



# Albertus Magnus College

## Course Syllabus

**Course Code and Title:** SO 230: Technology, Society, and the Individual

**Course Catalogue Description:** A consideration of 20th century technological change with particular interest in its impact on the family and the workplace. *General Education Choice in Part C.* Generally offered every other Module.

This course is being offered within the Department of Sociology. As a designated \*\* two star ("C" course) in this major, *Technology, Society and the Individual* fulfills three of the fifteen credits of substantive sociology courses chosen in consultation with the Department Chair. For the non-Sociology major, this class satisfies three of the nine credits one needs in the \*\* two star elective core area in the general education requirements.

### PROGRAM AND COURSE OFFERING INFORMATION

**Program:** ADP

**Session (Mod or Semester):** Mod

**Delivery method (On-ground, Blended or Online):** Online

**Number of Credits:** 3

**Textbook and Supplementary Readings:**

The textbook for the course varies depending on the module. For this module, the instructor has provided the readings. Please review the eLearning course to view the textbook requirement.

## INSTRUCTOR INFORMATION

**Name:** Garrett Dell, Ph.D

**College eMail:** [gdell@albertus.edu](mailto:gdell@albertus.edu) (This is the preferred method of contact.)

**Office Hours:** Please contact me if you would like to set up an on campus or phone meeting.

**Instructor Biography:** Please view my bio and additional information on this page: [Garrett Dell](#)

**Tradition of Honor:** As a member of the Albertus Magnus College Community, each student taking this course agrees to uphold the principles of honor set forth by this community, to defend these principles against abuse or misuse, and to abide by the regulations of the College. To this end, every student must write and sign the following statement at the end of each examination: ***"I declare the Honor Pledge."***

**Tradition of Respect:**

In our class: 1) Everyone is allowed to feel that they can work and learn in a safe and caring environment; 2) Everyone learns about, understands, appreciates, and respects varied races, classes, genders, physical and mental abilities, and sexualities; 3) Everyone matters; 4) All individuals are to be respected and treated with dignity and civility; and 5) Everyone shares the responsibility for making our class, and the College, a positive and better place to live, work, and learn.

**Appropriate Classroom Conduct:** Students are expected to show a respect for order, to respect the rights of others, and to exemplify a sense of honor and integrity in the classroom. Student conduct is considered an integral part of the educational process. Therefore, no student should be denied the right to learn as a direct result of disruptions in the classroom. Active learning, open inquiry, and the free expression of informed opinion are the foundations of a liberal education at Albertus Magnus College. However, student behavior that interferes with an instructor's ability to conduct the class is prohibited. Students are expected to be considerate and respectful of the rights, views, and interests of other students and faculty. The faculty member will take appropriate action if students do not abide by these rules.

**Intellectual Honesty:** Plagiarism is a serious offense against academic integrity and intellectual honesty. In completing written assignments, the student must work independently unless the class instructor indicates otherwise. It is important for students to understand that they must reference the sources for all direct quotes, for the rephrasing of information from an outside source, and for ideas borrowed from readings. Students will be required to use MLA format when referencing sources. Failure to cite appropriate references in any of these instances results in an act of plagiarism, intentional or unintentional. The instructor will report instances of plagiarism to the college administration.

**Writing Guidelines:** The writing guidelines for this course will follow the Modern Language

Association's (MLA) style format standards. Referenced pages must be correctly formatted and alphabetized; sources must be appropriate to the assignment, correctly cited, and traceable; and the number of citations and sources must be adequate for each paper. Citing your sources properly requires following the MLA style format rules.

**Accommodations for Special Needs:** Please advise the instructor of any special problems or needs at the beginning of the semester. Those students seeking reasonable accommodations based on disabilities should contact the Director of Academic and Student Disability Services, Aquinas Hall, Room 114 at (203) 672-1050, or email [asejdic@albertus.edu](mailto:asejdic@albertus.edu), to obtain a Faculty Accommodation Letter. Albertus Magnus College complies with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act.

