

I. COURSE DESCRIPTION:

CICE students, with assistance from a learning specialist, will be introduced to the impact that technological change has on society. 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 CICE 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. This course investigates the social, legal, and ethical issues the use of technology raises. These and many other issues will require you to participate through independent research via the internet, electronic mail and recent publications. CICE students 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, with the help of a Learning Specialist, will demonstrate the basic ability to

1. Understand technology and its' role in the Technological Revolution.

Potential Elements of the Performance:

- define technology
- describe the information and technological revolution
- differentiate between innovation representing a paradigm shift vs. innovation representing a refinement of existing technologies
- determine sources of innovation funding in Canada
- relate historical events to the development of various technologies
- cite various technological failures and how these failures have affected our use of technology
- evaluate the effectiveness of the media on perceptions of technologies
- appreciate the difficulties in predicting the consequences of a new technology
- identify and research current and new technologies
- identify the reasons why people are often resistant to change

2. Understand the social impact of technology and the role it plays

in our daily lives. (chapters 5 and 6)Potential Elements of the Performance:

- determine the factors that influence access to various technologies
- define the “digital divide” and propose a solution(s) to it
- discuss the advantages/disadvantages in the following: service economy, manufacturing economy, agricultural economy
- cite various businesses created out of technological advances
- discuss how various businesses have adapted to technological changes
- discuss the impact of economics on innovation
- discuss the impact of technology on employment

3. Understand the legal and moral issues surrounding technology. (chapters 7 and 8)Potential Elements of the Performance:

- discuss the ways in which technology has changed the way we communicate
- describe the various new forms of social interaction brought about through technology
- discuss problems such as internet addiction, identity theft, and internet predators
- cite legislations relating to the privacy and freedom of information
- discuss the philosophical, legal, and economic issues of privacy versus freedom of 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 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/cracking and crime laws
- define professional liability and how it affects employers
- differentiate between the “Code of Conduct” and “General Ethics”

4. Understand the use and impact of technology in education, science, medicine and entertainment. (chapters 9 - 12)

Potential Elements of the Performance:

- discuss whether young children should use computers
- discuss the use of technology (hardware/software) in the education of children
- discuss the impact of technology on libraries
- discuss the uses of technology in science and medicine
- discuss the ethical issues relating to medical and scientific technologies
- discuss the influence of digital technology in areas such as photography, music, movies and animation
- discuss the impact of digital formats on television
- discuss the predictions surrounding the effects of technology in the future and how it will change our lives

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. Technology and the Technological Revolution	3 WEEKS
2. Social Issues	4 WEEKS
3. Legal and Moral Issues	4 WEEKS
4. Technology in education, science, medicine and entertainment	4 WEEKS

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

Text: No text required

ADDITIONAL RESOURCE MATERIALS

Additional reference material will either be given to the students or placed on LMS for the students' use.

Use of research modes such as: Internet and articles.

REQUIRED INDIVIDUAL STUDENT RESOURCES

Participation & Teamwork, Individual Research, Documentation

V. EVALUATION METHODS:

Tests/Quizzes/Assignments	Weight
Tests/Quizzes	50%
Assignments/labs	<u>50%</u>
	100%

All quizzes, tests and assignments will be completed with the assistance of the Learning Specialist. Any modifications to the tests and assignments will be proposed by the Learning Specialist and are subject to approval from the professor

The following semester grades will be assigned to students in postsecondary courses:

<u>Grade</u>	<u>Definition</u>	<u>Grade Point Equivalent</u>
A+	90 – 100%	4.00
A	80 - 89%	4.00
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.

OTHER EVALUATION CONSIDERATIONS

In order to pass this course the student must obtain an overall test/quiz average of **50%** or better, as well as, an overall assignment average of **50%** or better. A student who is not present to write a particular test/quiz, and does not notify the instructor beforehand of their intended absence, may be subject to a zero grade on that test/quiz.

Assignments are to be submitted on time. Notification will be given as to when they are due, which will be typically 7 days from date of issuance. Late assignments will not be accepted without valid reason.

