Information Society At Work (CIS195)
Fall, 2009

Instructor

Gary H. Jones		Office:	Forsyth 212
Phone & Voicemail, x3615		E-Mail:	gjones@wcu.edu

Hours:

Tuesday	1:30 – 4:00
Wednesday	3:00 – 6:00
Thursday	1:30 – 4:00
Friday	2:00 – 4:00 (by appointment)

Readings: Web-Based Readings, as assigned

Supplemental, Online CIS195 **PAWS Website (assignments described & other resources)**

PAWS:	http://paws.wcu.edu/gjones/
WebCat:	https://online2.wcu.edu/

ASSIGNMENTS DESCRIBED: See CIS195 Web page posted on PAWS

Course Objectives

The goal of this course is to guide the student in an examination of contemporary work-related technology issues--with emphasis on the changing relationships between organizations, individual employees, and teams--that results in the learning outcomes listed below.

At the completion of this particular first-year seminar course, the student will be able to:

1. Identify contemporary issues related to changes in the work environment.
2. Research emerging technologies and their impact on the world of work.
3. Develop Internet research strategies for maximizing collection of credible, relevant information.
4. Apply critical discussion and evaluation to assigned readings
5. Write a clear and effective article evaluation
6. Build confidence in the ability to communicate with people concerning technical issues and ethics in the information systems environment.
7. Create a personal Web page on a university server that meets described minimal professional requirements and that can serve as the foundation for a WCU "digital briefcase."
8. Present the findings of a group project on an appropriate technology-and-work topic (or appropriate WCU student organization) demonstrating some issue analysis and effective presentation skills.
9. Demonstrate mastery of an appropriate vocabulary for discussing technical issues and emerging technologies.

Objectives of all first-year seminar courses are to:
- Teach students the importance of liberal studies in a university education.
- Discuss how reasoning and communication skills are the foundation for life-long intellectual and professional growth.
- Demonstrate that cultural, social, economic, and political issues of a global society are not limited to one academic discipline or profession.
- Discuss serious ideas and develop rigorous intellectual habits.
  (See http://www.wcu.edu/10945.asp

For more on the Fundamental Principles of General Education/Liberal Studies, see
http://www.wcu.edu/WebFiles/PDFs/LS_GE_Principles.PDF
For selected resources, see
http://www.wcu.edu/WebFiles/PDFs/FYS-FacultyResource-8-1-09.pdf
(And note the Perry Model of Intellectual and Ethical Development, pp. 6-7)

First-year seminar courses are situated within the Liberal Studies Program. The <u>learning goals of the Liberal Studies Program</u> are for students to:

- Demonstrate the ability to locate, analyze, synthesize, and evaluate information;

- Demonstrate the ability to interpret and use numerical, written, oral and visual data;

- Demonstrate the ability to read with comprehension, and to write and speak clearly, coherently, and effectively as well as to adapt modes of communication appropriate to an audience;

- Demonstrate the ability to critically analyze arguments; demonstrate the ability to recognize behaviors and define choices that affect lifelong well-being;

10

- [In part] Demonstrate an understanding of

  o Issues involving social institutions, interpersonal and group dynamics, human development and behavior, and cultural diversity; scientific concepts and methods as well as contemporary issues in science and technology.

Course Policies

<u>Attendance, Tardiness, Dates & Deadlines</u>

Regular attendance, in your registered section, is expected. Except as the distinction might affect a presentation or homework grade, I do not deal with the difference between "excused" and "unexcused" absences. Adults sometimes need to make difficult choices. Any absence might affect your grade in that we

20   often do a short in-class exercise in this course. Beyond that, absences from more than four class periods will affect your grade (see "Attendance/Attentiveness/Participation/Effort" points). Missing more than nine class hours (three night classes) could result in letter grade reductions beyond the loss of "attendance points." **If you miss a class, *you are responsible*** for obtaining, from a classmate, any missed handouts, lecture notes, or other class material. **Tardiness** is unprofessional and disruptive; to discourage this, doors close at the beginning of class. Two occurrences of tardiness equal one absence.

