

GEORGE BROWN COLLEGE

COURSE OUTLINE

INTERDISCIPLINARY STUDIES

COURSE NAME: Concepts For A Digital World
COURSE CODE: HUMN 1018 / GSCI 1042
CREDIT HOURS: 42 (3 hours per week for 14 weeks)
PREREQUISITES: None
COREQUISITES: None
EFFECTIVE DATE: September, 2003

GENERAL EDUCATION: Yes () or No ()

PLA ELIGIBLE: Yes () or No ()

PROCESS: Portfolio, exam, and demonstration of skills.

PROFESSOR: _____

VOICE MAIL: _____

E MAIL: _____

NOTICE TO STUDENTS: Academic Departments at George Brown College will not retain historical copies of Course Outlines. We urge you to retain this Course Outline for future reference.

FOR OFFICE USE ONLY

ORIGINATOR: _____
SIGNATURE DATE

CHAIR: _____
SIGNATURE DATE

PROGRAM APPROVAL COMMITTEE: _____
DATE

GENERAL EDUCATION CURRICULUM COMMITTEE: _____
DATE

DATE OF REVISION: _____

PRIOR LEARNING ASSESSMENT

- Prior Learning Assessment (PLA) enables students to receive college credits for knowledge and skills gained through work experience, community work, non-credit courses or other studies.
- This applies only to those courses that are eligible for PLA: check the course outline's cover sheet, the section marked "PLA Eligible."
- Further information on the PLA process can be obtained from the PLA office at the Casa Loma Campus: (416) 415-2290.

EQUITY STATEMENT

George Brown College values the talents and contributions of its students, staff and community partners and seeks to create a welcoming environment where equity, diversity and the safety of all groups are fundamental. Language or activities which are inconsistent with this philosophy violate the College policy on the Prevention of Discrimination and Harassment and will not be tolerated. The commitment and cooperation of all students and staff are required to maintain this environment. Information and assistance are available through your Chair, Student Affairs, the Student Association or the Human Rights Advisor.

STUDENT RESPONSIBILITIES

- All course students are expected to be on time for the beginning of every class and be continuously present during the scheduled class time except for breaks or special circumstances as allowed by the course professor.
- Students are required to: apply themselves diligently to the course of study; constructively and respectfully participate; complete and submit assignments as required; attend field trips, write tests as required.
- Students should obtain a copy of the current *Student Handbook* and refer to it for additional information.

COURSE DESCRIPTION

Concepts for a Digital World is an interdisciplinary course through which the student develops knowledge and understanding of the use of information technologies and their impact on the acquisition and communication of data, knowledge, work, organizational behaviour, and society. During this course, students will study the evolution, application, and impact of information technologies through a variety of methods including; discussion, assignments, case studies, research, and use of information technologies.

COURSE OUTCOMES

Upon successful completion of this course, in addition to having achieved the objectives stated in the course textbook for each chapter assigned for study, the student will be able to:

1. Demonstrate ability to independently study and develop knowledge and understanding of the course content.
2. Demonstrate critical thinking and communication skills through the investigation of topics/issues and the presentation and discussion of relevant research, analysis and conclusions.
3. Demonstrate co-operative learning through collaboration with other students, making oral presentations, leading and participating in class discussions.
4. Demonstrate knowledge of the terminology, technology, history, development, application, economics, and consequences of various information technologies.
5. Demonstrate ability to use information technology for research
6. Demonstrate ability to use information technology to present information.
7. Demonstrate ability to use information technology to communicate.

Note: Although some assistance will be given by the course professor, the development of vocational/generic skills required in this course is the student's responsibility.

DELIVERY METHODS

The delivery methods are drawn from a range of alternatives compatible with the principles of educational process identified in the College's General Education Task Force Report and include the use of lecture, self-directed learning, group work, research, projects, class discussion, information technology, and audio-visual resources.

TESTING POLICY

- See the "Code of Student Conduct Academic" in the George Brown College's Policies, Procedures and Codes of Conduct regarding class attendance, timely completion of assignments and tests, compliance with copyright legislation, and academic dishonesty.
- Policies and procedures regarding missed tests and late assignments are stated under the heading "Evaluation" and on the authorized evaluation plan.

EVALUATION

- Various methods of evaluation may be used including, but not limited to, the following; participation, tests, essays, research papers, reports, projects, and presentations. A separate evaluation plan will be provided.
- Essays, research papers, reports, projects, assignments, etc., are due on the date and at the time specified by the course professor. Generally, late work is not accepted. Further details regarding the requirements of each assignment will be given during the course.
- Tests, exams, etc., are to be written at the place and time designated by the course professor. Late arrival may result in only having the remaining portion of the time allocated for the test, exam, etc., or being denied the opportunity to write the test, exam, etc.
- The provision of a makeup for a missed test is at the sole discretion of the course professor.
- Presentations are to be given at the place and time designated by the course professor. Late arrival or not presenting may result in being denied the opportunity to give the presentation.
- Cheating is absolutely unacceptable and will result in severe academic penalties.
- Plagiarism is absolutely unacceptable and will result in severe academic penalties.
- Acceptance of late essays, research papers, reports, projects, assignments, presentations, etc. and the provision of makeup exams, tests, etc., is at the sole discretion of the course professor.

LIST OF TEXTBOOKS AND OTHER TEACHING AIDS

Required Text:

Shelly/Cashman/Vermaat, **Discovering Computers 2004 – Concepts for a Digital World**; Course Technology, a division of Thomson Learning; 2003, ISBN 0789567040.

