

JTC 413 – New Media Trends and Society
JTC 413, Section 801, Fall 2021
Colorado State University

JTC 413 Online, s. 801, Syllabus and Weekly Schedule
Syllabus

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Course Canvas website – <http://info.canvas.colostate.edu/login.aspx>

Course Description – This is a course on evolving and emergent information and communication technologies (ICT) with a primary focus on the creation, evolution, and future of the Internet. Related telecommunication technologies such as telephony, broadcasting, teleconferencing, and virtual realities will also be examined. The shift of ICT services to the Internet Cloud and its implications for global telecommunication will be a central area of study. Internet applications such as social networking, games, and teleconferencing will be analyzed in terms of social effects, diversity, and inclusiveness. Key communication theories related to ICT will be studied and applied in relevant areas. Universal social issues that transcend media boundaries such as equal access to ICT, censorship, privacy infringement, cultural norms, disabilities, gender bias, and environmental factors will also be examined in detail. Students should expect to spend **about 12 hours per week** on this CSU Online course.

Course Objectives – At the completion of this course each student will be able to:

- 1) Describe how existing communication modes are evolving in response to developments in digital technology and the diversity of its users.
- 2) Describe how new information and communication technologies are diffused through national and international societies, with emphasis on recognizing the variety of cultural impacts in the world.
- 3) Explain how the Internet affects telecommunication, media usage, and ICT industries on a global basis and how Internet access may increase cultural awareness and global perspectives.
- 4) Describe how applications such as social networks and online games affect interpersonal relationships, gender issues, disability opportunities, and inclusiveness.
- 5) Describe communication theories and social policy issues that are related to new communication technologies and take into account international diversity.
- 6) Explain why this is an exciting time to be involved in the study of communication technologies.

Required Texts

Seel, Peter B. (2012). *Digital Universe: The Global Telecommunication Revolution*.
Boston: Wiley-Blackwell.

ISBN: 978-1405153300
Ross, Alec. (February 7, 2017). ***The Industries of the Future*** (Reprint ed.). New York, NY: Simon & Schuster.
ISBN-10: 1476753660
ISBN-13: 978-1476753669

Canvas

This course is taken entirely online through the Colorado State University Online Canvas class website for JTC 413, section 801. The syllabus, weekly schedule, and assignments will be posted on Canvas. Please familiarize yourself with Canvas and log into the class website often.

You will need your CSU eID and password to log in: <http://info.canvas.colostate.edu/login.aspx>
For Canvas Help: <http://info.canvas.colostate.edu/student-resources.aspx>

Academic Integrity Policy

This course will adhere to the [CSU Academic Integrity/Misconduct](#) policy as found in the General Catalog and the [Student Conduct Code](#).

Academic integrity lies at the core of our common goal: to create an intellectually honest and rigorous community. Because academic integrity, and the personal and social integrity of which academic integrity is an integral part, is so central to our mission as students, teachers, scholars, and citizens, I will ask that you affirm the CSU Honor Pledge as part of completing your work in this course.

TITLE IX SYLLABUS/COURSE INFORMATION LANGUAGE

The OEO page, includes the following:

Faculty are encouraged to include the following approved language regarding Title IX reporting and student resources in their course syllabi or course content handouts to students.

COURSE CONTENT NOTE: CSU's Discrimination, Harassment, Sexual Harassment, Sexual Misconduct, Domestic Violence, Dating Violence, Stalking, and Retaliation policy designates faculty and employees of the University as "Responsible Employees." This designation is consistent with federal law and guidance, and requires faculty to report information regarding students who may have experienced any form of sexual harassment, sexual misconduct, relationship violence, stalking or retaliation. This includes information shared with faculty in person, electronic communications or in class assignments. As "Responsible Employees," faculty may refer students to campus resources (see below), together with informing the Office of Support and Safety Assessment to help ensure student safety and welfare. Information regarding sexual harassment, sexual misconduct, relationship violence, stalking and retaliation is treated with the greatest degree of confidentiality possible while also ensuring student and campus safety.