<u>Requirements and Expectations</u>

Students are expected to exhibit intellectual maturity that includes (1) meeting all assignment and presentation deadlines, (2) taking part/leading class discussions, and (3) doing some reading outside of required class assignments as a means of building your individual expertise. The professor has

30   responsibilities also. Note the *Statement of Mutual Expectations and Responsibilities* provided separately and posted on the course Website.

<u>Course Schedule</u>

I will make every effort to stick to the printed course schedule and the assignment point values as described below. I foresee no changes, however I reserve the right to make minor alterations if necessary. If any modification is made, a broadcast e-mail and in-class announcement shall be sufficient notification of any such change.

<u>Regarding Late Stuff</u>

Late assignments, presentations or other obligations are abhorrent in business and are not acceptable in this course. In practice, they can lose an account, delay a scheduled promotion, or cost you your job.

40   *Assignments*: Any assignment not turned in at the beginning of class (unless otherwise noted) on the due date is late; there is a five-minute grace period. *Assignments are to be printed and turned in as hardcopy by the deadline unless otherwise noted. Hand-written assignments will not be accepted. Except for serious illness or emergencies, there is no allowance for make-up homework. Even in emergencies, conditions apply. In such circumstances, **prior to the class in which the assignment** was due, you must leave a message for me by phone or email briefly describing the crisis. If an assignment submitted under these circumstances is late, it may avoid penalty,* at my discretion*, if it is accompanied by a formal written explanation, memo style, of the circumstances and is provided to me within five days of the absence. In any event, **oral explanations/excuses are not acceptable**; you must put it in writing. Please note that in-class exercises (less than 10 points) will not be accepted late in any case.*

50   *Half Credit:* A late assignment received by me **within 24 hours** of the time due.

Presentations: Only serious personal medical problems or serious (immediate) family emergencies are acceptable reasons for missing personal presentations or other classroom obligations. If such an emergency arises, **notify me in advance** of your missing class, either by email or voicemail, and subsequently provide

written verification in order to be excused, at my discretion, and scheduled for a make-up presentation.

Quizzes and Exams: Same policy as with presentations, above; however, make-up exams per se will not be offered. If an exam absence is excused in advance, the points missed will be rolled into the total point value of the final exam. If unexcused, significant penalty will result.

Back it up! (This means you.) As we all know, technology can occasionally turn on us. *To avoid disasters, save your work files to computer early and often, save frequent backup files, and save them to more than one drive*. Always keep copies of your work. *Come to your presentations with a backup of your PowerPoint file*. In the professional world, technology-blaming excuses are no more acceptable than any other kind of excuse. Jump drives are quite reliable, but you still need your current work saved in more than one location!

10 E-Mail

Successful e-mail communication is essential to this course. Monitoring your class-related e-mail is important. I will communicate with you via your WebCat account. I will be checking WebCat for any mail from you *several times a week—as well as over the weekend whenever possible. For purposes of effective course communication, I also ask, and will presume, the same of students*. So, **check your WebCat email at least twice a week**. When sending email, **use a meaningful subject line**. If you need a same-day reply, use my gjones WCU account: **put CIS195 first** in the subject line, then your name, and then subject keywords. Ideally, because communication with the larger organization (WCU) is also important, all students should ensure that their university email accounts are also functional—but only WebCat e-mail communication is a course requirement.

20 Academic Integrity

Plagiarism, taking unethical shortcuts, facilitating academic dishonesty, or other forms of cheating are not tolerated and will result in a failing grade for that assignment, test, and/or the course. Do not recycle other people's work. Provide appropriate citations (in APA style) when you use the words or ideas of another. You must abide by both the letter and spirit of University policy. Please refer to the Academic Honesty Policy in the *WCU Undergraduate Catalog* and relevant sections in the *Student Handbook*. See also my Web postings under "Writing Resources." See also, examples of plagiarism posted on my website. If you have any questions, talk to me.

