

# INFO I202 Social Informatics

**Course Syllabus**

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| **Instructor:** | Fawzi BenMessaoud | **Phone Contact:** | 317-525-2214 | **Credit Hours:** | 3 Hours |
| **E-mail Address:** | Fawzbenm@iupui.edu | **Office Hours:** | By appointment | **Contact Hours:** | 45 Clock Hours  |
| **Pre-requisites & Co-requisites:** | None | **Term:** | Fall 2017 | **Instruction Mode** | Online |

**Course Description:**

Introduction to key social research perspectives and literatures on the use of information and communication technologies. Discusses current topics such as information ethics, relevant legal frameworks, popular and controversial uses of technology e.g. peer-to-peer file sharing, digital divides, etc. Outlines research methodologies for social informatics.

**Instructional Topics:**

* Social Informatics concepts and social networks
* Social Informatics and Information Technologies
* Trends and impact of Social Informatics on individual and social identities
* Social and computational issues in Social Informatics
* Ethical and legal issues in Social Informatics

**Learning Outcomes:**

* Discuss why it is important to study and understand Social Informatics.
* Define the field of social informatics “(the interdisciplinary study of the design, uses and consequences of information technologies that takes into account their interaction with institutional and cultural contexts”) and construct research questions that fall within the framework of this definition.
* Discuss, on a beginning level, important social issues brought about by the introduction of technology (i.e., the adoption and use of digital tools by various demographic groups; the digital divide; online communities; digital privacy; digital crime; cyber-law; ethics; the open source movement; free speech in cyberspace; technological responses to natural and man-made disasters; net neutrality and others).
* Analyze and specify the social and computational features of any information technology encountered as well as the social consequences of those features.
* Assess the intended and unintended consequences of the introduction of information technologies on people and organizations. (All technologies are both social and technical in nature; they are not created in a vacuum. They exist in social contexts and have social consequences for the demographic groups that utilize them.)
* Characterize the important trends in information technology and Social Informatics and critique claims made for the future success of those technologies.
* Evaluate the potential importance and impact of new information technologies on Social Informatics and on individual and social identities.
* Discuss and distinguish the often complex positive and negative effects of information technologies from the “hype” that surrounds their introduction.
* Identify the steps needed and begin the work of constructing a professional identity in informatics; to be able to enumerate tasks necessary to mature into that identity, such as:
	+ Constructing a social network to support a career
	+ Knowing how and where to access research in the field
	+ Connecting with professional organizations via student membership
	+ Committing to continuing education.
* Create a personal code of ethics as part of a professional identity.
* Review and evaluate ethical principles of computing in relation to Social Informatics.
* Analyze a number of complex ethical problems created by information technology, including damage to individual privacy and creation of new forms of computer-based crime.
* Apply various data search and discovery techniques and analyze and categorize data collections in a selected Social Informatics topic.
* Apply data visualization to represent combined multiple views of social informatics data for richer insight.
* Apply selected approaches to better understand various dimensions, implications and perspectives on the subject of Social Informatics and Information Technologies.
* Integrate various resources, including professional literature, both printed and electronic to complete a course project focusing on a selected topic in Social Informatics.

**Principle of Undergraduate Learning and Core Competencies:**

This course is designed to demonstrate IUPUI’s principles of undergraduate learning (PULs):

1A. Core communication: written, oral and visual skills

1B. Core communication: quantitative skills

1C. Core communication: information resources skills

2. Critical thinking

3. Integration and application of knowledge

4. Intellectual depth, breadth, and adaptiveness

5. Understanding society and culture

6. Values and ethics

In particular, this course assesses PUL 1A, 1C, 2, 3, 5, and 6.

