

1. General Information

1a. Submitted by the College of: COMMUNICATION AND INFORMATION

Date Submitted: 10/15/2014

1b. Department/Division: Library & Information Science

1c. Contact Person

Name: Will Buntin

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Phone: (859) 257-3317

Responsible Faculty ID (if different from Contact)

Name: Deloris Foxworth

Email: deloris.foxworth@uky.edu

Phone: (859) 218-2292

1d. Requested Effective Date: Specific Term/Year ¹ Fall 2015

1e. Should this course be a UK Core Course? Yes

Inquiry - Social Sciences

2. Designation and Description of Proposed Course

2a. Will this course also be offered through Distance Learning?: No

2b. Prefix and Number: ICT 150

2c. Full Title: Experience ICT

2d. Transcript Title:

2e. Cross-listing:

2f. Meeting Patterns

LECTURE: 3

2g. Grading System: Letter (A, B, C, etc.)

2h. Number of credit hours: 3

2i. Is this course repeatable for additional credit? No

If Yes: Maximum number of credit hours:

If Yes: Will this course allow multiple registrations during the same semester?

2j. Course Description for Bulletin: Through the exploration of social and technological theories related to Information Communication Technology and the evolution and current applications of ICT, students will gain a better understanding of how emerging technologies have led to the need and development of ICT as a discipline; its shared commonalities with other disciplines; its distinct characteristics; its applications in the workplace and personal contexts; and its impact and future implications on individuals, organizations, and societies.

2k. Prerequisites, if any:

2l. Supplementary Teaching Component:

3. Will this course taught off campus? No

If YES, enter the off campus address:

4. Frequency of Course Offering: Spring,

Will the course be offered every year?: Yes

If No, explain:

5. Are facilities and personnel necessary for the proposed new course available?: No

If No, explain: We currently have facilities and necessary personnel.

6. What enrollment (per section per semester) may reasonably be expected?: 35

7. Anticipated Student Demand

Will this course serve students primarily within the degree program?: Yes

Will it be of interest to a significant number of students outside the degree pgm?: Yes

If Yes, explain: This course fulfills an Inquiry in the Social Sciences requirement for all UK undergraduate students and will cover topics relevant across majors.

8. Check the category most applicable to this course: Relatively New – Now Being Widely Established,

If No, explain: We currently have facilities and necessary personnel.

9. Course Relationship to Program(s).

a. Is this course part of a proposed new program?: No

If YES, name the proposed new program:

b. Will this course be a new requirement for ANY program?: No

If YES, list affected programs:

10. Information to be Placed on Syllabus.

a. Is the course 400G or 500?: No

b. The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if applicable, from 10.a above) are attached: Yes

Distance Learning Form

Instructor Name:

Instructor Email:

Internet/Web-based: No

Interactive Video: No

Hybrid: No

1. How does this course provide for timely and appropriate interaction between students and faculty and among students? Does the course syllabus conform to University Senate Syllabus Guidelines, specifically the Distance Learning Considerations?

2. How do you ensure that the experience for a DL student is comparable to that of a classroom-based student's experience? Aspects to explore: textbooks, course goals, assessment of student learning outcomes, etc.

3. How is the integrity of student work ensured? Please speak to aspects such as password-protected course portals, proctors for exams at interactive video sites; academic offense policy; etc.

4. Will offering this course via DL result in at least 25% or at least 50% (based on total credit hours required for completion) of a degree program being offered via any form of DL, as defined above?

If yes, which percentage, and which program(s)?

5. How are students taking the course via DL assured of equivalent access to student services, similar to that of a student taking the class in a traditional classroom setting?

6. How do course requirements ensure that students make appropriate use of learning resources?

7. Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program.

8. How are students informed of procedures for resolving technical complaints? Does the syllabus list the entities available to offer technical help with the delivery and/or receipt of the course, such as the Information Technology Customer Service Center (<http://www.uky.edu/UKIT/>)?

9. Will the course be delivered via services available through the Distance Learning Program (DLP) and the Academic Technology Group (ATL)? NO

If no, explain how student enrolled in DL courses are able to use the technology employed, as well as how students will be provided with assistance in using said technology.

10. Does the syllabus contain all the required components? NO

11. I, the instructor of record, have read and understood all of the university-level statements regarding DL.

Instructor Name:

SIGNATURE|JTHU222|Jeffrey T Huber|ICT 150 NEW Dept Review|20140922

SIGNATURE|MSBEAC2|Megan B Sizemore|ICT 150 NEW College Review|20141006

SIGNATURE|DHELM0|Donald W Helme|ICT 150 NEW UKCEC Expert Review|20150202

SIGNATURE|JMETT2|Joanie Ett-Mims|ICT 150 NEW UKCEC Review|20150309

SIGNATURE|JMETT2|Joanie Ett-Mims|ICT 150 NEW Undergrad Council Review|20150401

**Course Review Form
Inquiry in the Social Sciences**

Recommendation

Accept Revisions Needed

Course:

Using the course syllabus as a reference, identify when and how the following learning outcomes are addressed in the course. Since learning outcomes will likely be addressed multiple ways within the same syllabus, please identify a representative example (or examples) for each outcome.

