INSC 305: Internet and Society

Summer 2020

Instructor: Michelle Parker
Time: Online Synchronous
Office: 100 Communications Building
Email: mparke48@vols.utk.edu
Office Hours: By appointment.

Contact Instructions:

Put INSC 305 at the start of the subject line with a description of what you need.

For example “INSC 305: Question about Week 3” or “INSC 305: Setting up an appointment.”

COURSE DESCRIPTION

This course covers the architecture, design, and evaluation of the Internet, including topics of intellectual property, privacy, security, censorship, e-commerce, and other information policies, laws, and ethics as well as related research on the society implication of the Internet.

COURSE OBJECTIVES

By the end of the course, students will be able to:

- Understand, identify, and apply ethical philosophies, framework and principles to issues related to information sciences and computing.
- Identify and analyze codes of professional conduct related to information sciences and computing.
- Understand the local and global impact of computing and the Internet on individuals, organizations and society from the perspectives of multiple stakeholders.
- Develop skills related to the evaluation and presentation of information in oral and written format.

ABOUT THE COURSE:

INSC 305 is delivered as an asynchronous online course, which means that each student will access each week’s class sessions throughout the week. UT School of Information Sciences (SIS) offers online courses for undergraduate classes, in order to help students cope with balancing their busy schedules of classes, homework, jobs, and extracurricular activities. In addition, online courses prepare students for future experiences in the 21st century workplace, in which online learn-on-demand courses are often used for continuing education, advanced certification, and professional development courses. By taking this class, you will be gaining both greater flexibility in managing your time, and valuable experience with this alternative learning environment.

UT SIS has successfully used distance education to deliver graduate classes for many years, and began offering undergraduate online courses in Fall 2009. It is important to recognize
that taking an asynchronous online course is different from a traditional class, or even a synchronous DE class, where everyone attends online at the same time. There are a few simple guidelines to follow (listed below), which will ensure that you have a successful experience. I promise you that I will uphold my responsibility to provide you with the same high level of support, access, and communication that you would want to have in a traditional classroom setting.

The course is structured to make it a rewarding learning experience that will also have meaning for you both for your subsequent education, and in your future professional life. In some aspects, your part of the bargain is the same as it would be for a traditional class. I expect you to demonstrate critical thinking skills as well as commitment and involvement with our online discussions and your assignments. Learning is not a passive process; it is about a student’s actively engaging the material through reading, thinking, discussing (online), questioning, practicing skills, and ultimately understanding. Bring your best efforts, a positive outlook, energy, and curiosity to each of the class sessions. Together we can make the class as interesting, relevant, and exciting as possible.

ONLINE COURSE SUCCESS GUIDELINES FOR STUDENTS:

Accept that you must be more self-reliant in an online class: Although students are always responsible for knowing everything in the syllabus and complying with the requirements of a course, this is especially true for an online course. Students are expected to show self-initiative, to make good time management decisions, and to be especially proactive in contacting the instructor when they are having problems, or don’t understand something.

Keep up with the weekly schedule outlined below: Enjoy attending class in your pajamas, or from a location half way across the world, if you wish, but please keep up you’re your assignments and readings. THE SINGLE BIGGEST MISTAKE ONLINE STUDENTS CAN MAKE IS TO PUT OFF THE ASSIGNMENTS OR READINGS AND ALLOWING THEM TO PILE UP.

Put extra effort into all opportunities for interaction with your classmates and instructor: We will be using the online blog tool, and other electronic means to interact as a class. Many students are very comfortable with interacting through electronic media like Facebook, but whether you are or not, believe me- we can have meaningful discussions, and question and answer sessions, even though we will not be together at the same time, as long as you do your part to participate.

CONTACTING ME

Feel free to ask questions or share ideas.

I check e-mail on a regular basis. Ask a question via e-mail when it's fresh on your mind – I’ll try to answer within 72 hours, but I may get back to you even faster. Put INSC 305 in the subject heading of your message so that it is easier for me to find among the hordes of email I get each day!

COURSE COMMUNICATIONS
To take this course, you must have access to a computer with high speed Internet access, and you must use a UTK email account. You may use your own personal computer, or you may use the computers available in the various campus libraries or computer labs. If you are using your personal computer, be sure that you are running the latest version of Java by going to java.com and using the update button; this is free to do and will make sure that the applications run effectively for you.

