

## INF 335C – Information in Cyberspace

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Unique Number: 27877  
Spring 2017

### Syllabus

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The syllabus for INF 335 includes goals for the course, the grading policy, and an overview of assignments. If, at any time throughout the semester, you have questions about the syllabus, please contact your instructor for clarification.

### Contact

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### Course Goal

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Information in Cyberspace (INF335) is a course designed for undergraduate students that provides an overview of the history and social impact of Internet and Web technology. INF335 emphasizes technology self-sufficiency and information literacy.

The purpose of this course is to prepare students to think about information technology in a critical, thoughtful manner. The goal of this course is to pull back the curtain on some of the inner workings of information technology and empower students to navigate confidently through information spaces in networked environments. While it may be safe to assume the Internet will continue to exist for the foreseeable future, we can count on our description of cyberspace changing over time. This course aims to give students the tools to think critically about networked information communication technologies and their role as information consumers, producers, and leaders in the evolution of cyberspace.

### Course Objectives

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In this course students will learn:

- about technical applications that make the Internet possible;
- about political, financial, and social implications of creating content on the Internet;
- how to find, evaluate, and cite Information resources on the Internet;
- how to protect content and resources from malicious attacks;
- how to create content (such as Web pages) on the Internet.

Students will enact the following learning techniques:

- reading about history and current news related to information technology;
- discussing history and current news related to information technology;
- completing hands-on projects to practice presenting and assessing information in a variety of contexts.

Students will develop an online portfolio that is both a formative and summative evaluation of their learning over the course of the semester.

### Course Prerequisites

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While there are no prerequisite classes for INF335, you should know the following before taking this course:

1. You need to contact your instructors and TAs to ask questions or get help at the first sign of trouble.
2. You need to pay very close attention to the course home page to keep up with what's going on.
3. You need to organize your time effectively so you can spend at least 12 hours a week working on this class.
4. Students who are unable to motivate and organize themselves, and especially those who don't communicate with their instructors or TAs, tend to be unsuccessful in a virtual classroom environment.
5. Although it is not necessary to be a computer expert to complete this course successfully, you do need to know the basics of operating a personal computer and navigating the Internet. You are expected to know how to...
  - a. create folders and view the contents of a disk;
  - b. open an application or program;
  - c. send and receive e-mail;
  - d. search the Internet.
6. submit work that meets college-level writing standards.

If you don't know how to do these things, let your instructor or TA know during the first week of class. We will be happy to sit down and show you how to do it.

## Assignments and Grading

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INF 335 consists of seven modules.

Most of the modules consist of three graded elements: online discussions, a quiz, and a project. Each module is approximately two weeks long.

| <b>MODULE</b>                      | <b>DUE DATES</b>                          | <b>COMPONENTS</b>   | <b>TOTAL POINTS</b> |
|------------------------------------|---|---|---------------------|
| <b>0</b>                           | 1/17 – 1/31                               | 2 Discussion posts (4 pts)<br>Quiz (6 pts)                    | 10                  |
| <b>1</b>                           | 1/31 – 2/14                               | 2 Discussion posts (4 pts)<br>Project (6 pts)<br>Quiz (5 pts) | 15                  |
| <b>2</b>                           | 2/14 – 2/28                               | 2 Discussion posts (4 pts)<br>2 Quiz (11 pts)                 | 15                  |
| <b>3</b>                           | 2/28 – 3/14                               | 2 Discussion posts (4 pts)<br>Project (6 pts)<br>Quiz (5 pts) | 15                  |
| <b>4</b>                           | 3/14 – 4/4<br>(including<br>spring break) | 2 Discussion posts (4 pts)<br>Project (6 pts)<br>Quiz (5 pts) | 15                  |
| <b>5</b>                           | 4/4 – 4/18                                | 2 Discussion posts (4 pts)<br>Project (6 pts)<br>Quiz (5 pts) | 15                  |
| <b>6 or 7<br/>(student choice)</b> | 4/18 – 5/2                                | 2 Discussion posts (4 pts)<br>Project (6 pts)<br>Quiz (5 pts) | 15                  |
| <b>TOTAL</b>                       |   |   | 100                 |

## Late Assignments

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It is important to complete your work on time, both so you can stay on track and so you can collaborate and interact with your fellow students. Late assignments will not be accepted. You will receive a zero if you do not

submit your assignment on time. I use the Canvas upload time as the official time of the submission, so if you submit your assignment 5 seconds after the deadline, Canvas will mark your assignment as late and you will receive a zero for that assignment. Please make sure you submit your assignments well in advance; computer problems, network outages, and other "technical" issues will not be considered a valid excuse for submitting an assignment late, so make sure you submit your work early.

Plan ahead. This is an online course and you have a full week to ensure you complete everything on time. As there is no scheduled class time, you must be responsible for getting work done in a timely manner. The course allows for a lot of flexibility for you to schedule your work, so I will be very strict about excused late work.

## High-Level Schedule

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In this course, you will complete seven primary instructional modules, which cover the basics of the following areas:

1. Orientation to the course and search techniques
2. A discussion of the definition of Cyberspace and History of the Internet
3. An examination of the technical underpinnings of the Internet
4. Accessibility, gender issues, and other social concerns for information in cyberspace
5. Search and evaluation of information
6. Copyright concerns for information in cyberspace
7. A module of the student's choice exploring a particular topic in more depth

Learning objectives and due dates for the assignments will be posted on the first page of each module.