**Course Resources:**

**Required Text:**

**Title:** *A Gift of Fire* (Fourth Edition)

**Author:** Sara Baase

**Year:** 2012

**Publisher:** Pearson

**Student ISBN:** 978-0132492676

0132492679

**Note:** this text is also available in e-book format at approximately one half the price:

<https://www.vitalsource.com/referral?term=9780133464733>

**Other Resources:**

What is Social Informatics and why does it Matter (available in resources)

On Rob Kling: The Theoretical, the Methodological, and the Critical (available in resources)

*Social Informatics: Principles, Theory, and Practice* (available in resources)

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| **Statement of Values:**IUPUI values the commitment of students to learning; of faculty to the highest standards of teaching, scholarship, and service; and of staff to the highest standards of service. IUPUI recognizes students as partners in learning. IUPUI values the opportunities afforded by its location in Indiana’s capital city and is committed to serving the needs of its community. Thus, IUPUI students, faculty, and staff are involved in the community; both to provide educational programs and patient care and to apply learning to community needs through service. As a leader in fostering collaborative relationships, IUPUI values collegiality, cooperation, creativity, innovation, and entrepreneurship as well as honesty, integrity, and support for open inquiry and dissemination of findings. IUPUI is committed to the personal and professional development of its students, faculty, and staff and to continuous improvement of its programs and services. |
| **Course Evaluation And Grading:**Students will be evaluated on knowledge of textbook content, writing and presentation skills, analysis and application of thinking skills.

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| **Grade Categories** | **Weight** |
| Discussion Assignments  | 20% |
| Research Assignments & Trend Reports | 15% |
| Case Analysis  | 20% |
| Final Course Project (FCP) | 25% |
| Non-cumulative Quizzes  | 20% |
| **Total:** | 100% |

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| **Grading Scale** |
| **Letter Grade** | **Minimum Percentile** | **Interpretation** |
| A+ | >=101 | Professional level work, showing highest level of achievement |
| A | 94% to 100% | Extraordinarily high achievement, quality of work; shows command of the subject matter |
| A- | 90% to 93% | Excellent and thorough knowledge of the subject matter |
| B+ | 87% to 89% | Above average understanding of material and quality of work |
| B | 83% to 86% | Mastery and fulfillment of all course requirements; good, acceptable work |
| B- | 80% to 82% | Satisfactory quality of work |
| C+ | 77% to 79% | Minimally acceptable performance and quality of work |
| C | 73% to 76% | Minimally acceptable work; does not demonstrate mastery |
| C- | 70% to 72% | Minimally acceptable work; minimum course grade allowable  |
| D+ | 67% to 69% | Poor work |
| D | 63% to 66% | Very poor work |
| D- | 60% to 62% | Unacceptable work |
| F | < 60%  | Failure |

