ARIZONA STATE UNIVERSITY
GENERAL STUDIES COURSE PROPOSAL COVER FORM

Course information:
Copy and paste current course information from Class Search/Course Catalog.

T. Denny Sanford School of
Social and

Academic Unit

Family Dynamics

Department

Sociology

Subject SOC

Number

334

Title Technology and Society

Units: 3

Is this a cross-listed course?
If yes, please identify course(s)
No

Is this a shared course?
If so, list all academic units offering this course
no

Course description:

Requested designation: (Choose One)

Note- a separate proposal is required for each designation requested

Eligibility:

Permanent numbered courses must have completed the university's review and approval process.
For the rules governing approval of omnibus courses, contact Phyllis.Lucie@asu.edu or Lauren.Leo@asu.edu.

Submission deadlines dates are as follow:

For Fall 2015 Effective Date: October 9, 2014
For Spring 2016 Effective Date: March 19, 2015

Area(s) proposed course will serve:

A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study.

Checklists for general studies designations:

Complete and attach the appropriate checklist

• Literacy and Critical Inquiry core courses (L)
• Mathematics core courses (MA)
• Computer/statistics/quantitative applications core courses (CS)
• Humanities, Arts and Design core courses (HU)
• Social-Behavioral Sciences core courses (SB)
• Natural Sciences core courses (SQ/SG)
• Cultural Diversity in the United States courses (C)
• Global Awareness courses (G)
• Historical Awareness courses (H)

A complete proposal should include:

☒ Signed General Studies Program Course Proposal Cover Form
☒ Criteria Checklist for the area
☒ Course Catalog description
☒ Course Syllabus
☒ Copy of Table of Contents from the textbook and list of required readings/books

Respectfully request that proposals are submitted electronically with all files compiled into one PDF. If necessary, a hard copy of the proposal will be accepted.

Contact information:

Name Marcella Gemelli Phone 480-965-6978

Mail code 3701 E-mail: Marcella.Gemelli@asu.edu

Department Chair/Director approval: (Required)

Chair/Director name (Typed): Richard Fabes Date: 

Rev. 1/94, 4/95, 7/98, 4/00, 1/02, 10/08, 11/11/ 12/11, 7/12, 5/14
Arizona State University Criteria Checklist for

LITERACY AND CRITICAL INQUIRY - [L]

**Rationale and Objectives**

Literacy is here defined broadly as communicative competence—that is, competence in written and oral discourse. Critical inquiry involves the gathering, interpretation, and evaluation of evidence. Any field of university study may require unique critical skills that have little to do with language in the usual sense (words), but the analysis of written and spoken evidence pervades university study and everyday life. Thus, the General Studies requirements assume that all undergraduates should develop the ability to reason critically and communicate using the medium of language.

The requirement in Literacy and Critical Inquiry presumes, first, that training in literacy and critical inquiry must be sustained beyond traditional First Year English in order to create a habitual skill in every student; and, second, that the skill levels become more advanced, as well as more secure, as the student learns challenging subject matter. Thus, two courses beyond First Year English are required in order for students to meet the Literacy and Critical Inquiry requirement.

Most lower-level [L] courses are devoted primarily to the further development of critical skills in reading, writing, listening, speaking, or analysis of discourse. Upper-division [L] courses generally are courses in a particular discipline into which writing and critical thinking have been fully integrated as means of learning the content and, in most cases, demonstrating that it has been learned.

**Notes:**

1. ENG 101, 107 or ENG 105 must be prerequisites
2. Honors theses, XXX 493 meet [L] requirements
3. The list of criteria that must be satisfied for designation as a Literacy and Critical Inquiry [L] course is presented on the following page. This list will help you determine whether the current version of your course meets all of these requirements. If you decide to apply, please attach a current syllabus, or handouts, or other documentation that will provide sufficient information for the General Studies Council to make an informed decision regarding the status of your proposal.

Revised April 2014
Proposer: Please complete the following section and attach appropriate documentation.

### ASU - [L] CRITERIA

To qualify for [L] designation, the course design must place a major emphasis on completing critical discourse--as evidenced by the following criteria:

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<td><strong>CRITERION 1:</strong> At least 50 percent of the grade in the course should depend upon writing assignments (see Criterion 3). Group projects are acceptable only if each student gathers, interprets, and evaluates evidence, and prepares a summary report. <em>In-class essay exams may not be used for [L] designation.</em></td>
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<td>Syllabus - Points Breakdown page 3</td>
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1. Please describe the assignments that are considered in the computation of course grades--and indicate the proportion of the final grade that is determined by each assignment.