UT’s Office of Information Technology implemented different software to deliver online courses at UT, called Zoom. Whether you are an experienced online student, or you have never had an online class before (here or elsewhere), be assured that you will be able to easily and conveniently access the course sessions, and any tech glitches that may pop up can be successfully solved. I will provide specific access instructions when the first class is released. I have also included a “lectures” button in the course menu bar that will take you to the same place. Each lecture will be labeled with the topic and Lecture 1, Lecture 2, etc. The session will be available as an audio recording, illustrated by the PowerPoint slides or other visual aids, and may also include a visual of the instructor. The recorded class sessions can be accessed online, or downloaded to your personal computer, so you can attend class even when you aren’t actually online. This is true whether you use a PC or Mac platform.

The Canvas Learn (Online @ UT) program will also be used for many course management tasks. We will use interaction tools such as discussion boards. PowerPoint presentations from the class sessions will be posted under the appropriate weekly module. All Assignments and the Tests will be administered through the Canvas Course site. Canvas is available at http://online.utk.edu.

STUDENT RESPONSIBILITIES

• Do all assigned reading prior to attending each class session. The lecture will assume that you know the information that is in the readings, and will build upon it.

• Complete all assignments and submit them on time, using the format and procedure specified by the instructor.

• Check your e-mail and Canvas regularly. I will use email to return assignments, solicit student input, and make clarifications. Canvas will also be used for announcements and the discussion board, blogs, and other interactive activities.

• Participate actively in the class by giving your best effort to the interactive activities using the discussion tool. In addition, treat your colleagues with courtesy and respect by reading and reflecting on their online comments, and responding to them appropriately.

• Timely online attendance is required. – what this means is watch your class sessions/YouTube/Lynda/Ted videos the week they are posted.
Textbook/Course Materials

Required

Quinn, M. J. *Ethics for the Information Age (7th Edition)*. Pearson.

Software

Microsoft Word
https://webapps.utk.edu/OIT/SoftwareDistribution/Help/Display/office365proplus

Recommended

EndNote (available through OIT)

Additional articles/excerpts

There will be additional readings for this class and I encourage you to read widely and recommend interesting readings to the class. The added readings will reflect the personal interests of class members. Some instructor assigned readings are noted on the attached schedule, however, there may be some adjustments in these readings as the course progresses and topics develop from student interests and discussions.
STUDENT EVALUATION (SEE THE CANVAS COURSE FOR ALL DUE DATES)

Evaluation is based on performance for each of the responsibilities listed above. The final grade is based on the following assignments; you must complete them to earn a grade in this class. I grade on a 100-point scale. This means that if something is worth 10 points it is worth 10 percent of the final grade in this course.

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<thead>
<tr>
<th>Item</th>
<th>Total Points Possible</th>
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<tbody>
<tr>
<td>Reading Reflection 1</td>
<td>10</td>
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<tr>
<td>Reading Reflection 2</td>
<td>10</td>
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<tr>
<td>Reading Reflection 3</td>
<td>10</td>
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<tr>
<td>Case Study Analysis</td>
<td>15</td>
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<tr>
<td>Final Paper Proposal</td>
<td>10</td>
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<tr>
<td>Final Paper Draft &amp; Peer-Review</td>
<td>10</td>
</tr>
<tr>
<td>Final Paper</td>
<td>20</td>
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<tr>
<td>Discussion Posts and Attendance</td>
<td>15</td>
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<tr>
<td>TOTAL</td>
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Grading Scale:

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<tr>
<th>Grade</th>
<th>Percentage Range</th>
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<tbody>
<tr>
<td>A</td>
<td>94-100% of possible points</td>
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<tr>
<td>A-</td>
<td>88-93</td>
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<tr>
<td>B+</td>
<td>85-87</td>
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<td>B</td>
<td>82-84</td>
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<td>B-</td>
<td>78-81</td>
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<td>C+</td>
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<td>68-71</td>
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<td>D</td>
<td>58-67</td>
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<td>F</td>
<td>58 or below</td>
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Summer 2020
Individual Assignments: There will be multiple assignments during the semester. The student will thoroughly address questions given in class or via online instruction concerning the current readings. Additional details and instructions will be provided in the class lectures and posted on Canvas.