Student/Teacher Procedural Expectations and Responsibilities / Course Grading Standards

As posted on the **CIS195 PAWS Website**.

30 **Evaluation**

Quizzes, Examinations, In-Class Exercises

There will be several in-class exercises, may be one or two short quizzes, and will be two scheduled exams. Most quizzes and in-class exercises will be announced in advance—however, there may be an occasional unannounced quiz or exercise. Any unannounced quiz or exercise worth more than 10 points that is missed due to excused absence may be made up; missed unannounced quizzes and exercises worth less than 10 points may not be made up later.

Assignments

40 Written assignments--unless otherwise noted--are to be typed, 1.5 or double-spaced, in 11 or 12-point proportionately-spaced font, use standard margins, follow the prescribed organizational format, and handed in on the due-date, hard copy, at the beginning of class or as otherwise indicated. Do not email assignments unless specifically asked to do so. Also please refer to "Late Stuff" section above. Specific assignments are described on my **CIS195 PAWS Website** and will be explained in additional detail in class. Note that I will be happy to discuss general organization and content before an assignment is turned in, or address any specific concerns regarding style or grammar. However, in fairness to all, I do not pre-edit or "pre-grade" papers or presentations. Save all returned graded work until after the semester is over.

Projects, Presentations, and Other Assignments

All other assignments, as listed below in both the Course Schedule and Schedule sections, will be explained in more detail in class and/or are described on the **CIS195 PAWS Website.**

Evaluation Criteria and Final Grade Determination

50 A summary of all quizzes and assignments—and their respective point values—is provided below. Grading standards are described on a separate handout. This syllabus, grading standards and related course

documents are posted on the course Web site. Two notes in passing: First, it is a competitive world. Although I set firm percentage cutoffs for grade assessments, and stick to them, *recognize that your work is to some extent evaluated against the best that is submitted (or has been submitted in recent semesters)—the best setting the standard for excellence*. Second, note that *being a good listener is part of being a good communicator*. Unless invited to do so, do not engage with the computer or otherwise ignore, or appear to ignore, classroom focus. Failure to resist this temptation is unprofessional, and will cost you points. The category of "Attendance, Attentiveness, Participation and Effort" is self-explanatory. Students are expected to help maintain a professional, considerate classroom environment. Again, further description of evaluation criteria is posted on the **CIS195 PAWS Website**.

10   *Bonus Points (Presentations & Web page)*
      "Bonus points" may be earned by doing exceptionally well on presentations and/or your individual Web page.

Accommodations for Students with Disabilities
Western Carolina University is committed to providing equal educational opportunities for students with documented disabilities. Students who require disability services or reasonable accommodations must identify themselves as having a disability and provide current diagnostic documentation to Disability Services. All information is confidential. Please contact Disability Services for more information at (828) 227-2716 or 144 Killian Annex.

20   **WCU Academic Support**
      http://www.wcu.edu/success/

The **Writing Center** offers one-on-one peer tutoring for writing across the curriculum. Both English graduate assistants and undergraduate students from departments such as Communications/Electronic Media, Computer Science, English, History, Music, and Philosophy interact collaboratively with students to strengthen both the paper and the writer.

The **Math Center** provides tutoring in all lower-division mathematics classes and computer science classes. Student peer tutors are available on a drop-in basis to provide assistance with homework, review concepts, help
30   with math study skills, and answer questions about math courses. Individual, regularly scheduled tutoring appointments are available. The Center also offers a workshop on "How to Survive a College Math Class" for students taking their first college math course.

The **CAT Center** is designed to ensure the academic success of all WCU students by offering peer tutoring, study groups, and workshops to improve learning. The CAT Center will offer small group tutoring for most 100 and 200-level classes in subjects ranging from Psychology to Chemistry to Economics. If you are experiencing difficulty in a course that does not offer tutoring, stop by the Center and fill out a request form.