Readings, lectures, or presentations that promote students' ability to define and distinguish different theoretical approaches associated with a social science discipline, either broadly or as applied to an important social science topic.

Example(s) from syllabus:

Webster, F. (2006). What is an information society? Theories of the information society. London, En: Routledge. Pp. 8-31. / Read: Van Dijk, J. (2006). Networks: The Nervous System of Society. The Network Society. Second Edition. (pp. 19-41). London, EC: Sage Publications. / Underwood, M. (2009). Technological Determinism vs. Social Construction of Technology. In Communicationista: Sharing and Learning Theories of Communication. <http://communicationista.wordpress.com/2009/12/16/technological-determinism-vs-social-construction-of-technology/>.

Brief Description:

Students will read about and debate some of the major theoretical approaches to ICT. These include information and network societies and technology determinism and social construction. Through the readings related to Information Communication Technology and the evolution and current applications of ICT, students will gain a better understanding of how emerging technologies have led to the need and development of ICT as a discipline; its shared commonalities with other disciplines; its distinct characteristics; its applications in the workplace and personal contexts; and its impact and future implications on individuals, organizations, and societies.

Processes or assignments where students apply their understanding of methods and ethics of inquiry which lead to social scientific knowledge.

Example(s) from syllabus:

ICT Observation: Students should observe and record when, where, how, and why they use ICT and observe ICT in use. Students can select the time for the observation but must be during the active part of their day and should include at least 6 hours of data (do not have to be consecutive). Before conducting research students should visit UK's Office of Research Integrity website to learn about ethics of inquiry and then generate a list of ethical concerns related to this observation assignment. Following data collection, the student should generate a chart of the data and make at least two general conclusions found during data collection (that can be reflected on the chart). Upon completion of the observation assignment students will answer a series of questions about the research process allowing them to reflect on the methods and ethics of inquiry. (Sample questions: Did you inform subjects about your research? Did anyone question what you were doing while you were observing? How did you respond? Where your observations unobtrusive to those you were observing? Do you believe your research/results to be bias? Why or why not?).

Brief Description:

Students participate in an observation assignment introducing them to observation as one method of inquiry in the study of ICT. Through collection and analysis they see first-hand how methods and ethics of inquiry lead to social scientific knowledge.

Artifacts of assignments or exercises that require students to demonstrate the ability to identify and use appropriate information resources to substantiate evidence-based claims.

Example(s) from syllabus:

Impact bibliography: Students will select an area of impact from those presented in class. Then compile an annotated bibliography of 8 sources (include articles from class and add at least 6 more). The articles should be scholarly in nature, present a social science view and address the impact area chosen. Annotations should summarize the article and tell how it relates to impact area and ICT.

Research in ICT: Students should compile a list of research questions and research methodologies included in each article from the impact bibliography assignment. Then the students should formulate a different research question related to the impact area and propose a reasonable research strategy to address the question.

Brief Description:

Upon identifying information resources (Impact Bibliography), students will compile a list of research questions and research methodologies used before creating their own research question and research strategy (Research in ICT).

Processes, assignments or exercises that demonstrate students' application of the knowledge of how a social science discipline influences society.

Example(s) from syllabus:

Scenario Thinking: Students will work in groups of 5-7. Each group will be given a central question related to the future of ICT (ex. Internet of Things, cyborgs, etc.) with which to work through an 8-step scenario thinking process presented in the readings. The groups should provide documentation of their work together. Two class sessions will be dedicated to working on this exercise. Additional time may be required outside of class to finish.

Brief Description:

Students will build critical thinking skills as they list and evaluate key environmental forces impacting ICT and its influence on society. Students will also develop a scenario demonstrating how ICT influences a particular group testing their understanding of ICT influences society.

Artifacts of assignments or exercises that require students to demonstrate an ability to identify a well-formulated question pertinent to a social science discipline and to employ the discipline's conceptual and methodological approaches in identifying reasonable research strategies that could speak to the question.

Example(s) from syllabus:

Research in ICT: Students should compile a list of research questions and research methodologies included in each article from the impact bibliography assignment. Then the students should formulate a different research question related to the impact area and propose a reasonable research strategy to address the question.