2. **Also:**

   Please **circle, underline, or otherwise mark** the information presented in the most recent course syllabus (or other material you have submitted) that verifies this description of the grading process--and label this information "C-1".

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<td><strong>CRITERION 2:</strong> The writing assignments should involve gathering, interpreting, and evaluating evidence. They should reflect critical inquiry, extending beyond opinion and/or reflection.</td>
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1. Please describe the way(s) in which this criterion is addressed in the course design.

2. **Also:**

   Please **circle, underline, or otherwise mark** the information presented in the most recent course syllabus (or other material you have submitted) that verifies this description of the grading process--and label this information "C-2".

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<td><strong>CRITERION 3:</strong> The syllabus should include a minimum of two writing and/or speaking assignments that are substantial in depth, quality, and quantity. Substantial writing assignments entail sustained in-depth engagement with the material. Examples include research papers, reports, articles, essays, or speeches that reflect critical inquiry and evaluation. Assignments such as brief reaction papers, opinion pieces, reflections, discussion posts, and impromptu presentations are not considered substantial writing/speaking assignments.</td>
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1. Please provide relatively detailed descriptions of two or more substantial writing or speaking tasks that are included in the course requirements.

2. **Also:**

   Please **circle, underline, or otherwise mark** the information presented in the most recent course syllabus (or other material you have submitted) that verifies this description of the grading process--and label this information "C-3".

Sample Reading Analysis Paper, Technology Investigation, and Research Examination and Interview
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<td>CRITERION 4: These substantial writing or speaking assignments should be arranged so that the students will get timely feedback from the instructor on each assignment in time to help them do better on subsequent assignments. <em>Intervention at earlier stages in the writing process is especially welcomed.</em> Syllabus - Feedback page 5</td>
</tr>
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</table>

1. Please describe the sequence of course assignments--and the nature of the feedback the current (or most recent) course instructor provides to help students do better on subsequent assignments.

2. Also:

Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have submitted) that verifies this description of the grading process--and label this information "C-4".

C-4
<table>
<thead>
<tr>
<th>Criteria (from checksheet)</th>
<th>How course meets spirit (contextualize specific examples in next column)</th>
<th>Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)</th>
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<tr>
<td>1. 50% of grade in course depends on writing</td>
<td>Writing assignments comprise 180/250 points resulting in 72% of a student's grade. Reading Analysis Papers, New Technology Investigations and the Research Examination and Interview all require significant engagement with the course readings, lectures, and videos that make up the course material, as well as the gathering, analysis, and connection of outside research to course material.</td>
<td>Points Breakdown page 3 of Syllabus labeled C-1</td>
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<tr>
<td>2. Composition tasks involve gathering, interpretation and evaluation of evidence beyond opinion and reflection</td>
<td>Reading Analysis Papers, New Technology Investigations and the Research Examination and Interview all require significant engagement with the course readings, lectures, and videos that make up the course material, as well as the gathering, analysis, and connection of outside research to course material. For the Reading Analysis Papers, students must describe and analyze certain concepts from the readings as well as gather and interpret evidence from two outside scholarly research sources. For the New Technology Investigations, students must research an outside news source highlighting a new technology that impacts society (i.e. a smartphone that records and tracks medical data). They must explain the technology in their own words and relate the technology to a concept covered in class. For the Research Examination and Interview, students must find and analyze two peer reviewed, scholarly</td>
<td>Sample Reading Analysis Paper, Technology Investigation, and Research Examination and Interview labeled C-2</td>
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<td>3. Minimum of two substantial writing tasks that require in depth engagement with the material - i.e. research reports, articles, essays</td>
<td>The Reading Analysis Papers, Technology Investigations, and Research Examination and Interview are all essentially research reports as all require outside research to be conducted, analyzed, and connected to course materials. The Reading Analysis Papers should be about 3 pages, require outside research, analysis, APA formatting, and clear essay organization (3 throughout the course worth 30 points each). The Research Examination and Interview should be about 5 pages, requires outside research, analysis, APA formatting, clear essay organization, as well as a direct application of material to real life (1 worth 50 points). The Reading Analysis Papers and Research Examination and Interview are the most substantive writing assignments requiring an in depth engagement with the material and outside sources. Thus, a total of 4 substantial writing tasks.</td>
<td>Sample Reading Analysis Paper and Research Examination and Interview</td>
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<td>4. Students receive timely feedback</td>
<td>In order to provide students in large sections of SOC 334 with better feedback in a timely manner we recruit top students who have previously taken the course and have demonstrated excellent writing and APA skills to serve as TAs. We break up students into groups ranging from 10 to 20 students per group, then the TAs work closely with their assigned group to help students improve their performance on all writing assignments. The instructor conducts trainings and provides tutorials before the semester and performs quality assurance checks with the TAs throughout the semester to ensure the students are getting accurate, timely, and helpful feedback. The Reading Analysis papers and</td>
<td>Feedback page 5 of Syllabus - labeled C-4</td>
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Research Examination and Interview are staggered throughout the course thus allowing enough time for feedback to be provided before the next writing assignment. Graders use the Crocodoc feature in Blackboard that provides the ability to write specific comments and edits directly on the paper. The grading rubric allows for feedback to be provided to specific criteria.
C-2 Reading Analysis Paper, Technology Investigation, Research Examination and Interview