- Any student who may be the victim of sexual harassment, sexual misconduct, relationship violence, stalking or retaliation is encouraged to report to CSU through one or more of the following resources:
 - Emergency Response 911
 - Deputy Title IX Coordinator/Office of Support and Safety Assessment (970) 491-1350
 - Colorado State University Police Department (non-emergency) (970) 491-6425

For counseling support and assistance, please see the CSU Health Network, which includes a variety of counseling services that can be accessed at: <http://www.health.colostate.edu/>. And, the Sexual Assault Victim Assistance Team is a confidential student resource that does not have a reporting requirement and that can be of great help to students who have experienced sexual assault. The web address is <http://www.wgac.colostate.edu/need-help-support>.

Behavior

All online communication in this course should be professional, inclusive, and respectful.

The Discussion Topic postings can be a great source of learning about global communication technology issues through the thoughts and experiences of classmates. You are expected to be respectful and courteous in all of your communications in this class. Improper messages may result in points lost and other disciplinary action.

Academic Misconduct

Academic Misconduct at Colorado State University includes, but is not limited to, academic dishonesty, plagiarism, cheating, copying, helping someone else to cheat, and turning in work that is not your own. Please see the previous links that explain plagiarism, cheating, and other forms of academic dishonesty and misconduct. It is your responsibility to inform yourself about these very serious matters. Academic misconduct and dishonesty will not be tolerated and violators will face strict sanctions that could include failing the assignment, the course, and being referred to the Conflict Resolution and Student Conduct Services, all at our discretion.

You must work independently and do your own work, by yourself.

Plagiarism Policy -- Any work that is submitted without proper attribution to authors of your sources in, preferably, APA style (name, year) and linked to appropriate references cited at the end of the document may result in an automatic grade of "F" for the project and a possible failing grade in the course.

- **Plagiarism**

Includes the copying of language, structure, images, ideas, or thoughts of another, and representing them as one's own without proper acknowledgement; the failure to cite sources properly; sources must always be appropriately referenced, whether the source is printed, electronic, or spoken.

You are hereby notified that your instructors may submit your assignments to plagiarism software, to check for plagiarism. Your instructor may also use other methods to ensure that each student submits their own original work. You must work independently and do all of your own work by yourself.

Agreement

By remaining in this section 801 of JTC 413, students agree to all of the policies listed in this syllabus.

CSU Student Honor Pledge

Due to a student-led initiative at CSU, this class will have the opportunity to electronically sign an honor pledge: "I have not given, received, or used any unauthorized assistance in my academic work for this course at Colorado State University." Signing this pledge is voluntary and no points are involved.

<https://tilt.colostate.edu/Integrity/Pledge>

Changes

This syllabus is subject to slight changes during the semester, if needed. Any changes to the syllabus, including course policy or schedule, will be made with consideration for the students' best interests, and students will be informed of any changes ahead of time.

Grading -- Your work in this course will be graded on an individual basis. You will earn points from multiple Canvas online Discussion messages, two online quizzes, a final exam on Canvas, a legal/social aspects paper, a community service posting, and a few additional online activities and new media trends discussions.

Points	Element
65	Weekly Canvas Discussion Topics postings (5 points each week for 13 weeks of discussions)
24	Weekly Replies (2 points each for 12 weeks)
48	Weekly Textbook Reading Essays (4 points each for 12 weeks for textbook essays)
30	Online Activity Points (6 for 5 points each)
30	Online Canvas Quiz 1
30	Online Canvas Quiz 2
30	Online Canvas Final Exam (not cumulative)
15	Posting on Legal/Social Aspects of Technology
5	Discussion on Legal/Social posting
12	Community Service Project posting and reply
6	Review of textbooks
35	New Media Trends, Discussions & Replies: (5+2) x5
330	Total points possible

Total Points	Final Grade
324-330	A+
308-323	A
297-307	A-
290-296	B+
274-289	B
264-273	B-
257-263	C+
231-256	C
198-230	D
0-197	F

For the latest information about the University's COVID resources and information, please visit the **CSU COVID-19 site** (<https://covidrecovery.colostate.edu/>).

FA21

ADD THIS SCRIPT VERBATIM TO YOUR SYLLABUS

Important information for students: All students are expected and required to report any COVID-19 symptoms to the university immediately, as well as exposures or positive tests from a non-CSU testing location.