In order to respect the independence, rights and dignity of students with disabilities, the College initiates services only after a student makes a voluntary disclosure of a disability to the Office of Academic and Student Disability Services. Students who are approved for accommodations are responsible for approaching instructors in a timely manner to provide faculty accommodation letters and to arrange how accommodations will be implemented. Accommodations cannot be retroactive, so we strongly advise students to make accommodation appointments as soon as possible.

In providing reasonable accommodations, the College shall not fundamentally alter the nature of programs, services, or activities; require waiver of essential academic standards or violate accreditation requirements.

**Library and Information Services Component:** Rosary Hall – The resources in Rosary Hall can be very useful in this course. In particular, the periodical section is very useful since many of the issues we will discuss are very current. *Wired* magazine, the Albertus library staff, and databases can prove to be very instrumental in helping you research, develop, and find topics for discussion or for papers.

**Blended and Online Course Etiquette:** In the event some of our work should be done in an online format, please click the following link to review the Albertus policies regarding proper etiquette for interaction in all blended and online course work: [Link to Albertus' Netiquette Guide](#)

**Albertus Magnus College Definition of a Credit Hour:** Albertus Magnus College adheres to the definition of a credit hour in compliance with and as defined by NECHE commission policy.

NECHE's definition of a credit hour is as follows:

The Commission defines a credit hour as an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutional established equivalence that reasonably approximates not less than –

- One hour of classroom or direct faculty instruction and a minimum of two hours of out of class student work each week for approximately fifteen weeks for one semester or

trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time; or

- At least an equivalent amount of work as required in paragraph (1) of this definition for other academic activities as established by the institution including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.

### **Rationale as an Online Course**

This course is being offered in the online format for a number of reasons. First, since we are examining the many ways in which technology affects the self and society, this format will give us the necessary lens to probe questions about technology's influence in our complex world. Second, we have the unique opportunity in a class of this kind to hone our digital communication skills through the written (or typed) art form. It is through the edification of each other's written words that we can effectively fertilize and develop our "truths" about technology. Last, this course is being offered in the online format because students can use their digital skills to communicate practical ideas about technology through technology.

### **ATTENDANCE POLICY**

Students are expected to attend all class meetings. Contact me in advance if you are not able to do so. More than two absences in any form will result in a loss of a letter grade from the final average.

Attendance is an important part of the work you will do for this class. In my opinion, many attendance problems can be remedied with clear and effective communication. There are many instances when, toward the end of the course, a student will tell an instructor that there were a host of personal issues that prevented him from attending the course as much as he would have liked. To avoid these complications, at the beginning of the mod/semester, I will ask you to share with me anything you think will prevent you from attending class regularly. If you choose not to share details, that is fine. However, I do ask that you tell me there is *something* that might affect your attendance. From there, we can begin a dialogue about how to fix any attendance issues.

What is considered "attendance" in this distance learning course? If this class were to meet two days a week over a module, we would have four hours and forty minutes of face to face time every week. I ask that you put in the equivalent amount of effort into the work you do for this class. Gauge your time and be disciplined about when you submit work. If you spread out your assignments during the week, it will be much easier than waiting until the last moment. **I will take attendance on Mondays and Wednesdays.** According to new rules set forth by the School of Evening and Graduate Programs Office: *"Logging into a course in eLearning is not considered attendance. A student must submit work, assignments, or be actively participating; otherwise, he or she should be marked absent."* It is ESSENTIAL that you stay active in your

online courses. Missing too many consecutive days will jeopardize your grade and perhaps even risk any federal funding on which you might rely. The required work for a given week is explained in the course outline below and in the eLearning course.

## COURSE LEARNING OUTCOMES

The nature of this class is subjective. It is an opinionated search for the truth regarding technology. This class is largely dependent on you and your ideas; therefore, your participation and willingness to share thoughts are imperative. We will share our thoughts on technology each week through techquests and other methods. So, it is essential to have sensitivity to perspectives other than your own. We will also consider the impact technology has had in other cultures as a way of examining our own.

