



MSIS3931(D) (also offered as MSIS4010)
*Diversity Impacts in Technology and
Business*

No Prerequisites. Open to all students
Winter Intersession 2015-2016
December 14, 2015 – January 8, 2016

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Instructional Staff

Professor

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Course Overview



Critical analysis of the intersection of technology and business with socially-defined classifications such as race, ethnicity, age gender, sexuality, and disability; and how those groups affect technology industries. Through reading, observation, discussion, and writing; students will have their own perceptions challenged to better understand technology interaction through and with diverse populations, and how relationships between those groups may be improved or worsened as a result of mediated communications.

 Learning Goals	 Learning Objectives
Diversity Awareness	<ul style="list-style-type: none"> • Identify underserved populations and how they are perceived and/or treated differently than the majority • Realize how technology mediation impacts relationships between socially-constructed groups
Business Knowledge and Competency	<ul style="list-style-type: none"> • Demonstrate a foundational knowledge of some areas of business vocabulary, processes, environment and practices • Basic economic application to various domains and socially constructed groups
Technological Competence	<ul style="list-style-type: none"> • Students will manage course content through technology that includes online homework, electronic quizzes and/or tests, and study material offered online • Students may be involved with real-time feedback devices that can be offered in class or remotely

Texts and Supplementary Materials

There is no required textbook for the course. All content is available on the class D2L site and/or through library links available with your OKey account.



Optional References

- Abbate, Janet, Recoding Gender: Women's Changing Participation in Computing, 2012. ISBN 0262018063
- Andreasson, Kim; Digital Divides: The New Challenges and Opportunities of e-Inclusion, 2015
- Elder, Laurent; Information Lives of the Poor: Fighting Poverty with Technology, 2014, ISBN 1552505715.
- Jaeger, Paul; Disability and the Internet: Confronting a Digital Divide, 2011, ISBN 1588268284
- McChesney, Robert; Digital Disconnect, 2014. ISBN 1620970317
- Nakamura, Lisa; Race After the Internet, 2011. ISBN 0415802369
- Reynolds, George W. Ethics in information technology, 5th ed. Boston, MA: Cengage Learning, 2014.
- Rudder, Christian; Dataclism: Love, Sex, Race, and Identity--What Our Online Lives Tell Us about Our Offline Selves, 2015. ISBN 0385347391
- Shaw, Adrienne; Gaming at the Edge: Sexuality and Gender at the Margins of Gamer Culture, 2015. ISBN 0816693161

Attendance and Grading

Attendance Policy

Students who have not logged on to the class within the first 3 days of the course will be reported as not having attended class. After that time, you are expected to interact with the online materials at least every three calendar days until all assignments have been submitted.

Grading Policy

The grades in this class break down as follows:

Module Homeworks.....	45%
Module Quizzes.....	35%
Discussions	20%

Letter grades will be assigned according to the standard scale

90%+	A
80%+	B
70%+	C
60%+	D

Is there a curve?

Every student who earns above 50% at the end of the semester will earn at least the following letter grade based on his/her percentile. Your percentile is the percent of other students whose weighted score is lower than yours.

80 th percentile +	A
55 th percentile +	B
35 th percentile +	C
20 th percentile +	D

Course Requirements

Description of Course Requirements and Grading Rubric

Homeworks / Essays

Each module will have a homework assignment that may incorporate one or more activities. Each requires that you demonstrate an understanding of an intersection between one or more socially-constructed groups and current technology offerings. To meet the GenEd requirements, at least five of these assignments each require a two-page reflective response, not counting required citations. Other assignments may incorporate discussion postings and other activities that reinforce the topical content. We highly recommend that all formal writing submission be reviewed by the Writing Center



or at least a friend or colleague who can provide constructive comments prior to a review by the instructor.

Your lowest homework assignment grade will be dropped from the final grading

Quizzes

Quizzes automatically appear in D2L after you have reviewed all content videos for that module. You will not see the quiz at all until the material has been reviewed. To ensure your viewing is properly recorded, left-click on the link and review it within D2L. Depending upon the settings of your browser, a right-click to view in a different window may not be recorded. If you believe you have watched all the videos but do not see the quiz in the content browser, you may check the Quizzes area of D2L to make sure the content is refreshed based on your viewing.

Your lowest quiz grade will be dropped from the final grading

Discussions

These topics are ripe for discussion, and only through personal comment and substantive thought can they be sufficiently explored and understood in the context of your lives. During each of the six modules, there will be a required discussion component. Think of this as a portion of attending a class, except that you can attend during the time of day that's convenient for you. A discussion prompt will be given for each module and you should respond to that post by the second day of the module (preferably by the first day). During the module, you should follow-up with postings at least two additional times on different days during that module, which can be comments on other students' posts, or replies to posts within your thread or those of other students

Subject Line:

Should briefly indicate the subject of your post. When you reply to another person you should ALWAYS create a new subject that gives an idea of your response, rather than accept the default reply subject.

