

Surviving the Information Age

LTEC 2100.020/.026

Course Syllabus, Fall 2018

August 27th – December 14th



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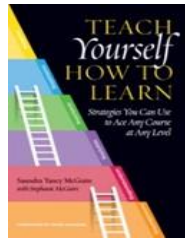
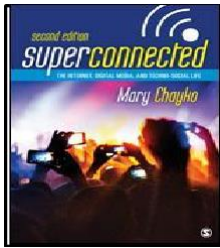
Office Hours: By appointment only. Please send me email through Cavas to set up either an electronic or face-to-face appointment.

Objectives:

Surviving the Information Age was designed to help you examine communication options provided by the Internet and the World Wide Web in our superconnected society. This course focuses on the following topics: facilitating meaningful learning and relationships with technology, building knowledge with online resources and survey tools, experimenting with technologies, communicating and collaborating with technologies, examining the global impacts and inequalities related to technology use, sharing and surveillance, and inhabiting the digital world. We will also examine Web 2.0 and 3.0 tools, social media use, the advantages and disadvantages of Cloud Computing, and characteristics of "good" games. ***LTEC 1100*** is a prerequisite for this course. After completing this course, you should be able to successfully complete the following tasks:

- 1.) Examine ICT and its benefits and disadvantages,
- 2.) Explain the benefits of social bookmarking,
- 3.) Identify the impact of sharing and surveillance in the digital age,
- 4.) Locate and use general academic resources for research, inquiry, and exploration,
- 5.) Explain ubiquitous computing,
- 6.) Describe the technologies that facilitate "meaningful" student learning,
- 7.) Distinguish between vertical and horizontal surveillance,
- 8.) Explain the advantages and disadvantages of the following: crowdsourcing, presence and proximity in social and mental spaces, and an attention economy, virtual worlds, concept mapping, digital documentaries,
- 9.) Explain copyright provisions, fair use, and plagiarism in remixing,
- 10.) Examine and critique Web 2.0 and 3.0 tools, and
- 11.) Develop a conceptual view of cloud computing and its advantages and disadvantages.

Required Texts:



Chayko, M. (2018). Superconnected: the Internet, digital media, and techno-social life. Thousand Oaks, CA: Sage.

2th edition – ISBN-13: 978-1-5063-945-5

McGuire, S., & McGuire, S. (2018). Teach yourself how to learn: Strategies you can use to ace any course at any level.

Sterling, VA: Stylus.

ISBN - 13: 978-1-62036-756-8

You can purchase the textbooks from either of the links below:

the [UNT Bookstore](#)
or Amazon or the Publisher.

Course Grading:

There is no make-up work. All content is delivered online, and all course assignments must be submitted by the due date. ***No grades will be dropped*** in this course. Your grades will be weighted as follows:

Activity	Percentage
(3) Article Summaries	30%
(6) Discussion Posts and Responses to two Classmates for each post	30%
(4) Assignments	40%
(3) Class Chats	(Extra Credit 2 pts. Each)

The grading scale is as follows:

A - 90% and above

B - 80-89%

C - 70-79%

D - 60-69%

F - 0-59%

Course Information LTEC 2100.020/.026:

It is to your advantage to read the assigned material and complete the required activities each week. This will help you better learn the material and keep you from falling behind. You should plan to spend 1-2 hours each day on this class. Please plan your schedule accordingly. All activities are due on the dates specified, unless there is an email message from me altering the schedule. You should check your Canvas Email frequently, and promptly reply to all queries.

If you are unfamiliar with Canvas, please review the student guide on your home page. To get additional assistance, contact the UNT Helpdesk by email (helpdesk@unt.edu) or phone (940-565-2324) for answers to your questions about Canvas.

A course schedule is available for you. Click schedule on the home page to see a lists all readings and due dates. Feel free to print the schedule to get a listing of this semester's readings and course activities. You may also view my notes (PowerPoint Presentations) of the chapters either before or after you read the chapters. They may be a good overview or summary for you. They are found in each learning module.

Class Assignments and Activities:

Six discussion posts, three article summaries, and four assignments are required.

