that society is divided into two groups.  
 The Island -- Rich people pay to make a clone of themselves so if they got ill or something happened to them they could use the parts of the clones. They get so "good" at cloning that they start cloning memories along with the actual flesh. As the movie goes on the clones started figuring it out.  
 The City of Lost Children - A mad scientist in an ominous future kidnaps children to steal their dreams. Fantasy technology for nefarious ends.  
 Star Trek II - It centers on a technology called 'Project Genesis'. Project Genesis is meant to make dead planets suitable for life, but in the wrong hands could be used as a powerful doomsday weapon.

**Movie Set Six: TECHNOLOGY CONTROLLING SOCIETY (Choose a film from below or suggest one in this theme.)**

Logan's Run—machines controlling society  
 A Clockwork Orange—technology being used to control humans  
 1984—technology being used to keep humans under control  
 Metropolis--(1925)--a film of the 'future' with technology governing society by Fritz Lang  
 Back to the Future (1985)--"this movie demonstrates how technology can influence an individual's impact on society."  
 Matrix Revolutions (2002)--"This is the final episode for Neo to protect society from the takeover of the machines."

The Fly (1958 version) -- A scientist tries to use technology to transfer himself through the air by changing his atom structure and it fails.  
 Brazil (1985) - A future dominated by technology dominated by bureaucracy.  
 Dr. Strangelove (1964) - A vision of the near future from the recent past where existing technology has the potential to destroy society."

**Journal Assignment: Developing Trends – Worth up to 25 bonus points – Due Saturday, Midnight – Week 7**

Journal Subscription—students must subscribe to one (or all) of the following free journals.

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>

To complete this assignment, students are required to subscribe to one of the free practitioners' journals above and find a technology or an idea concerning a process in the most recent issue that can be traced back to previous developments of it in former issues. Once a student has identified a trend in the development of a given technology or process, he or she may make a prediction as to how that trend might continue in the future and what might be the ethical implications that arise from it.

**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	Links to Course Outcomes	Percentage of Grade
<p><b>140</b> Each student will be responsible for developing an online capstone project revolving around one particular aspect of any of the ideas listed in Part B of the <i>Computer Ethics</i> text. Students may use any forms of media (i.e. news clippings, video clips, slides, photographs) to complement their presentations. There are four components of this project, due incrementally throughout the semester:</p> <p>1) A thesis statement (the point or purpose of your research) – <b>Due Week 2 (10 points)</b>            2) A list of source materials that will be helpful not only to your own research but also to your classmates. Minimum of four outside sources, annotated to show relevance to the thesis. –<b>Due Week 4 (20 points)</b>            3) A three-page comprehensive analysis that attempts to demonstrate how your thesis statement is valid – <b>Due Week 6 (70 points)</b>            4) A presentation to the class through the chat room at a time decided upon by the student to be scheduled during the final week of the course – <b>Real-Time Presentations Week 8 (worth 40 points)</b></p>	Course goals 1-7	<p><b>Key Assessment</b> 28%</p>
<p><b>240</b> Each week, you're required to respond to at least three of the activities in light of the course readings (worth up to 10 points each). <b>(30 points per week)</b></p>	Course goals 1-7	<p><b>Weekly Activities</b> 48%</p>
<p><b>120</b> Each week, you're required to make at least five responses to the postings of others (worth up to 3 points each). <b>(15 points per week)</b></p>	Course goals 1-7	<p><b>Participation</b> 24%</p>

**Grading Rubric for All Written Work**

0 (F)	1 (C)	2 (C+)	3 (B)	4 (B+)	5 (A)
<b>CONTENT</b>					
<p><b>Absence of Understanding</b> Posting shows no awareness of the discipline or its methodologies as they relate to the topic</p>	<p><b>Lack of Understanding</b> Posting seems to misunderstand some basic concepts of the discipline or lacks ability to articulate them.</p>	<p><b>Inadequate understanding</b> Posting is sometimes unclear in understanding or articulating concepts of the discipline.</p>	<p><b>Adequate understanding</b> Posting demonstrates an understanding of basic concepts of the discipline but could express them with greater clarity.</p>	<p><b>Solid Understanding</b> Posting demonstrates a clear understanding and articulation of concepts with some sense of their wider implications.</p>	<p><b>Insightful understanding</b> Posting clearly demonstrates an understanding and articulation of concepts of the discipline as they relate to the topic; highlights connections to other concepts; integrates concepts into wider contexts.</p>