Technology and Society Theories Reading Analysis

Instructions:

This week you have learned about several theories associated with technology and society, including: technological determinism, social constructionism, and technological momentum. Based on what you have learned about these theories and other concepts, please answer the following questions:

1. Define and describe in your own words the theory you find most applicable to technology and society today by referring to your readings. Explain how the theory you have chosen can be applied to a technology and society concept by providing a substantive example based on your outside research from a peer reviewed, scholarly journal.

2. Define and describe in your own words the theory you find least applicable to technology and society today by referring to your readings. Explain how the theory you have chosen is can be applied to a technology and concept by providing a substantive example based on your outside research from a peer reviewed, scholarly journal.

3. Provide a conclusion that evaluates each theory and their applicability to technology and society today.

Make sure that you revisit the course readings and lectures regarding these theories. You must include at least two course readings in your analysis. In addition to using the course readings you must also include at least two outside sources that are from a peer-reviewed scholarly journal.

Requirements:

- Your paper must be typed, double-spaced in 12-point font and be between 500-750 words (approx. 2-3 pages). Page requirements do not include the references page. You do not need an abstract or title page.

- Your paper must incorporate at least two of the course readings. Also, you must include two outside sources in the form of a peer-reviewed scholarly journal. When incorporating the readings and referencing any information from your outside sources that is not your original thought, you should paraphrase and cite your source in APA format, NO DIRECT QUOTES!! Paraphrase and cite the material used in your paper. Please see the helpful tips on how to search for academic journal articles and how to write your paper in APA format located in the course site.

Please take your time to write a thoughtful assignment. I expect your writing to be at a college level which means proper, clear, concise writing with organization, and correct spelling, grammar, and punctuation. See the grading rubric on how your paper will be evaluated.

Submit your paper in the designated area in the course site by the deadline.
New Technology Investigation

Instructions

Step 1: Find an online news article highlighting a new technology and society concept we have covered in class. (For example, a smartphone that can record and track personal medical data.) Answer the questions below.

- What are the essential concepts, ideas, and/or insights of the new technology as presented by the author of the article? (NO quotations! If you do want to use specific information, paraphrase and cite your source.)
- What connection can you make to any concepts and ideas related to any of the readings you have had so far? You MUST reference at least one of your course readings. (NO quotations! If you do want to use specific information, paraphrase and cite your source.)
- What is the most positive aspect of the new technology? What is the least positive?

Requirements:

- Your paper must be typed, double-spaced in 12-point font and be between 300-400 words (approx. 1-2 pages). Page requirements do not include the references page. You do not need an abstract or title page.
- Your paper must incorporate at least one of the course readings. Also, you must include your outside news source. When incorporating the readings and referencing any information from your outside sources that is not your original thought, you should paraphrase and cite your source in APA format. NO DIRECT QUOTES!! Paraphrase and cite the material used in your paper. Please see the helpful tips on how to search for articles and how to write your paper in APA format located in the course site.

Please take your time to write a thoughtful assignment. I expect your writing to be at a college level which means proper, clear, concise writing with organization, and correct spelling, grammar, and punctuation. See the grading rubric on how your paper will be evaluated.

