Faculty of Science

YORK U
UNIVERSITÉ
UNIVERSITY

Division of Natural Science
http://natsci.info.yorku.ca/
Course Outline

NATS 1700B – Computers, Information and Society
Y2018-19
Wednesdays 4-7pm @ ACW 109

Course Instructor(s) and Contact Information

Instructor: Dr. Vera Pavri
Email: pavri@yorku.ca
Office Location: Bethune 317
Office Hours: Wednesdays 2:30 to 3:30pm (By appt. only)

Please note that I will hold extended office hours during the year closer to assignment due dates. Details will be posted via Moodle.

You can refer to me as Dr. or Prof. Pavri. Alternatively, you can call me by my first name (Vera). Please refrain from using terms such as "Miss" or "Mrs." which are less appropriate in a university setting.

Email Policies and Etiquette FAQ

1. What is the procedure for sending you an email?

Please send emails to my pavri@yorku.ca account. I rarely check emails sent directly via Moodle.

Since I teach many classes, it is very important that you include the following information in the subject heading: NAME, STUDENT NUMBER, and CLASS (e.g. NATS 1700).

Any email that you send me MUST come from your @my.yorku.ca account as other email addresses such as hotmail, Gmail or yahoo tend to go straight to my junk mail. In addition, email addresses such as cuteasheck@hotmail.com or imahunk@gmail.com aren't professional and should not be used for classroom correspondence.

If you send me an email, I will reply to it within 24 hours. If you don't get a response, it means that I did not get your email in the first place. Generally, I would prefer that you email me for general course questions (e.g. yes/no, short responses). If you have a specific or lengthy inquiry that requires more detail, please come and speak to me before or after class or during my office hours.

2. What is an example of a professional email?

I am sure that a lot of you are new to corresponding with your professors. Here is a good example of what your email should look like:

Hi Dr. Pavri

I have a question about the course. Are we required to do the readings before we come to class or after the lecture is over?

Sincerely,
Joe Crayola

In contrast, here is an example of what NOT to do:

Hey,

Do we need to read before we come to class or after the lecture is over? Get back to me ASAP!!

Joe

Classroom Etiquette FAQ

Student behavior is the classroom is governed by York's Code of Student Rights and Responsibilities: http://www.yorku.ca/oscr/studentconduct.htmlhttp://www.yorku.ca/oscr/studentconduct.html.
In this course, active listening in the classroom is also worth a portion of your participation grade. This means that being a distraction in class can result in a lower overall mark. If I find your behavior to be a distraction during lecture I will ask you to stop what you are doing. If you comply, all is well. However, if I have to ask you repeatedly to modify your behavior, you may lose your entire participation grade.

What are some behaviors to avoid?
Here are the kinds of things you want to avoid doing in the classroom:

1. Having your phone or other media device ring (go off) during lecture.
Turn your device off or put it on mute before coming to each class. If you do need to take or make an important phone call, be discreet, leave the lecture hall and come back when you are done.

2. Inappropriate use of technology.
While you can use devices such as your laptop during lecture, it is really important that you use it for classroom content. It is very easy to get distracted with personal emails, texts and social media, and when your attention is focused on these activities as opposed to lecture, it will definitely have a negative impact on your grade. In addition, watching a YouTube video or scrolling through Tinder during class may distract students near you who are trying to concentrate on course material. In a large classroom you must be respectful of the people around you who have paid a lot of money (just like you!) to take this class.

3. Talking really loudly
Please try and refrain from having a loud and sustained conversation with someone while I am lecturing or when another student is talking. Like the use of inappropriate technology, this activity can distract the people around you who are trying to pay attention in class.

4. Shuffling books, packing up and getting ready to leave before the lecture is over
My personal pet peeve! While I will generally finish each lecture 15 to 20 minutes early to allow for sign-in and questions, please do not "pack up" until I tell you class is over. Based on my experience, when a few students mistakenly think the lecture is over, it prompts the entire class to start "packing up" in general. This behavior (especially in a large lecture hall) is distracting, rude and unprofessional. If you have to leave early for any reason, do so discretely and make sure to sit somewhere near the exit so that you don't disturb others.

5. Coming to class late
While it is perfectly okay to be late to class on the rare occasion, please do not make it a habit! If you do end up coming to class after the lecture has started, make sure you come in through an appropriate entrance and try not to disturb other students when finding a seat.

