**CS 211: Computing & Society**

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**Spring Quarter 2023 – Late Start Course beginning 4/10/2023**

# **Course Details**

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| --- | --- |
| **Instructor** | Dr. Crystal Hess - [chess@shoreline.edu](mailto:chess@shoreline.edu)  I prefer messages sent through Canvas. Messages are checked daily and typical response time is within 24 hours, this excludes weekends and holidays. |
| **Office Hours** | Tuesdays or Thursdays by appointment:  <http://bookme.hellohess.com> |
| **Class Hours** | * Section #34741 - Wednesdays 10:30 - 11:20 AM (Room 2719) + online activities * Section #42465 - Fully online |

**CS211 – Computing & Society (5 credits)**

This course explores issues related to the development, usage, and impact of computing technology on society. Students will explore the topics through class activities that involve gathering evidence, monitoring news, researching background materials, participating in discussion, and presenting findings. Students are not expected to have any specific expertise in digital technology beyond common public usage (email, web surfing, text message, word processing, and device usage).

## **Course Outcomes**

1. Identify the connections between computers, ethics, power, and society
2. Analyze the global impact of computing on individuals, organizations, and society
3. Gather and use evidence to inform insights on computing issues and concerns
4. Defend and refute diverse viewpoints with respect to the creation and use of digital technology
5. Reflect on the ethical challenges and responsibilities for both computing professionals and digital citizens

## **Prerequisites**

Placement into ENGL& 101

## **Topic Coverage**

This course is centered on exploring and discussing the way that computing and society affect each other. The course has no coding assignments, but rather short research, writing, and discussion assignments.

Over the course of the quarter, we will cover approximately one topic per week.

|  |  |
| --- | --- |
| LATE START | This is a late-start course,  beginning 1-week AFTER regular instruction |
| Week 1 | Evolution of Technology |
| Week 2 | Privacy |
| Week 3 | Freedom of Speech |
| Week 4 | Intellectual Property |
| Week 5 | Crime and Security |
| Week 6 | Work |
| Week 7 | Evaluating and Controlling Technology |
| Week 8 | Errors, Failures, and Risks |
| Week 9 | Professional Ethics and Responsibilities |
| Week 10 /  Finals Week | Reflections on Computing & Society |

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# **/var/folders/rf/sfp_0wqx2lb5fy28r0ncj2911v5ts8/T/com.microsoft.Word/WebArchiveCopyPasteTempFiles/415b02Zj-xL._SX381_BO1,204,203,200_.jpgRequired Materials**

## **Text**

* A Gift of Fire: Social, Legal, and Ethical Issues for Computing Technology (5th Ed.) by Sara Baase and Timothy M. Henry

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## **Computer & Technical Requirements**

* It is expected that when students enroll for this course they will be able to use a computer, be able to upload and download files, and successfully navigate browsers and websites.
* Students will receive homework throughout the course that must be completed on a computer with Internet access. The school library computers can be used for these purposes.
* **Need help?** Canvas questions can be directed to Shoreline e-Learning at [elearning@shoreline.edu](mailto:elearning@shoreline.edu), (206) 546-6966, visit Building 1200, or [24hour Canvas Support via chat or telephone](http://www.shoreline.edu/virtual-campus/elearning/canvas.aspx). Canvas and basic computing support is also available on campus at the [Shoreline Business Technology & eLearning Center](http://www.shoreline.edu/apply-and-aid/learning-support-centers/business-computer-software.aspx) in Building 1300, Room 1304.
* More [information on general technical requirements](http://www.shoreline.edu/virtual-campus/elearning/tech.aspx) can be found here.

# **Grading and Assessment**

In this course, you will be assessed through **Discussion** (preparing for discussion with reading guides, discussing topics, and reflecting on discussion), **Quizzes** (open note quizzes taken on Canvas), **Research** (through video, podcast, and scholarly articles), and **Persuasive Writing Arguments** (a letter to a peer, a letter to a congressperson, and a public service announcement).  There are **no** major exams nor any large projects in this course.

I strive to grade daily and weekly assignments within 5 days of the due date. The larger assignments take longer to grade and are generally graded within 7-10 days.

|  |  |
| --- | --- |
| **Activity** | **Approx. Points** |
| Discussion Prep (10) | 20 |
| Discussion | 15 |
| Discussion Follow Up (10) | 20 |
| Quizzes (3) | 15 |
| Research (3) | 15 |
| Persuasive Arguments (3) | 15 |
| Extra Credit Points | 5 |

More information available here: [Shoreline's full Grades Policy (#6260)](https://www.shoreline.edu/about-shoreline/policies-procedures/documents/6260GradesPolicy.pdf)

**Final GPA decimal grading** will be used in accordance with the following table.

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## **Late Policy**

* Students are expected to turn in all assignments by the due date and time.
* Assignments not submitted on-time may receive zero points.
* Alternate arrangements *may* be approved for flexible due dates in special circumstances when the instructor is contacted **prior** to the due date.   
  *No day-of extensions will be given.*
* Assignments will not be accepted beyond one week past the due date.