Submit your paper in the designated area in the course site by the deadline.
In this course you have read about the historical and current importance of technological innovations and their impact on users of various ages. You have also learned about interpersonal communication issues mainly in online communities and have read commentary regarding the impact of technology on our relationships and communities; how reliant we are on various technologies and what this means for our relationships. The learning intentions of this writing assignment are twofold 1) to find two scholarly, peer-reviewed journal articles on the impact of technology use on relationships and/or the influence of technology on users in particular age categories, and to use one course reading, in order to 2) analyze an interview with someone at least 15 years older or younger than you, and your own experiences assessing the impact of technology on relationships. This writing assignment is designed to give you an opportunity to apply the concepts you have read about to real life experiences.

In a .doc (Word) document of about 900-1200 words (4-5 pages), using APA format and citations (hint: any references cited throughout the course are in APA format!), write a report covering the following:

- Introduce and summarize briefly the scholarly, peer reviewed articles you found (i.e. what are the essential concepts, ideas, and/or insights presented by the author of the article? (NO quotations! If you want to use specific information, paraphrase and cite your source.) Transition into the next question.
- Briefly introduce your interviewee providing information on what kind of relationship you have (for example, a parent, grandparent, boss) and age difference. Have your interviewee identify a “new” technology that came out when s/he was your age. What was it? Why was it important? How did it impact his or her relationships with others? Did it change his or her view of the world?
- Answer the same questions above of yourself. Identify a new technology that has come out in the last couple of years. What is it? Why is it important? How does it impact your relationships with others? Does it change your view of the world?
- What conclusions can you make based upon the technologies you and your interviewee identified? (For example, What do your technologies have in common or what are the
differences? Did you identify a “generational gap” regarding technology use? Are you both using the same technologies now? Has your relationship with your interviewee been strengthened or weakened by your technology use?

- In explaining your conclusions, what connections can you make to the research or information presented in the three readings (two scholarly, peer reviewed articles and one in class reading) you are using for this assignment? (Again, NO quotations! If you want to use specific information, paraphrase and cite your source.)

Please take your time to write a thoughtful assignment. I expect your writing to be at a college level - this means proper spelling, grammar, and punctuation. See the grading rubric on the next page for specific grading information.

Submit your paper by the deadline in the course site.
Technology and Politics Reading Analysis Paper

Instructions:
This week you have learned from political theorist, Langdon Winner that technological artifacts are political. Examples are aircraft, bus overpasses and the tomato harvester. You have also learned that political systems influence technological development with globalization impacting global economic and political integration. The Millennium Development Goals (MDG) established by the United Nations are an attempt to establish global solidarity around pertinent issues that would benefit the human race.

Based on what you have learned from the material this week and from a peer reviewed scholarly article you find, please answer the following questions:

1. What is the MDG that can be met through technological development, innovation or implementation?
2. What is the technological artifact and how does it meet the MDG you identified?
3. How is the development or implementation of the technological artifact influenced by politics or a political system?
4. How does meeting the MDG through the example of technology you provide integrate our global world?

Make sure that you revisit the course readings and lectures. You must include at least two course readings in your analysis. In addition to using the course readings you must also include at least one outside source that is from a peer-reviewed scholarly journal. Describe how you believe at least one of the MDGs can be met through technological development, innovation or implementation. In other words, find an example of a technological artifact (like aircraft) that may achieve that goal. You should discuss the politics or political system influence of the technology and the impact on meeting the MDG. The peer reviewed article you find should provide an example that substantiates your opinion.

Requirements:

- Your paper must be typed, double-spaced in 12-point font and be between 500-750 words (approx. 2-3 pages). Page requirements do not include the references page. You do not need an abstract or title page.
- Your paper must incorporate at least two of the course readings. Also, you must include one outside source in the form of a peer-reviewed scholarly journal. When incorporating the readings and referencing any information from the article that is not your original thought, you should paraphrase and cite your source in APA format. NO DIRECT QUOTES!! Paraphrase and cite the material used in your paper. Please see the helpful tips on how to search for academic journal articles and how to write your paper in APA format located in the course site. [http://owl.english.purdue.edu/owl/resource/560/01/](http://owl.english.purdue.edu/owl/resource/560/01/).

Please take your time to write a thoughtful assignment. I expect your writing to be at a college level - this means proper clear, concise writing with organization, and correct spelling, grammar, and punctuation. See the grading rubric on how your paper will be evaluated.

