COURSE CONTENT
New information technologies based on digital platforms proliferate in our society. Such technologies now affect everyday life, groups, personal identity, culture, safety, and virtually all aspects of existence. From a sociological standpoint, *The Digital Society* is so pervasively a part of our world as to be almost invisible. Therefore, the necessity of recognizing the impacts of such technologies on us as individuals as well as the societal repercussions is of increasing importance. Emphasis in such a course of study will be placed on understanding the beginnings and development of digitalization, the internet in its many manifestations, online subcultures, gaming, privacy, information management, cyber-terrorism and bullying, business and corporate interface, identity, key individuals within the subject, relationships, criminal overtones, government interfaces, law, virtual worlds, and mass media.

COURSE OBJECTIVES
Each student, upon completion of this course, should be able to recognize, define, and understand core issues of *The Digital Society*. Due to the broad scope of such a topic, students will be encouraged to creatively pursue areas of interest to them. Additionally, students will gain a working knowledge of the key elements of the content identified as critical to this field of learning.

EVALUATION METHODS AND GRADING CRITERIA
Most upper-level, undergraduate courses in the social sciences require students to demonstrate mastery of material through successful completion of reading, assignments, and participation. For *SOC 3051—Online*, a book report will contribute 35% to the course grade (book of choice by the student). An additional 35% of the grade will reflect weekly online participation through Journaling about chapters in the Bilton text. The remaining 30% of the grade will come from six student responses to *The Digital World Timeline*—a web-based outline of important events in technological history. The purpose of this type of system is to assure maximum results through an ongoing effort by students to stay abreast of course materials, particularly the assigned readings. More about all of the assignments will be presented in the syllabus. **NOTE!!** Please keep in mind that all weekly assignments are due by midnight Saturday for the week in question, due to normal WebCT maintenance shut downs on Sundays.

REQUIRED TEXT

AMERICANS WITH DISABILITIES ACT (ADA)
The University of Utah seeks to provide equal access to its programs, services and activities for people with disabilities. If you need accommodations in the class, reasonable prior notice needs to be given to the Center for Disability Services (CDS), 162 Olpin Union Building, 581-5020 (V/TDD). CDS will work with you and the instructor to make arrangements for accommodations. All written information in this course can be made available in alternative format with prior notification to the Center for Disability Services. Please discuss any concerns with the professor as soon as possible ([www.hr.utah.edu/oeo/aca/guide/faculty/](http://www.hr.utah.edu/oeo/aca/guide/faculty/)).

PARTICIPATION/JOURNAL ENTRIES
Research indicates that students who regularly monitor online classes earn higher marks than those who do not. *SOC 3051—Online* has been designed to reward those who stay up with course material, responding to the assigned chapters in writing each week. Participants will produce a 150 to 200 word *Journal Entry* for each of the Bilton chapters assigned and submit them weekly for grading. Students will comment on important aspects of the text, such as the most interesting points in the eyes of the reader, weaknesses or strengths of the author’s argumentation, timeliness of topics or theories, applicability of the text to real life, or other noteworthy aspects. Participation/Journaling contributes 35% to the overall course grade, and represents a very critical part of the student’s effort. Journal notes will be marked the week following their submission on a scale commensurate with the *Grading* section outlined in this syllabus.
BOOK REPORT
For SOC 3051—Online, a book report on any topic touching on digitalization will contribute 35% to the course grade. The book report is a serious and important part of the overall class effort, meant to evidence to the instructor the student's working knowledge of topics presented. The most important aspect of the report is how the book reflects major ideas of the course. The book report will reflect:
1. **2500 words minimum** (double spaced);
2. introductory paragraph with overview of entire paper, body, conclusion;
3. an analysis/evaluation of the volume (may be written in first-person and should include student opinions);
4. 10 point academic font, double-spaced, one-inch margins;
5. Please note number of total words at end of report.

THE DIGITAL WORLD TIMELINE ESSAYS
In order to better understand the many discoveries and innovations that comprise the digital world today, students will familiarize themselves with a brief history of these types of technologies, and determine which ones appear to be the most important according to their viewpoint. Accessed at www.computerhope.com/history, students will submit six persuasive essays (one for each of the six periods outlined in the site beginning with the 1900s progressing through to 2011). After perusing the material in the timelines, students will determine which two or three discoveries or innovations appear to be the most significant in each period. They will then discuss these two or three aspects in a short essay (250 to 300 words) and argue why they believe them to be so critical. No choices are inherently right or wrong, per se, but rather the basis for argumentation and analysis will be the most important factor for grading.

GRADING
A  An excellent work in all or nearly all aspects of the assignment. The student exemplifies originality of ideas, superior depth of thought, and extensive grasp of topics as well as technical superiority
B  A competent work with a lapse here or there. Ideas are clear and properly expressed; the writing is technically solid. The assignment is effective in meeting all criteria but does not rise to sustained distinction
C  An adequate work, but not good. Student ideas tend to be oversimplified, reductionistic, and lack sufficient explanation or exploration. Problems may also exist with grammar, logic, or ability to express thoughts in a manner reflective of a junior level class.
D  A minimal effort by the student—the work is marred by problems with almost all aspects of the assignment. This is not considered a competent performance.
E  A failing mark, generally reserved for assignments which are not submitted or miss the target on virtually every criteria of the project.
+/-  Plus or minus may be given in addition to each of the grade levels when deemed appropriate.

**Grade Ranges:**

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<th>Grade</th>
<th>Range</th>
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<tr>
<td>A</td>
<td>96% and above</td>
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<td>C+</td>
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<td>D+</td>
<td>55—59.99%</td>
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<td>D</td>
<td>50—54.99%</td>
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<tr>
<td>E</td>
<td>Below 45%</td>
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CLASS CALENDAR

**Week of 16 May**
Cancel my subscription
**Bilton—Introduction**

**Week of 23 May**
Bunnies, markets, & the bottom line
**Bilton—Chpt 1**

**Week of 30 May**
Scribbling monks & comic books
**Bilton—Chpt 2**

**Week of 6 June**
Your cognitive road map
**Bilton—Chpt 3**
**Timeline Essay 1 due—1900 to 1940**
Week of 13 June
Suggestions & swarms
Bilton—Chpt 4
Timeline Essay 2 due—1940 to 1960

Week of 20 June
When surgeons play videogames
Bilton—Chpt 5
Timeline Essay 3 due—1960 to 1980

Week of 27 June
Me in the middle
Bilton—Chpt 6
Timeline Essay 4 due—1980 to 1990

Week of 4 July—Holiday Week—No reading/Journal assignment

Week of 11 July
Warning: danger zone ahead
Bilton—Chpt 7
Timeline Essay 5 due—1990 to 2000

Week of 18 July
What the future will look like
Bilton—Chpt 8
Timeline Essay 6 due—2000 to 2011

Week of 25 July
Epilogue
Bilton—Chpt 9

MONDAY 1 AUGUST—BOOK REPORT DUE!

NOTE: Those who wish their grades mailed to them should attach a legal size, peel & stick, self-addressed, stamped envelope with their final paper.