Each assignment is worth a total of ten points, and the requirements for each can be found inside each learning module. I expect you to complete the assignments yourself and submit them on or before the posted due date. I must have ***your completed work by 11:00pm on the due date specified. A 2-point penalty per day will be applied to late work. This can be a significant reduction the longer you wait, so plan to get your work in on time to receive maximum credit.***

Three Class Chat dates have been scheduled. These sessions will permit you to ask questions and synchronously participate in discussions with your classmates. The sessions are not mandatory, but they will provide you with the opportunity to ask questions and share information you have learned. Please attend the chats in Canvas to ask questions and respond to questions. We have some interesting readings, so the chats should be informative and interesting, and you'll have the opportunity to add your insight.

The content of each chat will be edited and posted so that you can read the discussion at your convenience. The dates for the chats are **Aug. 31st, Sept. 27th, and Nov. 29th 2018 from 8:30 - 9:30pm.** The chats should be informative and enjoyable because of the content.

Discussion Postings: For every discussion you post, you will need to answer the question(s) presented and respond to at least two of your classmates. Posting and responding to two of your classmates is a required part of the course. These communication activities are listed under the discussions tool, and they should be completed **during the week we read the chapter associated with the question.** Postings made at any other time, including the end of the semester will not be graded. Your posts should be meaningful. This means it should contribute to the course discussion. Simple phrases are not encouraged: “Great post!” and “Good work!” are not considered meaningful discussion posts. While a long essay is not the goal, a meaningful post of 50-75 words has these characteristics:

1. Disagrees respectfully with an alternative perspective,
2. Makes a comment that synthesizes comments by others,
3. Explains an alternative point-of-view,
4. Summarizes an observation that takes into account several different perspectives as they relate to a common theme, or
5. Encourages another person to elaborate or further explain a statement that has been made.

Class Supplies:

You must access Canvas regularly with your EUID and password to complete course material. You should use <https://unt.instructure.com> to get to the course, and login. Click on your course number (LTEC 2100.020/.026 – Fall 2018). Please make sure you backup your work so you have copies of everything you send me. After submitting your work, check your email or your grades in Canvas for feedback. Feel free to contact me via e-mail through Canvas to ask questions, and please give me 48 hours to respond. I will make every effort to respond to your questions as quickly as I can.

Cheating:

Cheating and plagiarism are forms of academic dishonesty. The definitions and disciplinary actions for these offenses are defined in the *UNT Policy Manual 06.003* please see (<https://policy.unt.edu/policy/06-003>).

"Plagiarism and cheating refer to the use of unauthorized books, notes, or otherwise securing help in a test; copying tests, assignments, reports, or term papers; representing the work of another as one's own; collaborating, without authority, with another student during an examination or in preparing academic work; or otherwise practice scholastic dishonesty."

"Academic dishonesty matters may first be considered by the faculty member who may assign penalties such as failing, reduction or changing of a grade in a test, course, assignment, or other academic work, denial of a degree and/or performing additional academic work not required of other students in the course. If the student does not accept the decision of the faculty member, he/she may have his/her case heard by the academic department chairperson or head for review of his/her case. If the student does not accept the decision of the academic department chairperson, he/she may then follow the normal appeal procedures listed in Disciplinary Procedures." See <https://deanofstudents.unt.edu/conduct>.

EEO/ADA Statement:

The University of North Texas does not discriminate on the basis of race, color, religion, sex, age, national origin, gender, or veteran status in its educational programs, activities, admissions, or employment policies. Questions or complaints should be directed to the Equal Opportunity Office (940) 565-2456. TDD access is available through Relay Texas 1-800-735-2989 (TDD Callers).

The University of North Texas does not discriminate on the basis of an individual's disability, and it complies with Section 504 and Public Law 101-336 (Americans with Disabilities Act) in its admissions, accessibility, treatment, and employment practices. ADA Policy

The University of North Texas is on record as being committed to both the spirit and letter of federal equal opportunity legislation. Reference Public Law 92-112 - The Rehabilitation Act of 1973 as amended. Federal legislation (The Americans with Disabilities Act (ADA)) pursuant to section 504 of the Rehabilitation Act renews UNT's commitment to providing disabled Americans with the same opportunities enjoyed by all citizens.

As a faculty member, I am required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of that disability.