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| **Expectations/Guidelines/Policies:****Course Communications**Communication for this course will be administered through IUPUI email. Please email me at fawzbenm@iupui.edu, make sure to add the course title in your subject line. Other students from different courses will be contacting me via this medium so a properly formatted subject line will aid our communication. All announcements, assignments, grades, tests, quizzes etc. will take place in Canvas. **Deadlines**To ensure the student’s success in this course you must read all assigned readings to include book chapters and online articles. The power point slides contain lecture notes that are intended to add more in-depth understanding of chapter content. In the power point slides there are hyperlinks to provide a more information regarding the subject matter. Students are encouraged to use the hyperlinks as additional reading/research sources. All class projects must be submitted according to their related due dates. It is important that students adhere to the class project due dates. Any project submitted late will result in a 5 point deduction each day it is late. Plagiarism will not be tolerated. When submitting written work, resources must be cited to give credit to the resource. Please be aware there are deadlines for completion of the required projects, assignments, and exams. The student may proceed through the course faster than the prescribed calendar but you CANNOT fall behind. Students who proceed through the course at an accelerated rate must wait until the next unit/exam is open to proceed. No unit will be opened until the date posted. **Testing**Exams may be taken at any time during their availability. Only **one attempt** to take each exam is allowed. **It is not permitted to start the exam, log off your computer, and then come back at another time to complete the exam. The exam MUST be completed at one sitting.** Note the dates of the exam’s availability. The exam grade will be available immediately after submitting the exam. There is no retaking of exams once graded. After the deadline, exams will not be available. The student will need to make special arrangements with the instructor to take the exam after the posted deadline. There will be a ten (10) points reduction from the percentage scored on the exam if taken after the deadline. After one week the exam **WILL NOT** be available. Incomplete:The instructor may assign an Incomplete (I) grade only if at least 75% of the required coursework has been completed at passing quality and holding you to previously established time limits would result in unjust hardship to you. All unfinished work must be completed by the date set by the instructor. Left unchanged, an Incomplete automatically becomes an F after one year.<http://registrar.iupui.edu/incomp.html> Code of ConductAll students should aspire to the highest standards of academic integrity. Using another student’s work on an assignment, cheating on a test, not quoting or citing references correctly, or any other form of dishonesty or plagiarism shall result in a grade of zero on the item and possibly an F in the course. Incidences of academic misconduct shall be referred to the Department Chair and repeated violations shall result in dismissal from the program. All students are responsible for reading, understanding, and applying the *Code of Student Rights, Responsibilities and Conduct* and in particular the section on academic misconduct. Refer to *The Code* > *Responsibilities* > *Academic Misconduct* at <http://www.indiana.edu/~code/>. All students must also successfully complete the Indiana University Department of Education “How to Recognize Plagiarism” Tutorial and Test. <https://www.indiana.edu/~istd> You must document the difference between your writing and that of others. Use quotation marks in addition to a citation, page number, and reference whenever writing someone else’s words (e.g., following the *Publication Manual of the American Psychological Association*).To detect plagiarism instructors apply a range of methods, including Turnitin.com. <http://www.ulib.iupui.edu/libinfo/turnitin>Academic Misconduct:1. **Cheating:**  Cheating is considered to be an attempt to use or provide unauthorized assistance, materials, information, or study aids in any form and in any academic exercise or environment.
	1. A student must not use external assistance on any “in-class” or “take-home” examination, unless the instructor specifically has authorized external assistance. This prohibition includes, but is not limited to, the use of tutors, books, notes, calculators, computers, and wireless communication devices.
	2. A student must not use another person as a substitute in the taking of an examination or quiz, nor allow other persons to conduct research or to prepare work, without advanced authorization from the instructor to whom the work is being submitted.
	3. A student must not use materials from a commercial term paper company, files of papers prepared by other persons, or submit documents found on the Internet.
	4. A student must not collaborate with other persons on a particular project and submit a copy of a written report that is represented explicitly or implicitly as the student’s individual work.
	5. A student must not use any unauthorized assistance in a laboratory, at a computer terminal, or on fieldwork.
	6. A student must not steal examinations or other course materials, including but not limited to, physical copies and photographic or electronic images.
	7. A student must not submit substantial portions of the same academic work for credit or honors more than once without permission of the instructor or program to whom the work is being submitted.
	8. A student must not, without authorization, alter a grade or score in any way, nor alter answers on a returned exam or assignment for credit.
2. **Fabrication:** A student must not falsify or invent any information or data in an academic exercise including, but not limited to, records or reports, laboratory results, and citation to the sources of information.
3. **Plagiarism:** Plagiarism is defined as presenting someone else’s work, including the work of other students, as one’s own. Any ideas or materials taken from another source for either written or oral use must be fully acknowledged, unless the information is common knowledge. What is considered “common knowledge” may differ from course to course.
	1. A student must not adopt or reproduce ideas, opinions, theories, formulas, graphics, or pictures of another person without acknowledgment.
	2. A student must give credit to the originality of others and acknowledge indebtedness whenever:
		* 1. directly quoting another person’s actual words, whether oral or written;
			2. using another person’s ideas, opinions, or theories;
			3. paraphrasing the words, ideas, opinions, or theories of others, whether oral or written;
			4. borrowing facts, statistics, or illustrative material; or
			5. offering materials assembled or collected by others in the form of projects or collections without acknowledgment
4. **Interference:** A student must not steal, change, destroy, or impede another student’s work, nor should the student unjustly attempt, through a bribe, a promise of favors or threats, to affect any student’s grade or the evaluation of academic performance. Impeding another student’s work includes, but is not limited to, the theft, defacement, or mutilation of resources so as to deprive others of the information they contain.
5. **Violation of Course Rules:** A student must not violate course rules established by a department, the course syllabus, verbal or written instructions, or the course materials that are rationally related to the content of the course or to the enhancement of the learning process in the course.
6. **Facilitating Academic Dishonesty:**A student must not intentionally or knowingly help or attempt to help another student to commit an act of academic misconduct, nor allow another student to use his or her work or resources to commit an act of misconduct.

