CYBERWORLDS—
A *HYBRID* COURSE

Tell me and I forget; teach me and I remember; involve me and I learn
Benjamin Franklin

DR. MARCIE GOODMAN

SOC 3051

Office--310 BehS

Summer 2014—1st

Session
581-3712 Office

9:30 to 11:00 am

Office Hours: Mon/Wed 7:15 to 8:15 am & after class

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Mon/Wed—BehS 114
Friday--*ONLINE*

COURSE DESCRIPTION & OBJECTIVES

New information technologies based on digital platforms proliferate in our society. Such technologies now affect everyday life, groups, personal identity, culture, safety, and countless other aspects of existence. From a sociological standpoint, *cybertechnology* is so pervasively a part of our world as to be almost invisible. The necessity of recognizing impacts of such technologies 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, theories about communication and media, 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. The course will be both *in-person* and *online (Hybrid).*

Cyberworlds is an introduction to the information, theory and societal impact surrounding *digitalization*. The primary objectives of the course are:

- **familiarize students with the different types of digital technology and their impacts;**
- **expose students to theories concerning sociological, media and technological impacts on society;**
- **give students an opportunity to conduct their own research on topics concerning digital technology;**
- **aid students in developing their skills in formal, factual writing (qualifies as a *University Writing Credit*).**

COURSE OVERVIEW

Evaluation Methods

Most upper-level, undergraduate courses in the social sciences require students to demonstrate mastery of material through successful completion of reading, written assignments, and participation. For *SOC 3051,* an ongoing *research project* (*rough drafts*) will contribute **20%** to the course grade, and the finalized *microtext* will add another **30%**. A *book analysis* with companion *topic outline* will count **30%.** The remaining **20%** of the course grade will reflect *class participation* (notations are made of level of responses during discussions). 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. Success will be greatly impacted by familiarity with information before each class period*,* with students coming prepared to participate in class discussions (more about all of the assignments in the syllabus).

Suggested Texts

Glenn, Cheryl & Loretta Gray. 2006. *Hodges Harbrace Handbook* (16th Edition). Thompson/Wadsworth Publishing.
    Note: Text (***16th Edition***) available at Amazon.com for a few dollars plus shipping.
Johnson, William & Rettig, Scott, Garrison. 2010. *The Sociology Student Writer's Manual* (6th Ed). Pearson.

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.

Grading Criterion

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 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 Range

A 96% and above; *A-* 90—95.99%; *B+* 85—89.99%; *B* 80—84.99%; *B-* 75—79.99%; *C+* 70—74.99%;
C 65—69.99%; *C-* 60—64.99%; *D+* 55—59.99%; *D* 50—54.99%; *D-* 45—49.99%; *E* Below 45%.

PARTICIPATION (20% of course grade)

Given the "hands-on" nature of this course, regular attendance is strongly encouraged. Active participation is also expected. The class will be conducted in a *Socratic format* with emphasis on professor and student interaction and understanding through questions and comments. The professor will use this forum to present key concepts not detailed in the major texts under consideration. The *Socratic* model is employed to encourage analysis, critical thinking, preparation, and long term learning on the part of the student. Each student should come prepared to discuss the subject scheduled on the calendar by citing current, scholarly journal research. Note cards will be marked for every student, and response notes will be given based on the quality of comments offered: **+ (plus),** √ **(check),** or **0 (zero)—**representing roughly the grades of *A, B,* and *E.*

BOOK ANALYSIS (30 % of course grade)

Students should choose a book of interest to them relating to digitalization for a report according to the following criteria:

1. **250+** page book published **within the last 5 years** representing a major topic area of course;
2. *Book Analysis* will be minimum of 2500 words (place total word count without *abstract* at end of paper;
3. *10 point font (Arial),* double-spaced, 250 word *abstract (*see sample in *CANVAS files);*
4. *Bloom's Taxonomy* (four highest levels) will be utilized (simple regurgitation of book content's discouraged);
5. Writing, grammar skills reflective of 3000-level course;
6. *Analysis* submitted on paper, *in class,* Monday 16 June.

MICROTEXT (30% of course grade)

OVERVIEW

Due to highly time-critical and cutting-edge nature of the subject matter, a traditional textbook will *not* be utilized in *Cyberworlds.* Instead, students will create a *microtext* on the topics chosen for discussion during the semester. The subjects to be covered by chapters are:

1. Introduction
2. A very brief history of *cyberworlds*—1940 to 2014

3. Entertainment & social media
4. Gaming & virtual worlds
5. Law & cybercrime
6. Government & military
7. Business, education, & medicine
8. Conclusion

ROUGH DRAFTS (20 % OF COURSE GRADE)

Each Friday by 9:00am (online), students will submit their *chapters* on the *specific subjects* discussed that week in class. The professor will make correction and suggestions for improvement to be implemented by the student for final *microtext*. All chapters except the *Introduction*, *Chapter 7*, *Conclusion* & *Works Cited* will be *rewrites*. Chapters will reflect:
1. A meaningful and specific aspect of subject of hand (*in the viewpoint of the student*);
2. At least **three** references from *peer-reviewed journals* in the various fields of *cybertechnology*;
3. No less than 1250 words—no more than 1500 words, employing *APA style*;
4. An emphasis on the *four **highest** levels* of *Bloom's Taxonomy* (overview follows this section);
5. 10 point academic font with double spaced lines and 1 inch margins (*Arial* is suggested);
6. Writing, logic and grammar skills appropriate for a 3000 level sociology/writing course;
7. *A word count* provided at the end of the essay/chapter (*for the rough drafts only).

