ID 1010-14 Tech (R)evolution
Fall 2013 (August 26th - November 11th)
Monday, 1:40pm – 4:20pm, SENG A206

Instructors
Dr. Nina Polok 719-255-3832 npolok@uccs.edu
Dr. Rita Jordan 719-649-2488 rjordan2@uccs.edu

Junior Teaching Assistants (JTAs)
Joe Arnold 719-352-6642 jarnold2@uccs.edu
Presley Schwisow 720-470-9785 pschwiso@uccs.edu

Office Hours
Place: The Ulrich House (aka the Innovation House). Time: by appointment

Books and Other Reading

Articles as assigned, posted on Blackboard

Learning Objectives
This course is a Freshman Seminar. It has a two-fold purpose:
To examine how new technologies come about, how they evolve and how they contribute to society; to apply this knowledge to speculate on the possible evolution and impact of technology over the next 20 years.

To introduce you to the academic skills you will need to succeed in college and to help you make a smooth transition into college life.

Specifically, this Freshman Seminar will cover:

- Why a university education is important and what it means
- How the disciplines connect and overlap, while still having their own perspectives
- How to think critically and creatively at the level required of a university student
- How to navigate campus technology and online databases; cultivate research skills; and locate campus resources that will help you succeed
- How to refine your reading, writing, speaking, and listening skills
- How to be a responsible, academically professional university student with the necessary civic, ethical, and social competencies
- How to learn in new and creative ways by teaming with other students

Classroom Conduct

You should be in class before the scheduled starting time for each class. You should treat the instructors and other students with respect and follow the norms you generated during Preview Daze. You should bring your book, writing tools (pen or pencil, pad of paper), and laptop (if you have one) to every class session.

SMART PHONES, CELL PHONES, AND VIDEO GAMES, ARE TO BE TURNED OFF DURING CLASS UNLESS EXPRESSLY PERMITTED.

Blackboard

Blackboard is an online course management system that will be used in several different ways for this course. Blackboard will be used for (among other things):

- Communication between the instructors and the class. For example, the instructors will send announcements to the class concerning changes in the course schedule, reading assignments, or other issues that may need to be addressed before the next scheduled class meeting.
- “Distributing” course assignments and other materials for the class. The course materials can be accessed by clicking on the “Learning Materials” tab on the left side of the Blackboard page.
- Discussion Board. Students will use the discussion board each week. See Assignments below for details.
- Posting student grades (confidentially).

You should learn how to log on and use the basic features of Blackboard. The instructors and JTAs will help when possible, but it is your responsibility to be able use the functions of Blackboard required in this course.
You may log in to Blackboard here: https://bb.uccs.edu/webapps/login/ using your UCCS username and password.

**Assigned Reading**

One book is required for this course. You must buy this book or figure out how to share one. The reading assigned from the book is listed in the course outline below for each class session. You are expected to read the assigned material **BEFORE** class and be ready to discuss or apply it. There may be other reading required from time to time that will be available on Blackboard.

**Discussion Board**

Each week we will post a question related to the reading in the book or the topics covered in class on the discussion board. You will write your thoughts and opinions about the question and post to the discussion board. Then, after others have also posted, go back in and comment on another student’s post.

**Earning a Grade**

It is possible to earn 1000 points in the class plus bonus points. Here’s how the points you earn relate to the grade you will get:

<table>
<thead>
<tr>
<th>Points</th>
<th>Grade</th>
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<tbody>
<tr>
<td>870-899</td>
<td>B+</td>
</tr>
<tr>
<td>770-799</td>
<td>C+</td>
</tr>
<tr>
<td>670-699</td>
<td>D+</td>
</tr>
<tr>
<td>Below 600</td>
<td>F</td>
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Here are the things you can do to score points, listed from most points to least points. Each item is fully described later in the syllabus.