## **Academic Integrity**

Academic integrity is a commitment, even in the face of adversity, to actively engage in the learning process by using appropriate resources, asking for help, and doing your best to learn and grow your skillset toward the course outcomes. This means that you should showcase your own learning throughout the course. Any student found guilty of cheating and/or plagiarism will receive a zero for the assignment. If it happens a second time, you may fail the course.

More Information: [Shoreline Dishonesty in Academics Policy (#5033)](http://intranet.shoreline.edu/faculty-senate/Agendas/POLICY/draft5033%20clean%206.2FINAL.pdf)

# **Classroom Contract**

You are expected to uphold the classroom contract as follows:

* **Be Prepared**: You are expected to complete all pre-work and homework before class starts so that you are ready to be engaged in conversations and activities.
* **Be Present**: You are expected to be in class, on time, and actively present in the learning process.
* **Participate**: You are expected to be an active contributor in class. This means both asking questions and helping others.
* **Create space for learning:** You are expected to create and cultivate a space where learning is conducive for all learners. This means that you participate in the class without dominating the learning space.

## **Diversity, Equity, Inclusion, and Accessibility (DEIA) in our Classroom**

It is my hope that our classroom is filled with a **diversity** of experience, backgrounds, and perspectives which we honor and celebrate. Having different lived experiences and different ways of thinking can make our interactions richer, our thinking more comprehensive, and—as a result—our products better.

Because every person has different needs and different ways of engaging, each student may need different resources and support on their learning journey. Acknowledging and honoring these differences means that we strive to provide an **equitable** learning experience (not necessarily an equal, standardized, experience) where each individual student gets the resources and support which they need.

Together, we must intentionally **include** our peers in our learning process by seeking their opinions, valuing divergent thinking, and finding ways to help each other feel a sense of belonging and success along the way. Sometimes this means stepping up to lead and sometimes this means stepping back to listen.

To make learning **accessible**, I strive to provide multiple ways of student engagement, a variety of representation in the material, and multiple ways of expressing learning. I also strive to honor accommodation needs (documented or undocumented) due to visible or invisible differences as well as temporary, relapsing or remitting, or long-term life situations.

We all play a role in the ongoing effort to create a diverse, equitable, inclusive, and accessible learning environment.

Campus Life Resources

|  |  |
| --- | --- |
| * **Gender**   + [How do I update the college with my preferred name?](http://www.shoreline.edu/apply-and-aid/name-change.aspx)   + [Where are the all gender restrooms on campus?](https://www.shoreline.edu/map/all-gender-bathrooms.aspx) * **Financial**   + [Where can I find information on scholarships or financial aid?](https://www.shoreline.edu/apply-and-aid/financial-aid/sources-on-campus.aspx)   + [Where can I get an emergency short-term personal loan?](https://www.shoreline.edu/multicultural/short-term-emergency-loan.aspx)   + [Where is the Food Pantry / Benefits Hub?](https://www.shoreline.edu/apply-and-aid/funding-and-aid/financial-aid/benefits-hub/default.aspx) | * **Mental Health**   + [Where can I talk to someone about mental health or counseling?](https://www.shoreline.edu/counseling-center/) * **Tell me about the...**   + [Multicultural Center](https://www.shoreline.edu/multicultural/)   + [Gender Equity Center](https://www.shoreline.edu/gender-equity-center/default.aspx)   + [Veteran and Military Services](https://www.shoreline.edu/oss/veterans/)   + [Parent/Child Center](https://www.shoreline.edu/parentchildcenter/)   + [Living on campus in Student Housing](https://www.shoreline.edu/housing/)   + [Career Center](https://www.shoreline.edu/job-career-services/career-center/default.aspx) |

# **Discussion Expectations**

(Adapted from Dr. Susan Shaw, Oregon State University & Angela Velez-Solic, Indiana University Northwest)

* Commit to learning about, understanding, and supporting your peers.
* Assume the best of others in the class and expect the best from them.
* Recognize and value the experiences, abilities, and knowledge each person brings to class.
* Participate actively in the discussions.
* Think through and re-read your comments before you post them.
* Never make derogatory comments toward another person in the class. Do not demean or embarrass others.
* Do not make sexist, racist, homophobic, or victim-blaming comments at all.
* It is ok to disagree with ideas, but do not make personal attacks.
* Be open to being challenged or confronted on your ideas or prejudices.
* Challenge others with the intent of facilitating growth.
* Encourage others to develop and share their ideas.
* Be willing to change.
* Any form of hatred is considered serious and inappropriate.

# **Letter of Recommendation Requests**

Letters of recommendation are often needed for applications to transfer universities, jobs, and internships. Instructors take pride in the letters that they write for students and can only craft strong letters for students whom they know well. Part of your job as a college student is to become the kind of student that a professor can speak highly of—hardworking, capable, and intellectually inquisitive.