Brief Description:

Reviewing research on the impact area from the annotated bibliography, students will identify well formulated research questions and strategies and then propose their own research question and strategy.

Reviewer's Comments

Pending Senate Review

University of Kentucky
School of Library & Information Science (SLIS)

ICT 150-001: Experience ICT
10:00-10:50 MWF

MW Lecture- Location • F Recitation- Location

INSTRUCTOR INFORMATION

Primary Instructor:

Deloris Foxworth, Lecturer
deloris.foxworth@uky.edu
phone: 859-218-2292

Office Hours: or by appointment
Location: 320 Little Library Building
(inside School of Library and Information Science)

Teaching Assistants:

COURSE INFORMATION

Course Description

Through the exploration of social and technological theories related to Information Communication Technology and the evolution and current applications of ICT, students will gain a better understanding of how emerging technologies have led to the need and development of ICT as a discipline; its shared commonalities with other disciplines; its distinct characteristics; its applications in the workplace and personal contexts; and its impact and future implications on individuals, organizations, and societies.

Course Goals

1. To provide a greater understanding of the convergence of information, communication and technology into the field of ICT.
2. To introduce social and technological theories related to ICT.
3. To distinguish the differences and similarities of ICT to other related fields.
4. To showcase the relevance of ICT in today's world.
5. To explore multiple industries/fields/careers that use ICT.
6. To provide a greater understanding of ICT's impact on individuals, organizations and societies.

Learning Outcomes

By the end of this course, students will be able to:

1. Define ICT.
2. Identify and understand social and technological theories related to ICT.
3. Identify other concepts associated with, similar to, and mistaken for ICT.
4. Describe the relevance of ICT in today's world.
5. Identify multiple industries/fields/careers that use ICT.
6. Communicate their understanding and ideas about ICT in writing and verbally.
7. Describe ICT's impact on individuals, organizations and societies.

Required Materials

All readings available online or through blackboard, UK's Online Journals or UK Libraries' catalog.

A wi-fi enabled device such as smart phone, laptop, or tablet to participate in lecture polls.

A cel.ly account. (Students are required to set up a free cel.ly account for participation in lecture polls.)

Number 2 pencils, with erasers, for exam days.

STUDENT EVALUATION

Grading Parameters

Assignments/Exercises	30%
Exams (4)	50%
Lecture Polls	10%
Recitation	10%

Grading Scale

90% – 100% = **A (Exceptional Achievement)**

80% – 89% = **B (High Achievement)**

70% – 79% = **C (Average Achievement)**

60% – 69% = **D (Below Average)**

0% – 59% = **E (Failing)**

Course Assignments

This course is divided into four (4) learning modules: (1) Defining ICT; (2) ICT in Use; (3) Impact of ICT; (4) Future of ICT. Successful completion of each module requires the completion of all module assignments. Students must also actively participate in the weekly classroom discussions, activities, and lecture polls. Mid-term grades will be posted in myUK by the deadline established in the Academic Calendar: <http://www.uky.edu/Registrar/AcademicCalendar.htm>).

Assignment due dates are indicated on the daily schedule. Late assignments are not accepted unless arrangements have been made with the instructor prior to the due date. Students with an excused absence have one week following the absence to contact the instructor.

Submission of Assignments

All homework must include your name, instructors' names, the course and section, and the date. When submitting assignments on Blackboard, make sure to give your work a document name to indicate what the item is. For example, you may title your assignment "lastname_impact." You are responsible for keeping back-up (I recommend several) copies of all your work since electronic texts can be lost. All assignments must be written in Standard English with correct grammar, spelling, and punctuation. Assignments are to be completed solely by the individual.

Self-Discipline

You are responsible for completing readings, turning in assignments and attending class. This course requires some digital components (ex. Readings, turning in assignments, lecture polls, etc.) so you should not wait until the last minute to complete readings or submit assignments since technological issues can and will occur. Also remember to check Blackboard at least twice a week for class updates or additional information.

Assignments/Exercises

Students will complete a variety of exercises for each module. Among those, there will be five primary assignments/exercises. These assignments/exercises apply skills, concepts and processes covered in the readings and class materials.