**WRITING & EXPRESSION**

<p><b>Incomplete writing</b></p> <p>Posting is only partially written or completely misses the topic</p>	<p><b>Writing difficult to understand, serious improvement needed</b></p> <p>Posting fails to address the topic; confusing organization or development; little elaboration of position; insufficient control of sentence structure and vocabulary; unacceptable number of errors in grammar, mechanics, and usage</p>	<p><b>Episodic writing, a mix of strengths and weaknesses.</b></p> <p>Posting noticeably neglects or misinterprets the topic; simplistic or repetitive treatment, only partially-internalized; weak organization and development, some meandering; simple sentences, below-level diction; distracting errors in grammar, mechanics, and usage</p>	<p><b>Acceptable writing, but could use some sharpening of skill</b></p> <p>Posting is an uneven response to parts of the topic; somewhat conventional treatment; satisfactory organization, but more development needed; adequate syntax and diction, but could use more vigor; overall control of grammar, mechanics, and usage, but some errors</p>	<p><b>solid writing, with something interesting to say.</b></p> <p>Posting is an adequate response to the topic; some depth and complexity in treatment; persuasive organization and development, with suitable reasons and examples; level-appropriate syntax and diction; mastery of grammar, mechanics, and usage, with hardly any error</p>	<p><b>command-level writing, making a clear impression</b></p> <p>Posting is a thorough response to the topic; thoughtful and insightful examination of issues; compelling organization and development; superior syntax and diction; error-free grammar, mechanics, and usage</p>
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**All academic and professional behavior of students in this course – particularly because it is a course in ethics – is subject to review for the purposes of student evaluation.**

**Note: FEEDBACK ON ALL PAPERS/PROJECTS WILL BE SUBMITTED AND 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; this is, it entails the use of another person merely as a means to another person's ends.

**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, Ms. Barbara Stewart, 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 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 may be subject to change according to the needs of the course and at the instructor's discretion.

## 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.

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://www.iste.org/Content/NavigationMenu/NETS/ForTeachers/2008Standards/NETS\\_for\\_Teachers\\_2008.htm](http://www.iste.org/Content/NavigationMenu/NETS/ForTeachers/2008Standards/NETS_for_Teachers_2008.htm)

### **1. Facilitate and Inspire Student Learning and Creativity**

Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments. Teachers:

- a. promote, support, and model creative and innovative thinking and inventiveness.
- b. engage students in exploring real-world issues and solving authentic problems using digital tools and resources.
- c. promote student reflection using collaborative tools to reveal and clarify students' conceptual understanding and thinking, planning, and creative processes.
- d. model collaborative knowledge construction by engaging in learning with students, colleagues, and others in face-to-face and virtual environments.

### **2. Design and Develop Digital-Age Learning Experiences and Assessments**

Teachers design, develop, and evaluate authentic learning experiences and assessment incorporating contemporary tools and resources to maximize content learning in context and to develop the knowledge, skills, and attitudes identified in the NETS•S. Teachers:

- a. design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity.
- b. develop technology-enriched learning environments that enable all students to pursue their individual curiosities and become active participants in setting their own educational goals, managing their own learning, and assessing their own progress.
- c. customize and personalize learning activities to address students' diverse learning styles, working strategies, and abilities using digital tools and resources.
- d. provide students with multiple and varied formative and summative assessments aligned with content and technology standards and use resulting data to inform learning and teaching.

### **3. Model Digital-Age Work and Learning**

Teachers exhibit knowledge, skills, and work processes representative of an innovative professional in a global and digital society. Teachers:

- a. demonstrate fluency in technology systems and the transfer of current knowledge to new technologies and situations.
- b. collaborate with students, peers, parents, and community members using digital tools and resources to support student success and innovation.
- c. communicate relevant information and ideas effectively to students, parents, and peers using a variety of digital-age media and formats.
- d. model and facilitate effective use of current and emerging digital tools to locate, analyze, evaluate, and use information resources to support research and learning.