FINAL *MICROTEXT* (30% OF COURSE GRADE)

At the end of the term, students will create a final, cutting-edge *microtext* about *the digital society*.   *Microtext* will include:
1. An original introduction (*Chapter 1)* 1000—1500 words;
2. An original conclusion (*Chapter 8)* 750—1250 words;
3. A finalized production of rewritten & improved topic chapters (1250—1500 words);
4. A *Works Cited* page with correct references from *peer-reviewed journals* cited within chapters;
5. An *Appendix* (if necessary) with any relevant and appropriate information, tables, charts or graphs.
The *microtext* will be submitted *ONLINE* on Friday, 20 June (no late papers will be accepted).

BLOOM'S TAXONOMY

In 1956, Benjamin Bloom headed a group of educational psychologists who developed a classification of levels of intellectual behavior important in learning. Bloom found that over 95 % of the test questions students encounter require them to think only at the lowest possible level . . . the recall of information. Bloom identified six levels within the cognitive domain, from the simple recall or recognition of facts, as the lowest level, through increasingly more complex and abstract mental levels. For *Cyberworlds,* students will concentrate on implementing the *four highest levels* of the *Taxonomy:*

1. ***Knowledge***: arrange, define, duplicate, label, list, memorize, name, order, recognize, relate, recall, repeat, reproduce state.
2. ***Comprehension***: classify, describe, discuss, explain, express, identify, indicate, locate, recognize, report, restate, review, select, translate,

Four highest levels (to be utilized in *Microtext)*

3. ***Application***: apply, choose, demonstrate, dramatize, employ, illustrate, interpret, operate, practice, schedule, sketch, solve, use, write.
4. ***Analysis***: analyze, appraise, calculate, categorize, compare, contrast, criticize, differentiate, discriminate, distinguish, examine, experiment, question, test.
5. ***Synthesis***: arrange, assemble, collect, compose, construct, create, design, develop, formulate, manage, organize, plan, prepare, propose, set up, write.
6. ***Evaluation***: appraise, argue, assess, attach, choose compare, defend estimate, judge, predict, rate, core, select, support, value, evaluate.

Evaluation
Synthesis
Analysis
Application
Understanding
Knowledge
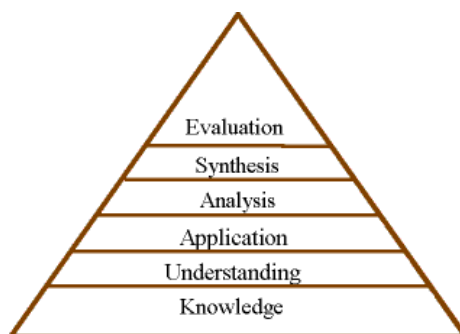
COURSE CALENDAR

12 May (M)   Introduction to course material; presentation of syllabus;
Bloom's Taxonomy; using the *Student Writer's Manual* & *Handbooks*

14 May (W)   A very brief overview of *cybertechnology*—1940 to 2010
                (www.computerhope.com/history)

16 May (F)—*ONLINE*   *Rough draft of Chapter 2—History* due by 9:00am

19 May (M)   Entertainment—radio, television, print (magazines & newspapers), music, movies

21 May (W)   Social media, the internet, *World Wide Web,* cell phones, *twitter*, *blogging, Facebook*

23 May (F)—*ONLINE*   *Rough draft of Chapter 3—Entertainment & Social Media* due by 9:00am

26 May (M)   MEMORIAL DAY HOLIDAY—NO CLASS!

28 May (W)   Gaming & virtual worlds—from *Pong* to *World of Warcraft,* online subcultures

30 May (F)--*ONLINE*   *Rough draft of Chapter 4—Gaming & Virtual Worlds* due by 9:00am

2 Jun (M)   Law, copyrights, privacy, personal security

4 Jun (W)   Cybercrime

6 Jun (F)—*ONLINE*   *Rough draft of Chapter 5—Law & Cybercrime* due by 9:00am

9 Jun (M)   Government, politics

11 Jun (W)   Military, weapons

13 Jun (F)—*ONLINE* Rough draft of Chapter 6—Government & Military due by 9:00am

16 Jun (M)   Business & commerce—***BOOK ANALYSIS* Due** (paper copy)—**In Class)**

18 Jun (W)   Education, medicine (**NO** *Rough Draft submitted on Chapter 7—Business, Education, & Medicine)*

20 Jun (F)--*ONLINE*   *MICROTEXT DUE!*   **Due by 9:00am**
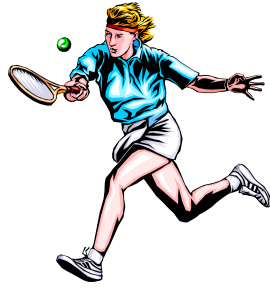
That's All, Folks!!   *Have a great summer!*