Expanded Course Description

This course examines the development, impact and use of historic and current computing and information systems in society. We will explore how the evolution of these networks have shaped our modern culture, and how societal values in turn have helped shape the use, design and architecture of these systems. Topics that will be examined include: a) the early development and shaping of computing technology, b) computer and IT management and control issues (e.g. privacy, copyright, patents, standards and cybercrime); c) IT and society (e.g. internet sociability, online multitasking, heuristics, information processing and cognitive functioning) and d) current computing controversies

(e.g. video games and violence, AI versus human intelligence, computer reliability).

CCE (Course Credit Exclusion): **NATS 1505**

Course Learning Outcomes

My main objective in this course is to enhance your understanding of computer science and technical issues so that you become a: i) more informed and knowledgeable citizen, ii) better student, iii) marketable employee and iv) critical consumer in today's world.

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

a)   Describe and chart the similarities and differences between traditional computer, telecommunication and broadcast technologies versus modern day information and communication systems (ICTs)

b)   Identify, describe, analyze and critique core course theories and themes about ICTs in both historical and modern social contexts

c)   Document examples of how computer and information technologies have shaped our modern culture, and how societal values in turn have helped shape the use, design and architecture of these systems

d)   Survey and investigate the risks and benefits as well as intended and unintended consequences of modern day computer/ICT use amongst individuals and society as a whole

e)   Adopt a multi-perspective approach (e.g. consider economic, social, cultural, religious, political, and legal factors) when attempting to understand, solve problems or make informed decisions about ICTs in our modern world

f)   Compare and contrast various perspectives/viewpoints related to modern day computing and ICT controversies and question information, arguments, evidence and explanations about ICTs that lack diversity

g)   Develop strategies for researching, collecting, critically reading, synthesizing and evaluating information about computer related issues using both academic and popular media sources in print and/or electronic formats

h)   Increase scientific/technical literacy by assessing the reliability, authenticity, accuracy and validity of science and technical information presented in both scholarly and popular formats

i)   Interpret quantitative information (presented numerically and graphically) when studying and analyzing socio-computer related issues and detect appropriate scientific methods (e.g. model building, hypothesis testing, experimentation, measurement, data management and analysis) when reading scientific and/or technical articles

j)   Respect ownership of data by correctly summarizing, paraphrasing, and/or quoting information and appropriately cite sources relevant to research

k)   Effectively communicate an understanding about course content through a variety of written assignments including tutorial reports, exam questions (multiple choice and short/long answer) and a major paper

Evaluation

Evaluation:

4 Tests (4 x 15%)	Dates posted below
Computing Controversy Paper (30%)	Due Sunday March 17 2019
Attendance (5%)	Details below and in class
Tutorial Assignments (5%)	Details below and in class

Coming to class is mandatory and I will be signing you in every week. This will be worth 5% of your total mark. I will provide you with further details about this process in class.

In addition, during each semester you will be given one or two short tutorial assignments based on the required readings for the course. This will total 5% of your final mark.

Tests – Each test is worth 15% and will be held in class (see dates below). This means that no tests will be held during York's fall or winter examination period. The format of tests will vary, and may include multiple choice, short and long answer questions. A review will be provided before each test.

Test Dates:

Test #1: Wed. Oct 17 2018
Test #2: Wed. Nov 28 2018
Test #3: Wed. Feb 6 2019
Test #4 : Wed. April 3 2019

Further information about your computing controversy paper can be found on the course website.

All students will be required to use Moodle's TURN IT IN application for their essay submissions.

PLEASE REVIEW THE COURSE POLICIES SECTION OF THIS DOCUMENT FOR FURTHER INFORMATION ABOUT LATE ASSIGNMENTS and/or MISSED TESTS.

Students with physical or learning challenges who require reasonable accommodations in teaching style or evaluation methods should discuss this with the Course Director early in the term so that appropriate arrangements can be made (see university policies section of this document for further information).

In order to be fair and consistent to the entire class, individual grades are not negotiable and "extra credit" assignments are not provided at any point during or after the course to improve your grade. In addition, please contact the instructor about a grade **only** if there is a clear error (e.g. calculation, clerical or academic merit) within two weeks of the grade being made available to you. Details on this procedure will be provided in class.

Required Course Materials

1. Michael J. Quinn, *Ethics for the Information Age (*7th Edition). Pearson: 2016.
(Please note the sites like CourseSmart provide e-versions and rentals of this textbook that you can use for this course if you don't want to purchase a hard copy of the book)

2. Various online articles (some articles can be found directly online while others will be linked to the Moodle page and can also be found through York's library database)

Please refer to your lecture schedule/readings page posted on Moodle for more details.

