ITEC 101: Thriving in the Tech Age
Course Syllabus – Fall 2021
Integrated Information Technology
College of Engineering and Computing

Instructor Name: Mr. Travis Dalton Office Phone: 803-777-9636

E-mail: daltont@email.sc.edu - (preferred method)

Office Hours: *Mon. & Weds. 11:30-12:30 and 2:30-3:30, Tues. & Thurs. 1:30-2:30, other times by appointment only*

Course Description

Pervasive impact of computers on today's global society; skills and strategies for using technology. How information technologies impact daily life and drive change.

Instructional Methods and Structure

If concepts and assignments are not clear, students are encouraged to seek assistance by emailing the instructor or schedule an appointment. It is my goal, upon receiving email, to respond within a 24-hour period (Monday-Friday) and 48-hour period during the weekends.

Learning Outcomes

After successful completion of this course, you will be able to:

1. Explain the relationship between information technology and related computing disciplines
2. Identify characteristics of industries, IT careers, and IT positions and how they are impacted by technology
3. Identify the pervasive themes in information technology and their effective use across business, government, and all industries
4. Analyze how information technology impacts the globalization of world economy, culture, political systems, health, security, warfare, etc.
5. Develop basic computing skills to use technology in personal and professional environments
6. Select appropriate technology for an intended purpose and organizational context.
7. Explain why ethical and social responsibility challenges are unique to the IT professional and why ethics and social responsibility are important in IT.
8. Demonstrate an understanding of the importance of access and equity on computing and how it affects social justice

All learning outcomes in the Distributed Learning course are equivalent to face-to-face (F2F) version of this course.

Required Course Materials

TestOut's**IT Fundamentals Pro 2.1** - ISBN: 978-1-935080-70-1
Direct link (*cheaper than bookstore*)
https://labsimapp.testout.com/v6_0_460/index.html/createaccount?inviteid=2ffcfea9-64ea-4e23-aa2e-47b9985693e2

Pricing code needed to purchase **- 2181-207-AZ** (R*educed price to $95 for ITEC 101*)

After students purchase, they will get a set of instructions on how to access our resource.

Required and Recommended Reading

Below are articles related to social justice, which you will need for discussions and minor presentations. These can also be found in Blackboard. Some of the articles are needed for assignments and others are optional reading.

1. Read: How to Hold Governments Accountable for the Algorithms They Use (Links to an external site.) (Diakopoulos, 2017) - Algorithms determine prison sentences and Social Security benefits. So, we need to know how they work. Consider what this article tells us about the power and use of algorithms.
2. Read: Missed Connections: What Search Engines Say about Women (Links to an external site.) (Noble, 2012) - Algorithms can reinforce existing social and cultural bias. How do we respond as programmers and technology designers?
3. Read: Amazon under fire for perceived anti-gay policy - (Links to an external site.).By Andrea James on April 12, 2009
4. Read: What Do We Not Want Algorithms to Do for Us? By Christine Rosen
5. Read: Algorithms aren't like Spock (Links to an external site.) by Ed Finn on February 26, 2016
6. Read: Google's Ideological Echo Chamber (Links to an external site.) by James Damor
7. Read: The email Larry Page should have written to James Damor (Links to an external site.). (The Economist, August 19, 2017)
8. Read: What if I Had a James Damore of Google on a Team? (Links to an external site.)
9. Read: When AI Fails on Oprah, Serena Williams, and Michelle Obama, It's Time to Face Truth.
10. Read: How does a computer 'see' gender?
11. Read: Activism in the Social Media Age
12. Read: Crime-prediction tool PredPol amplifies racially biased policing, study shows
13. Read: How Can Data Science Fight Social Injustice?

Others may be added later

Learning Materials and References

1. Access to Blackboard, USC email account
   1. 2. Notepad++ https://notepad-plus-plus.org/ (PC only) or TextWrangler https://www.barebones.com/products/textwrangler/ or a text editor of your choice
   2. Access to Cisco Packet Tracer (software is free/directions will be given later)
   3. Access to Microsoft Office including Access and Excel
   4. A current Internet browser that is compatible with Blackboard (Google Chrome is the recommended browser for Blackboard)
   5. Reliable data storage for your work, such as a USB drive, Office365 OneDrive, or similar

Minimal technical skills are needed in this online course. All work in this course must be completed and submitted online. Therefore, students MUST have consistent and reliable access to a computer and the Internet. Before starting this course, students must feel comfortable doing the following. The minimal technical skills students should have included the ability to:

- organize and save electronic files,
- use email and attached files,
- check email & Blackboard daily, and
- download and upload documents.

The PowerPoint lecture presentations, links to articles, assignments, quizzes, and rubrics are located on the Blackboard site for the course.