Discussion Posts (15%):
Throughout the term you will write a brief response (300-500 words) to an assigned question. These questions will not require you to do further reading or research; the answers will be either asking for your opinion related to something you will already have read or done, or a reflection based on your own experiences, or a thought-provoking exercise in creative problem solving. Your Discussion Question answers will be posted to the comment section of the blog post created for each question. Note: They must be completed by the end of the week they are assigned.

Reading Reflections (3@10%)
At three points during the semester, you will prepare a 4-5 paper synthesizing and discussing the readings covered in a specific designated period (roughly 1/3 of the course). Your reflections should be more than summaries of the readings; rather, you should aim to highlight things you learned and/or how your thinking has changed as a result of the readings. You might also draw connections to current events, or to things you are working on in other classes, or to your personal experiences.

Case Study Analysis (15%)
You will select a case from a set provided to you and perform an analysis of this case using relevant philosophical frameworks, ethical principles, and professional codes of conduct. In your analysis, be sure to identify various ethical issue(s) illustrated by the case and discuss these from the perspectives of multiple stakeholders. Your case study analysis should be about 8-10 pages in length.

Final Paper (40%):
Your final paper consists of three components: (1) proposal (10%); (2) draft and peer-review (10%); (3) final paper (20%). Your final paper will primarily function as an integrative literature review about a particular ethical issue or case related to information sciences. In addition to presenting and integrating scholarly research articles, your final paper should also describe and discuss any relevant policies or laws relevant to the issue. You should also use ethical/philosophical ideas and professional codes of conduct to explicate the issue.

Proposal. Approximately eight weeks before your final paper is due, you will submit a 3-4 page proposal describing your plans for your final paper. Your proposal should introduce and describe the issue(s) you want to research in your final paper, include an annotated bibliography of at least five scholarly peer-reviewed sources NOT included in the assigned readings, and present a preliminary outline identifying which sub-topics and stakeholder perspectives you will address.
**Draft and Peer-Review.** Two weeks before the paper is due, you will provide a draft to two of your classmates, who will be responsible for reading your draft and giving you feedback in class. You will be responsible for reading their drafts and providing them with feedback. Your draft should represent at least 70% of the content of your final paper and should include a “Feedback Agenda” where you identify questions/topics for which you want feedback from your peers. Your grade will be impacted if you do not submit a substantial draft.

**Final Paper.** Your final paper is due during finals week and should be about 13-15 pages in length. It should include at least eight scholarly peer-reviewed sources NOT included in the assigned readings.
Course Policies

Assignment Submission

Unless otherwise specified, all assignments should be typed, double-spaced, and in a 12-point font, with reasonable margins. Please include your name, date, course number, and appropriate pagination. Submit the assignments via Canvas, unless instructed to do otherwise.

Late Assignments

- Late assignments will not be accepted without prior approval for the late assignment.
- **Please do not send last minute emails asking for extensions** on assignments as all assignments coming up are indicated on the syllabus.
- Canvas does provide the date and time for every assignment submitted and every post made on the discussion forum for the thought questions.

Class Participation: Interactive Activities

In our course environment, class participation will occur using the interactive tools available on the Canvas site. The Discussion Board allows both the instructor and class members to pose and answer questions, and to share thoughts or ideas with the group. Online communication and even the use of social networking applications are becoming essential parts of the professional and academic environment. Here are some ideas of how you can be involved in our online conversation:

- You can post questions to the discussion boards based on what we have read.
- You can share items from the news or even your own experiences (both successful and frustrating) from working in organizations that relate to topics covered in class.
- You can let your colleagues know about helpful web resources that you find, that relate to topics covered in class.
- You will be asked to use the blog tool to respond to in-class activities.

This portion of your grade will be based on your efforts to join the interactive online conversations. If your contributions exhibit both quality of thought and frequent participation, you will earn top points for this aspect of your grade.

Extra Credit

There will be opportunities throughout the term to earn extra credit at the discretion of the instructor. This does not mean there is a guarantee that extra credit will be available during the course but that the instructor reserves the right to award extra credit for work that is exception or for things like exceptional discussion board activity.
Academic Integrity

Please refer to *Hilltopics Student Handbook*. It can be accessed at: http://web.utk.edu/~homepage/hilltopics or a print copy obtained in Student Services or the Registrar’s office.