If you suspect you have symptoms, or if you know you have been exposed to a positive person or have tested positive for COVID, you are required to fill out the COVID Reporter (<https://covid.colostate.edu/reporter/>). If you know or believe you have been exposed, including living with someone known to be COVID positive, or are symptomatic, it is important for the health of yourself and others that you complete the online COVID Reporter. Do not ask your instructor to report for you. If you do not have internet access to fill out the online COVID-19 Reporter, please call (970) 491-4600. You may also report concerns in your academic or living spaces regarding COVID exposures through the COVID Reporter. You will not be penalized in any way for reporting. When you complete the COVID Reporter for any reason, the CSU Public Health office is notified. Once notified, that office will contact you and, depending upon each situation, will conduct contact tracing, initiate any necessary public health requirements and notify you if you need to take any steps.

For the latest information about the University's COVID resources and information, please visit the **CSU COVID-19 site**: <https://covid.colostate.edu/>.

With more than 20,000 students fully vaccinated, CSU announces new vaccine, screening and mask mandates for Fall 2021

COVID-19 UPDATE



OFFICE OF THE PRESIDENT

August 11, 2021

Dear CSU Community,

Perhaps the most powerful lesson that COVID-19 has taught us is that we can act quickly and effectively to protect ourselves and one another. CSU's powerful culture of compassion and outreach has already led us successfully through an academic year upended by the pandemic.

As we head into our in-person Fall 2021 semester, we call on each of you to remember that Rams Take Care of Rams and to adhere to the new vaccine, mask and screening mandates outlined here. Each member of our community is responsible for our own health; together, we are responsible for the health of the more vulnerable amongst us, particularly young children, older members of our community and the immunocompromised. We are so grateful to the more than 20,000 students who are fully vaccinated; we urge you all to follow their example to keep everyone at CSU healthy this Fall.

New vaccine, mask and screening mandates

To respond to rapidly unfolding impacts of increasing confirmed cases of COVID-19 and the spread of the Delta variant, CSU is mandating vaccines, screenings and masks, effective immediately.

Vaccination or twice-weekly screening required

Mandatory submission of proof of a COVID vaccine: All students, faculty and staff are required to submit their vaccine status or declare an exemption by Wednesday, Aug. 18. This is an expansion of the plan the CSU System announced in April and its decision at the August Board of Governors meeting to reaffirm its position to allow its campuses to act according to the needs of campus, the local community, and public health guidance. This includes the authority to mandate vaccines while waiting for FDA approval, which is predicted to happen soon.

- CSU will recognize, and accept with proof, all vaccines approved for use by the World Health Organization.
- Mandatory twice-weekly screenings for all unvaccinated individuals, beginning Monday, Aug. 16. This includes individuals who have declared an exemption.
- Mandatory twice-weekly screening will be extended indefinitely: it will not conclude at the end of August, as previously communicated. Screening appointments and locations are available on the COVID website.

- **Unvaccinated students, faculty and staff can register for a vaccine through clinics offered on Main Campus in August.** More information about where to get a vaccine is available on [our COVID website](#).
- Non-compliance with the vaccine mandate will be addressed through existing university polices as they apply to students, faculty and staff.

How to submit vaccine status

- **Employees** must submit their [proof of vaccination or declare an exemption](#) using a new vaccine portal on the HR site by Wednesday, Aug. 18. [More info.](#)
- **Students** must submit their [proof of vaccination or declare an exemption](#) with the CSU Health Network through its student portal by Wednesday, Aug. 18. [More info.](#)
- **The university is creating a system, scheduled to be ready by Aug. 18, to track and compare vaccine status information with screening information.** Anyone who does not comply with the requirement will be contacted for follow-up.

Masks required in all university buildings

- **Masks are required indoors in all university buildings, effective immediately and regardless of vaccine status.**
 - *Recognizing the timing of this message, anyone in a university building today, August 10, who does not have access to a mask must wear one beginning tomorrow, August 11.*
- Individuals living in University Housing must wear masks unless they are in their own room or apartment.
- Faculty and staff must wear a mask unless they are alone in their office.
- Individuals, supervisors, and units are encouraged to print and post [this sign](#) in all appropriate locations across campuses.
- Masks are also required when more than one person is in a university vehicle or conducting university travel in a private vehicle.
- As with the vaccine mandate, non-compliance with the mask mandate will be addressed through existing university polices as they apply to students, faculty and staff.