Other Policies1. **IUPUI course policies:** A number of campus policies governing IUPUI courses may be found at the following link: <http://registrar.iupui.edu/course_policies.html>
2. **Classroom civility:** To maintain an effective and inclusive learning environment, it is important to be an attentive and respectful participant in lectures, discussions, group work, and other classroom exercises. IUPUI nurtures and promotes “a campus climate that seeks, values, and cultivates diversity in all of its forms and that provides conditions necessary for all campus community members to feel welcomed, supported, included, and valued” (IUPUI Strategic Initiative 9). IUPUI prohibits “discrimination against anyone for reasons of race, color, religion, national origin, sex, sexual orientation, marital status, age, disability, or [veteran] status” (Office of Equal Opportunity). Profanity or derogatory comments about the instructor, fellow students, invited speakers or other classroom visitors, or any members of the campus community shall not be tolerated. A violation of this rule shall result in a warning and, if the offense continues, possible disciplinary action.
3. **Right to revise:** The instructor reserves the right to make changes to this syllabus as necessary and, in such an event, will notify students of the changes immediately.
4. **Disabilities Policy:** In compliance with the Americans with Disabilities Act (ADA), all qualified students enrolled in this course are entitled to reasonable accommodations. Please notify the instructor during the first week of class of accommodations needed for the course. Students requiring accommodations because of a disability must register with Adaptive Educational Services (AES) and complete the appropriate AES-issued before receiving accommodations. The AES office is located at UC 100, Taylor Hall (Email: aes@iupui.edu, Tel. 317 274-3241). Visit <http://aes.iupui.edu> for more information.
5. **Administrative Withdrawal:** A basic requirement of this course is that students participate in all class discussions and conscientiously complete all required course activities and/or assignments. If a student is unable to attend, participate in, or complete an assignment on time, it is the student’s responsibility to inform the instructor. If a student misses more than half of the required activities within the first 25% of the course without contacting the instructor, the student may be administratively withdrawn from this course. Administrative withdrawal may have academic, financial, and financial aid implications. Administrative withdrawal will take place after the full refund period, and a student who has been administratively withdrawn from a course is ineligible for a tuition refund. Contact the instructor with questions concerning administrative withdrawal.

All students are responsible for reading the Code of Student Rights, Responsibilities and Conduct of IUPUI at http://www.iupui.edu/code/, in particular the:* Policy on Academic Dishonesty /Integrity
* Policy regarding late work and make-up exams
* Innovative class procedures and structures, such as cooperative learning exercises, panel  presentations, case study materials, class journals.
* All students are responsible for reading the Code of Student Rights, Responsibilities and  Conduct of IUPUI.
* Policy on Plagiarism
* Policy regarding children attending

Mission StatementThe Mission of IUPUI is to provide for its constituents excellence in* Teaching and Learning;
* Research, Scholarship, and Creative Activity; and
* Civic Engagement.

With each of these core activities characterized by* Collaboration within and across disciplines and with the community;
* A commitment to ensuring diversity; and
* Pursuit of best practices.

