

SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ONTARIO



Sault College

CICE COURSE OUTLINE

COURSE TITLE: Technology and Society

CODE NO. : TNY120

SEMESTER: Fall

MODIFIED CODE: TNY0120

PROGRAM: General Education Course for any program

AUTHOR: Computer Studies Faculty

MODIFIED BY: Hilda Bojko, Learning Specialist CICE Program

DATE: Sept. 08

PREVIOUS OUTLINE DATED:

APPROVED: "Angelique Lemay"

CHAIR, COMMUNITY SERVICES

DATE

TOTAL CREDITS: 2

PREREQUISITE(S): NONE

HOURS/WEEK: 30 Hours Total – 2 hours per week

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For additional information, please contact the Chair, Community Services
School of Health and Community Services
(705) 759-2554, Ext. 2603

I. COURSE DESCRIPTION:

This course will introduce students to the impact that technological change has on society. Illustrations and examples will be drawn from the students' discipline. Potential topics include the social and economic impact of new technology, responsibilities and ethics, privacy, liability and technology-based crime, and emerging trends.

It is designed to provide students from varied programs and backgrounds with a particularly relevant and timely appreciation of the impact technology and technological advances have made on every aspect of society. Technology and its implementation in society has strengths, weaknesses, opportunities and threats. This course investigates the social, legal, and ethical issues the use of technology raises.

The course is not intended to provide a bias either for or against any particular issue but rather an opportunity to examine all sides of the issue and appreciate the diversity of opinions and personal preferences.

We will discuss many controversial issues such as privacy versus access to information, privacy versus law enforcement, freedom of speech versus control of content on the Internet, copyright and intellectual property control versus open access and full use and copy freedom.

These and many other issues will require students to participate through independent research via the Internet, electronic mail and recent publications. The student may also be asked to be an active participant as an individual and team player in discussions and debates using a multitude of mediums such as verbal, written, electronic mail and other technologically based mediums.

II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

Upon successful completion of this course, the CICE student will, with the assistance of a Learning Specialist, will demonstrate the basic ability to:

1. **Understand the general impact Internet Technology has on the workplace, home and society and envision its' future potential.**

Potential Elements of the Performance:

- describe the information and technological revolution
- identify and research current and new technologies used in the workplace and society
- explore technologies being implemented in: business, health-care, manufacturing, science, education, and transportation
- recognize threats the Internet brings to the workplace and home
- learn to combat technology threats that target your work, home and mobile technology devices
- explore new wireless technologies that will significantly impact work and home environments

2. **Acquire basic knowledge of technology legal / moral issues and rights / responsibilities in the workplace and society.**

Potential Elements of the Performance:

- describe what the right to privacy and freedom of information legislations are
- appreciate the amount of information available to the general public
- discuss the philosophical, legal, and economic issues of privacy versus freedom of information
- define and describe the terms relevance, reliability, safety and protection in the context of technologically generated information
- analyse various techniques that can be applied to improve the reliability and safety of technology based systems
- define the intellectual property issues as well as the copyright, trademark and patent laws in the Canadian context
- describe what software piracy is and its cost to society
- define and describe various forms of technology based crime such as sabotage, fraud, and embezzlement
- discuss computer hacking and cracking, crime laws, and music downloading

3. **Demonstrate a basic understanding of the social impact and role technology plays in our daily lives including future potential.**

Potential Elements of the Performance:

- determine the impact technology has on employment
- describe the changes in the work environment
- describe the health, safety and privacy issues as they relate to this new working environment
- review the broader issues on the impact and control of technology in society - today and into the future

4. **Demonstrate a basic understanding of the issues of responsibilities and professional ethics in a technologically advanced society.**

Potential Elements of the Performance:

- define professional liability and how it affects employers
- define “Code of Conduct” versus “General Ethics”
- review various ethical theories
- define ethical guidelines for professionals
- analyse various case studies that define professionalism and ethics

III. TOPICS:

Note: These topics sometimes overlap several areas of skill development and are not necessarily intended to be explored in isolated learning units or in the order below.

SPECIFIC TOPICS	APPROXIMATE TIME
1. Internet Technology Impact	5 WEEKS
2. Technology Legal and Moral Issues	4 WEEKS
3. Social Impact	3 WEEKS
4. Responsibilities and Ethics	3 WEEKS

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

NO TEXT BOOK REQUIRED FOR THIS COURSE

ADDITIONAL RESOURCE MATERIALS

Additional reference material will either be given to the students or placed in the library for the student's use.

Handouts, Guidance, and Material as it relates to the individual topics.

Use of research modes such as: Internet, Library Data Base Searches, and articles.

REQUIRED INDIVIDUAL STUDENT RESOURCES

Participation & Teamwork

Individual Research

Documentation

V. EVALUATION PROCESS/GRADING SYSTEM:

Tests and / or Quizzes	40%
Assignments	30%
Participation and Attendance	20%
Project	10%

Some minor modifications to the above percentages may be necessary. The professor reserves the right to adjust the mark based upon leadership, creativity and whether there is an improving trend. Students must have passing grades in the tests and assignments portion to pass the entire course.