1. Dictionary: Students will compose their own ICT dictionary inside Blackboard featuring terms/concepts covered in lectures and course readings. Each entry should include an original description of the term/concept along with a reference to the original reading.
2. ICT Observation: Students should observe and record when, where, how, and why they use ICT and observe ICT in use. Students can select the time for the observation but must be during the active part of their day and should include at least 6 hours of data (do not have to be consecutive). Before conducting research students should visit UK's Office of Research Integrity website to learn about ethics of inquiry and then generate a list of ethical concerns related to this observation assignment. Following data collection, the student should generate a chart of the data and make at least two general conclusions found during data collection (that can be reflected on the chart). Upon completion of the observation assignment students will answer a series of questions about the research process allowing them to reflect on the methods and ethics of inquiry. (Sample questions: Did you inform subjects about your research? Did anyone question what you were doing while you were observing? How did you respond? Were your observations unobtrusive to those you were observing? Do you believe your research/results to be bias? Why or why not?)
3. Impact bibliography: Students will select on area of impact from those presented in class. Then compile an annotated bibliography of 8 sources (include articles from class and add at least 6 more). The articles should be scholarly in nature, present a social science view and address the impact area chosen. Annotations should summarize the article and tell how it relates to impact area and ICT.
4. Research in ICT: Students should compile a list of research questions and research methodologies included in each article from the impact bibliography assignment. Then the students should formulate a different research question related to the impact area and propose a reasonable research strategy to address the question.
5. Scenario Thinking: Students will work in groups of 5-7. Each group will be given a central question related to ICT with which to work through an 8-step scenario thinking process presented in the readings. The groups should provide documentation of their work together. Two class sessions will be dedicated to working on this exercise. Additional time may be required outside of class to finish.

Exams

Students are expected to complete four (4) exams throughout the semester. Each exam will be used to determine student comprehension of readings, discussions, and lectures for its respective module. The final exam will be mainly over the future of ICT but will review some earlier concepts presented in class as well.

Make-up exams will be offered at the instructor's availability only for students with a university approved absence. It is the student's responsibility to contact the instructor to schedule a make-up

time within one week of the original exam time.

Lecture Polls

During the semester students will participate in polls about the readings and lectures. The polls are designed to encourage students to complete reading assignments and actively participate in the large format classroom.

The lecture polls will be presented and discussed in class. Students should create a free cel.ly account to participate and have access to wi-fi enabled device (like smartphone, tablet, laptop, etc.) during class.

Attendance

Regular attendance to class is essential to succeed in this course. This is a face-to-face class course, therefore, we will rely heavily on class lectures, discussion, and activities to discover methods of research and inquiry. This course follows the University of Kentucky policy on class attendance: **If a student misses more than one-fifth of the course contact hours, she cannot receive credit for the course. For a course meeting twice a week, students must withdraw or receive a grade of E upon the sixth absence; for a course meeting three times a week, students must withdraw or receive a grade of E upon the ninth absence; for a course meeting four times a week, the maximum is twelve absences.** This policy will be strictly enforced.

You are expected to come to class having read the assigned material and to be prepared to participate in a poll, discussion or other activity regarding the readings.

Recitation

Engaged and respectful discussion and activities are necessary for better comprehension so one class session each week (Fridays) will be devoted to discussion and learning activities (see course information on the top of the syllabus to determine your section) to enhance understanding. Students will break out in to smaller groups working with a TA or the instructor on discussion or other activities. Students with thoughtful, original, and frequent comments/questions/participation will receive full points.

All class discussions, both in-class and online, should be respectful and intellectually stimulating. I don't expect problems to occur in our discussions, but if someone attacks you we will deal with it in class. If you must reply, do not attack the individual in turn.

Example recitation activities (points awarded for participation in recitation and completion of activities)

1. BYOUnderstanding of ICT: Students should bring in their own definitions of what ICT is. The definitions should be based only on current knowledge. Does not require reading course materials yet. Definitions are also required to be submitted through blackboard before the start of class.
2. Debates: There will be multiple debates throughout the semester on a variety of topics. Students should be prepared to participate on either side of the debate. Students should submit statement supporting one side of the debate on Blackboard before the start of class. Statement should include reference to an assigned reading or other scholarly article. (For other scholarly articles please supply citation.)
3. ICT Observation: Students should observe and record when, where, how, and why they use ICT and observe ICT in use. Students can select the time for the observation but must be during the active part of their day and should include at least 6 hours of data (do not have to be consecutive).

Students should submit information in Blackboard before the start of class.

4. BYOCareer: Students bring an example of ICT in use in the workplace and be prepared to discuss how it is being used, how a process changed with addition of ICT and identify and explain the level of ICT expertise involved (based on the course readings). Students are required to submit example and explanation in Blackboard before the start of class.
5. BYOExample of Future: Students should bring in an example of where ICT is going or progressing. These examples should come from articles found in popular or scholarly materials and can be electronic or print. The ideas presented can be fictional or factual it just needs to be a published idea. Students should be prepared to share information about the future example to the class. Students should submit their example and source in Blackboard before the start of class.

Other recitation activities may be generated based on assignments, assigned readings and lectures.