Where to get more information

Our COVID website has been updated to reflect these new mandates and will continue to be updated as the university has more information. Consult this site for answers to frequently asked questions, such as [these already posted FAQs](#) about the new mandates. **The university's public health guidance chart already includes guidance around large events and university spaces, including laboratories, classrooms and campus life areas, that make it a good source for immediate answers to questions.** Again, more information will be forthcoming via a variety of platforms.

Our commitment to all of you

In the last several weeks we have heard from many of our community members advocating for various stances regarding vaccines, masks and other public health guidance. We have weighed each request against public health guidance and our sincere desire to provide a safe campus community for everyone this fall.

It is our strong belief that these measures are necessary to protect each other and to allow us to be together this fall in classrooms and other university spaces as we begin our

academic year. Therefore, for now, this message outlines how CSU will be operating for the Fall 2021 semester. We will, of course, recalibrate requirements when public health data indicates it is time to do so.

Once again, CSU is mandating vaccines, screenings and masks on our campuses, effective immediately. And we are also eagerly anticipating opening the doors of our Residence Halls, our Dining Centers, our classrooms and labs, our offices, and our community-serving facilities to all of you in just a few weeks. We may be smiling beneath masks as we greet you all, but we will be smiling to be together again!

Thank you,

Joyce McConnell, President

Mary Pedersen, Provost and Executive Vice President

The CSU Pandemic Preparedness Team

COURSE & CSU Resources & Policies

Canvas Information & Technical Support

Canvas is the where course content, grades, and communication will reside for this course.

Login: canvas.colostate.edu Support: info.canvas.colostate.edu

For passwords or any other computer-related technical support, contact the [Central IT Technical Support Help Desk](#).

Voice: (970) 491-7276 Email: help@colostate.edu

The [Technical Requirements](#) page identifies the browsers, operating systems, and plugins that work best with Canvas.

Further information about Academic Integrity is available at CSU's [Academic Integrity - Student Resources](#).

Universal Design for Learning/Accommodation of Needs

I am committed to the principle of universal learning. This means that our classroom, our virtual spaces, our practices, and our interactions be as inclusive as possible. Mutual respect, civility, and the ability to listen and observe others carefully are crucial to universal learning.

If you are a student who will need accommodations in this class, please contact me to discuss your individual needs. Any accommodation must be discussed in a timely manner. A verifying memo from [The Student Disability Center](#) may be required before any accommodation is provided.

The Student Disability Center (SDC) has the authority to verify and confirm the eligibility of students with disabilities for the majority of accommodations. While some accommodations may be provided by other departments, a student is not automatically eligible for those accommodations unless their disability can be verified and the need for the accommodation confirmed, either through SDC or through acceptable means defined by the particular department. Faculty and staff may consult with the SDC staff whenever there is doubt as to the appropriateness of an accommodative request by a student with a disability.

The goal of SDC is to normalize disability as part of the culture of diversity at Colorado State University. The characteristic of having a disability simply provides the basis of the support that is available to students. The goal is to ensure students with disabilities have the opportunity to be as successful as they have the capability to be.

Support and services are offered to student with functional limitations due to visual, hearing, learning, or mobility disabilities as well as to students who have specific physical or mental health conditions due to epilepsy, diabetes, asthma, AIDS, psychiatric diagnoses, etc. Students who are temporarily disabled are also eligible for support and assistance.

Any student who is enrolled at CSU, and who self-identifies with SDC as having a disability, is eligible for support from SDC. Specific accommodations are determined individually for each student and must be supported by appropriate documentation and/or evaluation of needs consistent with a particular type of disability. SDC reserves the right to ask for any appropriate documentation of disability in order to determine a student's eligibility for accommodations as well as in support for specific accommodative requests. The accommodative process begins once a student meets with an accommodation's specialist in the SDC.

Copyrighted Course Materials

[Please refer to Faculty Manual - Section J for rights and responsibilities related to creative works.](#)

Undocumented Student Support

Any CSU student who faces challenges or hardships due to their legal status in the United States and believes that it may impact their academic performance in this course is encouraged to visit [Student Support Services for Undocumented, DACA & ASSET](#) for resources and support. Additionally, only if you feel comfortable, please notify your professor so they may pass along any additional resources they may possess.

