American Public University System

The Ultimate Advantage is an Educated Mind

Department of Information Technology
ITMG371: Contemporary Internet Topics
Credit Hours: 3
Length of Course: 8 Weeks
Prerequisite(s): None

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Instructor Information

***Instructor*:**
Email:
Bio:

Course Description (Catalog)

This course explores the Internet's impact on business and personal dynamics. A review of current literature will examine such issues as: changes in workplace productivity, legal issues arising from company Internet use policy, enterprise morale in the face of nearly ubiquitous Internet access, institutional liability for employee conduct while on the net, and the blurring of the line between "home" and "work." Since the Internet is both in the workplace and at home, family, personal, and other non-workplace issues will also be explored.

Course Scope

This course explores the Internet's impact on business and personal dynamics. A review of current literature will examine such issues as: changes in workplace productivity, legal issues arising from company Internet use policy, enterprise morale in the face of nearly ubiquitous Internet access, and institutional liability for employee conduct while on the Internet, and the blurring of the line between "home" and "work." Since the Internet is both in the workplace and at home, family, personal, and other non-workplace issues will also be explored.

Course Objectives

A successful student will fulfill the following learning objectives:

1. Assess various methodological challenges to conducting research on the Internet and evaluate strategies for conducting effective research online.
2. Analyze how the Internet has affected our personal lives and our relationships with others.
3. Analyze how the Internet affects sexuality in both positive and negative ways.
4. Evaluate online health information against established criteria to determine if it is reliable.
5. Evaluate several advantages of and several barriers to telemedicine.
6. Analyze the factors which contribute to the "Digital Divide," both in the United States and the world.
7. Analyze the factors which contribute to difficulty in defining and enforcing copyright as applied to creative works on the Internet.
8. Evaluate cases involving the music industry and the Internet, and determine how copyright has been violated or protected in each case.
9. Analyze the ways in which the Internet promotes democracy and the ways in which it creates barriers to democracy.
10. Analyze the impact that the Internet has had on the way in which we fight wars.
11. Compare and contrast the positive and negative effects the Internet has had on minorities.
12. Evaluate the issues surrounding the Internet which are likely to be of continued importance in the future, as Internet technology and its role in society continues to evolve.

Course Delivery Method

This course delivered via distance learning will enable students to complete academic work in a flexible manner, completely online. Course materials and access to an online learning management system will be made available to each student. **Online assignments are due by the last day of each week, unless specified otherwise,** and include Forum questions (accomplished in groups through a threaded discussion board), assignments, and a research paper (submitted for review by the Faculty Member). Assigned faculty will support the students throughout this eight-week course.

Course Materials

Book Number	Author	Book Title	Publication Info	ISBN
9th Edition	Gary P. Schneider	New Perspectives on the Internet	Cengage Learning	9781285248134

Evaluation Procedures

Course Requirements: Your final grade will be based on the following course requirements and percentages:

Course Requirement	Percent
1. Forum Activities	40
2. Research Paper Proposal	15
3. Research Paper Outline	15
4. Research Paper Rough Draft	15
9. Final Research Paper	15
Total	100

Assignment Requirements

This course has a strong writing component. The goal is to organize, synthesize, and demonstrate your comprehension of core concepts investigated during this course by applying a combination of the terms, concepts, and details you have learned in a systematic way. As important as "the details" that you analyze and arrange in your writing, however, are the conclusions you draw from those details, and your predictions, responses to, and ultimate interpretation of those details.

Forum Activities:

During all 8 weeks of this course, you will participate in forum activities. Each forum activity will consist of one or more threads/topics. The assignments may involve discussion or debate. The questions are designed to allow you to apply what you have learned in the chapter to real-world scenarios or hypothetical, but realistic, situations. During week one, discussion boards posts can be made any time during the week but must be posted prior to **11:59 p.m. Eastern Time on Sunday**. For weeks two through eight, post your answers to the questions in each thread (with at least 350 words) prior to **11:59 p.m. Eastern Time by Friday.** Please do not be late with this post because your classmates will be relying on you to post on time to give them a post to respond to later in the week. A discussion period will then ensue from Friday through Monday. Read your classmates' posts and post at least **two** follow-up messages to your classmates' posts in **each** thread (with at least 150 words each) prior to **11:59 p.m. Eastern Time on Monday (of the next week).** Some threads may require you to post more than two replies, so make sure you read the directions carefully. Of course, you may always post more than the required number of replies and you are encouraged to continue participating in the discussion even after you have met the minimum number of posts required. Your forum participation will be considered at the end of the semester if your grade is on the borderline. Borderline grades will only be rounded up if you have exceeded the minimum requirements on the discussion board and shown insight and critical thinking in all of your posts and replies. Your follow-up posts must contain substance and should add additional insight to your classmates' opinions or challenge their opinions. It is never sufficient to simply say, "I agree with what you wrote" or "I really liked your post." You must use your follow-up posts as a way to continue the discussion at a high level of discourse. Be sure to read the follow-up posts to your own posts and reply to any questions or requests for clarification, including questions posted by your professor. You will be expected to log into the classroom several times each week to participate in the class discussion. Forum postings are a large part of your grade and I will be looking for quality and depth in your postings. I will also expect you to utilize and list your references within and at the end of each post. References should be in APA citation format.