If your computer does not have Microsoft Office, Office 365 ProPlus package is available to you free of charge and allows you to install Word, Excel, PowerPoint, Outlook, OneNote, Publisher, and Access on up to 5 PCs or Macs and Office apps on other mobile devices including tablets. Office 365 also includes unlimited cloud storage on OneDrive. To download Office 365 ProPlus, log into your student (University) email through a web browser, choose Settings (top right corner), and select software. If you have further questions or have technical issues, please contact the Service Desk (https://www.sc.edu/about/offices_and_divisions/university_technology_services/support/service desk.php).

Overall Structure of the Course

Learning Environment: My courses typically use a flipped classroom approach where students are asked to learn basic concepts outside of class (sometimes prior to coming to class). While in class, we focus on more challenging concepts and hands-on activities. The role of the instructor in this environment will be to establish a framework for learning and put together a set of materials for exploration, to facilitate learning, and to guide students in their discovery of new knowledge.

Course Requirements

Students are asked to read assigned materials, watch assigned videos, complete assigned homework, complete labs and assignments. In class, students will be asked to participate in a variety of ways including student presentations, class discussions, small group discussions, class activities and others.

Attendance: Attendance will be marked for each scheduled class and counts towards your final grade. Those who come in late (after I take attendance) will be marked as late. Those with extenuating circumstances that can provide documentation will be excused. All others will be marked absent.

TestOut: This resource is an interactive website that provides foundational information technology content in the form of facts, videos, practice questions and simulations. **Only the practice questions and simulations will be graded.** I will take the average of these assignments per chapter as your TestOut grade for each chapter. Students will be asked to complete assigned chapters each week prior to covering it in class. The goal is to gain some prior knowledge before discussing it in more detail, relating it to ethical and social justice issues and building technical skills. *No late work is accepted. Your lowest grade will be dropped due to unforeseen circumstances.*

Minor assignments: These types of assignments are mostly formative assignments where we conduct in-process evaluations of student comprehension, learning needs, and academic progress during a lesson or module. These are typically small stakes assignments where the points are small and weigh less on your final grade but are important to assess what students are learning. *No late work is accepted. Your lowest grade will be dropped due to unforeseen circumstances.*

Major assignments: Throughout the course students will be asked to apply what they have learned in many different types of major assignments. These assignments will be more summative in nature and include a topic presentation, ethical debate, spreadsheet assignment, database assignment, simulated network assignment, and web page among others. The directions and related rubric will be within the assignment in Blackboard.

Final: The final will consist of a final exam or final project. Details for this final assignment will come later in the semester and will be posted in Blackboard.

Course Assignments and Grading

General Assignment Information

- All coursework is secured in Blackboard with a username and password.
- All assignments and exams are on the day indicated on the course schedule.
- All online tests are secured in Blackboard and may use a lockdown browser.
- Complete rubrics will be provided in Blackboard.

Academic Requirements	Percentage
Attendance	10%
Minor Assignments *(drop the lowest grade)*	10%
Major Assignments	35%
TestOut *(drop the lowest grade)*	35%
Final Exam/Project	10%
Total	**100%**

Evaluation and Grading Scale

All grades will be posted on Blackboard. You are strongly encouraged to check your scores in Blackboard regularly. A final letter grade will be assigned based on percentages. **What you earned by the end of the semester is what your final grade will be. For example, I will not curve your grade to a B+ even if you have grade of 84.3.**

Grading Scale		
89.5% - 100%	=	A
84.5% - 89.4%	=	B+

79.5% - 84.4%	=	B
74.5% - 79.4%	=	C+
69.5% - 74.4%	=	C
64.5% - 69.4%	=	D+
59.5% - 64.4%	=	D
0% - 59.4%	=	F

Course Policies and Procedures

Formatting

All written assignments are required to be submitted using Microsoft Word or PDF. There are no exceptions to this rule. Documents should be proofread to avoid spelling and grammatical mistakes. Additionally, all written assignments will be evaluated based on "quality" and not simply "quantity." In addition, all written assignments should adhere to the following guidelines:

- Spacing: one and a half;
- Font: either Tahoma or Arial in 12 point (size);
- Title of assignment centered on first page, followed by student name in next line;
- Documentation for all references and quotations using APA style; and Accurate spelling and grammar.

Plagiarism

Using the words or ideas of another as if they were one's own is a serious form of academic dishonesty. If another person's complete sentence, syntax, key words, or the specific or unique ideas and information are used, one must give that person credit through proper citation.

Class Conduct

Professionalism will be expected at all times. Because the university classroom is a place designed for the free exchange of ideas, we must show respect for one another in all circumstances. We will show respect for one another by exhibiting patience and courtesy in our exchanges. Appropriate language and restraint from verbal attacks upon those whose perspectives differ from your own is a minimum requirement. Courtesy and kindness are the norm for those who participate in my class.