### **4. Promote and Model Digital Citizenship and Responsibility**

Teachers understand local and global societal issues and responsibilities in an evolving digital culture and exhibit legal and ethical behavior in their professional practices. Teachers:

- a. advocate, model, and teach safe, legal, and ethical use of digital information and technology, including respect for copyright, intellectual property, and the appropriate documentation of sources.
- b. address the diverse needs of all learners by using learner-centered strategies providing equitable access to appropriate digital tools and resources.
- c. promote and model digital etiquette and responsible social interactions related to the use of technology and information.
- d. develop and model cultural understanding and global awareness by engaging with colleagues and students of other cultures using digital-age communication and collaboration tools.

### **5. Engage in Professional Growth and Leadership**

Teachers continuously improve their professional practice, model lifelong learning, and exhibit leadership in their school and professional community by promoting and demonstrating the effective use of digital tools and resources. Teachers:

- a. participate in local and global learning communities to explore creative applications of technology to improve student learning.
- b. exhibit leadership by demonstrating a vision of technology infusion, participating in shared decision making and community

- building, and developing the leadership and technology skills of others.
- c. evaluate and reflect on current research and professional practice on a regular basis to make effective use of existing and emerging digital tools and resources in support of student learning.
  - d. contribute to the effectiveness, vitality, and self-renewal of the teaching profession and of their school and community.

## Keystone Assessment

**Instructions:** The goal of the keystone assessment is to teach students how to research the *ethics* of a given issue while meaningfully interacting within a cooperative learning community over the period of their research. The project has four parts to it, which are collectively worth 28% of the course grade.

### Part One -- the Thesis Statement, or statement of purpose – Due midnight Saturday, Week 2 – 7% of project grade

This statement of purpose is actually the hardest part of the project. Once students have articulated a well-reasoned idea, they generally have little trouble finding resources to support it or breaking it down into its component parts. It is here that the student and the instructor will have their first opportunity to really collaborate on the development of a course goal. Once articulated, the thesis becomes the driving force of the project even though it will likely be considered tentative until the day you present it.

Novice	Near-Proficient	Proficient	Advanced
Student articulates an idea about society but does not address a concern of educational technology or ethics.	Student articulates an idea that is relevant to the field of educational technology but does not address an ethical question.	Student articulates an idea that demonstrates knowledge of an issue relevant in the field of computer ethics.	Student articulates an original idea that advances the field of computer ethics.

### Part Two -- the Annotated Bibliography – Due midnight Saturday, Week 4 – 14% of project grade

Students will collect a small handful of sources (5 or 6) -- not so many that the sources will end up driving the topic and not so few that the project will end up suffering from a lack of supporting arguments. The sources chosen should be meaningful to the project. At least two of the sources have to come from Webster's Library Database located at <http://library.webster.edu>. Once there, follow these steps:

1. Click on 'articles and databases' under 'Look For'
2. Click on the link to the right of '*Need to find a full-text article on a topic?*'
3. Choose Academic Search Premier to begin
4. Enter your 7 digit Webster ID and click on 'Login to Database'
5. In the three 'find' search boxes (going down), enter the information so your screen looks like the following and be sure to click the Full Text box below and to the right
6. Click 'search' - review the articles that appear

Note: For the search fields, you want to be specific concerning the key words in your thesis statement. If the topic concerns intellectual property rights or the rights of institutions to monitor user activities, then you will want to explore not only the keywords in the topic but also the names of the people who have helped shaped that topic. Once the sources are collected, you will read through them and select quotes that can be used in your 3-page analysis.

Novice	Near-Proficient	Proficient	Advanced
At least five sources are collected that deal in a related but loosely connected way with the question inherent within the thesis statement.	At least five sources are collected (of which at least two have come from Webster's Library Database) that focus on the <i>technology</i> question inherent within the thesis statement.	At least five sources are collected (of which at least two have come from Webster's Library Database) that focus on the <i>ethical</i> question inherent within the thesis statement.	At least five sources are collected (of which at least two have come from Webster's Library Database) that provide substantive support for the original idea.



**Part Three -- analyzing the project design in 3 full pages – Due midnight Saturday, Week 6 - 50% of project grade**

The 3-page analysis will seem too short considering how much students will cover on their topic materials through the duration of the course. All students have to do at this point is write three pages that explain their topic and describe what impact they feel their work will have on their own teaching and learning environments.