Food Insecurity

Any CSU student (along with faculty and staff) who is experiencing food insecurity can receive support from the [Rams Against Hunger](#) program. Services include a food pantry, a meal-swipe program, pocket pantries, and in-person assistance with navigating federal aid eligibility. The RAH page includes numerous resources as well as county, state and federal programs which are described and linked.

Title IX/Interpersonal Violence

For the full statement regarding role and responsibilities about reporting harassment, sexual harassment, sexual misconduct, domestic violence, dating violence, stalking, and the retaliation policy please go to: [Title IX – Sexual Assault, Sexual Violence, Sexual Harassment](#).

If you feel that your rights have been compromised at CSU, several resources are available to assist:

- Student Resolution Center, 200 Lory Student Center, 491-7165
- Office of Equal Opportunity, 101 Student Services, 491-5836

A note about interpersonal violence: If you or someone you know has experienced sexual assault, relationship violence and/or stalking, know that you are not alone. As instructors, we are required by law to notify university officials about disclosures related to interpersonal violence. Confidential victim advocates are available 24 hours a day, 365 days a year to provide support related to the emotional, physical, physiological and legal aftermath of interpersonal violence. Contact the Victim Assistance Team at: 970-492-4242.

Religious Observances

CSU does not discriminate on the basis of religion. Reasonable accommodation should be made to allow individuals to observe their established religious holidays.

Please see [CSU's Religious Observances Calendar](#).

Students seeking an exemption from attending class or completing assigned course work for a religious holiday will need to fill out [the Religious Accommodation Request Form](#) and turn it in to the Division of Student Affairs, located on the second level of the Administration building.

Once turned in, the Division of Student Affairs will review the request and contact the student accordingly. If approved, the student will receive a memo from the Dean of Students to give to their professor or course instructor. Students are asked to turn in the request forms as soon as the conflict is noticed. Similarly, unanticipated conflicts requiring a religious observance, such as a death in the family, can also be reviewed.

CSU Principles of Community

Inclusion: We create and nurture inclusive environments and welcome, value and affirm all members of our community, including their various identities, skills, ideas, talents and contributions.

Integrity: We are accountable for our actions and will act ethically and honestly in all our interactions.

Respect: We honor the inherent dignity of all people within an environment where we are committed to freedom of expression, critical discourse, and the advancement of knowledge.

Service: We are responsible, individually and collectively, to give of our time, talents, and resources to promote the well-being of each other and the development of our local, regional, and global communities.

Social Justice: We have the right to be treated and the responsibility to treat others with fairness and equity, the duty to challenge prejudice, and to uphold the laws, policies and procedures that promote justice in all respects.

Diversity and Inclusion

“Respect for Diversity: It is my intent that students from all diverse backgrounds and perspectives be well served by this course, that students’ learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength and benefit. It is my intent to present materials and activities that are respectful of diversity: gender, sexuality, disability, age, socioeconomic status, ethnicity, race, and culture. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally or for other students or student groups. In addition, if any of our class meetings conflict with your religious events, please let me know so that we can make arrangements for you.” - [Source](#)

Student Parents/Guardians/Caregivers

I realize that student parents/guardians and caregivers face distinctive challenges in succeeding academically, and I’m committed to supporting those of you who are parents to achieve our course’s learning outcomes. If you encounter challenges in meeting course expectations – for example, fulfilling attendance and participation requirements or submitting assignments due to a child or person in your care’s illness, essential appointment, school closure, etc. – please contact me as soon as possible (beforehand if feasible or as soon afterward you reasonably can if not). We’ll develop a plan for you to make up missed work. Also, please see [\[customize reference to your Canvas course site or other resources\]](#) for information on making up the work for a missed class meeting or late assignment. If you need to bring your child or person you care for to class, for example because you’re nursing or planned childcare became unavailable, I encourage you to do so if it’s feasible for you to participate in class and support your child or person in your care [\[customize the preceding language per your course policy\]](#).

Our group work assignments are designed to provide flexible approaches to participating, and all groups should develop plans that enable all members to contribute equitably. If your group encounters challenges in doing so, please reach out to me so we can work together to devise a solution.