The **Student Technology Assistance Center (STAC)** (in Hunter Library) contains 11 Windows-based and 3
40   Macintosh computers and is set up much like other computer labs across campus; however, the Center emphasizes the individual needs of the student. Contact STAC if you need help using word processing, spreadsheets, databases, electronic presentations, campus network tools (such as WIN, Campus Pipeline, VAX), or the Internet (such as web browsers, newsgroups, E-mail).

Grading (*Optional* Research Paper is not listed below)

Exercise	Points
Writing:	
Group Process analysis paper (typed, 3-to-4 pages, double-spaced)	25
Journals: Occasional exercises, as assigned, and enter observations on	
(a) all presentations, (b) your team interaction/process	40
Team project proposal (group assignment)	20
Presentation and Oral Communication:	-
"Info Society / Workplace" (described below)	-
Hardcopy printout of slides (on one page)	5
Presentation (4 min.)	25
Team presentation on selected WCU student organization (4-person team; end of semester)	30
Printout of references, separate page, APA format	10
Printout of PowerPoint slides, appropriately formatted (6 slides per page)	10
Web page presentation	5
Web Page Project (final, linked, pages as described in class):	-
Web page, first evaluation	30
Web page, second evaluation (some bonus points possible for outstanding work)	10
Quizzes/Exams:	-
Quizzes (*approximately* 20 points)	20
Midterm (see above)	20
Final exam (text & composition)	25
Career:	-
Resume	15
Online WebCat Discussion Board postings (per syllabus; *approximately* 10 points)	10
Attendance, Attentiveness, Participation and Effort	<u>25</u>
TOTAL *(plus or minus)*	325

10

20

30 **Course Resources**

See particularly: http://paws.wcu.edu/gjones/links_writing.html
http://paws.wcu.edu/gjones/CIS304.html#PowerPoint
CIS195, 'Assignments Described' [posted on course PAWS website]

Final Course Grade

90 – 100%, A   80 – 89.9%, B   70 – 79.9%, C;   Below 69.9%, U

<u>**CC Grade**</u>**: Please note university policy regarding Composition-Condition marks (CC) described in the Undergraduate Catalog.**

40

Course Schedule (TUESDAY/THURSDAY)

AUG 25/27

Syllabus and course policy overview; course objectives; presumptions and expectations

Syllabus; note taking; time management; planning and scheduling; responsibility for learning; problem solving and persistence; time and efficiency; feedback in proportion to effort; maintaining objectivity; realistic self-evaluation; obtaining contact information from your classmate neighbors.

Course Website; WebCat; WebCat e-mail; the WebCat calendar

Introduction to Web page assignment

10 **Read:** How to Be a Competent Student
http://homepages.ius.edu/GSLOSS/socprobhome/id214.htm

In-class, filling in the WebCat calendar

Computer security; time-saving computer utilities in the world of work (and school)

Tip: Get yourself a flash memory stick ['thumb drive'] (if you don't already have one)

SEPT 01/03

Web Page I, Mozilla/Sea Monkey; Hyperlinking (internal vs. external links)

Introduction to Web page construction with Mozilla/Sea Monkey; draft your home page; creation of links

In-Class: Familiarize yourself with Mozilla; improve your home page, save to drive

In-Class: Find 10-15 websites, professional or academic, related to technology in the workplace

20

Intro to Virtual Teams, Flextime, Telecommuting

Assignment: Read the following articles; <u>answer questions</u> posted on WebCat <u>in your bluebook</u>:

Virtual Teams, http://www.linezine.com/7.2/articles/jlvtfin.htm

Managing Virtual Teams, http://www.workforce.com/archive/feature/22/28/40/index.php?ht=

Virtual teaming in a virtual world…
http://images.businessweek.com/ss/08/05/0505_ceo_guide/index_01.htm?popupWidth=770&popupHeight=670

