

IDIS 215: Living in a Digital Society

Syllabus – Spring 2010

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PPHAC 214

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Description

This course considers how society has changed as a result of increased accessibility to information through computer technology. The two main themes are dealing with “information overload” through information literacy and regulating decentralized systems such as the Internet. Topics include Internet regulation in a global society, property rights issues related to file-sharing programs, and issues related to online privacy.

Goals

Upon completion of this course, a successful student will be able to:

- Explain how technology has changed the value and uses of information.
- Find sources of information and determine their appropriateness for a given situation.
- Critically read and evaluate news stories, articles, and other sources of information.
- Describe how decentralized regulation governs the Internet.

Texts

The reading for this course will come from sources including online news services and academic databases of articles. I will distribute some of the articles in class, but in general I will provide information for you to locate the articles on the web or in the library.

Assignments

Only 45% of your work for this course is mandated – you get to choose how you complete the other 55%:

- **Journal** – (35% – Mandatory) Journal activities give you an informal opportunity to think about the course material and respond to in-class activities. You must complete twelve journal assignments during the semester, which is approximately one per week. See pages 5-6 for more details about the format and grading of these assignments.

- **Attendance** – (5% – Mandatory) It is critical that you attend class regularly because it is not possible to “make up” most of the class activities and discussions. Therefore, rather than considering excused and unexcused absences, your grade is simply the number of days you attended divided by the number of non-test class sessions (approximately 26).
- **Participation** – (5% – Mandatory) In addition to preparing for class, it is important that you contribute during each class meeting, and I expect you to visually engage in the material – participate in the activities in class and contribute on a regular basis. You start with a “B” and improve your grade through regular participation. Likewise, your grade goes down by being disengaged (texting, checking email, etc.).
- **Additional Journal Entries** – (20%) Complete all journal assignments during the semester (typically 20 to 22 assignments). If you select this option, your journal entries will be graded together for 55% of your grade.
- **Tests** – (20%) Two in-class tests will be given during the semester on Thursday, March 4 and Thursday, April 22. Each test will contain a variety of short-answer questions as well as one or two questions requiring longer response.
- **Final** – (15%) The final will be held on Tuesday, May 4 at 8:30 a.m. It will be cumulative, and have a similar format to the tests.
- **Survey Paper or Survey Presentation** – (15%) In these assignments, you will explore the arguments others have made about how a particular issue related to technology should be regulated. Note: You are not allowed to do both of a survey paper and a survey presentation. The paper is due Thursday, March 4, and presentations will occur between Tuesday, February 23 and Tuesday, March 2. Detailed specifications for these assignments will be distributed in class.
- **Position Paper or Position Presentation** – (20%) The goal of these assignments is for you to argue your position about how an issue related to technology should be regulated. Although not a requirement, I encourage you to do a survey paper or presentation if you do one of these assignments. Like the survey paper and presentation, you are not allowed to do both of the position paper and presentation. The position paper is due on Tuesday, April 29, and the presentations will occur between Tuesday, April 27 and Thursday, April 29. Detailed specifications for these assignments will be distributed in class.
- **Custom Project** – (15 or 20%) I firmly believe you will take more from this course if you are interested in the assignments, and so I encourage you to design your own assignments. For example, education students could prepare lesson plans for an activity and then run the activity in class. A graphic design student could create a poster or video advocating for action related to a technological topic. There are many different possibilities, and if you have thoughts for a project that fits within the goals of the course, I would love to discuss them with you.

By Tuesday, February 2 you must submit your selections from the above list. After you make your choices, any change to your plan must be discussed with me. Some suggested distributions are presented on the next page.

Regardless of your chosen assignments, all grades will be computed on the standard scale using plusses and minuses.

Suggested Distributions

The Written Tradition		The Book Learner	
12 Journals	35%	All Journals	55%
Attendance	5%	Attendance	5%
Participation	5%	Participation	5%
Survey Paper	15%	Tests	20%
Position Paper	20%	Final	15%
Tests	20%		
The Oral Tradition		The Writer	
12 Journals	35%	All Journals	55%
Attendance	5%	Attendance	5%
Participation	5%	Participation	5%
Survey Presentation	15%	Survey Paper	15%
Position Presentation	20%	Position Paper	20%
Tests	20%		
		The Free Thinker	
		All Journals	55%
		Attendance	5%
		Participation	5%
		Custom Project 1	15%
		Custom Project 2	20%

Course Policies

- **Late Policy** – I understand that life sometimes gets in the way of getting work done. Consequently, late assignments will be accepted without penalty in the class after the assignment was due. However, this policy should not be used as a crutch, and if you frequently use it I will deduct from your grade. After the next class session, late work will not be accepted unless there are exceptional circumstances.
- **Extensions** – In a similar vein, I am generous with extensions on work if you approach me *before* the day the assignment is due.
- **Academic Honesty** – While preparing journal assignments and their corresponding readings, you are encouraged to discuss material from class with other students. However, you must produce your own journal write-up. Similarly, all work on the tests and final must be your own. For the other projects, you will be given various opportunities to discuss your work with other students in the class, and you are free to discuss your topic outside of class. However, written papers and oral presentations must be your original work with sources documented, as appropriate for your field of study. Violations of this policy will result in a failing grade for the course.
- **Disabilities** – If you have a disability that may affect your performance in this course, please contact me immediately to discuss academic accommodations.