IUPUI’s mission is derived from and aligned with the principal components—Communities of Learning, Responsibilities of Excellence, Accountability and Best Practices—of Indiana University’s Strategic Directions Charter.**Hardware and software needed:** You will need a reliable laptop with an Internet connection. You will use Canvas CL and Microsoft Office software; you may also wish to create graphics with a graphics package.You will need some kind of storage medium to back up any files you produce for the class. Remember to back up your files frequently. If you lose your only copy of a file, I will sympathize with you, but you will still be responsible for assignments.**Student Responsibilities****Assignments:**  All assignments are posted under the Assignments Tab in Canvas; your assignment files should be sent back to me using that Tab’s functionality. Even if you are submitting a late assignment, you can upload it under the Assignments tab. As a last resort, and only if you are having trouble with the Assignments tab, you may send me an assignment through Canvas e- mail. **Discussion Assignments and Posts:** There are discussion questions, which require all students to post to each discussion question and respond to peers. Discussion Questions (DQ) on readings and course objectives will be posted each week. The purpose of the discussion board is to allow students to engage in active conversation regarding theory and experiences. There is no limit to the number of times the student must respond to a question but there must be a **minimum of two responses** to each discussion posting by other learners. (PUL 1A, 2, 3, and 4)**Quizzes:** There will be eight non-cumulative quizzes during the course of the semester. The quizzes will consisting of multiple choice, true/false, fill in the blank and short answer/essay. Questions may be drawn from your book, from speakers, from class activities and additional readings as assigned. Because these are online quizzes, they will be “open book” and you will have access to all your materials. However, you will have a limited time window in which to take each quiz and the ability to submit it one time, so it is best to be very familiar with the material if you want to quickly find/check an answer. (PUL 3, and 4)**Research Assignments & Trend Reports**:Many of the fast-changing trends in Social Informatics can only be gleaned from non-academic reading. Each week, one or more members of the class will be responsible for a **five**minute report to the class summarizing stories that highlight how **individuals and societies** are shaping **information technology** **trends** and **vice versa**. (PUL 1A, 1C, and 5)**Case Analysis & Compare and Contrast Assignment**Students will collect news articles on (1) benefits and valuable applications of computer technology and (2) failures and/or problems that computer technology has caused. Students will then compose a brief summary and commentary on the articles in each category indicating how they relate to the field of Social Informatics. (PUL 1A, 1C, 2, and 5)**Final Course Project (FCP) & Presentation** – Refer to the FCP document for details (PUL 1A, 1C, 2, 3, & 4) |