Students are responsible for informing faculty members of their need for an accommodation by providing authorized documentation through designated administrative channels – specifically the UNT Office of Disability Accommodation. Information regarding specific diagnostic criteria and policies for obtaining academic accommodations can be found here: <http://disability.unt.edu>. You may visit the Office of Disability Accommodation in Sage Hall (Suite 167) by appointment on M-F from 8:00am - 5:00pm M-F, or call the office at (940) 565-4323.

By law, UNT provides academic adjustments and auxiliary aids to individuals with disabilities who are otherwise qualified to meet the institution's academic and employment requirements. Please see your instructor outside of class and make arrangements with the ADA Office for situations requiring special accommodations.

Expectations of Students:

1. **Class Preparation and Participation.** You should read the chapters and work on activities each week. See the electronic course calendar to see required weekly readings and activities.
2. **Appropriate Materials.** You should back-up your work, and adhere to deadlines listed in the electronic course calendar.
3. **Class Attention.** You should check the course your daily to keep abreast of any changes, special announcements, and course-related information.
4. **Assignments, Blogs, Discussion Postings.** You should complete all assignments, blog entries, and discussion posts and submit them for grading on their due dates. For your convenience, all course requirements have been entered and you may work ahead of the schedule.

NOTE ABOUT MEDICAL EMERGENCIES: If you have a medical emergency that will prevent you from completing the course as scheduled, you **MUST** notify me at the time of your medical problem. Requests for an Incomplete (INC) or to DROP the course must come at the time of the medical emergency and must be supported by a letter from your physician indicating that your medical situation prohibits you from working at your computer to submit your assignments as scheduled. Requests for an Incomplete (INC) or to DROP this course based on a medical emergency **CANNOT**

be granted after the medical emergency. All requests must meet standard university policy. Please see the course instructor about submitting the required paperwork.

Add/Drop Policy: The department adheres to the add/drop schedule established and published by the UNT Office of the Registrar. See the registration calendar for information on refunds and deadlines: <http://studentaccounting.unt.edu/class-drop-withdrawal-refunds>.

Important Notice for F-1 Students taking Distance Education Courses - Federal Regulation

To read detailed Immigration and Customs Enforcement regulations for F-1 students taking online courses, please go to the Electronic Code of Federal Regulations website at <http://www.ecfr.gov/>. The specific portion concerning distance education courses is located at Title 8 CFR 214.2 Paragraph (f)(6)(i)(G).

The paragraph reads:

(G) For F-1 students enrolled in classes for credit or classroom hours, no more than the equivalent of one class or three credits per session, term, semester, trimester, or quarter may be counted toward the full course of study requirement if the class is taken on-line or through distance education and does not require the student's physical attendance for classes, examination or other purposes integral to completion of the class. An on-line or distance education course is a course that is offered principally through the use of television, audio, or computer transmission including open broadcast, closed circuit, cable, microwave, or satellite, audio conferencing, or computer conferencing. If the F-1 student's course of study is in a language study program, no on-line or distance education classes may be considered to count toward a student's full course of study requirement.

University of North Texas Compliance

To comply with immigration regulations, an F-1 visa holder within the United States may need to engage in an on-campus experiential component for this course. This component (which must be approved in advance by the instructor) can include activities such as taking an on-campus exam, participating in an on-campus lecture or lab activity, or other on-campus experience integral to the completion of this course.

If such an on-campus activity is required, it is the student's responsibility to do the following:

(1) Submit a written request to the instructor for an on-campus experiential component within one week of the start of the course.

(2) Ensure that the activity on campus takes place and the instructor documents it in writing with a notice sent to the International Student and Scholar Services Office. ISSS has a form available that you may use for this purpose.

Because the decision may have serious immigration consequences, if an F-1 student is unsure about his or her need to participate in an on-campus experiential component for this course, s/he should contact the UNT International Student and Scholar Services Office (telephone 940-565-2195 or email internationaladvising@unt.edu) to get clarification before the one-week deadline.