Late Work/Make-up Policy

No late or make-up work is accepted. All assignments are due by the deadline as posted on the course schedule. **Zeros will be entered for all missing work after the due date/time.** If an assignment is accepted late (extenuating circumstances approved by the professor), late assignments will be subject to the following penalty: 10% will be deducted from your grade for the first day late, and an additional 10% will be deducted on each subsequent day. **Assignments that are several days late may not be accepted which will earn you a zero.**

Please plan accordingly and complete these assignments in advance of their deadlines to ensure any unanticipated circumstances do not result in a missed assignment. User error does not qualify you for any kind of makeup or retake opportunity.

Completing and submitting the assignments by the due date is the sole responsibility of you. If you receive an incomplete score because of failure to submit the assignment or test by the due date, then your score for that assignment will be recorded as "zero."

You will be allowed to access the assignments an unlimited number of times until the due date/time as indicated on the course calendar. If you are concerned about missing a deadline, you may want to post your assignment the day before the deadline.

Incomplete Grades

Incompletes will be granted only in accordance with university policy.

Attendance

For classes meeting twice a week there are 30 sessions. The university indicated a student can miss 5% without penalty, which is equivalent to 1.5 class sessions (for the sake of determining attendance, this is rounded to 2.0 classes). Being late for two classes will be counted as one absence. The schedule for the attendance portion of the grade is given below (Full credit is 10%).

Absent 2 or less times	10%
Absent 3 times	8%
Absent 4 times	6%
Absent 5 times	4%
Absent 6 times	2%
Absent more than 6 times	0%

Diversity and Inclusion

The university is committed to a campus environment that is inclusive, safe, and respectful for all persons, and one that fully embraces the Carolinian Creed. To that end, all course activities will be conducted in an atmosphere of friendly participation and interaction among colleagues, recognizing and appreciating the unique experiences, background, and point of view each student brings. You are always expected to apply the highest academic standards to this course and to treat others with dignity and respect.

Expectations of the Instructor

I am expected to facilitate learning, answer questions appropriately, be fair and objective in grading, provide timely and useful feedback on assignments, maintain adequate office hours, and treat you as I would like to be treated.

Copyright/Fair Use Statement

I will cite and/or reference any materials that I use in this course that I do not create. You, as students, are expected to not distribute any of these materials, resources, quizzes, tests, homework assignments, etc. (whether graded or ungraded).

Academic Success

Disability Services

Students with disabilities should contact the Student Disability Resource Center. The contact information is below:

1523 Greene Street, LeConte Room 112A Columbia, SC 29208

Phone: 803.777.6142   Fax: 803.777.6741   Email: sasds@mailbox.sc.edu

Web: https://sc.edu/about/offices_and_divisions/student_disability_resource_center/index.php

These services aid with accessibility and other issues to help those with disabilities be more successful. Additionally, students with should review the information on the Disabilities Services website and communicate with the professor during the first week of class. Other academic support resources may help students be more successful in the course as well.

Library Services (http://www.sc.edu/study/libraries_and_collections) Writing Center (http://www.cas.sc.edu/write)

Carolina Tech Zone (http://www.sc.edu/technology/techstudents.html)

Academic Integrity

All students must review the Office of Academic Integrity sanctions. This information may be found at https://sc.edu/about/offices_and_divisions/student_conduct_and_academic_integrity/hearings/hearing_outcomes/honor_code_sanctions/index.php One or more of the following sanctions may be imposed for Academic Integrity violations: 1) Expulsion from the University; 2) Suspension from the University for a period of no less than one semester; and/or Probation. A combination of the above sanctions may be implemented. It should be noted that submitting someone else's work is cheating and against the Carolina Code. Cheating, or any other Academic Integrity violations, will result in **failure of the course for all involved parties.** All parties will also be referred to the Office of Academic Integrity for additional retribution.

Contact Information: Byrnes 201, 803.777.4333, https://www.sa.sc.edu/academicintegrity

Student Success Center

In partnership with USC faculty, the Student Success Center (SSC) offers a number of programs to assist you in better understanding your course material and to aid you on your path to success. SSC programs are facilitated by professional staff, graduate students, and trained undergraduate peer leaders who have previously excelled in their courses. Resources available to you in this course may include:

- **Peer Tutoring:** You can make a one-on-one appointment with a Peer Tutor (www.sc.edu/success). Drop-in Tutoring and Online Tutoring may also be available for this course. Visit their website for a full schedule of times, locations, and courses.
- **Supplemental Instruction (SI):** SI Leaders are assigned to specific sections of courses and hold three weekly study sessions. Sessions focus on the most difficult content being covered in class. The SI Session schedule is posted through the SSC website each week and will also be communicated in class by the SI Leader.
- **Peer Writing:** Improve your college-level writing skills by bringing writing assignments from any of your classes to a Peer Writing Tutor. Similar to Tutoring, you can visit the website to make an appointment, and to view the full schedule of available drop-in hours and locations.
- **Success Consultations:** In Success Consultations, SSC staff assist you in developing study skills, setting goals, and connecting to a variety of campus resources. Throughout the semester, I may communicate with the SSC via Success Connect, an online referral system, regarding your progress in the course. If contacted by the SSC, please schedule a Success Consultation. Success Connect referrals are not punitive and any information shared by me is confidential and subject to FERPA regulations.