Grading is done for each module and is based on frequency, your initial post, follow-up posts, depth of contribution, references and support, and clarity and mechanics. Although frequency is only one rubric category, without sufficient frequency of posting, it is usually not possible to score maximum points in the other areas because each assumes multiple examples of quality contribution. The provided rubric will be used for grading.

Your lowest discussion score will be dropped from the final grading.

Digital Citizenship Guidelines

Here are some guidelines for online communication within this course:

- REFRAIN FROM USING ALL CAPS. It is considered SHOUTING when online.
- Do not post or forward offensive or racially insensitive jokes or comments.
- Don't respond to personal attacks: Contact the instructor for action and referral.
- Always add in the subject line a concise statement describing the email or discussion post.
- Respect others' opinions. If you disagree with what another has said, post your thoughts in an objective, respectful manner. Do not make remarks that can be taken personally.
- Reflect upon the text you have entered before posting.
- Keep the discussion within the scope of the course material.
- Communication should be grammatically correct. Proofread before posting.



- Before you respond to a threaded message, read all the messages related to that message that have been previously posted.
- Send out an email to a group using the blind carbon copy field – BCC does not allow your recipients to view who was sent the email.

Instructor Response

The subject line of all e-mails should start with MSIS4010.503. Follow that with the subject of your message.

Questions of a more personal nature should be sent to weiser-dl@okstate.edu. We will respond to those questions within two business days during Monday-Friday, but usually much sooner. Class-related messages sent to the personal e-mail addresses of the instructor or class assistants will eventually be answered, but it may take several weeks.

Students will expect grades for quizzes to be posted to the Gradebook in Desire2Learn within three days, and longer written assignments within one week.

Make-up Policy and late submissions

Each of the other assignments is expected to be submitted by noon on the DUE date. Please consider the course schedule, other classes that you have, and outside commitments while there is still sufficient time to drop the course. Realize that each OSU credit hour you take has an expected time commitment of approximately 40 hours to be very successful. Therefore, you should plan on 40 hours dedicated to this course to be most successful.

Assignments have a DUE date posted or announced. You are expected to complete and submit the work by noon Oklahoma time on the due date. I understand, however, that sometimes “life happens.” If necessary, you may complete and/or submit the work without penalty not later than noon on the next calendar day to accommodate systems being down, illnesses, dog eating your notes, and any hurdles that the distance learning environment may pose. All personal, family, technical, mechanical, and any other problems that occur in that grace day are entirely at your risk, even if OSU’s D2L system were to break down. Absolutely no submission will be accepted after this grace day – 12:01 PM after the grace day is insufficient.

If you have a significant unavoidable event such as being deployed to a war zone, being admitted to a hospital, or a death in your immediate family that you expect to delay submission of an assignment until beyond the grace day, it may be possible to arrange an small extension, as long as the request is made before the DUE date/time (not the grace day). No extension will be granted for any reason on the grace day because the assignment should have been submitted by the prior day.

University Policy

Drop Policy

Information about university drop policy and dates is at this website:

<http://registrar.okstate.edu/>

Click on “class schedules,” and “short, internet, and outreach courses”

To drop this course, contact the Registrar’s office, (405) 744-6876, or drop through SIS (Student Information Services).

Academic Integrity

Oklahoma State University is committed to the maintenance of the highest standards of integrity and ethical conduct of its members. This level of ethical behavior and integrity will be maintained in this



course. Participating in a behavior that violates academic integrity (e.g., unauthorized collaboration, plagiarism, multiple submissions, cheating on examinations, fabricating information, helping another person cheat, unauthorized advance access to examinations, altering or destroying the work of others, and fraudulently altering academic records) will result in your being sanctioned. Violations may subject you to disciplinary action including the following: receiving a failing grade on an assignment, examination or course, receiving a notation of a violation of academic integrity on your transcript (F!), and being suspended from the University. You have the right to appeal the charge. Contact the Office of Academic Affairs, 101 Whitehurst, 405-744-5627, <http://academicintegrity.okstate.edu/>.

Accessibility

Any student in this course who has a disability that may prevent him or her from fully demonstrating his or her abilities should contact the instructor as soon as possible, so we can discuss accommodations necessary to ensure full participation and facilitate your educational opportunity. For more information about OSU Student Disability Services, please go to: <http://sds.okstate.edu>.

General Topic Outline

A detailed MASTER SCHEDULE is posted in Desire2Learn. This is the only official source for assignment due dates. Do not rely on dates shown in the quiz or dropbox areas.

Planned modules for this semester are (not necessarily in order):

1. The Digital Divide
2. Class and Economic Distribution in Technology
3. Racial Identity in Cyberspace
4. Amplifying the age divide
5. Disability impacts in technology
6. Gender in Digital Space