Proposed Class Schedule

Week(s)	Chapters You Should Read	Focal Points and Activities (Asg. = Assignment)	Points
#1 Aug. 27-Aug. 31	SC = <u>Superconnected</u> , TY= <u>Teach Yourself How to Learn</u>	Introduction – Tell us about yourself in Discussion Posting #1 Due 8/31/2018 What is Meaningful Learning with Technology? Chat #1 Due 8/31/2018 -- 8:30 – 9:30 Look for Chat information posted in the course	5 points
#2 (Labor Day, Sept. 3 – University Holiday) Sept. 4 - Sept. 7	SC = Chapter #2 (pp. 15-36)	Creating the Internet Age, The Deep Web, Wireless & Mobile Communication, Early Online Networks Asg. #1 Due 9/7/2018	10 points (Chapter Questions)
#3 Sept. 10- Sept. 14	SC = Chapter #3 (pp. 39-62)	Inhabiting a Digital Environment, Online Communities, Digital Environments, Reality, Presence, and Proximity Discussion Posting #2 Due 9/14/2018 Asg. #2 Due 9/14/2018	5 points 10 points (Mobile Learning)
#4 Sept. 17- Sept. 21	SC= Chapter #4 (pp. 64-91)	Sharing & Surveillance, Participatory Cultures, Liking & Following, Ownership, "Fake" News, Vertical & Horizontal Surveillance, Privacy Article Summary #1 Due 9/21/2018 Asg. #3 Due 9/22/2018	10 points (Gee, 2005) 10 points Website Comparison
#5 & #6 Sept. 24 – Oct. 5	SC=Chapters #5 & #7 (pp. 95-110 & 133-151)	Global Impacts & Inequities of Technology, Cultural Divide, Hacking, Citizen Journalism, Friending, Dating, & Relationships Online	

		<p>Daphne Koller: What we're learning from online education. View Here - https://www.youtube.com/watch?v=U6FvJ6jMGHU&list=PLRzp6CQ4BsXJL1M5Nzdi5MsZykMyApT8U</p> <p>Chat #2 Due 9/27/2018</p> <p>Discussion Posting #3 Due 10/5/2018</p>	5 points
<p>#7 & #8 Oct. 8- Oct. 19</p>	<p>SC= Chapter #8 (pp. 155-175)</p> <p>TY=Chapter #3 (pp. 9-22)</p>	<p>Techno-Social Institutions, Collaborative Technologies, Knowledge Forums & Metacognition & Learning in F-2-F and online Settings</p> <p>Discussion Posting #4 Due 10/12/2018</p> <p>Asg. #4 Due 10/19/2018</p> <p>Article Summary #2 Due 10/20/2018</p>	<p>5 points</p> <p>10 points (Social Bookmarks)</p> <p>10 points (Armbrust, et al, 2010)</p>
<p>#9 Oct. 22 – Oct. 26</p>	<p>TY=Chapter #4 (pp. 23-39)</p>	<p>Blooms Taxonomy, The Study Cycle, Concept maps, Visual Representations (Wordle Clouds), Web Publishing (Blogs)</p>	
<p>#10 & #11 Oct. 29 – Nov. 9</p>	<p>TY=Chapter #5 & Chapter #6 (pp. 40-58 & pp. 59-72)</p>	<p>Metacognitive Learning Strategies, Institute of Reading Development, Using Modeling Technologies, SS, DB, Visualization, & Video</p> <p>Discussion Posting #5 11/2/2018</p>	5 points
<p>#12 & #13 Nov. 12 – Nov. 21 Thanksgiving Holiday Nov. 22nd - 25th</p>	<p>TY=Chapter #7 & #8 (pp. 73-81 & pp. 82-88)</p>	<p>Emotions and their impact on Learning - Boosting Your Motivation to Learn</p> <p>Discussion Posting #6 11/15/2018</p>	5 points
<p>#14 & #15 Nov. 26 – Dec. 7</p>	<p>TY=Chapter #9 (pp. 89-99)</p>	<p>Article Summary #3 Due 12/07/2018</p> <p>Chat #3 11/29/2018 8:30 – 9:30 Look for Chat Information posted in the course</p>	10 points
<p>#15 Dec. 10 – Dec. 14</p>	<p>Wrap Up</p>	<p>Course Recap and Summary</p>	100 points + 6 Extra Credit Points from Chats