SSC services are offered to all USC undergraduates at no additional cost. You are invited to call the Student Success Hotline at (803) 777-1000, visit the SSC website (www.sc.edu/success), or stop by the SSC in the Thomas Cooper Library on the Mezzanine Level to check schedules and make appointments.

Library Resources

Library Resources (http://library.sc.edu)

The university library has great resources for finding out how to cite materials in your projects. Remember that if you use anything that is not your own writing or media (quotes from books, articles, interviews, websites, movies – everything) you must cite the source in MLA format.

Blackboard and Technology Blackboard and Technology (http://www.sc.edu/about/offices_and_divisions/university_technology_services/)

As a student in this course, you have access to support from the Division of Information Technology (DoIT) for Blackboard and computer issues. The service desk can be reached at 803-777-1800.

Counseling Services Counseling Services (https://sc.edu/about/offices_and_divisions/student_health_services/medical-services/counseling-and-psychiatry/index.php): The University offers counseling and crisis services as well as outreach services, self-help, and frequently asked questions.

Counseling Services Counseling Services (https://sc.edu/about/offices_and_divisions/student_health_services/medical-services/counseling-and-psychiatry/index.php): The University offers counseling and crisis services as well as outreach services, self-help, and frequently asked questions.

Technical Support

Throughout the semester, you may run into technical issues or problems. When you run into these issues, you must first contact the appropriate technical support staff.

Cengage MindTap https://www.cengage.com/help-center/ and (800) 354-9706

If you have problems with your computer, technology, IT-related questions, support, including Blackboard, please contact the Division of Information Technology (DoIT) Service Desk at (803) 777-1800 or submit an online request through the Self-Service Portal (https://scprod.service-now.com/sp) or visit the Carolina Tech Zone (https://www.sc.edu/about/offices_and_divisions/university_technology_services/support/ctz.php

)). The Service Desk is open Monday – Friday from 8:00 AM – 6:00 PM (Eastern Time Zone). If you are located in the Columbia, SC area, the Thomas Cooper Library at USC has computers for you to use in case you encounter computer issues/problems. If you are not located in the Columbia, SC area, most regional campuses and public libraries have computers for public use.

Sample assignments

Social Media And Social Justice
Discussion Question

Read the following article. There are multiple pages (navigation at the bottom of the web page). https://www.pewresearch.org/internet/2018/07/11/activism-in-the-social-media-age/ (Links to an external site.)

Answer the following questions. Include the question then provide your response.

1. What was one or two areas of the article you found interesting and why?
2. What is your opinion on social media in terms of providing a medium for expressing social/political views?
3. How does social media impact **people's perception** of events and movements such as Black Lives Matter, Me Too, MAGA, Anti-Vaccination, White Wednesdays, and many others (Links to an external site.)?
4. Do you think social media has improved discussions on social/political issues or made things worse? Why?

Net Neutrality and The Digital Divide

In a slideshow presentation, provide the following information:

- Create an introduction slide with your name and the title of the assignment
- What is Net Neutrality?
  - What are the opposing arguments?
  - Who is affected by these policies and why?
  - What technological trends do you see or anticipate changing this area?
  - What stance do you take on the issue and why?
  - What is the Digital Divide?
    - What are the opposing arguments?
    - Who is affected by these policies and why?
    - What technological trends do you see or anticipate changing this area?
    - What stance do you take on the issue and why?
    - Create a summary slide
    - What are three things you learned from completing this assignment?

Using Zoom, voice over in PowerPoint or similar, record your presentation so that we can hear and see you presenting the material in the slideshow presentation.

IT Values, Ethics, and Social Responsibilities Debates – 4/8 – 19/19 (50 pts)

For Module 5 (VESR) in-seat and virtual class, students will begin researching several controversial issues related to IT values, ethics, and social responsibilities.

Purpose of the assignment - The purpose of this research is to

1. Research an IT VESR Challenge or Issue,
2. Prepare for a team debate, and then
3. Debate the topic in class.

As a team, you will compile your research and, individually, be able to argue either side(s) of the challenge or issue. You will not know which side of the challenge or issue that you will actually represent until two days before your debate is scheduled. So it is very important that you thoroughly know all sides of the challenge or issue.

This assignment counts as a virtual class discussion. It will also count as your in-class presentation for the semester.

Schedule

1. Select Teams and Topics – 4/8-9/19

2. <u>Research topics and post information</u> in group discussion board – 4/8-15/19
3. <u>Meet as team</u> to discuss topic research and plan debate – 4/15/19
4. <u>Conduct debate</u>during class:
    1. 4/16/19 (Section 003 A)
    2. 4/17/19 (Section 001 A & 002 A)
    3. 4/18/19 (Section 003 B)
    4. 4/19/19 (Section 001 B & 002 B)

Selecting your debate team and topic – In your class during 4/8/18, you will decide on your <u>teams of 4 or 5 depending on class size) students</u>. As a team use this week in-class and virtually to discuss the issues provided and select one of the issues to begin researching.