Submit your paper in the designated area in the course site by the deadline.
In this course you have read about the historical and current importance of technological innovations and their impact on users of various ages. You have also learned about interpersonal communication issues mainly in online communities and have read commentary regarding the impact of technology on our relationships and communities; how reliant we are on various technologies and what this means for our relationships. The learning intentions of this writing assignment are twofold 1) to find two scholarly, peer-reviewed journal articles on the impact of technology use on relationships and/or the influence of technology on users in particular age categories, and to use one course reading, in order to 2) analyze an interview with someone at least 15 years older or younger than you, and your own experiences assessing the impact of technology on relationships. This writing assignment is designed to give you an opportunity to apply the concepts you have read about to real life experiences.

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Submit your paper by the deadline in the course site.
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<td>Technology and Society</td>
<td>3</td>
<td>L or SB</td>
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- Description: Development of technology in relation to society, work, science, the environment, public health, and cultural values related to social change.
- Allow multiple enrollments: No
- Primary course component: Lecture
- Repeatable for credit: No
- Grading method: Student Option
- Offered by: Interdisciplinary Arts and Sciences – School of Social and Behavioral Sciences

Pre-requisite: Minimum 45 hours; Credit is allowed for only ASB 344 or SOC 334

College of Liberal Arts and Sciences – Sanford School of Social and Family Dynamics
Pre-requisite: Minimum 45 hours; Credit is allowed for only ASB 344 or SOC 334
McGraw-Hill to Create Title Page
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Introduction

Technology plays a significant role in our everyday lives. Individually, we use technological inventions to clothe, feed, and shelter us; we use technology to keep us warm and cool, transport us from our homes to work, to various countries and cities around the world; we can even visit a new country via our computers and the Internet without ever leaving our home. We use technologies to stay connected to our communities and for entertainment. Undeniably, technology is embedded in our everyday lives, defining who we are and how we see the world.

Yet, technologies are more than specific inventions influencing individual identity and behavior. Technological innovation, development, and application are embedded in our social systems; which is why we must consider the social relationships, social practices, norms, and values of a society. Technology and society are intertwined composing a complex relationship that spans history to our future.

The purpose of creating this book is to enlighten the reader on the many ways technology is built into our individual lives and social systems. The composition and arrangement of the sections demonstrate a variety of relevant issues that illustrate our relationship with technology. Certainly, the topics covered in this book are by no means exhaustive, as the relationship between technology and society encompasses much more than can be captured in one book. However, the compiled readings were deliberately chosen to elucidate how technology is embedded in our relationships with work, health, politics, education, interpersonal relationships, environment, warfare, security, and our future; topics, we believe are representative of an interdisciplinary focus designed specifically for students who take our Technology and Society courses. This book invites students and other readers to critically examine the issues set forth here, but also to extrapolate learned knowledge into other areas shaping our technological lives as well.
Course Description and Objectives

Completion of this course meets the L: Literacy and Critical Inquiry general studies requirement. Literacy is competence in written and oral discourse. Critical inquiry is the gathering, interpretation and evaluation of evidence. The literacy and critical inquiry requirement helps students sustain and extend their ability to reason critically and communicate clearly through language.

Students must have completed ENG 101, ENG 105, or ENG 107 to take an L course.

This class will explore the relationship between technology and society to understand where technologies come from, how they are used, and how they may be shaped to create better futures. By the end of this course, you will be able to critically assess through written discourse the following questions:

- Where do technologies come from and why do they work as they do? Technologies are human creations, and so their forms and uses reveal the interests and purposes of the people, institutions, and societies that build them.
- How do technologies shape our world? We will explore the variety of ways by which machines and techniques become embedded in society and thereby shape institutions, relationships, and values.
- How can we make decisions about technology that will get us to the future we want? Once we understand the role of technology in society and the world we want to build, we must develop strategies to progress from past, present, to future.
Student Success

Check the “Announcements” page daily; read and act upon any messages as necessary!
Check and read through responses in the Course Questions discussion board for frequently asked questions!
Give yourself plenty of time to complete your assignments by the due dates!
Create a study and/or assignment schedule to stay on track!

Communication

In an online course, the majority of our communication takes place within the course site which is visible to all. Any information relating to the course needing to be communicated by the instructor to students will be available on the Announcements page in the course site, as well as through the MyASU main page. Thus, students are expected to check announcements regularly and act upon them if necessary in a timely fashion. Students bear the responsibility of any missed messages.