**INFO I202 Social Informatics - Course Outline:**

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| **Week #** | **Learning Topics & Objectives** | **Learning Activities** | **Assessments & Deliverables** |
| **Week 1****(Lesson 1)** | **Introduction to Social Informatics** * Define the field of social informatics.
* Discuss why it is important to study and understand Social Informatics.
 | **Reading Assignments –** *What is Social Informatics and why does it Matter* (available in resources) What is Social Informatics?Read: *On Rob Kling: The Theoretical, the Methodological, and the Critical* (available in resources) Lesson Presentation Forum Discussions Review course syllabus**Other Assignments:** Week 1 Discussion Questions  Introduction (Your Popplet) Understanding Plagiarism |  **Discussion Questions – DQ1 & DQ2** **Submit your Introduction** |
| **Week 2****(Lesson 2)** | **What is Social Informatics?*** Explain the field of social informatics “(the interdisciplinary study of the design, uses and consequences of information technologies that takes into account their interaction with institutional and cultural contexts”) and construct research questions that fall within the framework of this definition.
 | **Reading Assignments –** *Social Informatics: Principles, Theory, and Practice* (available in resources) Lesson Presentation Forum Discussions**Other Assignments:** Week 2 Discussion Questions Case Analysis & Trend Reports - Social Informatics Principles: Due in Week 5 |  **Discussion Questions - DQ3 & DQ4** |
| **Week 3****(Lesson 3)** | **Social Informatics concepts & social networks*** Discuss, on a beginning level, important social issues brought about by the introduction of technology (i.e., the adoption and use of digital tools by various demographic groups; the digital divide; online communities; digital privacy; digital crime; cyber-law; ethics; the open source movement; free speech in cyberspace; technological responses to natural and man-made disasters; net neutrality and others).
 | **Reading Assignments –** A Gift of Fire Chapter 1  Lesson Presentation  Forum Discussions**Other Assignments:** Week 3 Discussion Questions Review for Quiz #1 (Chapter 1) |  **Discussion Questions – DQ5 & DQ6** **Complete Quiz #1**  |
| **Week 4****(Lesson 4)** | **Social Informatics & Privacy*** Discuss, on a beginning level, important social issues brought about by the introduction of technology (i.e., the adoption and use of digital tools by various demographic groups; the digital divide; online communities; digital privacy; digital crime; cyber-law; ethics; the open source movement; free speech in cyberspace; technological responses to natural and man-made disasters; net neutrality and others).
 | **Reading Assignments –** A Gift of Fire Chapter 2 Lesson Presentation (Privacy) Forum Discussions**Other Assignments:** Week 4 Discussion Questions Final Course Project assigned – Part-1 Topic Selection & List of References. Due Week-8 |  **Discussion Questions – DQ7 & DQ8**** Due: Compare and Contrast Assignment** |
| **Week 5****(Lesson 5)** | **Social and computational issues in Social Informatics*** Analyze the social and computational features of any information technology encountered as well as the social consequences of those features.
* Assess the intended and unintended consequences of the introduction of information technologies on people and organizations.
 | **Reading Assignments –** A Gift of Fire Chapter 2  Lesson Presentation (Privacy) Forum Discussions**Other Assignments:** Week 5 Discussion Questions Review for Quiz #2 (Chapter 2) |  **Discussion Questions – DQ9 & DQ10** **Complete Quiz #2**  |
| **Week 6****(Lesson 6)** | **Social and computational issues in Social Informatics*** Analyze the social and computational features of any information technology encountered as well as the social consequences of those features.
* Assess the intended and unintended consequences of the introduction of information technologies on people and organizations.
 | **Reading Assignments –**A Gift of Fire Chapter 3 & Assigned article Lesson Presentation (Freedom of Speech) Forum Discussions**Other Assignments:** Week 6 Discussion Questions Review for Quiz #3 (Chapter 3) |  **Discussion Questions – DQ11 & DQ12** **Complete Quiz #3** |
| **Week 7****(Lesson 7)** | **Trends and impact of Social Informatics on individual and social identities*** Characterize important trends in information technology and Social Informatics and critique claims made for the future success of those technologies.
* Evaluate the potential importance and impact of new information technologies on Social Informatics and on individual and social identities.
* Discuss and distinguish the often complex positive and negative effects of information technologies from the “hype” that surrounds their introduction.
 | **Reading Assignments –** A Gift of Fire Chapter 4 Lesson Presentation (IP) Forum Discussions**Other Assignments:** Week 7 Discussion Questions Review for Quiz #4 (Chapter 4) Final Course Project Part-2 assigned – Part-2 Research Topic Introduction & Literature Review. Due Week-12 |  **Discussion Questions – DQ13 & DQ14** **Complete Quiz #4** |
| **Week 8****(Lesson 8)** | **Trends in Social Informatics** * Identify important trends in information technology and Social Informatics and critique claims made for the future success of those technologies.
* Evaluate the potential importance and impact of new information technologies on Social Informatics and on individual and social identities.
* Discuss and distinguish the often complex positive and negative effects of information technologies from the “hype” that surrounds their introduction.