### Learning Outcomes:

Upon completion of the course students will:

- Demonstrate knowledge of our heritage with technological advancements in an effort to understand our modern day customs
- Understand the ways in which technology has an impact on social structure, with special attention given to the family and the workplace
- Understand the nature and ramifications of the digital divide
- Continue to examine the complex personal relationships with technology
- Predict technological advancements and discuss how these advancements impact society and self

**These learning outcomes will be measured using the assessments explained below.**

### Course Grading Policy and Methods of Assessment:

| Course Assignments:  | Percentage of Grade |
|--|---------------------|
| Techquests (4)<br><br><u>Targeted Learning Outcomes (LO): 2,4</u>                      | 25%                 |
| Wisdomquests (3)<br><br>Wisdomquest # 1: LO 1,2, & 4<br>Wisdomquest # 2: LO 1,3,4, & 5 | 25%                 |

|  |     |
|--|-----|
| Wisdomquest # 3: LO 1,2,3,4, & 5   |     |
| Forum Assignments<br><br><u>Targeted Learning Outcomes: 1,2,3,4, &amp; 5</u>                   | 20% |
| Tutoring.com reviewed Research Paper<br><br><u>Targeted Learning Outcomes: 1,2,3,4 &amp; 5</u> | 30% |

## ASSIGNMENTS

### Wisdomquests

A wisdomquest is an interesting way of surfing the web. It is fueled by curiosity. THERE IS A SAMPLE WISDOMQUEST AVAILABLE IN THE TOP AREA OF OUR COURSE. I have provided you with a video on how to construct a wisdomquest. One does not need to mimic this format, length, style exactly; however, this sample will give one an idea on how to compose one.

At designated times throughout the Mod, I will ask you to perform research on a particular subject. Sometimes, I will provide you with a starting point; other times, it is up to you to decide where to start.

*What's the difference between a paper and a wisdomquest?*

The difference between a formal paper and a wisdomquest is that your discussion of the subject is guided by the websites you visit. Think of it as a means of discovery rather than defense of an argument. In a traditional paper, you are asked to defend a thesis sentence or defend an argument. You do not need to have a thesis in a wisdomquest. Rather, I would like you to search for information on the subject and leave a trail (i.e., copy and paste) of the links you have used. Think of it this way: The questions and opinions you raise while viewing a certain website should be the things you include in the wisdomquest. I would like to see your thoughts as clearly as possible. Therefore, the wisdomquest does not need to be a cohesive argument in defense of a subject; rather, it is a more organized way of writing extemporaneously with an exploratory flair to it.

Try not to give reviews of the websites you visit. Rather, ask yourself what you came away with after doing this search, reflect, then write your ideas down.

In your wisdomquests, I would like you to leave a trail of at least five sites you visited which helped to frame your opinion on the subject. Try to choose reputable sites. Remember to give credit when it is due. Plagiarism is a serious offense, so remember to cite your sources

carefully. If you have any questions about the wisdomquests or about how to cite your web sources, please call me!

Wisdomquests should be 1½ -2 pages (Times New Roman, 12 point, double spaced) and should be Microsoft Word attachments. They are due on the date specified in the course outline. They should be uploaded as Word attachments.

A good wisdomquest might contain five or so paragraphs with each one beginning with a link of the site you visited. Each paragraph should contain a reflection (not a review of the website) of your understanding of the subject. Have it be fueled by your curiosity. Fewer facts, more questions.

### Techquests

Techquest assignments should be submitted as Word attachments. They should be written in a formal manner, and should be free of mistakes in grammar. There is no length specification here; however, an adequate response may be about 1 ½ - 2 pages, double-spaced, with one inch margins. **In addition, in a separate paragraph at the end of your post, you must reflect on a Forum post from one of your classmates.** This part of the online assignment constitutes your participation grade. Choose a classmate's response that you agree or disagree with and explain what you liked or disliked about it. If there are no posts in the Forum area, choose a view opposite your own and elaborate why some might think differently. If you are unsure of how to respond, please contact me in advance.

Within your techquest, you should share an article or website that discusses a new type of technology. Don't just think about iPads, etc. Think outside of the box. Try to find a technology you feel is conducive to our class. There are many articles out there that discuss technology; it just takes some practice looking in order to find more of them. I'd like you to discuss why you feel this article is important. Then, I'd like you to discuss the positive and/or negative effects it (the subject in the article) may have on society. You can also discuss the anticipated or unanticipated consequences of the technology you discuss.