**Before requesting a letter of recommendation, ask yourself:**

* Have I discussed my academic or career goals with this instructor?
* Have I demonstrated an excellent work ethic or produced quality work in this course?
* Have I demonstrated responsibility for my learning and active participation in class (good attendance, thoughtful communication with the instructor and my peers)?
* Have I shown or communicated a passion for the subject or concepts that were taught?
* Will this instructor be able to incorporate personal and specific details about my academic growth or trajectory?

It is not necessary that the person writing your recommendation be able to speak to every bullet point above, but they should be able to address at least one.

Sometimes you are asked if you would like to **waive your rights** to read the letter. One advantage to waiving your rights is that the people reading the letter will know it was written candidly, which could make the letter more influential.  The disadvantage is that you won’t get to see what was written. Thus, it is important to ask your potential recommender if they can provide a *positive* letter.  If they can’t say “yes” or suggest you ask another person, then ask someone else.

**Requests may be declined for a variety of reasons**, including, but not limited to: insufficient time to write the letter, not knowing the student well enough to provide specific character observations, or too much time has elapsed since working with the student.

**Requests for recommendations should come well in advance of the deadline for submission** (i.e., at least 14 days in advance of the deadline)

# **Student Services**

## **Campus Closures / Cancelled Class**

There are two types of suspended operations possible: campus is closed or classes are cancelled.  In the event of campus closure or cancelled class, students will be notified via Canvas of their expectations in relation to school work.

You can read Shoreline’s [Suspended Operations Procedures](https://www.shoreline.edu/about-shoreline/policies-procedures/documents/6030SuspendedOperationsProcedure.pdf).

## **Access and Accommodations**

Shoreline Community College is committed to providing educational programs without regard to disabling conditions as defined by Section 504 of the Rehabilitation Act of 1973. Reasonable accommodations will be made and no otherwise qualified individual with disabling conditions shall, on the basis of disability, be excluded from participation in, be denied the benefits of, or otherwise be subjected to discrimination under any program, activity or service administered by the college.

For more information: <http://www.shoreline.edu/oss/students-with-disabilities/>

## **Tutoring Services**

Tutoring Services provides students with free one-on-one tutoring support for any Shoreline Community College classes. Students can receive 2 hours of free tutoring a week per class they are registered for in a quarter.

For more information and to apply for tutoring assistance or to apply to become a tutor, please visit the office in 4228 (Library), email [pttutors@shoreline.edu](mailto:pttutors@shoreline.edu), call 206-546-4776, or check out the webpage: [www.shoreline.edu/tutoring](http://www.shoreline.edu/tutoring)

## **Counseling Center**

The Counseling Center provides free, confidential and professional counseling services, resources, and referral to support the academic and personal success, health, and well-being of our students and campus community.

Students often visit the Counseling Center to discuss a wide variety of topics: depression, anxiety, relationship concerns, and stress management; indecision about major or career path; and academic concerns such as failing grades, struggling with a subject, or managing a learning disability. The Center also supports students who may be feeling suicidal or in crisis.

* FOSS – 5245, 206-546-4594, [www.shoreline.edu/counseling-center](http://www.shoreline.edu/counseling-center)

Need support when they are not available? For 24/7 emergency counseling, referral, or assistance please contact:

* King County: 24-Hour Crisis Line | 866-427-4747
* Snohomish County: 24-Hour Crisis Line | 800-584-3578
* Live Chat: [crisischat.org](http://crisischat.org/)
* Crisis Text Line: Text 741741
* 911 (for immediate health-related emergency)

## **Additional Campus Resources**

Check out the [Current Students page](https://www.shoreline.edu/currentstudents/) for more information about Academic Support, Student Services, Campus Life, and much more.

# **Privacy Policies**

To learn about the practices regarding personal information that may be collected from users in this course, check the privacy policies below:

* [Canvas](https://www.canvaslms.com/policies/privacy)
* [Panopto](https://www.panopto.com/privacy/)
* [Shoreline Privacy Policies](https://www.shoreline.edu/currentstudents/privacyandnondiscrimination.aspx)
* [Student Policies](https://www.shoreline.edu/currentstudents/student-policies.aspx)
* [Microsoft 365](http://www.microsoft.com/online/legal/v2/?docid=22&langid=en-us)
* [Google Privacy Policy](https://www.google.com/intl/en/policies/privacy/)

# **Accessibility Policies**

Below are links to accessibility policies for sites used within this course:

* [Canvas](https://www.canvaslms.com/accessibility)
* [Panopto Accessibility Features](https://support.panopto.com/articles/Documentation/accessibility-features)
* [Shoreline Community College](http://intranet.shoreline.edu/policies/documents/5000/5114.pdf) [(Audio Version)](http://intranet.shoreline.edu/policies/documents/5000/5114.pdf)
* [Microsoft Office 365](https://support.office.com/en-US/article/Accessibility-in-Office-365-ACA7ACCF-58A0-4467-BE5C-24A7E7933A9D?ui=en-US&rs=en-US&ad=US)
* [Google (covers YouTube)](https://www.google.com/accessibility/products-features.html)