While the instructor and teaching assistants will use announcements as a main way to communicate with all students, students should use the weekly Course Questions discussion board in the course site as the primary source for communication with the instructor. The Course Questions discussion board is the forum for posting inquiries regarding due dates, assignments, technology issues, and any other items related to the course. If you have a question on an upcoming assignment, make sure you allow up to 24 hours for an answer to be provided. Students are encouraged to answer the questions of other students.

If your question is not answered satisfactorily in the Course Questions discussion board, please adhere to the following communication protocol:

• For any technological problem, contact Technical Support by calling toll free 1-855-278-5080 or by visiting the MyASU Service Center (my.asu.edu/service) to get personalized support through 24/7 live chat or by submitting your request online.
• For any specific questions regarding assignment submissions, exams, and assigned grades, email your assigned teaching assistant.
• For questions of a more personal nature, or for a more in-depth discussion of content, email Dr. Gemelli.

Should you need to send an email, consider the following:

• Please (always!) send your email from the Email link in your Blackboard course.
• Please allow up to 24 hours for us to respond to your email. If you email us after 3:00pm on Friday, during the weekend or on a university recognized holiday, you may not receive a response until the following business day.
• Please keep in mind that your correspondence with us is considered business/professional. This means that you should email us using proper forms of address while also composing your messages in complete sentences, without the use of text-messaging language (e.g. “u” for “you.”). Check out this list of pointers (somewhat humorous, too!) on how to email your professors:

Netiquette

In an online classroom, our primary means of communication is written. The written language has many advantages: more opportunity for reasoned thought, more ability to go in-depth, and more time to think through an issue before posting a comment. However, written communication also has certain disadvantages, such a lack of the face-to-face signaling that occurs through body language, intonation, pausing, facial expressions, and gestures. As a result, please be aware of the possibility of miscommunication and compose your comments in a positive, supportive, and constructive manner.
C-1 Points Breakdown

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Point Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Syllabus and Academic Integrity Quiz</td>
<td>5</td>
</tr>
<tr>
<td>Writing Resources Quiz</td>
<td>5</td>
</tr>
<tr>
<td>Reading Analysis Papers (3 @ 30 points)</td>
<td>90</td>
</tr>
<tr>
<td>New Technology Investigations</td>
<td>40</td>
</tr>
<tr>
<td>Research Examination and Interview</td>
<td>50</td>
</tr>
<tr>
<td>Midterm Exam</td>
<td>30</td>
</tr>
<tr>
<td>Final Exam</td>
<td>30</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>250 points</strong></td>
</tr>
</tbody>
</table>

Grading Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>224-250</td>
</tr>
<tr>
<td>B</td>
<td>199-223</td>
</tr>
<tr>
<td>C</td>
<td>174-198</td>
</tr>
<tr>
<td>D</td>
<td>150-173</td>
</tr>
<tr>
<td>E</td>
<td>0-149</td>
</tr>
</tbody>
</table>

Extra Credit

Extra credit questions may be included on the Midterm and the Final. If an opportunity for additional extra credit arises, information will be posted in the “Announcements” page in the course site.