<b>Novice</b>	<b>Near-Proficient</b>	<b>Proficient</b>	<b>Advanced</b>
Three full pages are produced that contain a loose association among the ideas advanced within the body paragraphs and the thesis statement.	Three full pages are produced that contain meaningful demonstrations of the point or purpose established in the thesis statement.	Three full pages are produced that contain meaningful demonstrations supported by well-integrated quotes of the point or purpose established in the thesis statement.	Three full pages are produced that fulfill the promise of the thesis statement to develop an original idea based on substantive scholarly support.

**Part Four -- the presentation, or how we're all going to fit inside of one computer on our last weekend – Scheduled for Saturday and Sunday, Week 8 – 29% of project grade**

This presentation is only 15 minutes long, and it is more of a conversation among peers than a formal gathering. Students will meet in an agreed upon location at an agreed upon time to discuss materials in which the presenter has already engaged his or her classmates during the asynchronous conversations of the previous seven weeks concerning the topic.

<b>Novice</b>	<b>Near-Proficient</b>	<b>Proficient</b>	<b>Advanced</b>
A fifteen-minute presentation is structured in such a way as to summarize the presentation and ask for feedback.	A fifteen-minute presentation is structured in such a way as to express why the student pursued the topic, what the student learned from that pursuit, and where the student might apply it in his or her own teaching and learning environment.	A fifteen-minute presentation is structured in such a way as to integrate meaningful talking points into the student's expression of why he or she pursued the topic, what he or she learned from that pursuit, and where he or she might apply it in his or her own teaching and learning environment.	A fifteen-minute presentation is structured in such a way as to meaningfully involve the student's classmates in an activity that enables all of them to apply the topic to their own teaching and learning environments.

**Rubric ISTE III D & VI A, B, E (For use in EDTC 5900 Technology Ethics & Society)**

**III. TEACHING, LEARNING, AND THE CURRICULUM.**

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

**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.

NETS.T 2000 Standard		Performance Indicator	Measure	Pts
III. d	Manage student learning activities in a technology-enhanced environment. [Corresponds to NETS-T 2008 Standard 2b]	Use content-specific tools (e.g., software, simulation, environmental robes, graphing calculators, exploratory environments, Web tools, concept mapping) to support learning and research.	High level (analytical & evaluative) educational projects/artifacts developed with content specific software tools e.g. Inspiration, InspireData, etc.	1 - 3
			Low level (knowledge & application) educational projects/artifacts developed with content specific software tools e.g. Inspiration, InspireData, etc.	
			Project/artifact not educational and/or not created on Bloom's levels.	
VI. a	Model and teach legal and ethical practice related to technology use [Corresponds to NETS-T 2008 Standard 4a]	Identify & demonstrate knowledge of technology-related legal and ethical issues, including copyright, privacy, and security of technology systems, data, and information.	Projects/artifacts or online discussions focus on legal and ethical issues. Projects/artifacts are high level; discussion is extensive > 500 words.	1 - 3
			Projects/artifacts or online discussions focus on legal and ethical issues. Projects/artifacts are low level; discussion is marginal < 500 words.	
			Project/artifact/discussion not at appropriate academic level.	
VI. b	Apply technology resources to enable and empower learners with diverse backgrounds, characteristics, and abilities. [Corresponds to NETS-T 2008 Standard 4b]	Facilitate students' use of technology that addresses their social needs and cultural identity and promotes their interaction with the global community.	Projects/artifacts or online discussions focus on accommodation & diversity. Projects/artifacts are high level; discussion is extensive > 500 words.	1 - 3
		Identify and use assistive technologies to meet the special physical needs of students.	Projects/artifacts or online discussions focus on accommodation & diversity. Projects/artifacts are high level; discussion is extensive < 500 words.	
			Project/artifact/discussion not at appropriate academic level.	
VI. e	Facilitate equitable access to technology resources for all students. [Corresponds to NETS-T 2008 Standard 2d]	Examine acceptable use policies for the use of technology in schools, including strategies for addressing threats to security of technology systems, data, and information.	Projects/artifacts or online discussions focus on acceptable use. Projects/artifacts are high level; discussion is extensive > 500 words.	1 - 3
			Projects/artifacts or online discussions focus on acceptable use. Projects/artifacts are high level; discussion is extensive < 500 words.	
			Project/artifact/discussion not at appropriate academic level.	