VI. SPECIAL NOTES

Attendance:

Sault College is committed to student success. There is a direct correlation between academic performance and class attendance; therefore, for the benefit of all its constituents, all students are encouraged to attend all of their scheduled learning and evaluation sessions. This implies arriving on time and remaining for the duration of the scheduled session. *It is the departmental policy that once the classroom door has enclosed, the learning process has begun. Late arrivers may not be granted admission to the room.*

Absences due to medical or other unavoidable circumstances should be discussed with the professor. Students are required to be in class on time and attendance will be taken within the first five minutes of class. A missed class will result in a penalty in your marks unless you have discussed your absence with the professor as described above. The penalty depends on course hours and will be applied as follows:

Course Hours	Deduction
5 hrs/week (75 hrs)	1.0% /hr
4 hrs/week (60 hrs)	1.5% /hr
3 hrs/week (45 hrs)	2.0% /hr
2 hrs/week (30 hrs)	3.0% /hr

Final penalties will be reviewed and assessed at the discretion of the professor.

Addendum:

Further modifications may be required as needed as the semester progresses based on individual student(s) abilities and must be discussed with and agreed upon by the instructor.

COURSE OUTLINE ADDENDUM

1. Course Outline Amendments:
The professor reserves the right to change the information contained in this course outline depending on the needs of the learner and the availability of resources.
2. 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.
3. 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. Please refer to the Student Academic Calendar of Events for the deadline date by which application must be made for advance standing.

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

Substitute course information is available in the Registrar's office.
4. Accessibility Services:
If you are a student with a disability (e.g. physical limitations, visual impairments, hearing impairments, or learning disabilities), you are encouraged to discuss required accommodations with your professor and/or the Accessibility Services office. Visit Room E1101 or call Extension 2703 so that support services can be arranged for you.
5. Communication:
The College considers ***Desire2Learn (D2L)*** 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 this Learning Management System (LMS) communication tool.
6. Academic Dishonesty:
Students should refer to the definition of “academic dishonesty” in *Student Code of Conduct*. Students who engage in academic dishonesty will receive an automatic failure for that submission and/or such other penalty, up to and including expulsion from the course/program, as may be decided by the professor/dean. In order to protect students from inadvertent plagiarism, to protect the copyright of the material referenced, and to credit the author of the material, it is the policy of the department to employ a documentation format for referencing source material.

7. Tuition Default:

Students who have defaulted on the payment of tuition (tuition has not been paid in full, payments were not deferred or payment plan not honoured) as of the first week of November (fall semester courses), first week of March (winter semester courses) or first week of June (summer semester courses) will be removed from placement and clinical activities due to liability issues. This may result in loss of mandatory hours or incomplete course work. Sault College will not be responsible for incomplete hours or outcomes that are not achieved or any other academic requirement not met as of the result of tuition default. Students are encouraged to communicate with Financial Services with regard to the status of their tuition prior to this deadline to ensure that their financial status does not interfere with academic progress.

8. Student Portal:

The Sault College portal allows you to view all your student information in one place. **mysaultcollege** gives you personalized access to online resources seven days a week from your home or school computer. Single log-in access allows you to see your personal and financial information, timetable, grades, records of achievement, unofficial transcript, and outstanding obligations, in addition to announcements, news, academic calendar of events, class cancellations, your learning management system (LMS), and much more. Go to <https://my.saultcollege.ca>.

9. Recording Devices in the Classroom:

Students who wish to use electronic devices in the classroom will seek permission of the faculty member before proceeding to record instruction. With the exception of issues related to accommodations of disability, the decision to approve or refuse the request is the responsibility of the faculty member. Recorded classroom instruction will be used only for personal use and will not be used for any other purpose. Recorded classroom instruction will be destroyed at the end of the course. To ensure this, the student is required to return all copies of recorded material to the faculty member by the last day of class in the semester. Where the use of an electronic device has been approved, the student agrees that materials recorded are for his/her use only, are not for distribution, and are the sole property of the College.

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.