Course Policies

Plagiarism

Part II of Student Rights and Responsibilities (6.3.1; online at <http://www.uky.edu/StudentAffairs/Code/part2.html>) states:

All academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about a question of plagiarism involving their work, they are obliged to consult their instructors on the matter before submission.

When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording or anything else from another source without appropriate acknowledgment of the fact, the students are guilty of plagiarism.

Plagiarism includes reproducing someone else's work, whether it be published article, chapter of a book, a paper from a friend or some file, or whatever. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work which a student submits as his/her own, whoever that other person may be. Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone.

When a student's assignment involves research in outside sources or information, the student must carefully acknowledge exactly what, where and how he/she has employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content and phraseology intact is plagiaristic. However, nothing in these Rules shall apply to those ideas which are so generally and freely circulated as to be a part of the public domain.

Make sure to properly cite in all your assignments. Plagiarized work may be given a zero. Repeat offenses will result in a failing grade for the course.

Class Schedule

Learning does not always happen on schedule, and so changes may be made to meet the individual needs of the class. You will be responsible for checking the online syllabus and schedule before beginning your homework for any changes or updates.

E-mail Policy

Please allow 24 hours for your instructor to respond to your e-mail during the school week. On weekends, responses may not be made until Monday. I ask that before you e-mail with questions, please read your assignment information and syllabus carefully. If you have not heard from your instructor within 24 hours, please send a follow-up e-mail or speak with me in person.

Office Hours

I will be available to speak with you in my office, 320 Little Library, during office hours. During that time I will also hold virtual office hours through the Blackboard Virtual Classroom application for those of you with questions but cannot make it to my office. This allows us to chat and share links and files. If you cannot make it to the scheduled office hours, please make an appointment to speak with me.

Questions Discussion Board

There will be a FAQ discussion board on Blackboard where students can post questions/concerns about the course. Students can respond to others' posts, but official views and procedures will be posted only by the course instructor and TAs.

If students have questions of a personal nature regarding grades, attendance or other issues, the discussion board is not the appropriate platform for that discussion. Students should contact the instructor to discuss.

Reference Librarians

The reference librarians on the 2nd floor, North Wing of W.T. Young Library are more than happy to help you with your research for this class and any class you have. Please feel free to visit, call, e-mail, or chat with them, unless your assignment requests that you do not seek their assistance. See the Libraries' Homepage for more information.

Academic Ombud

Dr. Sonya Feist-Price, the Academic Ombud will assist you with a variety of issues, including grade disputes. She is in 109 Bradley Hall and her number is 859-257-3737. You can e-mail her at ombud@uky.edu.

Disability Services

If you have a documented disability that requires academic accommodations in this course, please make your request to the University Disability Resource Center. The Center will require current disability documentation. When accommodations are approved, the Center will provide me with a Letter of Accommodation that details the recommended accommodations. Contact the Disability Resource Center, Jake Karnes, Director at 859-257-2754 or jkarnes@email.uky.edu.

GENERAL COURSE POLICIES

Policies concerning academic integrity, excused absences and academic accommodations due to disability are available online at:

<http://ci.uky.edu/lis/sites/default/files/policies.pdf>

Date	Class Type	Topics & Readings	Assignments /Activities Due
W 8-27	Lecture	Syllabus and Expectations Cel.ly access	
Module 1: Defining ICT			
F 8-29	Recitation	<i>What is ICT?</i>	BYO Understanding of ICT
M 9-1	Holiday		
W 9-3	Lecture	<i>ICT defined.</i>	
		Read: Malaysian Government (20??) 1.0 ICT and Society. http://smkstictcd.files.wordpress.com/2010/11/la1-ict-topic-1-ict-and-society.pdf	
		Read: Steyn, Jacques. (2011). The interplay between humans and technology: A techno-utilitarian approach. In Darek Haftor and Anita Mirijamdotter (Eds.) <i>Information and Communication Technologies, Society and Human Beings: Theory and Framework.</i> (pp. 241-265). Hershey, NY: Information Science Reference.	
F 9-5	Recitation		
M 9-8	Lecture	Review: ICT Collab. (2014). What is ICT?. http://ictcollab.uky.edu	
		Review: Mid-Pacific Information and Communication Technologies Center. http://www.mpict.org	
W 9-10	Lecture	<i>ICT as a social science:</i>	
		Read: the introduction to Information Communication Technology and Social Transformation: A Social and Historical Perspective by Hugh F. Cline, pg. 1-7 http://www.ewidgetsonline.net/dxreader/Reader.aspx?token=048748c7d1714322b5f8bb637826a485&rand=632390261&buyNowLink=&page=&chapter	
		Read: Feenberg, A. (2009). Critical Theory of Communication Technology: Introduction to the Special Section. <i>The Information Society</i> , 25: 77-83. http://www.tandfonline.com/doi/pdf/10.1080/01972240802701536 .	
		Read: "The Convergence Theory on ICT, Society and Human Beings" – towards the Good ICT Society by Gunilla Bradley	
		Read: Tiles, M. & Oberdiek, H. (2014). Conflicting Visions of Technology. In Robert C. Scharff and Val Dusek (Eds.) <i>Philosophy of Technology: The Technological Condition: An Anthology, Second Edition.</i> (pp. 249-259). PLACE: John Wiley & Sons, Inc.	
F 9-12	Recitation		Good/Bad debate
M 9-15	Lecture	<i>Information Society</i>	
		Webster, F. (2006). What is an information society? <i>Theories of the information society.</i> London, En: Routledge. Pp. 8-31.	