Researching your topic. A virtual class discussion thread will be created for your group. There will be a thread for each of the selected IT Challenges or Issues. During the next week, you should research your topic and post in your group's discussion board as a REPLY to your Discussion Thread. Be sure to put your name and topic / information posting in the Subject Line. Individually, each of you should post:

-   Websites and scientific articles related to your team's issue

-   Foster an on-line discussion with replies and reply backs

-   Begin writing tentative pro and con arguments

It is important to begin your research this week in preparation the upcoming debate. Note: this part of the debate assignment is similar to the Skunkworks Virtual Discussion earlier this semester.

Preparing for the class debate. You will be given class time during the week of 4/9-12/19 to discuss your topic as a team and plan how you will prepare for the in-class debate.

Debate topic position. On Monday, 4/15/19, each person on your team will be assigned either the pro or con position. ALL STUDENTS on the team must SPEAK during the debate. You may use note cards during the class. You should meet with your pro or con teammates outside of class to determine who is going to cover which arguments, etc. You could have one member do the opening and closing and the other the arguments. Or, if you have more teammates, you could split up who provides which part of the class debate.

In-class Debate Process.

Sections 001 & 002 (50 minute class = 10 minute debates)

-   One minute each - Opening statement (Pro first, then con)
-   Three minutes each – Arguments supporting pro or con position (Pro first, then con)
-   One minute each – Concluding remarks countering opposite side arguments, reinforcing your own arguments (Pro first, then con.
-   Class vote – Which side influenced the most classmates during debate.

Section 003 (75 minute class = 15 minute debates

-   One minute(s) each - Opening statement (Pro first, then con)
-   Five minutes each – Arguments supporting pro or con position (Pro first, then con)
-   Two minute(s) each – Concluding remarks countering opposite side arguments, reinforcing your own arguments (Pro first, then con.
-   Class vote – Which side influenced the most classmates during debate. All team members must present some part of the debate.

List of VESR Challenges / Issues

1. **E-Mail Privacy**: The main law governing the <u>privacy of electronic communication</u>—the *Electronic Communications Privacy Act (ECPA)*—was written in 1986, three years before the Web was even invented.

-   Should other entities including your workplace or school management or administration or be able to monitor your work or personal e-mail messages generated using work or school resources?

1. **Cell Phone Information**: Organizations including law enforcement agencies can obtain personal information from your cell-phone including call records, contact lists, and contents of text message and calls. Currently, it is understood that law enforcement agencies must obtain a warrant to obtain cell phone data. However, this is being argued in the courts.

-   Should cell phone data be protected by the Fourth Amendment's warrant requirement?

1. **Net Neutrality:** The FCC's repeal of net neutrality was scheduled to take effect April 23, 2018.

-   Should the Federal Communications Commission (FCC) continue enforcing Net Neutrality – yes/no? Why?

-   <u>Note:</u> Some argue that the FCC has no authority to be involved with a telecommunications access issue such as Net Neutrality, which is normally regulated by the state's Public Utility Commission.

1. **Recruitment and Social Media:** Social media are used by recruiters to screen potential candidates.

-   Is the scraping from these sites discriminatory and illegal? What are the best practices for using social tools for recruiting or background checks?

1. **Self-Driving Cars:** Self-driving cars must be programmed to react certain ways in certain situations. Generally, it is understood that no one buy a self-driving car that was programmed in such a way that the first priority would be to safeguard the driver or occupants in the car.

- Is there a mismatch between the safety case for self-driving vehicles and Tesla's design decision to not intervene in a collision that a human is actively causing, such as stepping on the accelerator *regardless* of who or what is in front of the car?

- https://www.forbes.com/sites/patricklin/2017/04/05/heres-how-tesla-solves-a-self-driving-crash-dilemma/#135ef7426813

1. **Mobile Apps**: When you click "yes" to user agreements in order to be allowed to download apps, you are giving consent to use of your data.

- Should we have regulations (and who would regulate) in place to restrict:

- Location tracking
- Address book or contact list
- Identify user or phone unique identifier (UDID)
- Recording in-app purchases
- Sharing Data with ad networks or analytic companies

1. **Medical Application of 3D Printing:** Three-D (3D)-bio-printed human organs may be subject to conflicting religious, political, moral, and or financial interests.

- Who should be legally responsible for the quality of the resulting organs and devices (i.e., medical malpractice insurance)?

1. **Employee Monitoring and Ethical Alignment:** There are a number of business reasons why employee monitoring is critical in today's global society – the primary ones are security and risk management.

- Is this employee monitoring a legitimate and important one?

Student Debate Teams (4/16-19/19):

Note: Underlines names were assigned to the teams.