Laboratory/Tutorial

This course does not have a laboratory or out of class tutorial component.

Course Content and Format

Our class is scheduled to meet on Wednesdays from 4 to 7pm. Classes will begin with a lecture followed by a discussion period of class readings or an in-class seminar. Students are required to remain for both the lecture and discussion periods. Attendance is mandatory.

The lecture schedule and required readings document is posted on Moodle. You will be notified if there are any updates or changes to the lecture schedule made during the year.

Math Content

There is a minimal amount of math done in this course. Generally, you will not need any more than a Grade 10 math level proficiency (Ontario).

Course Policies

1. Questions and Concerns

If you have any questions or concerns about the course, please contact me (the Course Director) directly. Once again, you can email me at: pavri@yorku.ca

2. Policy for Late Assignments

Please be aware that NO LATE ASSIGNMENTS will be accepted in this course other than for medical or non-medical emergencies. In these circumstances, you will be asked to provide further documentation (e.g. an Attending Physician's Statement, a letter from a funeral director or plane ticket/boarding pass). Feel free to contact the Course Director if your situation is different from the examples listed above. After examining your documentation, the Course Director will decide whether to grant or deny you an extension. Note that being sick for a few days before an assignment is due does not normally constitute a medical emergency.

3. Policy for a Missed Tests

If you miss a test due to medical reasons, you are required to inform the Course Director via email within 48 hours about your situation. You will then be asked to fill out York's Attending Physician's Statement and submit it before you are allowed to write your test at an alternate date and time. Depending on your situation, you may also be asked to fill out a Deferred Standing Form as well. Further information about missed exams and the required forms can be found at: **http://myacademicrecord.students.yorku.ca/deferred-standing#request-deferred-standing**

If you miss a test for a non-medical emergency, please contact your Course Director via email within 48 hours and outline your situation. If your explanation is accepted, you will be asked to provide further documentation (see policy for late assignments). After examining your documentation, the Course Director will decide whether to grant or deny you permission to write your test.

Please note that if you miss more than one test, your request for deferred standing for the second test you missed will automatically be denied and you will have to proceed straight to petitions.

4. Office of Student Community Relations (OSCR)

If you are struggling academically because of a critical incident or personal crisis and don't want to share these details with your course director, please contact York's Office of Student Community Relations for further assistance. They can provide you with the support and advice you require. Their website is: **oscr.students.yorku.ca**

Copyright and Intellectual Property

If you would like to record lectures, speak to the Course Director. You may be asked to sign a document which states that you only intend to use the recordings for personal purposes and do not intend to sell them to another party or post them onto a commercial website.

In addition, all lecture notes posted on Moodle are the intellectual property of the Course Director. While you can view and print these notes for your personal use, it is against the law to repost these documents on any commercial website. If we discover that you have done so, you will be asked to remove these documents immediately.

Finally, please note that it is a violation of York's academic integrity policy to buy course assignments, tests answers, essays and other materials from a commercial website. These sites (e.g. Course Hero) are monitored frequently by the department and you will be subject to academic penalty (see the academic honesty and integrity section below) if you are a caught using someone else's work. Conversely, if you attempt to repost past course materials for the purposes of re-selling this work to other students, you can still be penalized under York's academic integrity guidelines even if you have already completed the course.

University Policies

Important Sessional Dates
Includes sessional start and end dates, drop deadlines, and withdrawal dates.
See the Office of the Registrar website at http://www.registrar.yorku.ca/enrol/dates/

The last date students can enroll in this course without the permission of the instructor is: **Sept. 18 2018**

The last date students can enroll in this course with the permission of the instructor is: **October 23 2018**

The last date students can drop the course without receiving a grade is: **Feb. 8 2019**

The course withdrawal period for NATS 1775 is: **Feb. 9 – April 3 2019***

*During this period of time you can withdraw from the course and receive a "W" on your transcript.

Academic Honesty and Integrity
Academic honesty requires that persons do not falsely claim credit for the ideas, writing or other intellectual property of others, either by presenting such works as their own or through impersonation. Similarly, academic honesty requires that persons do not cheat (attempt to gain an improper advantage in an academic evaluation), nor attempt or actually alter, suppress, falsify or fabricate any research data or results, official academic record, application or document. Finally, academic honesty requires that persons do not aid or abet others to commit an offence of academic dishonesty, including intentional acts to disrupt academic activities.