		Kumar, K. (2004). From Post-Industrial to Post-Modern Society. In Frank Webster (ed.) <i>The Information Society Reader</i> . London, En: Routledge. Pp. 103-120).	
		Masuda, Y. (2004). Image of the future information society. In Frank Webster (ed.) <i>The Information Society Reader</i> . London, En: Routledge. Ppg. 15-20).	
W 9-17	Lecture	<i>Network Society</i>	
		Read: Van Dijk, J. (2006). Networks: The Nervous System of Society. <i>The Network Society</i> . Second Edition. (pp. 19-41). London, EC: Sage Publications.	
		Read: Castells, M. (2006). Network Society. In Frank Webster (ed.) <i>Theories of the Information Society</i> . London, En: Routledge. Pp. 98-123.	
F 9-19	Recitation		info vs. network society debate
M 9-22	Lecture	<i>Technology Determinism</i>	
		Wyatt, S. (2014). Technological Determinism is dead; long live technological determinism. In Robert C. Scharff and Val Dusek (Eds.) <i>Philosophy of Technology: The Technological Condition: An Anthology</i> , Second Edition. (pp. 456-470). PLACE: John Wiley & Sons, Inc. Stephens, K. & Saetre, A.S. (2008). Media choice and ICT use. In Larry D. Browning, Alf Steinar Saetre, Keri K. Stephens and Jan-Oddvar Sornes (Eds.) <i>Information and Communication Technologies in Action: Linking Theory and Narratives of Practice</i> (pp. 27-35). New York, NY: Routledge.	
W 9-24	Lecture	<i>Social Construction of Technology</i>	
		Read: Klien, H. & Kleinman, D. (2002). <u>The Social Construction of Technology: Structural Considerations.</u> <i>Science, Technology, & Human Values</i> , 21:1. P. 28-52. http://www.prism.gatech.edu/~hk28/Klein02-SciTechHumanVal.pdf Read: Underwood, M. (2009). <u>Technological Determinism vs. Social Construction of Technology.</u> In <u>Communicationista: Sharing and Learning Theories of Communication.</u> http://communicationista.wordpress.com/2009/12/16/technological-determinism-vs-social-construction-of-technology/ .	
F 9-26	Recitation		Determinism/Social Construction
M 9-29	EXAM	over module 1	Exam 1 /Dictionary check
Module 2: ICT in Use			
W 10-1	Lecture	<i>Use</i>	
		Review: ICT Collab. (2014). The ICT Framework. http://ictcollab.uky.edu/content/ict-framework	

		Review: ICT Framework: Mid-Pacific Information and Communication Technologies Center. http://www.mpict.org/ict_framework.html	
F 10-3	Recitation		BYOCareer
M 10-6	Lecture	<i>Domestication</i>	
		Read: Sloane, A. (2005). The home in the information society. In Jacques Berleur and Chrisanthi Avgerou (Eds.) <i>Perspectives and Policies on ICT in Society</i> (pp. 187-204). New York, NY: Springer.	
		Silverstone, R. (1996). Future Imperfect: Information and Communication Technologies in Everyday life. In William Dutton (ed.) <i>Information and Communication Technologies: Visions and Realities</i> . New York, NY: Oxford University Press. Pp. 217-231.	
W 10-8	Lecture	<i>Diffusion</i>	
		Read: Browning, L.D. & Sornes, J. (2008). Rogers' Diffusion of Innovations. In Larry D. Browning, Alf Steinar Saetre, Keri K. Stephens and Jan-Oddvar Sornes (Eds.) <i>Information and Communication Technologies in Action: Linking Theory and Narratives of Practice</i> (pp. 47-55). New York, NY: Routledge.	
		Read: Marez, L., Evens, T. & Stragier, J. (2011). Diffusion theory vs. today's ICT environment. <i>Observatorio Journal</i> , 5(3): 175-202.	
F 10-10	Recitation		ICT observation data due
M 10-13	Lecture	<i>TAM TPB and TRA</i>	
		Read: Yousafzai, S., Foxall, G., & Pallister, J. (2010). Explaining Internet Banking Behavior: Theory of Reasoned Action, Theory of Planned Behavior, or Technology Acceptance Model? <i>Journal of Applied Social Psychology</i> . 40:5. pp. 1172-1803.	
W 10-15	Lecture	<i>ANT</i>	
		Read: Cresswell, K., Worth, A. & Sheikh, A. (2010). Actor-Network Theory and its role in understanding the implementation of information technology developments in healthcare. <i>BMC Medical Informatics and Decision Making</i> , 10:67, p.1-11.	
F 10-17	Recitation		
M 10-20	Lecture	<i>Use in Healthcare</i>	
		Read: Knott, N. (2013). The use of ICT in dentistry. <i>British Dental Journal</i> 214:4, p. 151-153.	
		Read: Sacco, A. (2014). How a Boston hospital is using Google Glass to save lives. Network World. http://www.networkworld.com/news/2014/050714-how-a-boston-hospital-is-281398.html?roblox .	