(1) E-Mail Privacy:

- Section 001/A – JOAN McKeown, Zachary Fowler, CASSANDRA Gibson, DERIAN Gueldner   (Pro – _____; Con - _____)

- Section 001/B – BRANDON Cool , ADAM Duncan, Melody Fakih, STERLING Gibbs (Pro – _____; Con - _____)

- Section 002/A – _Justin R., Timothy D., Taylor J., James M., Courtney P., and Brea T   **(Pro – Justin R., Timothy D., Taylor J.; Con James M., Courtney P., and Brea T)**

 (2) Cell Phone Information:

- None chosen

 (3) Net Neutrality:

- Section 002/B – Trajaun D., Ty L., Carter L., Summers W., Johnathan I., Johnathan S., and Bradley G.   **(Pro – Johnathan I., Johnathan S., and Bradley G.; Con - Trajaun D., Ty L., Carter L., Summers W.)**

(4) Recruitment and Social Media:

- Section 001/A – GORDON Odell, NIKHILA Cheepurupalli, STEVEN Guy, ESSAM Kablaoui(Pro – _____; Con - _____)

- Section 002/B – William P., Syed M., AJ F., Zach S., Austin B., Yunzi L., Xueying F., and Zain A.   **(Pro – William P., Syed M., AJ F., Zach S.; Con - Austin B., Yunzi L., Xueying F., and Zain A)**

 (5) Self-Driving Cars:

- Section 001/B – AVYOM Ojha, DAVID Porter , ZACHARY Stump , STEVEN Zwetsloot, (Pro – _____; Con - _____)

(6) Mobile Apps – Sharing Information:

- Section 001/A – Dakota McDaniels, Aditya Ponnala, SIMON Talluri (Pro – _____; Con - _____)

- Section 001/B – CHRISTIAN Goodale , KESHAWN Johnson , MEREDITH Mayfield , CHRISTIN McAdams (Pro – _____; Con - _____)

- Section 002/A – Ryan S., John N., Zyaira K., Phillip S., Kevin S., Nick M., Arslan V., and Chris H.   **(Pro – Kevin S., Nick M., Phillip S., and Chris H; Con - Ryan S., John N., Zyaira K., Arslan V.)**

(7) Medical Application of 3D Printing:

- Section 002/A – Joshua S., Preston H., Daniel P., Sarah W., Mackenzie C., and Brennan H.   **(Pro – Joshua**

S., Preston H., Daniel P.; Con - Sarah W., Mackenzie C., and Brennan H.)

(8) Employee Monitoring and Ethical Alignment:

- None chosen

ITEC 101-001, 002, 003   **Thriving in the**
Tech Age   **Spring 2019**

integrated Information Technology Department

Grading - IT Values, Ethics, and Social Responsibilities –
Date: 4/16-19/19 (50 pts)

Section Number (Session):   00* - *

VESR Debate
Issue
Date:_____

(1) First debate:

-       Section 00*/A – ____, ____, ____, ____, (Pro – _____;
Con - _____)

(2) Second debate:

-       Section 00*/A – ____, ____, ____, ____, (Pro – _____;
Con - _____)

(3) Third debate:

-       Section 00*/A – ____, ____, ____, ____, (Pro – _____;
Con - _____)

Purpose of the assignment - The purpose of this research is to

1. Research an IT VESR Challenge or Issue,
2. Prepare for a team debate, and then
3. Debate the topic in class.

Debate GRADING RUBRIC (50 pts)

- DEBATE CONTENT -   _____ / 1-25 pts

- PRO

  - Opening included issue and described position
  -
  - Arguments were strong / ok / weak
  -
  - Arguments included examples
  -
  - Closing refuted other side and reiterated position
  -

- CON

  - Opening included issue and described position
  -
  - Arguments were strong / ok / weak
  -
  - Arguments included examples
  -
  - Closing refuted other side and reiterated position
  -
  - STAYED WITHIN DEBATE SCHEDULE FOR PRO and CON during class: _____ / 1-10 pts

-

  - CLASS PICKED WHICH SIDE: PRO and CON   _____ / 0 pts

-

  - INDIVIDUALS ATTENDED and PARTICIPATED in DEBATE: _____ / 1-15 pts

-

  - OTHER COMMENTS: _____ / 0 pts

-

Section 00* (75 minute class = 15 minute debates

- One minute(s) each - Opening statement (Pro first, then con)
- Five minutes each – Arguments supporting pro or con position (Pro first, then con)
- Two minute(s) each – Concluding remarks countering opposite side arguments, reinforcing your own arguments (Pro first, then con.
- Class vote – Which side influenced the most classmates during debate. All team members must present some part of the debate.

IT Values, Ethics, and Social Responsibilities Debates

For Module 5 (VESR) in-seat and virtual class, students will begin researching several controversial issues related to IT values, ethics, and social responsibilities.