Time to Telecommute, http://www.workforce.com/archive/feature/25/63/57/index.php?ht=

With Flextime, Less Can Be More, http://www.workforce.com/archive/feature/24/04/11/index.php?ht=

30 ### SEPT 08/10

Discussion/critique of reading assignments; reminder of required blue-book entries

Bring or create resume in MS Word on your flash drive; establish a "resume partner"

Web Page II, PAWS account, FTP, uploading html files

Link your homepage and page of links to one another; uploading to your CLAWS account

<u>'Save As' your resume as an htm file</u>; upload; link to your resume on your home page

(**Tip**: Backup all your important files to your CLAWS server space, whether html or not)

Goal: Basic home page, formatted resume page, page of links—all 3 linked to each other

Assignment: Work on web page; link from home page to Resume page and to Links page.

40 ### SEPT 15/17

Formatting **MS Word; formatting resume (critique each other's resumes)**

Web Page III **Formatting for the Web (File, Save As, Web Page); linking pages**

Thursday: **RESUME DUE (hard copy; finished MS Word version) -- at beginning of class**

Web Page IV **Your digital portfolio (again, bring Web page file, including html resume)**

<u>Finishing touches</u> to Web page

<u>SEPT 18, Friday, 3:00 PM DEADLINE. WEB PAGES GRADED</u> (Prof. will access online using student http address; make certain that your Web page http address works, as discussed in class)

50

SEPT 22/24

What makes a good oral presentation? What to avoid? Advantages and Disadvantages of presentation software (e.g., PowerPoint)

Assignment: Find two (or three) interesting, substantive, articles (not previously assigned or discussed in class) that address a current topic relevant to the workplace in today's information society. Topic examples include, but are not limited to: Flextime, telecommuting, virtual teams, project management, knowledge & information management, and virtual (online) communities. (Find articles, not somebody's personal Web page; you may use one company web page, if you like, for informational or illustrative purposes). Prepare 4-minute PowerPoint presentation. (Note: -1 point for every 20 seconds off; practice first.) Record and number each search in your Journal (Blue Book): a. Database used; b. Keyword combination used; c. Number of 'hits' returned.
See: http://paws.wcu.edu/gjones/WCU_COB_Business_News.htm

⇒   **(SIGNUP: POST ON WEBCAT DISCUSSION BOARD)**

Be sure and bring your 'journals' to class next week

SEPT 29/OCT 01

DUE: On day of presentation, Printout of your PowerPoint presentation slides (Six slides per page, following guidelines; 5 points)

Bring your presentation/team-interaction journal (bluebook); Enter today's date. For each presentation: enter presenter's name and topic; write a brief, *specific* comment or two regarding *content, organization,* and *delivery* (see evaluation sheet handout for specific criteria about which to comment).

Student Current Topic presentations (Tuesday, Last Name = A-to-F; Thursday, Last Name H-to-M) Note *Evaluation Form*. Follow PowerPoint guidelines and suggested outline as posted on course PAWS web page. INTEGRATE your material; CITE your sources (4 minutes, with PowerPoint; 25 pts; -1 per 20 seconds off).

Assignment: Additional reading, tba

OCT 06 (Tuesday only)

DUE: On day of presentation, Printout of your PowerPoint presentation slides (Six slides per page, following guidelines; 5 points)

Bring your presentation/team-interaction journal (bluebook). See instructions above.
Student Current Topic presentations (Last Name = P-to-W) Note *Evaluation Form*. Follow PowerPoint guidelines and suggested outline as posted on course PAWS web page. INTEGRATE your material; CITE your sources (4 minutes, with PowerPoint; 25 pts; -1 per 20 seconds off).
• At conclusion, *class votes on top five presentations* for award of bonus points