		Saetre, A. & Sornes, J. (2008). Building a Medical Community Using Remote Diagnosis: The Story of DocNet. In Larry Browning et. Al (eds). <i>Information and Communication Technologies in action: Linking theory and narratives of practice</i> . New York, NY: Routledge. pp. 181-188.	
W 10-22	Lecture	<i>Use in Banking</i>	
		Read: Giannakoudi, S. (1999). Internet Banking: The Digital Voyage of Banking and Money in Cyberspace. <i>Information & Communications Technology Law</i> , 8:3, p. 205-243.	
		Read: Gurau, C. (2005). ICT Strategies for Development: Implementing Multichannel Banking in Romania. <i>Information Technology for Development</i> . 11:4 p. 342-362.	
F 10-24	Recitation		
M 10-27	Lecture	<i>Use in Education</i>	
		Gell, M. & Cochrane, P. (1996). Learning and Education in an Information Society. In William Dutton (ed.) <i>Information and Communication Technologies: Visions and Realities</i> .Oxford, EN: Oxford University Press. Pp. 249-263).	
		Read: Alharbi, S. & Drew, S. (2014). Using the technology acceptance model in understanding academics' behavioural intention to using learning management systems. <i>International Journal of Advanced Computer Science and Applications</i> , 5(1) p. 143-155. http://thesai.org/Downloads/Volume5No1/Paper_20-Using_the_Technology_Acceptance_Model_in_Understanding_Academics%E2%80%99_Behavioural_Intention_to_Use_Learning_Management_Systems.pdf .	
W 10-29	Lecture	<i>Use in Agriculture</i>	
		Read: Bujoreanu, L. (2013). The power of mobile: Saving Uganda's banana crop. <i>Information and Communications for Development</i> . The World Bank. https://blogs.worldbank.org/ic4d/the-power-of-mobile-saving-ugandas-banana-crop	
		Read: The World Bank Group. (2012) <i>ICT in Agriculture Sourcebook: Connecting smallholders to knowledge, networks, and institutions</i> . http://www.ictinagriculture.org/content/ict-agriculture-sourcebook	
F 10-31	Recitation		
M 11-3	EXAM	over module 2	Exam 2/Dictionary Check
Module 3: Impact of ICT			
W 11-5	Lecture	<i>Business/Industry</i>	