Purpose of the assignment - The purpose of this research is to

1. Research an IT VESR Challenge or Issue,
2. Prepare for a team debate, and then
3. Debate the topic in class.

As a team, you will compile your research and, individually, be able to argue either side(s) of the challenge or issue. You will not know which side of the challenge or issue that you will actually represent until two days before your debate is scheduled. So it is very important that you thoroughly know all sides of the challenge or issue.

This assignment counts as a virtual class discussion. It will also count as your in-class presentation for the semester.

Schedule

1. Select Teams and Topics – 4/8-9/19
2. Research topics and post information in group discussion board – 4/8-15/19
3. Meet as team to discuss topic research and plan debate – 4/15/19
4. Conduct debateduring class:
    1. 4/16/19 (Section 003 A)
    2. 4/17/19 (Section 001 A & 002 A)
    3. 4/18/19 (Section 003 B)
    4. 4/19/19 (Section 001 B & 002 B)

Selecting your debate team and topic – In your class during 4/8/18, you will decide on your teams of 4 or 5 depending on class size) students. As a team use this week in-class and virtually to discuss the issues provided and select one of the issues to begin researching.

Researching your topic. A virtual class discussion thread will be created for your group. There will be a thread for each of the selected IT Challenges or Issues. During the next week, you should research your topic and post in your group's discussion board as a REPLY to your Discussion Thread. Be sure to put your name and topic / information posting in the Subject Line. Individually, each of you should post:

- Websites and scientific articles related to your team's issue

- Foster an on-line discussion with replies and reply backs

- Begin writing tentative pro and con arguments

It is important to begin your research this week in preparation the upcoming debate. Note: this part of the debate assignment is similar to the Skunkworks Virtual Discussion earlier this semester.

Preparing for the class debate. You will be given class time during the week of 4/9-12/19 to discuss your topic as a team and plan how you will prepare for the in-class debate.

Debate topic position. On Monday, 4/15/19, each person on your team will be assigned either the pro or con position. ALL STUDENTS on the team must SPEAK during the debate. You may use note cards during the class. You should meet with your pro or con teammates outside of class to determine who is going to cover which arguments, etc. You could have one member do the opening and closing and the other the arguments. Or, if you have more teammates, you could split up who provides which part of the class debate.

In-class Debate Process.

Sections 001 & 002 (50 minute class = 10 minute debates)

- One minute each - Opening statement (Pro first, then con)
- Three minutes each – Arguments supporting pro or con position (Pro first, then con)
- One minute each – Concluding remarks countering opposite side arguments, reinforcing your own arguments (Pro first, then con.
- Class vote – Which side influenced the most classmates during debate.

Section 003 (75 minute class = 15 minute debates

- One minute(s) each - Opening statement (Pro first, then con)
- Five minutes each – Arguments supporting pro or con position (Pro first, then con)
- Two minute(s) each – Concluding remarks countering opposite side arguments, reinforcing your own arguments (Pro first, then con.
- Class vote – Which side influenced the most classmates during debate. All team members must present some part of the debate.

List of VESR Challenges / Issues

1. **E-Mail Privacy**: The main law governing the privacy of electronic communication—the *Electronic Communications Privacy Act (ECPA)*—was written in 1986, three years before the Web was even invented.

- Should other entities including your workplace or school management or administration or be able to monitor your work or personal e-mail messages generated using work or school resources?

1. **Cell Phone Information**: Organizations including law enforcement agencies can obtain personal information from your cell-phone including call records, contact lists, and contents of text message and calls. Currently, it is understood that law enforcement agencies must obtain a warrant to obtain cell phone data. However, this is being argued in the courts.

- Should cell phone data be protected by the Fourth Amendment's warrant requirement?

1. **Net Neutrality:** The FCC's repeal of net neutrality was scheduled to take effect April 23, 2018.

- Should the Federal Communications Commission (FCC) continue enforcing Net Neutrality – yes/no? Why?

- Note: Some argue that the FCC has no authority to be involved with a telecommunications access issue such as Net Neutrality, which is normally regulated by the state's Public Utility Commission.

1. **Recruitment and Social Media:** Social media are used by recruiters to screen potential candidates.

- Is the scraping from these sites discriminatory and illegal? What are the best practices for using social tools for recruiting or background checks?

1. **Self-Driving Cars:** Self-driving cars must be programmed to react certain ways in certain situations. Generally, it is understood that no one buy a self-driving car that was programmed in such a way that the first priority would be to safeguard the driver or occupants in the car.

- Is there a mismatch between the safety case for self-driving vehicles and Tesla's design decision to not intervene in a collision that a human is actively causing, such as stepping on the accelerator *regardless* of who or what is in front of the car?

- https://www.forbes.com/sites/patricklin/2017/04/05/heres-how-tesla-solves-a-self-driving-crash-dilemma/#135ef7426813

1. **Mobile Apps**: When you click "yes" to user agreements in order to be allowed to download apps, you are giving consent to use of your data.