Daily Schedule

T Jan 19	Introduction	T Mar 16	Copyright and Fair Use
R Jan 21	Information Literacy	R Mar 18	The Digital Millenium Copyright Act
T Jan 26	Wikipedia	T Mar 23	Digital Rights Management
R Jan 28	Peer Review	R Mar 25	Google Book Search
T Feb 2	Sources of News	T Mar 30	turnitin.com
R Feb 4	Internet Regulation	R Apr 1	Intellectual Property
T Feb 9	Regulation Through Law	T Apr 6	Copyright Reform
R Feb 11	Network Neutrality	R Apr 8	MP3s
T Feb 16	Privacy	T Apr 13	CD Sales
R Feb 18	Consumer Privacy	R Apr 15	RIP: A Remix Manifesto (Part I)
T Feb 23	Cyber Bullying	T Apr 20	RIP: A Remix Manifesto (Part II)
R Feb 25	Internet Gambling	R Apr 22	Test #2
T Mar 2	Presentations	T Apr 27	Presentations
R Mar 4	Test #1	R Apr 29	Presentations
T Mar 9	Spring Break		
R Mar 11	Spring Break		

The dates and percentages on this syllabus are subject to change.

Journals

The purpose of journal assignments is to give you a partially structured place to explore the material in this course. The activities will vary, but they will all contain a written component. The type of writing required is not the formal essay-like writing with which you are familiar. Instead, you will use informal writing techniques such as exploratory or expressive writing where you “think out loud on paper.” The following quote from a psychology professor who also uses journal writing summarizes the benefits:

Journal writing can help many students become more productive and more focused thinkers. Research has shown that the regular habit of journal writing can deepen students’ thinking about their course subjects by helping them see that an academic field is an arena for wonder, inquiry, and controversy rather than simply a new body of information. This way of looking at an academic field can make college more interesting, even exciting. The more you see yourself in this course asking questions and questioning answers, the more you will be thinking like a psychologist.¹

In this style of writing, spelling, grammar, and structure are not important, and you should not be concerned whether the writing is effective for another reader. You are writing primarily for yourself and to demonstrate that you are thinking seriously about the readings.

Journal Tasks

The writing tasks in your journal will vary in the amount of structure. For example, I may ask you to describe how you have experienced one of the topics discussed in a reading. Alternatively, I may give you a sequence of questions that you answer in your journal to help guide you through a difficult reading.

Each journal assignment will contain two parts. All students must complete the first, or basic part of the assignment, and interested students will complete the advanced portion. As described below, a student who completes the required number of basic journal assignment will earn a "B" for his/her journal.

In many cases, we will use the entries in the next class session. For example, I may ask you to share you entry with the class or with a small group (always with an option to pass). Alternatively, the entry may have a more implied connection where I simply assume that you gained some preliminary knowledge for a class session. Regardless of the use, you will gain much more from this course if you come with completed entries.

Your journal assignment will be collected at the end of the class period in which it is used and (hopefully) returned the next class session.

Grading

Your journal will **not** be graded based on layout, structure, grammar, or spelling. Instead, I will look for evidence that you were seriously thinking about the questions or problems posed. This also means that you don’t always have to use the right terms, show mastery of material, or be an encyclopedia of knowledge. Instead, I will be looking to see that you made connections between the readings and in-class content, and that you thought about how the content of the course relates to your day-to-day life.

¹*Engaging Ideas* by John C. Bean, pp. 102

Grades on journal assignments will be assigned using a three-point system:

- **Three** means that you successfully completed both the basic and advanced portions of the journal assignment. This requires a *minimum* of three pages of writing.
- **Two** means that you successfully completed the basic portion of the assignment while writing *at least* one and a half pages.
- **One** indicates that there was a problem with your journal assignment. Typically this means that you either failed to complete part of the assignment or that I was fairly certain that you did not seriously approach the reading or assignment (e.g. much too short). I will always indicate why a grade of one was assigned. If you disagree, please come speak with me.
- **Zero** is given if you fail to turn in a journal assignment.

At the end of the semester, your average journal score will translate into an actual letter grade as follows:

≥ 2.5	A
≥ 2	B
≥ 1.5	C
≥ 1	D
< 1	F

Essentially, this scale means that you must earn threes on at least half of the journal assignments to be in the A range (with the remainder of your scores being twos). Pluses and minuses will be used within each range.

Procedures

You are welcome to hand-write or type your journal, whichever is more comfortable. However, because most students can type faster than they can write by hand, maintaining your journal electronically may be more efficient. If you choose this option, please print your responses and bring them to class.

Please do not change fonts, margins, or other settings to make your writing appear longer.