Suspected breaches of academic honesty will be investigated and charges shall be laid if reasonable and probable grounds exist.

Academic Honesty and electronic devices during assessments (*e.g.* exams)

- Internet capable and personal storage devices of all kinds must be turned off, including vibrate. These and any other unauthorized material must be placed under the student's chair and should not be accessed at any point during the exam. Failure to comply with directive may be considered a break of academic honesty.

- See http://registrar.yorku.ca/exams/tipsheet

    Please familiarize yourself with the full Senate Policy on Academic Honesty, found at http://secretariat-policies.info.yorku.ca/policies/academic-honesty-senate-policy-on/

    Also familiarize yourself with the SPARK Academic Honesty tutorial found at https://spark.library.yorku.ca/academic-integrity-what-is-academic-integrity/

Academic Accommodation for Students with Disabilities
York University shall make reasonable and appropriate accommodations and adaptations in order to promote the ability of students with disabilities to fulfill the academic requirements of their programs.

The nature and extent of accommodations shall be consistent with and supportive of the integrity of the curriculum and of the academic standards of programs or courses.

Please familiarize yourself with the full Senate Policy on Academic Accommodations for Students with Disabilities, found at http://secretariat-policies.info.yorku.ca/policies/academic-accommodation-for-students-with-disabilities-policy/

Note: Students should submit accommodation letters from Counseling and Disability Services (CDS) to the course instructor within the first two weeks of the course or as soon as issued.

Counseling and Disability Services - http://cds.info.yorku.ca/

York Accessibility Hub - http://accessibilityhub.info.yorku.ca/

Note: A student registered with CDS, and choosing to write with Alternate Exams, is responsible for making the appropriate writing arrangements within the timeframes outlined by Alternate Exams.

Alternate Exams - http://altexams.students.yorku.ca/

Religious Observance Accommodation
York University is committed to respecting the religious beliefs and practices of all members of the community, and making accommodations for observances of special significance to adherents.

https://w2prod.sis.yorku.ca/Apps/WebObjects/cdm.woa/15/wo/kmHGekTpzKLX6XYKBXYc8M/0.3.4.62.0

Note: Students who will have an academic conflict as a result of a religious observance, at any point in the term, should make the instructor aware of such at least three weeks prior to the conflict.

For conflicts occurring during an official examination period, please complete the Examination Accommodation Form available at http://www.registrar.yorku.ca/pdf/exam_accommodation.pdf and submit to your instructor at least three weeks prior to the final exam.

Student Conduct in Academic Situations

Students and instructors are expected to maintain a professional relationship characterized by courtesy and mutual respect and to refrain from actions disruptive to such a relationship. Moreover, it is the responsibility of the instructor to maintain an appropriate academic atmosphere in the classroom and the responsibility of the student to cooperate in that endeavour. Further, the instructor is the best person to decide, in the first instance, whether such an atmosphere is present in the class. A statement of the policy and procedures regarding disruptive and/or harassing behaviour by students in academic situations is available on the website of the University Secretariat (http://secretariat.info.yorku.ca/).

Division of Natural Science Resources

NATS-AID
Free peer tutoring for students enrolled in Natural Science Courses.
See http://natsci.info.yorku.ca/nats-aid/

M-AID in NATS (Math Aid)
Free math help for students enrolled in Natural Science Courses (TA tutors)
See http://natsci.info.yorku.ca/m-aid-in-nats/

Other Resources

Learning Commons
The Learning Commons brings together key supports for your learning: writing, research, learning skills and career services. http://www.library.yorku.ca/cms/learning-commons/

goSAFE
GoSAFE is a complimentary service provided to the York Community. At the Keele campus, goSAFE has two routes: North Route & South Route which will safely transport community members by vehicle from one specified hub to another on campus. GoSAFE operates seven days a week, all year round, including University closures (with the exception at Glendon during the Christmas holiday closure).

Call the goSAFE office at 416-736-5454 or extension 55454 during hours of operation. Please give your name, location and destination. http://www.yorku.ca/goSAFE/

Mental Health and Wellness at York University
Outlines a variety of resources available to support mental health and wellness
http://mhw.info.yorku.ca/resources/resources-at-york/students/

Good2Talk
Post-Secondary Student 24 hour Helpline
http://www.good2talk.ca/ 1-866-925-5454