- 200 points for entries on the discussion board each week for 10 weeks
- 200 points for a 5-7 page paper describing a problem and the technology that will solve it
- 200 points for the team presentation on an evolving technology
- 150 points for the midterm exam
- 100 points for a 2-3 page paper on your personal relationship to technology
- 100 points for a 2-3 page paper on “a day in the life of a college student in 2032”
  - 25 points for meeting with a JTA
  - 25 points for meeting with an Instructor

Bonus points are available:
- 10 points if you find a video that we use in class in discussing a book chapter
Assignments Explained

Assignments are described below and will also be posted in Blackboard. For each assignment, you (for individual assignments) or your team (for team assignments) will upload a Word document into Blackboard before the start of class on the day the assignment is due. See the schedule later in the syllabus for due dates. Late penalties will apply: 5% off per day late, no work accepted if more than 10 days late.

Discussion Board Posts
Each week the instructors and JTAs will post a question related to the topic for the week. Write a reply to the question and post it on the discussion board. Then find another student’s post that you can reply to and comment on. The goal is to build on each other’s ideas and stimulate each other’s thinking.

Individual Paper 1: Technology and me
Write a 2-3 page essay addressing the following questions: What technologies do you take for granted? What technologies are you frustrated by? What is your basic orientation toward technology (e.g. concern over negative impacts, awe and wonder, optimism about future advances, etc.). What about you or your past experience has led to this orientation? The paper should be double-spaced with 1” margins and 12 pt. font. Turn it in on Blackboard before the start of class on the day it’s due.

Individual Paper 2: A day in the life of a college student in 2032
Write a 2-3 page paper illustrating a day in the life of a UCCS student in 2032, 20 years from now. Describe the technologies in use by that time as the student makes use of them during the day. Ground your vision in technologies that are known today (no aliens land and give us advanced tech). Be creative and have fun! The paper should be double-spaced with 1” margins and 12 pt. font. Turn it in on Blackboard before the start of class on the day it’s due.

Individual Paper 3: Technology to the rescue
Identify a problem in the world that you believe technology can help solve. Identify the specific technology that can be used to solve the problem. Write a 5-7 page paper about the technology and its application, including the history of it so far, its current state, and how it needs to evolve to be truly useful in solving the problem. You must include research from the library and internet (at least 5 citations, which must be a combination of books, articles, and websites). The paper should be double-spaced with 1” margins and 12 pt. font. Turn it in on Blackboard before the start of class on the day it’s due.

Team Assignment: Student team teaching
Your team will choose a technology to teach the class about. Each team will have a different technology focus – no duplication. You may assign reading (online or by handout) in advance. You may teach using lecture, discussion, videos, experiential exercises or any other method you believe will be most effective. Plan on teaching for 30 minutes. Each individual team member must present for 3 to 5 minutes and will be graded on their oral presentation. Teams will upload a copy of their teaching plan and any additional materials (e.g. PowerPoint) to Blackboard before the beginning of the class in which they teach.
Disability Services

If you are a student with a disability and believe you will need accommodations for this class, it is your responsibility to register with the Disability Services Office and provide them with documentation of your disability. They will work with you to determine what accommodations are appropriate for your situation. To avoid any delay in the receipt of accommodations, you should contact the Disability Services Office as soon as possible. Please note that accommodations are not retroactive and disability accommodations cannot be provided until an accommodation letter has been given to me. Please contact Disability Services for more information at Main Hall room 105, 719-255-3354 or dservice@uccs.edu.

Military & Veterans Affairs

Military students who have the potential to participate in military activities including training and deployment should consult with faculty prior to registration for any course, but no later than the end of the first week of classes. At this time, the student should provide the instructor with a schedule of planned absences, preferably signed by the student's commander, in order to allow the instructor to evaluate and advise the student on the possible impact of the absences. The instructor will consider absences due to participation in verified military activities to be excused absences. If, however, it appears that military obligations will prevent adequate attendance or performance, the instructor may advise the student to register for the course at another time, when she/he is more likely to be successful.