Research Paper:

The research paper will require students to submit 8-10 double-spaced, typed pages regarding a topic identified in the textbook or another topic relative to this course. The research paper rubric will be posted in the electronic classroom under the **Resources** Section. It is important that you follow those guidelines and site your references throughout your paper and at the end of the paper. The **Research Paper Proposal** is just that. You will select a topic from the content covered in the course and submit it for approval. The **Research Paper Outline** is an assignment that will assist you in preparing the content of your paper. The **Research Paper Rough Draft** is an assignment that will assist you with editing issues. Please pay attention to quotations, using proper citation and format. This assignment not only covers the content but the format to allow you to submit a quality paper. Lastly, the **Final Research Paper** is due at the end of week eight and should be your best writing submission.

Course Outline

Week	Topic(s)	Learning Objective(s)	Reading(s)	Assignment(s)
1	Browser Basics	1, 2, 12	Schneider Ch. 1 PowerPoint Ch. 1	• **Week 1 Discussion** • **Research Paper Proposal**
2	Basic Communication on the Internet: Email & Locating and Evaluating Health Care Information on the Internet	1, 2, 3, 4, 5, 9, 11, 12	Schneider Ch. 2 PowerPoint Ch. 2	• **Week 2 Discussion**
3	Searching the Web	1, 2, 10, 12	Schneider Ch. 3 PowerPoint Ch. 3	• **Week 3 Discussion** • **Research Paper Outline**
4	Information Resources on the Web	1, 2, 7, 8, 12	Schneider Ch. 4 PowerPoint Ch. 4	• **Week 4 Discussion**
5	Evaluating Encyclopedia Resources on the Internet	1, 2, 12		• **Week 5 Discussion** • **Research Paper Rough Draft**
6	User-Generated Content on the Internet & Advances in Distance Learning	1, 2, 6, 12	Schneider Ch. 5 PowerPoint Ch. 5	• **Week 6 Discussion**
7	The Internet and the World Wide Web & The Future of the Semantic Web	1, 2, 12		• **Final Research Paper**
8	Course Feedback	1, 2,		• **Week 8 Discussion**

Policies

Please see the student handbook to reference all University policies. Quick links to frequently asked question about policies are listed below.

Drop/Withdrawal Policy
Plagiarism Policy
Extension Process and Policy

Academic Services

ONLINE LIBRARY RESEARCH CENTER & LEARNING RESOURCES
The Online Library Resource Center is available to enrolled students and faculty from inside the electronic campus. This is your starting point for access to online books, subscription periodicals, and Web resources that are designed to support

your classes and generally not available through search engines on the open Web. In addition, the Center provides access to special learning resources, which the University has contracted to assist with your studies. Questions can be directed to orc@apus.edu.

- *Charles Town Library and Inter Library Loan:* The University maintains a special library with a limited number of supporting volumes, collection of our professors' publication, and services to search and borrow research books and articles from other libraries.
- *Electronic Books:* You can use the online library to uncover and download over 50,000 titles, which have been scanned and made available in electronic format.
- *Electronic Journals:* The University provides access to over 12,000 journals, which are available in electronic form and only through limited subscription services.
- *Turnitin.com:* **Turnitin.com** is a tool to improve student research skills that also detect plagiarism. Turnitin.com provides resources on developing topics and assignments that encourage and guide students in producing papers that are intellectually honest, original in thought, and clear in expression. This tool helps ensure a culture of adherence to the University's standards for intellectual honesty. Turnitin.com also reviews students' papers for matches with Internet materials and with thousands of student papers in its database, and returns an Originality Report to instructors and/or students.
- *Smarthinking:* Students have access to 10 free hours of tutoring service per year through Smarthinking. Tutoring is available in the following subjects: math (basic math through advanced calculus), science (biology, chemistry, and physics), accounting, statistics, economics, Spanish, writing, grammar, and more. Additional information is located in the Online Research Center. From the ORC home page, click on either the "Writing Center" or "Tutoring Center" and then click "Smarthinking." All login information is available.