“The responsibility for learning is an individual matter. Study, preparation and presentation should involve at all times the student’s own work, unless it has been clearly specified that work is to be a team effort. Academic honesty requires that all work presented be the student’s own work, not only on tests, but in themes, papers, homework, and class presentation.”

Cheating, plagiarism, providing unauthorized help and other acts of dishonesty violate the rule of academic honesty; the offender will be subject to penalties as set forth in *Hilltopics*. The instructor reserves the right to use plagiarism detection software, such as Turn It In.

Plagiarism:

Plagiarism in any of its several forms is intolerable, and attention to matters of documentation in all written work is expected and required. Inadvertence, alleged lack of understanding, or avowed ignorance of the various types of plagiarism are not acceptable excuses.

*Specific examples of plagiarism are:*

1. Copying without proper documentation (quotation marks and a citation) written or spoken words, phrases, or sentences from any source;

2. Summarizing without proper documentation (usually a citation) ideas from another source (unless such information is recognized as common knowledge);

3. Borrowing facts, statistics, graphs, pictorial representations, or phrases without acknowledging the source (unless such information is recognized as common knowledge);

4. Collaborating on a graded assignment without the instructor’s approval;

5. Submitting work, either in whole or in part, created by a professional service and used without attribution (e.g., paper, speech, bibliography, or photograph).

Infractions of academic integrity are penalized according to the severity of the infraction but may include a course grade of "F." Students who may be unsure of the nature of plagiarism should consult the instructor or a guide for writing research reports.

Failing the Course: A student may fail the course if s/he does not complete assignments or meet expectations for assignments as outlined in the syllabus. Also, missing the final exam or failing to turn in the final project will result in course failure.

Civility:
Civility is genuine respect and regard for others: politeness, consideration, tact, good manners, graciousness, cordiality, affability, amiability and courteousness. Civility enhances academic freedom and integrity, and is a prerequisite to the free exchange of ideas and knowledge in the learning community. Our community consists of students, faculty, staff, alumni, and campus visitors. Community members affect each other’s well-being and have a shared interest in creating and sustaining an environment where all community members and their points of view are valued and respected. Affirming the value of each member of the university community, the campus asks that all its members adhere to the principles of civility and community adopted by the campus: http://civility.utk.edu/

CCI Diversity Statement (CCI BYLAWS, SECTION II-C)

CCI Diversity Statement

"CCI recognizes and values diversity. Exposing students to diverse people, ideas and cultures increases opportunities for intellectual inquiry, encourages critical thinking, and enhances communication and information competence. When all viewpoints are heard, thoughtfully considered, and respectfully responded to, everyone benefits. Diversity and fairness unite us with the wider professional and global community." (see http://www.cci.utk.edu/diversity-statement for CCI’s full Diversity Statement).

Additionally, class rosters and University data systems are provided to the instructor with the student's legal name and gender identification. I will gladly honor your request to address you by a preferred name and/or gender pronoun. Please advise me of this preference early in the semester so that I may make appropriate changes to my records.

UT ODS Disability Statement

"Any student who feels he or she may need an accommodation based on the impact of a disability should contact the Office of Disability Services (ODS) at 865-974-6087 in 100 Dunford Hall to document their eligibility for services. ODS will work with students and faculty to coordinate reasonable accommodations for students with documented disabilities."

Additionally, class rosters and University data systems are provided to the instructor with the student's legal name and gender identification. I will gladly honor your request to address you by a preferred name and/or gender pronoun. Please advise me of this preference early in the semester so that I may make appropriate changes to my records.

Inclement Weather:

Please note that because this is an online course the inclement weather policy is not applicable.

Class Cancellations:

Should it be necessary to cancel a class recording, every effort will be taken to do so in advance. Look for e-mail announcements via Canvas.
Course Schedule

The Reading Schedule is available on Canvas.

Whenever the name of an assignment is indicated in the assignment box, it means that assignment is due by 11:59 p.m. on Sunday unless otherwise notified. This includes weekly discussion board posts.

*Note: The instructor reserves the right to make changes to this syllabus/schedule when necessary. Such changes will be communicated to the students as soon as possible.

**Note: Since this course is being taught over the summer term the schedule has been accelerated to accommodate all content in the time allocated for the term.