UCCS Student Code of Conduct

The purpose of the Student Code of Conduct is to maintain the general welfare of the university community. The university strives to make the campus community a place of study, work, and residence where people are treated, and treat one another, with respect and courtesy.

http://www.uccs.edu/~oja/student-conduct/student-code-of-conduct.html

UCCS Student Rights and Responsibilities


UCCS Academic Ethics Code

http://www.uccs.edu/Documents/vcaf/200-019%20StudentAcademic%20Ethics.pdf
Preview Daze Schedule

Thursday, August 22nd

Start Time: 9:00am

Place: Osborne A206

Lunch: on the quad

Topics covered: Welcome, Introductions, Purpose and Outcomes, JTAs, Pictures, The Accelerating Growth of Technology, High School vs. College, Academic Skills for College, Norms and Expectations, Syllabus, Grading, Scavenger Hunt, Blackboard

End Time: 5:00pm

Friday, August 23rd

Start Time: 9:00am

Place: Osborne A206

Lunch: ordered in

Topics covered: Teams, The One Characteristic that Ensures Success, Team Building Exercise, Brain Rules, Technology Video and Discussion, The BI Program, Insights from Preview Daze

End Time: 5:00pm
### Semester Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Assignment Due</th>
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</thead>
<tbody>
<tr>
<td>8/26</td>
<td>Topic: Perspective Academic Skill: Managing Your Time</td>
<td>Read <em>Abundance</em> Part One, Chapters 1-4 (45 pages) Discussion Forum 1</td>
</tr>
<tr>
<td>9/9</td>
<td>Topic: Exponential Technologies Academic Skill: Managing Emotions and Stress</td>
<td>Read <em>Abundance</em> Part Two, Chapters 5-6 (22 pages) Discussion Forum 2 Paper due: Technology and me</td>
</tr>
<tr>
<td>9/16</td>
<td>Topic: Building the Base of the Pyramid Academic Skill: Retaining What You Read</td>
<td>Read <em>Abundance</em> Part Three, Chapters 7-9 (38 pages) Discussion Forum 3</td>
</tr>
<tr>
<td>9/23</td>
<td>Topic: The Forces of Abundance Academic Skill: Writing</td>
<td>Read <em>Abundance</em> Part Four, Chapters 10-12 (33 pages) Discussion Forum 4</td>
</tr>
<tr>
<td>9/30</td>
<td>Topic: Peak of the Pyramid Academic Skill: Research</td>
<td>Read <em>Abundance</em> Part Five, Chapters 13-16 (58 pages) Discussion Forum 5 Paper due: A day in the life...</td>
</tr>
<tr>
<td>10/7</td>
<td>Topic: Steering Faster and Dangers of the Exponential Academic Skill: Studying and Taking Tests</td>
<td>Read <em>Abundance</em> Part Six, Chapters 17-19 and Appendix (33 pages) Discussion Forum 6 Pass out take home midterm exam</td>
</tr>
<tr>
<td>10/14</td>
<td>Topic: Review Midterm Exam, Team choose their technology to teach about Skill: Presenting</td>
<td>Discussion Forum 7 Midterm exam due</td>
</tr>
<tr>
<td>10/21</td>
<td>Topic: Choices About Technology</td>
<td>Read Chapter 11 of <em>What Technology Wants</em> (pdf on Blackboard) Discussion Forum 8</td>
</tr>
<tr>
<td>10/28</td>
<td>Technology Presentations</td>
<td>Discussion Forum 9 Paper due: Technology to the rescue</td>
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<tr>
<td>11/4</td>
<td>Technology Presentations</td>
<td>Discussion Forum 10</td>
</tr>
<tr>
<td>11/11</td>
<td>Technology Presentations</td>
<td></td>
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We will have frequent guests to present on and discuss topics relevant to academic life or the course content of technology.