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Selected Bibliography

Bakardjieva, M. (2005). Internet society : the internet in everyday life. Thousand Oaks, CA: SAGE Publications.

Halbert, T., & Inqulli, E. (2004). *Cyberethics.* Mason, OH: South-Western College.

Helewitz, J. (2003). *Cyberlaw : legal principles of emerging technologies* . Upper Saddle River, NJ: Prentice Hall.

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Appendix A – Grading Rubric

All written assignments will be assessed according to this rubric.

Synthesis Paper Rubric

CATEGORY	4	3	2	1	Multiplier	Total
Introduction	The introduction clearly states the main topic and previews the structure of the paper.	The introduction clearly states the main topic but only partially previews the structure of the paper.	The introduction states the main topic, but does not preview the structure of the paper.	There is no clear introduction of the main topic or structure of the paper.	X 2.5	
Paragraph Construction	All paragraphs include introductory sentence, explanations or details, and concluding sentence.	Most paragraphs include introductory sentence, explanations or details, and concluding sentence.	Paragraphs included related information but were typically not constructed well.	Paragraphing structure was not clear and sentences were not typically related within the paragraphs.	X 2.5	
Sequencing	Details are placed in a logical order and correspond to the structure presented in the introduction.	Details are sometimes logically placed, but do not correspond to the structure presented in the introduction.	Some details are not in a logical or expected order, and this distracts the reader.	Many details are not in a logical or expected order. There is little sense that the writing is organized.	X 2.5	
Transitions	A variety of thoughtful transitions are used. They clearly show how ideas are connected.	Transitions clearly show how ideas are connected, but there is little variety.	Some transitions work well; but connections between other ideas are fuzzy.	The transitions between ideas are unclear or nonexistent.	X 2.5	
Supportive Research	Supporting research studies and/or reports are research-based and accurately reported.	Supporting research studies and/or reports are not accurately reported.	Research studies and/or reports do not support the discussion.	Research studies and/or reports are limited and/or inaccurately reported.	X 2.5	
Quality of Information	Information clearly relates to the main topic. It includes several supporting details and/or examples.	Information clearly relates to the main topic. It provides 1-2 supporting details and/or examples.	Information clearly relates to the main topic. No details and/or examples are given.	Information has little or nothing to do with the main topic.	X 2.5	
Conclusion/ Recommendations	The conclusion effectively summarizes the discussion and provides at least two recommendations for further research.	The conclusion summarizes the paper but provides only one recommendation for further research.	The conclusion partially summarizes the discussion, but provides no recommendations.	The conclusion is poorly constructed.	X 2.5	
Sources Citations References	All sources (information and graphics) are accurately documented in APA.	One source is not documented in APA format.	Two sources are not documented in APA format.	More than two sources are not documented in APA format.	X 2.5	
Mechanics	No grammatical, spelling or punctuation errors.	One grammatical, spelling or punctuation errors.	Two grammatical, spelling, or punctuation errors.	More than two grammatical, spelling, or punctuation errors.	X 2.5	

Timeliness	All late submissions have a 10 point (10%) deduction.			**10**	
Total				**100**	

Rubric for Student Discussion Board Post

Synthesis of concepts	Applications of personal experience	Clear citations	Writing standards	Timeliness
The response refers to course materials and shows a clear understanding of main ideas and concepts. There are no irrelevant comments and the information is on point. Ideas are clearly and properly organized.	The response provides personal examples that tie in with the course material being discussed. Reflection is evident and clearly ties in with the material presented. Insight was provided to some concept.	The response made proper reference to the course text or to other materials that were referenced or referred to in the discussion. Opinions were also included and were valid.	The writing is grammatically correct, clear and concise. The response is well formulated and easy to read and understand. Correct terminology was used when needed.	The posting was "not" submitted on time.
50	10	10	10	10

Rubric for Peer to Peer Response

Synthesis of concepts	Writing standards	Timeliness

The other learner's ideas, questions, concerns were addressed. The response referenced reading or lecture materials when needed. The response addressed the learner's feelings if needed. There were no irrelevant or off-point comments. The posting reflects a clear understanding of the other learner's ideas.	The writing is grammatically correct, clear and concise. The response is well formulated and easy to read and understand. Correct terminology was used when needed.	The posting was "not" submitted on time.
60	20	10