Your Techquest should identify the article/website, should discuss how this technology may have an impact on our society, and should give some detailed thoughts and/or observations about the subject. Have fun! Technology affects us in many ways; not all have to be serious.

### Forum Posts

When assigned, you must submit **at least three** posts in the Forum section. For this part of the assignment, you must converse with classmates with 3-5 sentence responses. **Remember to do this three times before the deadline for the post.** The purpose of having this section to the assignment is to provide you with a forum in which you may freely relay your thoughts about the assignment with your peers. Feel free to praise your classmates on a job well done, or feel free to offer help when a classmate expresses difficulty. **I do, however, expect you to demonstrate your knowledge of the weeks' readings here as well.** As always, remember



that this is a forum of mutual respect. Since this class is cultural in nature, and we all have a different story, it is essential to have sensitivity to perspectives other than your own.

As the course progresses, so will the richness of this area. It becomes a great repository for project ideas as the course comes to a close.

The nature of this class is subjective. I think you should take advantage of this. It is up to you, though, to share your thoughts in a structured way. Here you will have an opportunity to undertake an opinionated search for the truth regarding technology. This class is largely dependent on you and your ideas; therefore, your participation in the assignments that are seen by the whole class, your attendance, and your willingness to share thoughts or anecdotes are essential.

*\*\* Note: Try not to submit lengthy responses into the forum area. If you do this, you run the risk of allowing it to "time out" which may result in a loss of your work. I suggest typing up your responses in a word processing program of your choice, then copying and pasting your work into forums. This way, you also have a saved record of the work you did for a given week.*

### [Research Paper](#)

Over the course of the module, we will all be introduced to many topics relating to technology, society, and the individual. You will find yourself developing theories about these topics as we go along. My role will be to foster your discovery and to play devil's advocate.

Midway through the module, I will contact everyone in an effort to get a better sense about what you would like to write about for your research paper. I will offer ideas, points of interest, and resources to help guide you.

The research paper is due on the last day of class. It should be about 10 pages in length and should be in MLA format. You must use eTutoring as part of this assignment. Please visit the links on the course homepage to learn more about eTutoring.

When you submit your paper, I shall also look for the previous draft with comments from your eTutor. All you need to do is upload that previous draft as well as the final draft. My goal with this is to have you explore the academic resources available to you and to give you an opportunity to get a better grade on the assignment. This academic tool will also help you to become a better writer.

### [Instructor Feedback](#)

You will receive feedback on any submitted assignments within one week of the submission deadline.

### **Policy on Late Work**



I am keenly aware of all the responsibilities you have as a student here. Therefore, on occasion, I am willing to extend assignments for you IF you make me aware of your situation before the deadline. **If you do not make me aware of your inability to submit an assignment by the deadline, I will be less apt to grant an extension.** Late work without advance notification will be subject to the following deductions in grade:

**After deadline has passed: 10%**

**One week after deadline: 20%**

**More than one week after deadline: 25%**

Late work cannot be posted to forums, in eLearning, or via email without my permission. You NEED to contact me to arrange for submission of late work.

## COURSE OUTLINE

The following is a tentative outline for the semester. The instructor reserves the right to modify the schedule, if necessary. If changes occur, announcements will be made via email and/or our eLearning site.

\* Note on the “Estimated Duration”: The formal definition of a Carnegie Credit Hour states that, for a three credit course, there should be three hours of classroom or direct faculty instruction and a minimum of six hours of out of class student work each week for approximately fifteen weeks for one semester. What does this mean for you as a student? The “estimated duration” section below lists the approximate length of time you *should* spend on homework / outside activities for the course.

*Standards for Credit Hour of the Commission on Institutions of Higher Education, New England Association of Schools and Colleges, Standards for Accreditation Revision, July 1, 2011.*

### Week One

Due Date: End of Week One

Topic: Course Introduction, History of technological advancements. Technology, Family and Workplace

Reading Assignment(s): Please read the articles the instructor has uploaded to the course.