- Should we have regulations (and who would regulate) in place to restrict:

    - Location tracking
    - Address book or contact list
    - Identify user or phone unique identifier (UDID)
    - Recording in-app purchases
    - Sharing Data with ad networks or analytic companies

1. **Medical Application of 3D Printing:** Three-D (3D)-bio-printed human organs may be subject to conflicting religious, political, moral, and or financial interests.

- Who should be legally responsible for the quality of the resulting organs and devices (i.e., medical malpractice insurance)?

1. **Employee Monitoring and Ethical Alignment:** There are a number of business reasons why employee monitoring is critical in today's global society – the primary ones are security and risk management.

- Is this employee monitoring a legitimate and important one?

Student Debate Teams (4/16-19/19):

Note: Underlines names were assigned to the teams.

(1) E-Mail Privacy:

- Section 00*/A – _____, _____, _____, _____ (Pro – _____; Con - _____)

- Section 00*/B – _____, _____, _____, _____ (Pro – _____; Con - _____)

- Section 00*/A – _____, _____, _____, _____ (Pro – _____; Con - _____)

- Section 00*/B – _____, _____, _____, _____ (Pro – _____; Con - _____)

(2) Cell Phone Information:

- Section 00*/A – _____, _____, _____, _____ (Pro – _____; Con - _____)

- Section 00*/B – _____, _____, _____, _____ (Pro – _____; Con - _____)

- Section 00*/A – _____, _____, _____, _____ (Pro – _____; Con - _____)

- Section 00*/B – _____, _____, _____, _____ (Pro – _____; Con - _____)

(3) Net Neutrality:

- Section 00*/A – _____, _____, _____, _____ (Pro – _____; Con - _____)

- Section 00*/B – _____, _____, _____, _____ (Pro – _____; Con - _____)

- Section 00*/A – ____, ____, ____, ____ (Pro – _____;
Con - _____)

- Section 00*/B – ____, ____, ____, ____ (Pro – _____;
Con - _____)

(4) Recruitment and Social Media:

- Section 00*/A – ____, ____, ____, ____ (Pro – _____;
Con - _____)

- Section 00*/B – ____, ____, ____, ____ (Pro – _____;
Con - _____)

- Section 00*/A – ____, ____, ____, ____ (Pro – _____;
Con - _____)

- Section 00*/B – ____, ____, ____, ____ (Pro – _____;
Con - _____)

(5) Self-Driving Cars:

- Section 00*/A – ____, ____, ____, ____ (Pro – _____;
Con - _____)

- Section 00*/B – ____, ____, ____, ____ (Pro – _____;
Con - _____)

- Section 00*/A – ____, ____, ____, ____ (Pro – _____;
Con - _____)

- Section 00*/B – ____, ____, ____, ____ (Pro – _____;
Con - _____)

(6) Mobile Apps – Sharing Information:

- Section 00*/A – ____, ____, ____, ____ (Pro – _____;
Con - _____)

- Section 00*/B – ____, ____, ____, ____ (Pro – _____;
Con - _____)

- Section 00*/A – ____, ____, ____, ____ (Pro – _____;
Con - _____)

- Section 00*/B – ____, ____, ____, ____ (Pro – _____;
Con - _____)

(7) Medical Application of 3D Printing:

- Section 00*/A – ____, ____, ____, ____ (Pro – _____;
Con - _____)

- Section 00*/B – ____, ____, ____, ____ (Pro – _____;
Con - _____)

- Section 00*/A – ____, ____, ____, ____ (Pro – _____;
Con - _____)

- Section 00*/B – ____, ____, ____, ____ (Pro – _____;
Con - _____)

(8) Employee Monitoring and Ethical Alignment:

- Section 00*/A – ____, ____, ____, ____ (Pro – _____;
Con - _____)

- Section 00*/B – ____, ____, ____, ____ (Pro – _____;
Con - _____)

- Section 00*/A – ____, ____, ____, ____ (Pro – _____;
Con - _____)

- Section 00*/B – ____, ____, ____, ____ (Pro – _____;
Con - _____)

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2. Prepare for a team debate, and then
3. Debate the topic in class.

Debate GRADING RUBRIC (50 pts)

- DEBATE CONTENT -   ____ / 1-25 pts

- PRO

  - Opening included issue and described position
  - _____
  - Arguments were strong / ok / weak
  - _____
  - Arguments included examples
  - _____
  - Closing refuted other side and reiterated position
  - _____

-

  - Opening included issue and described position
  - _____
  - Arguments were strong / ok / weak
  - _____
  - Arguments included examples

- _____
- Closing refuted other side and reiterated position
- _____
- STAYED WITHIN DEBATE SCHEDULE FOR PRO and CON during class: _____ / 1-10 pts

-

- CLASS PICKED WHICH SIDE: PRO and CON   _____ / 0 pts

-

- INDIVIDUALS ATTENDED and PARTICIPATED in DEBATE: _____ / 1-15 pts

-

- OTHER COMMENTS: _____ / 0 pts

-

Section 00* (75 minute class = 15 minute debates

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