Finally, know that pregnant and parenting students are guaranteed equal educational opportunities by Title IX; know your rights, the protections provided, and how to advocate for yourself.

Student Case Management

Student case management is available to help students with extenuating life circumstances and connect them with resources. In some cases, after you and I discuss your situation, I may request verifiable documentation for class absences from the SCM office if you request considerations for absences or missed coursework.

Mental Health and Wellness

CSU is a community that cares. You are not alone. CSU Health Network Counseling Services has trained professionals who can help. Your student fees provide access to a wide range of support services.

Call Counseling Services at (970) 491-6053, and they will work together with you to find out which services are right for you.

Visit <https://health.colostate.edu/about-counseling-services> to learn more and <https://health.colostate.edu/mental-health-resources/> for additional student mental health and well-being resources. An extensive set of mental health resources is available to CSU students: <https://health.colostate.edu/mental-health-resources/>

If you are concerned about a friend or peer, use **Tell Someone** by calling (970) 491-1350 or visiting <https://supportandsafety.colostate.edu/tell-someone/> to share your concerns with a professional who can discreetly connect the distressed individual with the proper resources. Rams Take Care of Rams. Reach out and ask for help if you or someone you know is having a difficult time.

Grading -- Reprinting the Grade Box from page 4.

Points	Element	Total Points	Final Grade
65	Weekly Canvas Discussion Topics postings (5 points each week for 13 weeks of discussions)	324-330	A+
24	Weekly Replies (2 points each for 12 weeks)	308-323	A
48	Weekly Textbook Reading Essays (4 points each for 12 weeks for textbook essays)	297-307	A-
30	Online Activity Points (6 for 5 points each)	290-296	B+
30	Online Canvas Quiz 1	274-289	B
30	Online Canvas Quiz 2	264-273	B-
30	Online Canvas Final Exam (not cumulative)	257-263	C+
15	Posting on Legal/Social Aspects of Technology	231-256	C
5	Discussion on Legal/Social posting		
12	Community Service Project posting and reply	198-230	D
6	Review of textbooks		
35	New Media Trends, Discussions & Replies: (5+2) x5	0-197	F
330	Total points possible		

Weekly Schedule

Weekly Schedule for JTC 413, s. 801, FALL 2021

New Media Trends and Society
JTC 413 Online, Section 801, FALL 2021
Colorado State University
Instructor: Jaye Powers
jaye.powers@colostate.edu

Week 1: August 23 – August 27, 2021

Overview of course, syllabus, and weekly schedule.

This week read: **Digital Universe Chapter 1**, "The Digital Universe: Introduction" (pp. 3-13).

-**Introductions** on Canvas: Please **Introduce** yourself to the class under "Discussions" on the left panel (**5 pts**) and **Reply** to at least one of your classmates' introductions (**2 pts**).

-**New Media Trends #1 Discussion (5 pts) and Reply (2 pts): Social Media and Power.**

****Online Activity #1 (5 pts.): Drones and Fireworks.** See "Discussions/Week 1, Online Activity #1."

(Week 1 Discussions, Replies, and Activity may be posted through Friday, September 3, 2021.)

Week 2: August 30 – September 3, 2021 (Monday, September 6 is Labor Day)

This week read: **Digital Universe Chapter 2**, "Thinking About Moore's Law" (pp. 14-24), and **Digital Universe Chapter 3**, "Critical Perspectives" (pp. 25-39).

Post your Week 2 Discussion Topic Message (**5 pts**) and Reply (**2 pts**) under Discussions (on Biometrics).

Post your Week 2 Textbook Reading Essay (**4 pts**) under Discussions.

(Week 2 Discussions/Essays may be posted through Tuesday, September 7, 2021.)

Week 3: September 7 – September 10, 2021 (Monday, September 6 is Labor Day)

This week read: **Digital Universe Chapter 4**, "Origins of the Internet" (pp. 43-63), and **Digital Universe Chapter 5**, "Internet Evolution" (pp. 64-81).

Post your Week 3 Discussion Topic Message (**5 pts**) and Reply (**2 pts**) under Discussions.

Post your Week 3 Textbook Reading Essay (**4 pts**) under Discussions.