Some related text resources:

Goldmann, Nahum, *On-line Information Hunting*; McGraw-Hill, 1992.

Levy, Pierre, *Cyberculture*; University of Minnesota Press; 2001.

Lucky, Robert W., *Silicon Dreams - Information, Man, and Machine*; Bell Telephone Laboratories Inc.; 1989.

O'Reilly & Associates Inc., *The Harvard Conference on the Internet and Society*; O'Reilly & Associates Inc., 1997.

Oz, Effy, *Management Information Systems*; Course Technology, a division of Thomson Learning; 2000.

Oppenheimer, Alan B. & Whitaker, Charles H., *Internet Security for Your Macintosh: A Guide for the Rest of Us*; Peachpit Press, 2001.

Parsons, June Jamrich; Oja, Dan, *Computer Concepts*; Course Technology, a division of

Thomson Learning; 1999.

Pytlik, Edward C., *Technology, Change and Society*; Delmar Publishers, 1985.

Rifkin, Jeremy, *The Age Of Access: The new culture of hypercapitalism, where all of life is a paid for experience*; Jeremy P. Tarcher/Putnam, 2000.

Williams, Frederick, *Technology and Communication Behavior*; Wadsworth, 1987.

Wyatt, Allen L., *Success With Internet*; International Thomson Publishing, 1995.

Various newspaper and magazine articles about information technology and society.

Some other resources:

Various audio-visual materials including documentaries, feature films, etc.

Internet: <http://www.scsite.com/dc2004> www.is2k.harvard.edu/ etc.

GEORGE BROWN COLLEGE GRADING SYSTEM										
A+	A	86–100	B+	77–79	C+	67–69	D+	57–59	F	Below 50
A-		80–85	B	73–76	C	63–66	D	50–56		
			B-	70–72	C-	60–62				

*hours/ Weeks Sessions (*approx.) Subject to revision.	Outcomes (numeric references from page 3)	Content Concepts for a Digital World	Chapter / Reference
Week 1		Distribution of course outline. Stating and discussion of course policies and procedures; evaluation; etc. Course enrollment audit.	
Weeks 2 - 13	1 – 7	Technological, historical, economic, and social aspects of the development, application, use and consequences of information technology.	Chapters 1 – 11 of course text, Audio-visual, Handouts, Assignments
Weeks 2 – 13	1 – 7	Establishment, development and use of a personal course website and email account.	Assignments
Week 14	1 – 7	(Last evaluation?), course wrap-up.	

GENERIC SKILLS DEVELOPED IN COURSE

The following generic skills are fostered and developed in this course through educational activities.

Analytic Reasoning

- reasoning inductively and deductively;
- identifying and critically examining assumptions;
- using evidence appropriately;
- generalizing appropriately.

Communication

- demonstrating proficiency in listening and reading for main ideas, inferences, and arguments;
- effectively presenting knowledge, opinions, agreement and disagreement, both orally and in writing;
- demonstrating writing proficiency in analyzing, summarizing, comparing and contrasting, persuasion, and presenting information.

Interpersonal

- working collaboratively while giving and receiving arguments and constructive criticism.

Mathematics

- organizing and classifying data for the purpose of researching and retrieving data;
- interpretation of tables, graphs, charts.

Technology

- demonstrate ability to use information technologies.

PROGRAM OUTCOMES ACHIEVED IN COURSE

These outcomes will vary according to the degree of relevance to the student's program of study.

GENERAL EDUCATION GOALS

A. CSAC GOALS AND BROAD OBJECTIVES

Personal Development

- through exploring issues associated with information technology which require the student to critically analyze problems and synthesize solutions.

Science and Technology

- through using, reading, discussing, and writing about scientific research and development and their application to the development and application of information technologies and systems.

Work and the Economy

- by developing an understanding of the changing nature of work and the economy, and its challenges for the individual and society.

Social Understanding

- through examining the effect of information technologies and systems on the relationships between individuals and groups.
- through developing the student's understanding of the contemporary social, moral, ethical, political, and cultural issues associated with past, present, and emerging information technologies and their effect on daily life.

Cultural Understanding

- through investigating and examining the cultural aspects of information technologies and systems.

Civic Life

- through examining and debating the meaning of freedoms, rights, citizens' responsibilities and participation in public life through an increased awareness of international trends and issues and their implications for Canada, and through an understanding of public policy related to freedom of information, intellectual property rights, privacy, work, social services, health services, financial services, business, trade, the global economy and government.

B. GBC BROAD CONTENT AREA

Social Science is the major focus of this course with minor foci in Science and Technology and Arts and Humanities.

C. EDUCATIONAL PROCESS: Curriculum Pedagogy & Assessment Principles

With regard to the selection of course content, teaching practices, and evaluation methods, the course primarily focuses on:

- Fostering inquiry, problem solving, and thinking critically and creatively. The student is challenged to analyze problems and synthesize solutions;
- Provide a supportive environment for discussion, inquiry, and critique through presentation and dialogue;
- Encourage the student to explore moral and ethical problems related to the individual and society;
- Promote and foster a positive attitude toward life long learning by providing the student with a conceptual framework, skills, and application relevant to the student's personal and career goals;
- Provide relevance by associating some content with the student's personal interests and major programme of study.
- Fostering the practical skills needed to formulate, research, develop, and present quality responses to problems and issues.