Each module contains:

1. learning objectives for the module;
2. introductory content on the topic, developed by the i335 team;
3. online audio, video, and reading assignments;
4. 2 or more deliverables: a quiz, a participation post, and a project (you complete these!).

Details on the discussion format and topics may vary with each module and will be shared at the beginning of each module. All work must be submitted by midnight on the specified due date. Assignments will include instructions for how they should be submitted, but each assignment will require some part to be submitted to Canvas.

## Required Readings

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**All required readings for this course are available through the course modules in Canvas.** We will ask you to read articles from other schools and websites, watch online videos produced here or elsewhere, and work through online tutorials created by School of Information.

## Class Participation

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In each module, you will make contributions to the discussion forum as part of the class participation assignment. PLEASE NOTE: You will be expected to participate in the discussion forum throughout the week, not only at the end of each module. Details on discussion requirements will be discussed at the start of each module. Each discussion is graded on a two-point scale.

**1 Point:** Original discussion submissions should be at least 150 words long (unless the discussion topic specifically states a different length) and should make it clear to the instructor or TA that you have read the assigned reading for that week.

**2 Points:** In addition, students must respond to submissions from two other students. These responses should be at least two sentences long and should move the conversation forward. Responses of "I agree. This happened to me once." Or similar short responses will not receive credit (this means you will not receive credit for your entire submission, including your original submission).

## Quiz

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A pre-test is offered at the beginning of most modules. This pre-test is not graded, but it is a way for you to preview the upcoming material and get a sense of the questions that may be on the final quiz. A traditional quiz

will follow each module to test your comprehension of module content and outside readings. You may refer back to the module content and readings while you take the quiz at the end of each module.

## Project

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The project will differ from module to module but will incorporate skills taught throughout the course. It is important to start these projects early and contact your Instructor or TA early if you need help. Each project will require you to submit a written component in word format prior to the end of the module.

Each of the written components of the project will be submitted to Canvas. If I find blatant plagiarism (copy and paste from Wikipedia, for example) you will be referred to Student Judicial Services and you will fail the class. Plagiarism is my least favorite thing to deal with in this course. Avoid it!

The final submission of most projects is in the form of a page on the Wordpress site you will develop throughout the course of the semester. It is critically important that you submit the correct url, since your project will be graded based on the “**screenshot**” that Canvas takes at the time of your submission. If you submit the incorrect url and Canvas takes a screenshot of your login screen (for example), you won’t receive credit for that part of the assignment. This is disappointing for both of us, so double check your submission before you walk away and contact the TA’s immediately if you are experiencing problems. I really want you to succeed in the class, don’t let technical errors get in your way!

## Grade conversions

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The TA’s and I make every effort to have your submissions graded within a week of the assignment deadline. There are some assignments that take longer to grade. If you have any questions or concerns about your grades, please let me know! This class uses an accumulation of points to determine your grade, not a percentage. This can be confusing if you are used to looking at averages, so the chart below should help.

**YOU MUST COMPLETE ALL MAJOR ASSIGNMENTS TO PASS THE CLASS.** If you fail to turn in one of the projects, for example, you will not pass the class regardless of the number of points you have collected. The projects are the major assignments.

*You will find your grades in the left hand menu of Canvas. If you have trouble, contact your TA or instructor.*

|     |  |
|-----|--|
| A   | 93 – 100 points                                  |
| A - | 90 - 92  |
| B + | 86 - 89  |
| B   | 83 - 86  |
| B - | 80 - 82  |
| C + | 77 - 79  |
| C   | 73 - 76  |
| C - | 70 - 72  |
| D+  | 67 – 69  |
| D   | 63 - 66  |
| D-  | 60 - 62 (minimum for pass/fail students to pass) |
| F   | Below 60 points                                  |

## University Policies

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### Academic Integrity

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Please abide by the University’s policy on academic integrity. All work you submit must be your own. "Scholastic dishonesty includes, but is not limited to, cheating and plagiarism... Students who violate University rules on scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal from the University. University policies on scholastic dishonesty will be strictly enforced." From: The University of Texas: General Information, Appendix C.

## Special Needs

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The University of Texas at Austin provides upon request appropriate academic accommodations for qualified students with disabilities. To determine if you qualify, please contact the Dean of Students at 471-6259; 471-4641 TTY. If they certify your needs, we will work with you to make appropriate arrangements.

## Religious or Holy Day Observance

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"A student who misses classes or other required activities, including examinations, for the observance of a religious holy day should inform the instructor as far in advance of the absence as possible, so that arrangements can be made to complete an assignment within a reasonable time after the absence."

(<http://www.utexas.edu/student/registrar/catalogs/gi04-05/ch4/ch4g.html>)

## Email

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"Electronic mail (e-mail), like postal mail, is a mechanism for official University communication to students. The University will exercise the right to send e-mail communications to all students, and the University will expect that e-mail communications will be received and read in a timely manner."

(<http://www.utexas.edu/student/registrar/catalogs/gi04-05/app/appn.html>). Both the instructor and the TA will reply to student emails within 24 hours on weekdays and 48 hours on weekends barring a rare and extenuating circumstance.

I look forward to working with you all this semester. If you have any questions, comments, or concerns, do not hesitate to email me!