Description of Homework Assignment(s): See eLearning Course

Due Date(s) and Time(s): TBA

Estimated Duration: 5-6 hours of homework

History with Technology

Focus for Weeks One - Three



What's Due this Week?

Introduction Forum - Tell Us About Yourself

Week One Readings

Instructor's Thoughts

Techquest Assignment

Week One Forum

| Assignment:           | Learner Outcomes: |
|-----------------------|-------------------|
| Text Reading          | 1,2,4             |
| Instructor's Thoughts | 1,2, 4            |
| Techquests            | 2,4               |
| Forum                 | 1,2,3,4 & 5       |

Our eLearning course contains everything you need to submit work for the module: <https://elearning.albertus.edu/course/view.php?id=8729> It will be our course schedule and contains all pertinent due dates, etc. From time to time, I may need to modify our eLearning course. If changes occur, announcements will be made via email and/or our eLearning site. The outline for Weeks Two-Eight can be found there.

Weeks 1-3

During these first few weeks of class, students will be introduced to the major themes of the course and will be encouraged to examine the relationship between technology, society and the individual through the “lens” of this course. We will give a brief history of technological advancements. We shall then discuss how technology today may affect the family and workplace.

The assigned readings for this week are given as a way to give students the necessary information they need to complete the required written assignments for this week. They are also given to provide students with fuel for reflection.

Specifically, the readings this week will help students to understand the major themes of the course: the relationship between technology, society, and the individual.

The purpose of all Techquest assignments is to have students cultivate an awareness of the ways in which technology affects our culture. In these observations, students reflect on the influence the said technology has on the person, community, family, etc.

The learning outcome of this assignment is linked with all of the objectives of the course in that students will be able to analyze current and upcoming technologies with respect to this unique context.

#### Weeks 4-6

During this section of class, we will focus on the Digital Divide. Are the *haves* and *have-nots* in society synonymous with those on either side of the Divide?

#### Weeks 7&8

In the final weeks of the course, students will reconsider the ramifications of technology's effects on the self and technology's effects on society. Students will determine the nature of our relationship with technology and will probe how this relationship will develop in years to come.

### Emergency Action Plan

The plan outlined here is a preliminary plan of action in the event that there is a natural disaster or emergency that results in the closing of the College, the prevention of my ability to teach the course, or the prevention of your ability to take the course. This plan is subject to modification to address the specifics of the circumstance(s) that arise.

#### Closure of the College

If the College closes and public access to the internet is lost, the course is suspended. A revised course schedule will be issued by the College. If the College closes but public access to the internet is still available, the course will continue online. Assignments as outlined in the

syllabus will be posted online, and you should adhere to the due dates.

### Instructor Incapacitation

If the College is closed and I am unable to provide instruction online, you must complete written response as normal. Once I am no longer incapacitated, I shall respond to the work submitted and provide feedback. If the College is not closed and I am temporarily incapacitated, we shall follow the same plan as outlined in the preceding paragraph. If I am unable to remain as the course instructor, another instructor will be named, and he or she will follow the plan outlined in the first paragraph of this section.

### Student Incapacitation

If the College is closed and you are incapacitated, you should contact me as soon as you are well enough to do so, and we shall discuss whether or not it is feasible for you to complete the course, and whether you should withdraw or take an incomplete. Much depends upon the caliber of your performance prior to your incapacitation and the length of time that you were not able to participate in the course. Note that, according to the *Albertus Magnus College Catalogue*, incompletes are only to be given to students who are doing passing work at the time when an incomplete is requested. If the College is not closed and you are incapacitated, you should contact me as soon as possible and provide medical or other appropriate documentation showing that you could not attend class. We shall discuss whether or not it is feasible for you to complete the course, and whether you should withdraw or take an incomplete. Much depends upon the caliber of your performance prior to your incapacitation and the length of time that you were not able to participate in the course. Note that, according to the *Albertus Magnus College Catalogue*, incompletes are only to be given to students who are doing passing work at the time that an incomplete is requested. *The attendance policies outlined in the syllabus remain in effect.*