-**New Media Trends #2 Discussion (5 pts) and Reply (2 pts). The Social Dilemma.**

****Online Activity #2 (5 pts.): Live/Streaming Webcams.** "Discussions/Week 2, Online Activity #2."

(Week 3 Discussions/Essays/Activities may be posted through Monday, September 13, 2021.)

Week 4: September 13 - September 17, 2021

This week read: *Digital Universe Chapter 6*, "The Web" (pp. 82-101), and *Digital Universe Chapter 7*, "Telecommunication and the 'Flat' World" (pp. 105-126). Post your Week 4 Discussion Topic Message (**5 pts**) and Reply (**2 pts**) under Discussions. Post your Week 4 Textbook Reading Essay (**4 pts**) under Discussions.
(Week 4 Discussions/Essays may be posted through Monday, September 20, 2021.)

Week 5: September 20 - September 24, 2021

This week read the article posted on Canvas (homepage) and also online: "[Man-Computer Symbiosis](#) (1960) by J.C.R.

Licklider: <http://groups.csail.mit.edu/medg/people/psz/Licklider.html> and *Digital Universe Chapter 8*, "Digital Media Convergence" (pp. 127-141). Post your Week 5 Discussion Topic Message (**5 pts**) and Reply (**2 pts**) under Discussions. Post your Week 5 Textbook Reading Essay (**4 pts**) under Discussions.

-New Media Trends #3 Discussion (5 pts) and Reply (2 pts). Emerging Video Trends.

****Online Activity #3 (5 pts.): Google Maps Treks.** See Discussions, Week 5.

(Week 5 Discussions/Essays/Activities may be posted through Monday, September 27, 2021.)

Take Quiz #1 (30 points) from Saturday, September 25, to Sunday, October 3, 2021.

Week 6: September 27 – October 1, 2021

This week read: *Digital Universe Chapter 9*, "The Public and Private Internet" (pp. 145-167), and

Digital Universe Chapter 10, "Censorship and Global Cyberculture" (pp. 168-185).

Post your Week 6 Discussion Topic Message (**5 pts**) and Reply (**2 pts**) under Discussions.

Post your Week 6 Textbook Reading Essay (**4 pts**) under Discussions.

(Week 6 Discussions/Essays may be posted through Monday, October 4, 2021.)

Take QUIZ #1 on Canvas (30 points) from Saturday, September 25, to Sunday, October 3, 2021.

(You select the 60-minute time period to take the exam when you won't be disturbed.)

Week 7: October 4 - October 8, 2021

This week read: *Digital Universe Chapter 11*, "The Dark Side" (pp. 186-203), and

Digital Universe Chapter 12, "Wired and Wireless Technologies" (pp. 207-225).

Post your Week 7 Discussion Topic Message (**5 pts**) and Reply (**2 pts**) under Discussions.

Post your Week 7 Textbook Reading Essay (**4 pts**) under Discussions.

-New Media Trends #4 Discussion (5 pts) and Reply (2 pts). Social Media Bots.

**** Online Activity #4 (5 pts): NASA - The Overview Effect: Viewing Earth from Space by International Astronauts.**

See Discussions, Week 7.

(Week 7 Discussions/Essays/Activities may be posted through Monday, October 11, 2021.)

Week 8: October 11 - October 15, 2021

This week read: ***Digital Universe Chapter 13***, Virtual and Augmented Worlds (pp. 226-252), and

Digital Universe Chapter 14, The Future of the Digital Universe (pp. 253-269).

Post your Week 8 Discussion Topic Message (**5 pts**) and Reply (**2 pts**) under Discussions.

Post your Week 8 Textbook Reading Essay (**4 pts**) under Discussions.

(Week 8 Discussions/Essays may be posted through Monday, October 18, 2021.)

Week 9: October 18 – October 22, 2021

This week read: ***The Industries of the Future***, "Introduction,"

and ***The Industries of the Future, Chapter 1***, "Here Come the Robots."

Post your Week 9 Discussion Topic Message (**5 pts**) and Reply (**2 pts**) under Discussions.

Post your Week 9 Textbook Reading Essay (**4 pts**) under Discussions.

-New Media Trends #5 (last one) Discussion (5 pts) and Reply (2 pts). Social Media issues in foreign countries.