Assignment: Additional reading, tba

OCT 08-13   FALL BREAK

<u>**OCT 15**</u>   **Online class** [we do not meet in the classroom]
          Required: Online midterm exercise, as described in class.
          Assignment: Read *Work-Team Communication resources sent via WebCat email*
                    Working in Virtual Teams, <u>readings to be announced</u>

OCT 20/22

Discussion of work team / virtual team communications
Explore exemplar virtual experience: http://www.unisfair.com/

OCT 27/29

Managing data and information: Spreadsheet vs. Database software
The graphic display of information; using Excel to graph data
In-class assignment(s)

Assignment: Readings tba; bring PowerPoint presentation file to next class on flash drive

NOV 03/05

Discussion: Discussion of Work-Team Communication
Exercise: Expand web page (in class)
Example: Post your PowerPoint presentation(s) on your Web site; bring file on a disk

Team Meetings for final presentations (last 30 minutes of class); journal entries recommended

Web page show-and-tell
All students make informal presentation of personal Web pages and choice of professional links, 2-3 minutes each. (You are encouraged to post and link to significant examples of your work product accomplished so far here at Western. Digital portfolios, or "Electronic Briefcases," will become an important component of student files at WCU over the coming years.)

Assignment: Expanded WEB PAGE GRADED tomorrow (Friday) afternoon at 1:00
 (worth up to 10 points, *plus* possible bonus points awarded)

NOV 10/12

Tuesday: FIELD TRIP to WCU Teleconference Center, Camp Building (w/ Mr. Ken Beck)

Thursday: Team project discussion of project proposal; group meeting/determine project
WCU Catamount Connections discussed. FORM TEAMS.
http://wcu.collegiatelink.net/Community?action=getMyHome

Assignment: *Draft* project proposal (*by group*, 3-4 pages); final proposal due next week.

NOV 17/19

Tuesday: Work-related and corporate-endorsed social networking; corporate blogging
Thursday: Group projects discussed; project proposal tightened; (group) proposal due at end of class.

NOV 24   [Tuesday only]

Sharing and Managing Online: Scheduling, Content, and Projects
Apple's iTunes University (at Western); http://itunes.wcu.edu/
Doodle; http://www.doodle.ch/main.html

Collaboration / Project Management software
ACTIVE COLAB (Web-based Project Mgt Software for some elements of UNC Tomorrow):
Active Collab example, UNC Tomorrow
https://collab.northcarolina.edu/public/index.php/login?re_route=project_milestone&re_project_id=34&re_milestone_id=1147
LOGON   =   unctomorrow
PW   =   public

In-class assignment for today: Before the end of class, log on, explore ActiveColab,   Based on your exploration of the Sustainability project management entries, write 200-300 word summary of three advantages and three disadvantages of this online project management software, specifically, or such software more generally, or both--both make clear whether you are referencing the specific or the general.

DEC 01/03

TUES: *Team meetings*
Remember: **Group process analysis papers are due as noted below**

Team Presentations: (12-14 minutes)
THRS: **Teams 1 and 2**

[Presenters turn in printout of slides (6 per page) and separate printout of references in APA format -- one printout per group]

DEC 08/10

Team Presentations: (12-14 minutes)
TUES: **Teams 3 through 5** [Printouts due]
THRS: **Teams 6 through 8** [Printouts & all below are due]

DUE: **Communication Analysis Team Presentations**
(Be sure to integrate, and cite, your references)

JOURNAL ENTRIES: Bring your presentation/team-interaction journal (bluebook); Enter today's date. For each group presentation: As you did with individual presentations earlier in the semester, write brief, specific, constructive comments regarding content, organization/integration, and delivery. About *ten-lines* per group presentation.

TURN IN:

1.   INDIVIDUAL GROUP PROCESS ANALYSIS PAPERS (3-4 PAGES): Using SELECTED concepts and terminology from links to group process websites on course PAWS page):
2.   Individual Journals (end of class)

Final Exam – As scheduled; details to be announced.

Have a great holiday break