		Read: Qiang, C., Clarke, G. & Halewood, N. (2006). The Role of ICT in doing business. In World Bank's <i>2006 Information and Communications for Development: Global Trends and Policies</i> . Washington, D.C.: The World Bank. pp.57-62. https://openknowledge.worldbank.org/bitstream/handle/10986/6967/359240PAPER0In101OFFICIAL0USE0ONLY1.pdf?sequence=1	
		Transform in Work: From computer supported work to knowledge work. In Darek Haftor and Anita Mirijamdotter (eds). <i>Information and Communication Technologies, Society and Human Beings: Theory and Framework</i> . Hershey, NY: Information Science Reference. pp.209-224).	
F 11-7	Recitation		Research in ICT
M 11-10	Lecture	<i>Economy</i>	
		Steinmueller, W. (2007). The economies of ICTs: Building blocks and Implications. In Mansell, R., Avegerou, C. Quah, D., and Silverstone, R. (eds.) <i>The Oxford Handbook of Information and Communication Technologies</i> . Oxford, EN: Oxford University Press. Pp. 196-207).	
		<i>Review: ICT Collab. (2014). The Importance of ICT</i> http://ictcollab.uky.edu/content/importance-ict	
		<i>Review: The Importance of ICT: Mid-Pacific Information and Communication Technologies Center.</i> http://www.mpict.org/importance_of_ict.html	
		Read: Atkinson, R. & Stewart, L. (2013). Just the facts: The economic benefits of information and communications technology. ITIF. http://www2.itif.org/2013-tech-economy-memo.pdf.	
W 11-12	Lecture	<i>Digital Divide</i>	
		Norris, P. (2004). The Digital Divide. In Frank Webster (ed.) <i>The Information Society Reader</i> . London, EN: Routledge. Pp. 273-286.	
		Miller, V. (2011). <i>Digital Inequality: Social, Political and Infrastructural Contexts. Understanding Digital Culture</i> . Thousand Oaks, CA: Sage Publishing. pp. 95-110.	
F 11-14	Recitation		
M 11-17	Lecture	<i>Politics/Government</i>	
		Raab, C. et al. (1996). The Information Polity: Electronic democracy, privacy, and surveillance. In William Dutton (ed.) <i>Information and Communication Technologies: Visions and Realities</i> . Oxford, EN: Oxford University Press. Pp. 283-299).	

		Miller, V. (2011). Information politics, subversion and warfare. <i>Understanding Digital Culture</i> . Thousand Oaks, CA: Sage Publishing. pp. 134-158.	
W 11-19	EXAM	over module 3	Exam 3/Dictionary Check
Module 4: Future of ICT			
F 11-21	Recitation		BYOExample of Future
M 11-24	Lecture	<i>Possible Futures:</i>	
		Molitor, G. (2003). Communication Technologies that will change our lives. <i>USA Today</i> . Jan. 2003.Pp. 60-64.	
		Read: "Americans are ready for Flying Cars, Time Travel" by Stephanie Mlot, for PC Mag. http://www.pcmag.com/article2/0,2817,2456788,00.asp?mailingID=1721B04FD09BBD9FB86B585050A6E4CA	
		Elgan, M. (2014). The hottest trend in mobile: going offline! Computerworld. http://www.computerworld.com/s/article/9248539/The_hottest_trend_in_mobile_going_offline_?source=CTW_NLE_nlt_mobilew_2014-05-29	
		Franco, M. (2014). Antenna implanted in cyborg's skull gets Wi-fi, color as sound. Cnet. http://www.cnet.com/news/cyborg-interview-hear-colors-with-antenna-in-your-skull/	
W 11-26	Holiday		
F 11-28	Holiday		
M 12-1	Lecture	<i>Internet of Things:</i>	
		Read: "The Internet of Things – Life will never be the same" by David Gingell on Tangential Thoughts http://tangentialthoughts.com/it-trends/the-internet-of-things-life-will-never-be-the-same/	
		Castro, D. & Misra, J. (2013). The Internet of Things. Center for Data Innovation: http://www2.datainnovation.org/2013-internet-of-things.pdf .	
		Read: Mlot, S. (2014). Experts predict digital life in 2025. PC Magazine_ http://www.pcmag.com/article2/0,2817,2454883,00.asp	
W 12-3	Lecture	<i>Scenarios</i>	
		Read: Misuraca, G. (2010). Envisioning Digital Europe 2030: Scenarios for ICT in future governance and policy modeling. Institute for Prospective Technology Studies. European Union.	
		Read: Sarpong, D. (2011). Towards a methodolocial approach: theorising scenario thinking as a social practice. <i>Foresight</i> . 13:2, pp.4-17.	

		Read: Giesecke, J. (1998). Part 1: The Theory. Scenario Planning for Libraries. Chicago, IL: American Library Association. Pp. 11-26.	
F 12-5	Recitation	Pargman, D. (2013). ICT society scenarios & the future of work. From Daniel Pargman's academic homepage. http://danielpargman.blogspot.com/2013/06/ict-society-scenarios-future-of-work.html .	Scenarios group assignment/Final Dictionary Check
M 12-8	Lecture	<i>Careers/Job market</i>	BYOCareer
		<i>Review: ICT Collab. (2014). Employment</i> http://ictcollab.uky.edu/content/ict-employment	
		<i>Review: ICT Employment: Mid-Pacific Information and Communication Technologies Center.</i> http://www.mpict.org/ict_employment.html	
W 12-10	Lecture	Read: Dice. (2014). Careers in Technology. http://cdn.dice.com/wp-content/uploads/2014/03/Dice-College-eBook-Final.pdf .	
F 12-12	Recitation		Scenarios group assignment con
Dec. 15-19	EXAM	final exam over module 4 with some questions from 1-3	Final Exam