Incompletes

I do not give Incompletes. If you remain in this course beyond the withdrawal deadline, you will have completed the course and you will get a letter grade. Therefore, even if you choose to stop participating in the class without officially withdrawing, you will receive a course grade based on the number of points you earned before you cease to participate divided by the total number of points possible for the course.
# Course Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Readings, Videos, &amp; Lectures*</th>
<th>What’s Due</th>
<th>Due Date (11:59pm)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 (March 16-24)</td>
<td>Syllabus, Course Site Foundations and Theories of Technology and Society</td>
<td>Syllabus, Academic Integrity, APA formatting, and Paraphrasing powerpoints, Incorporating Sources Into Your Research Paper video GJ Introduction and Section 1 (except for Article 8) Technology Throughout History and Theories Lectures FMG Video #43343 “Can we have unlimited power? A history of energy”</td>
<td>Syllabus and Academic Integrity Quiz Writing Resources Quiz Technology and Society Theories Reading Analysis</td>
<td>Friday 3/20</td>
</tr>
<tr>
<td>2 (March 25-31)</td>
<td>Interpersonal Relationships</td>
<td>GJ Section 2 Interpersonal Relationships Lecture FMG Video #41697 “Disconnected: A month without computers” How the Internet enables intimacy TED Talk</td>
<td>Technology Investigation #1 Comments on classmate’s Technology Investigation</td>
<td>Monday 3/30 Tuesday 3/31</td>
</tr>
<tr>
<td>3 (April 1-7)</td>
<td>Technology and Work Technology and Education</td>
<td>GJ Sections 3 and 4 (except for Articles 26, 27, and 33) Technology and Education, Technology and Work I and II Lectures</td>
<td>Technological Changes in Work and Education Reading Analysis</td>
<td>Tuesday 4/7</td>
</tr>
<tr>
<td>4 (April 8-14)</td>
<td>Technology and Health Technology and the Environment</td>
<td>GJ Sections 5 and 6 (except for Article 42) Technology and Health, Energy Lectures FMG video #44665 “IVF: Medical ethics-real-world applications” and FMG video #30801 “Making better babies: Genetics and reproduction” John Doerr: Salvation (and profit) in greentech TED Talk</td>
<td>Technology Investigation #2 Comments on classmate’s Technology Investigation</td>
<td>Monday 4/13 Tuesday 4/14</td>
</tr>
<tr>
<td>5 (April 15-21)</td>
<td>Global and Political Issues</td>
<td>GJ Section 7 (except for Articles 49, 52, and 53) What are Values?, Technology and Globalization Lectures</td>
<td>Technology and Politics Reading Analysis</td>
<td>Tuesday 4/21</td>
</tr>
<tr>
<td>6 (April 22-28)</td>
<td>War and Terrorism Security and Surveillance</td>
<td>GJ Sections 8 and 9 Technology and War and Security and Surveillance Lectures</td>
<td>Research Examination and Interview</td>
<td>Tuesday 4/28</td>
</tr>
<tr>
<td>7 (April 29-May 1)</td>
<td>Technology and the Future</td>
<td>GJ Section 10 (except for Articles 70 and 72) Future Lecture FMG Video “41693 “From micro to nano: The emergence of nanotechnology” Ray Kurzweil: The accelerating power of technology TED talk</td>
<td>FINAL</td>
<td>Friday 5/1</td>
</tr>
</tbody>
</table>

**PLEASE NOTE:** This syllabus may be modified if deemed necessary. You will be notified of any changes via Announcements. Content in the weeks open up upon conclusion of the previous week.
Assignments

Syllabus and Academic Integrity Quiz

(worth 5 possible points)
This quiz is designed to help you focus on the important information contained in this Syllabus and the Academic Integrity powerpoint located in Week 1 in the course site. You will be asked 10 true/false questions. All the material that you will need to know to answer these questions can be found in this Syllabus and the Academic integrity powerpoint. You will have 30 minutes to complete this quiz.

Writing Resources Quiz

(worth 5 possible points)
This quiz is designed to help you focus on the important information contained in the APA Formatting and Paraphrasing lectures located under Writing Resources in Week 1 in the course site. You will be asked 5 multiple choice questions. All the material that you will need to know to answer these questions can be found in the APA Formatting and Paraphrasing powerpoints. You will have 30 minutes to complete this quiz.

Reading Analysis Papers

(worth 90 possible points)
You are required to complete 3 analytic reflections each worth 30 points for a combined total of 90 possible points. These consist of posting your answers to questions regarding the course readings, lectures, or supplemental material. You will find the specific questions and instructions located in their respective due date weeks in the course site.

Technology Investigations

(worth 40 possible points)
You are required to review 2 media sources each worth 20 points for a combined total of 40 possible points. The nature of these media reviews is to be aware of issues around technology and society in the media and to stay up to date with current events, research and programs. You must choose 2 items as described to the right, write a summary on each (about 300 words each), and provide comments on other students’ reviews (about 150 words each). Specific instructions on how to write up, post and comment on reviews will be posted in the course site.

Grade Breakdown for Technology Investigations
1) Online news article (15 pts)
   Peer feedback (5 pts)
2) Popular culture article ad or article (15 pts)
   Peer feedback (5 pts)

Research Examination and Interview

(worth 50 possible points)
You are required to conduct an interview (via phone, in – person, email) with a family member, co-worker, or acquaintance (basically, anyone who is roughly 15 years older or younger than yourself) regarding their relationship with technology. You will then compare this person’s relationship with technology to your own. The nature of this assignment is to engage in a deeper understanding of how technology has influenced our interpersonal relationships, to understand technological progression, to contemplate changes in work, health, and security, as well as the possibility for changes in our technological future. I will provide some core questions to be addressed, but you may modify your interview as you wish. You will then write up the interview in narrative form that includes references to in class materials and outside research from scholarly, peer-reviewed journals. You will find specific instructions and the grading rubric located in the course site.