**** Online Activity #5 (5 pts.): Subreddit - Internet is Beautiful.** See Discussions, Week 9.

(Week 9 Discussions/Essays/Activities may be posted through Monday, October 25, 2021.)

Week 10: October 25 - October 29, 2021

This week read: ***The Industries of the Future Chapter 2***, "The Future of the Human Machine," and ***The Industries of the Future, Chapter 3***, "The Code-ification of Money, Markets, and Trust."

Post your Week 10 Discussion Topic Message (**5 pts**) and Reply (**2 pts**) under Discussions.

Post your Week 10 Textbook Reading Essay (**4 pts**) under Discussions.

(Week 10 Discussions/Essays may be posted through Monday, November 1, 2021.)

Take Quiz #2 (30 points) from Saturday, October 30, to Sunday, November 7, 2021, 11:59 p.m.

Week 11: November 1 – November 5, 2021

This week read: ***The Industries of the Future, Chapter 4***, "The Weaponization of Code," and ***The Industries of the Future, Chapter 5***, "Data: The Raw Material of the Information Age."

Post your Week 11 Discussion Topic Message (**5 pts**) and Reply (**2 pts**) under Discussions.

Post your Week 11 Textbook Reading Essay (**4 pts**) under Discussions.

(Week 11 Discussions/Essays may be posted through Monday, November 8, 2021.)

Take QUIZ #2 on Canvas (30 points) from Saturday, October 30, to Sunday, November 7, 2021, 11:59 p.m.

(You select the 60-minute time period to take the exam when you won't be disturbed.)

Week 12: November 8 - November 12, 2021

This week read: *The Industries of the Future*, Chapter 6, "The Geography of Future Markets."

Essay on Legal/Social Aspects of Technology (15 pts**) DUE by Monday, November 15.

Post your Week 12 Discussion Topic Message **on your Community Service Activity (10 pts)** and Reply (**2 pts**) under Discussions.

Post your Week 12 Textbook Reading Essay (**4 pts**) under Discussions.

(Week 12 Discussions/Essays/Activities/Legal-Social Essay may be posted through Monday, November 15, 2021.)

Week 13: November 15 - November 19, 2021

This week read: *The Industries of the Future*, "Conclusion: The Most Important Job You Will Ever Have."

Post your Week 13 Discussion Topic Message (**5 pts**) and Reply (**2 pts**) under Discussions.

Post your Week 13 Textbook Reading Essay (**4 pts**) under Discussions.

** **Online Activity #6** (last one) (**5 pts**): **Quick! Draw – Interactive A.I. learning.** See

Discussions, Week 13.

(Week 13 Discussions/Essays/Activities may be posted through Tuesday, November 30, 2021, just after Fall Break.)

FALL BREAK: November 20 - 28, 2021

Week 14: November 29 – December 3, 2021

Week 14 has one Discussion:

1.) Post a message (**8 pts**) under Week 14 Discussions reviewing one of your classmates' Legal/Social Postings.

(Week 14 Discussions may be posted through Monday, December 6, 2021.)

No Textbook Reading Essay this week (these are over now).

Week 15: December 6 - December 10, 2021 Last week of regular class

Week 15 Discussions **due by Friday, December 10, 2021 (the last day of regular class).**

1.) Post your Week 15 Discussion Topic Message (**5 pts**), "To Siri with Love," under Discussion Messages (no replies this week).

2.) Post a Discussion message (**6 pts**) about the two texts used for this course: *Digital Universe* and *The Industries of the Future*.

(Week 15 Discussions may be posted through Friday, December 10, 2021.)

FINALS WEEK: December 13 - December 17, 2021

Take the **Final Exam (30 pts)** from **Friday, December 10**, to **Friday, December 17**, 2021, 11:30 p.m.

Find the Study Guide and information about the Final Exam under “Modules /About the Final Exam.”

***Grading on class assignments will continue through Finals Week.
Final grades will be posted on ARIES by Tuesday morning, December 21, 2021.***

****Please take the Course Survey for JTC 413, section 801, Fall 2021.
The link to the Course Survey is located on the left navigation bar.
These course surveys are very important to me as your instructor, as feedback on this course
and for my teaching career. Your comments are greatly appreciated - thank you!
Thank you!****

End of FALL 2021 semester – Enjoy your Winter Break!