 | **Reading Assignments** A Gift of Fire Chapter 5 Lesson Presentation (Crime) Forum Discussions**Other Assignments:** Week 8 Discussion Questions Complete Final Course Project Part-I Topic Selection & List of Resources |  **Discussion Questions – DQ15 & DQ16** **Due: Final Paper Topic Selection & List of References**  |
| **Week 9****(Lesson 9)** | **Trends in Social Informatics** * Identify important trends in information technology and Social Informatics and critique claims made for the future success of those technologies.
* Evaluate the potential importance and impact of new information technologies on Social Informatics and on individual and social identities.
* Discuss and distinguish the often complex positive and negative effects of information technologies from the “hype” that surrounds their introduction.
 | **Reading Assignments –** A Gift of Fire Chapter 5 Lesson Presentation (Crime) Forum Discussions**Other Assignments:** Week 9 Discussion Questions Review for Quiz #5 (Chapter 5) |  **Discussion Questions – DQ17 & DQ18** **Complete Quiz #5** |
| **Week 10****(Lesson 10)** | **Impact of Social Informatics on individual and social identities** * Identify the steps needed and begin the work of constructing a professional identity in informatics; to be able to enumerate tasks necessary to mature into that identity, such as:
	+ Constructing a social network to support a career
	+ Knowing how and where to access research in the field
	+ Connecting with professional organizations via student membership
	+ Committing to continuing education.
 | **Reading Assignments –** A Gift of Fire Chapter 6 Lesson Presentation (Work) Forum Discussions**Other Assignments:** Week 10 Discussion Questions Review for Quiz #6 (Chapter 6) Final Course Project Part-II assigned – Final Paper & Presentation. Due Week-15 |  **Discussion Questions – DQ19 & DQ20** **Complete Quiz #6** |
| **Week 11****(Lesson 11)** | **Impact of Social Informatics on individual and social identities** * Identify the steps needed and begin the work of constructing a professional identity in informatics; to be able to enumerate tasks necessary to mature into that identity, such as:
	+ Constructing a social network to support a career
	+ Knowing how and where to access research in the field
	+ Connecting with professional organizations via student membership
	+ Committing to continuing education.
 | **Reading Assignments –** Assigned article Lesson Presentation  Forum Discussions**Other Assignments:** Week 11 Discussion Questions Review Final Course Project Part-II, Final Paper & Presentation |  **Discussion Questions – DQ21 & DQ22** |
| **Week 12****(Lesson 12)** | **Impact of Social Informatics on individual and social identities** * Identify the steps needed and begin the work of constructing a professional identity in informatics; to be able to enumerate tasks necessary to mature into that identity, such as:
	+ Constructing a social network to support a career
	+ Knowing how and where to access research in the field
	+ Connecting with professional organizations via student membership
	+ Committing to continuing education.
 | **Reading Assignments –** A Gift of Fire Chapter 7 Lesson Presentation (Work) Forum Discussions**Other Assignments:** Week 12 Discussion Questions Work on Final Course Project Part-II, Final Paper & Presentation |  **Discussion Questions – DQ23 & DQ24** |
| **Week 13****(Lesson 13)** | **Ethical and legal issues in Social Informatics** * Create a personal code of ethics as part of a professional identity.
* Review and evaluate ethical principles of computing in relation to Social Informatics.
* Analyze a number of complex ethical problems created by information technology, including damage to individual privacy and creation of new forms of computer-based crime.
 | **Reading Assignments –** A Gift of Fire Chapter 7 Lesson Presentation (Work) Forum Discussions**Other Assignments:** Week 13 Discussion Questions Review for Quiz #7 (Chapter 7) |  **Discussion Questions – DQ25 & DQ26** **Complete Quiz #7** |
| **Week 14****(Lesson 14)** | **Ethical and legal issues in Social Informatics** * Create a personal code of ethics as part of a professional identity.
* Review and evaluate ethical principles of computing in relation to Social Informatics.
* Analyze a number of complex ethical problems created by information technology, including damage to individual privacy and creation of new forms of computer-based crime.
 | **Reading Assignments –** A Gift of Fire Chapter 8 Lesson Presentation (Evaluating Technology) Forum Discussions Course Project Review & Discussion**Other Assignments:** Week 14 Discussion Questions Complete First Draft Review Review Final Course Project Part-II Final Paper & Presentation |  **Discussion Questions – DQ27 & DQ28** **Due: First Draft Review**  |
| **Week 15****(Lesson 15)** | **Social Informatics Capstone*** Complete a course project focusing on a selected topic in Social Informatics.
* Apply various data search and discovery techniques and analyze and categorize data collections in a selected Social Informatics topic
* Apply data visualization to represent combined multiple views of social informatics data for richer insight
* Use various resources, including professional literature, both printed and electronic.
* Apply selected approaches to better understand various dimensions, implications and perspectives on the subject of Social Informatics and Information Technologies.
 | **Reading Assignments –** A Gift of Fire Chapter 8 Lesson Presentation  Forum Discussions**Other Assignments:** Week 15 Discussion Questions Review for Quiz #8 (Chapter 8) Complete Final Course Project Part-II, Final Paper & Presentation  |  **Discussion Questions – DQ29 & DQ30** **Complete Quiz #8** **Due: FCP Part-II Final Paper & Presentation** |