C-4!!!!!!!!!!!!Feedback!!!!!!!!
You will receive in-depth feedback on your writing assignments 4 days after the due date so that you may improve on subsequent assignments throughout the course. Click on your grade in the gradebook to access the feedback on your paper and any comments in the feedback areas of the grading rubric.
Exams

Midterm Exam

(worth 30 possible points)
You are required to complete one midterm exam worth 30 points in Week 3 of the semester. The midterm will consist of 30 multiple choice and true/false questions based upon certain material covered from Weeks 1-3 in the course. You will have 40 minutes to complete the exam.

Final Exam

(worth 30 possible points)
You are required to complete one final exam worth 30 points in Week 7 of the semester. The final will consist of 30 multiple choice and true/false questions based upon certain material covered from Weeks 4-7 in the course. You will have 40 minutes to complete the exam.

Exam Information

Taking the exams on a computer with reliable high-speed internet access is critical. If you do not have access to reliable high-speed internet at home, you should take the exams at a different location. Regardless of where you take the exams you should have a back-up plan in case something should occur with your regular computer. You should ensure that you leave enough time to get to another computer if an issue arises. Problems and/or technical issues that are not system wide events are not valid reasons for a make-up or extension.

You must take the exams in one sitting. You are not permitted to partially complete the exam, log out, then log back in at a later time and complete it. You are only permitted one chance to take the exam.

The exam grades will be available in the Gradebook immediately after completion. If you are exited out of the exam at the end of the time allotment, even though you have not finished it, your score will be the number of questions you answered correctly before the time expired. If your score is not posted, email your TA immediately and cc Dr. Gemelli. Appropriate actions will be taken to remedy the matter.

If you experience technical issues before or during your exam you MUST call the myASU Service Center at 1-855-278-5080 prior to contacting the TA about trouble experienced in taking the test. Do not wait until the last minute to take your exam. Troubleshooting problems on your computer with the Service Center can take up to an hour or more depending upon the complexity of the issue. Since every computer is configured differently, it is the Service Center and not the TA nor Dr. Gemelli who will help you with technical issues related to taking the exam.

You will not be given the questions you missed and/or the correct answers. If you want feedback on the types of questions you missed, you can email the TA within three days after the exam’s deadline.
Course Policies and Resources

**Academic Integrity**
ASU’s Academic Integrity policy (http://provost.asu.edu/academicintegrity/policy) holds students to a code of conduct that defines academic dishonesty to include cheating, plagiarism, academic deceit, falsifying records, and inappropriate collaboration. Academic honesty is expected of all students in all examinations, papers, laboratory work, academic transactions and records. The possible sanctions include, but are not limited to, appropriate grade penalties, course failure (indicated on the transcript as a grade of E), course failure due to academic dishonesty (indicated on the transcript as a grade of XE), loss of registration privileges, disqualification and dismissal. To increase student awareness, and student-instructor discussion of these issues, students are required to read the TDSSFD Academic Integrity PowerPoint and to take the accompanying Academic Integrity quiz in the course site.

**Sensitive Material**
Teaching sociological concepts often includes the examination of sensitive (and sometimes controversial and potentially offensive) material through assigned textbook readings, videos, and other supplemental media. In online courses, videos, movie clips, and other media such as blogs or newspaper articles can engage students in the learning process above and beyond the assigned textbook readings and exams. This syllabus and your enrollment in this course signify that you are aware of the sensitive and potentially controversial and offensive material that may be included as part of the course. Should you have a concern about reading, viewing or discussing such material, please email Dr. Gemelli during the first week of the semester to discuss.

**Disability Resources**
ASU Disability Resource Services coordinates accommodations and services for all students who are eligible. If you have a disability for which you wish to request accommodations and have not contacted DRS, please do so as soon as possible. Qualified students with disabilities who require disability accommodations in this class are encouraged to make their requests to me at the beginning of the semester via email. For additional information, visit: www.asu.edu/studentaffairs/ed/drc for the Tempe campus center and links to the centers on other campuses.