- * Students must complete and pass the tests and assignment portion of the course in order to pass the entire course.
- * All Assignments must be completed satisfactorily to complete the course. Late hand in penalties will be 5% per day. Assignments will not be accepted past one week late unless there are extenuating and legitimate circumstances.
- * The professor reserves the right to adjust the number of tests, practical tests and quizzes based on unforeseen circumstances. The students will be given sufficient notice to any changes and the reasons thereof.
- * A student who is absent for 3 or more times without any valid reason or effort to resolve the problem will result in action taken.

The following semester grades will be assigned to students:

<u>Grade</u>	<u>Definition</u>	<u>Grade Point Equivalent</u>
A+	90 – 100%	4.00
A	80 – 89%	
B	70 - 79%	3.00
C	60 - 69%	2.00
D	50 – 59%	1.00
F (Fail)	Below 50 %	0.00
CR (Credit)	Credit for diploma requirements has been awarded.	
S	Satisfactory achievement in field /clinical placement or non-graded subject area.	
U	Unsatisfactory achievement in field/clinical placement or non-graded subject area.	
X	A temporary grade limited to situations with extenuating circumstances giving a student additional time to complete the requirements for a course.	
NR	Grade not reported to Registrar's office.	
W	Student has withdrawn from the course without academic penalty.	

VI. SPECIAL NOTES:

Special Needs:

If you are a student with special needs (e.g. physical limitations, visual impairments, hearing impairments, or learning disabilities), you are encouraged to discuss required accommodations with your professor and/or the Special Needs office. Visit Room E1101 or call Extension 2703 so that support services can be arranged for you.

Retention of Course Outlines:

It is the responsibility of the student to retain all course outlines for possible future use in acquiring advanced standing at other postsecondary institutions.

Communication:

The College considers **WebCT/LMS** as the primary channel of communication for each course. Regularly checking this software platform is critical as it will keep you directly connected with faculty and current course information. Success in this course may be directly related to your willingness to take advantage of the **Learning Management System** communication tool.

The professor reserves the right to use other tools and / or techniques that may be more applicable. These other tools and / or techniques for effective communication will be discussed, identified and presented throughout the delivery of the course content.

Students must achieve a passing grade in **both** the assignment and the test portions of the course.

The topics will not necessarily be covered in the order shown in this course outline.

VII. PRIOR LEARNING ASSESSMENT:

Students who wish to apply for advance credit transfer (advanced standing) should obtain an Application for Advance Credit from the program coordinator (or the course coordinator regarding a general education transfer request) or academic assistant. Students will be required to provide an unofficial transcript and course outline related to the course in question.

Credit for prior learning will also be given upon successful completion of a challenge exam or portfolio.

CICE Modifications:**Preparation and Participation**

1. A Learning Specialist will attend class with the student(s) to assist with inclusion in the class and to take notes.
2. Students will receive support in and outside of the classroom (i.e. tutoring, assistance with homework and assignments, preparation for exams, tests and quizzes.)
3. Study notes will be geared to test content and style which will match with modified learning outcomes.
4. Although the Learning Specialist may not attend all classes with the student(s), support will always be available. When the Learning Specialist does attend classes he/she will remain as inconspicuous as possible.

A. Tests may be modified in the following ways:

1. Tests, which require essay answers, may be modified to short answers.
2. Short answer questions may be changed to multiple choice or the question may be simplified so the answer will reflect a basic understanding.
3. Tests, which use fill in the blank format, may be modified to include a few choices for each question, or a list of choices for all questions. This will allow the student to match or use visual clues.
4. Tests in the T/F or multiple choice format may be modified by rewording or clarifying statements into layman's or simplified terms. Multiple choice questions may have a reduced number of choices.

B. Tests will be written in CICE office with assistance from a Learning Specialist.***The Learning Specialist may:***

1. Read the test question to the student.
2. Paraphrase the test question without revealing any key words or definitions.
3. Transcribe the student's verbal answer.
4. Test length may be reduced and time allowed to complete test may be increased.

C. Assignments may be modified in the following ways:

1. Assignments may be modified by reducing the amount of information required while maintaining general concepts.
2. Some assignments may be eliminated depending on the number of assignments required in the particular course.

The Learning Specialist may:

1. Use a question/answer format instead of essay/research format
2. Propose a reduction in the number of references required for an assignment
3. Assist with groups to ensure that student comprehends his/her role within the group
4. Require an extension on due dates due to the fact that some students may require additional time to process information
5. Formally summarize articles and assigned readings to isolate main points for the student
6. Use questioning techniques and paraphrasing to assist in student comprehension of an assignment

D. Evaluation:

Is reflective of modified learning outcomes.