

# Technology and Society

## ETES 5010/7010

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**Required Textbooks:** *Technology and the Future*, 10<sup>th</sup> Edition Albert H. Teich (Ed.)  
©2006 ISBN: 0-534-60277-0  
*Technically Speaking: Why Americans Need to Know More About Technology*, Greg Peason & A. Thomas Young (Eds.)  
©2002 ISBN: 0-309-08262-5

### Course Description:

The national *Standards for Technological Literacy: Content for the Study of Technology* specifically calls for students to develop an understanding of Technology and Society. This document identifies four content standards which speak directly to this area, they are:

- The cultural, social, economic, and political effects of technology
- The effects of technology on the environment
- The role of society in the development and use of technology
- The influence of technology on history (Standards for Technological Literacy, 2000).

With this as a basic foundational point for the study of technology, curriculum designers and developers must carefully consider these standards when instructing students. This course will concentrate on thinking about and analyzing issues as it relates to the study of impact of technology on society and vice versa.

### Course Objectives:

We will explore these issues through the following objectives:

- 1) Identify and describe technology issues that are impacting or have impacted society.
- 2) Discuss the various "trigger effects" of technology that are impacting or have impacts on society in recent years.
- 3) Identify and discuss various social impact statements (e.g., technology and personal privacy, etc.)
- 4) Develop strategies to incorporate social impact issues into the study of technology education.

- 5) Analyze and develop a strategic plan for a technology education program that incorporates technological impacts.
- 6) Develop presentations with regards to current technological developments and their impact on society.

### **My Style of Teaching**

Active Learning. I believe in active classroom participation as a foundation for learning. As a teacher, I want to be more of a facilitator than a stand-up lecturer. My job is to help you learn. Philosophically, I expect you to take charge of your own learning.

You should expect to share what you have learned with the class. Each session will feature an open forum where alternative opinions are welcome and expected.

Further, I believe that challenging college courses should be targeted as close as possible to your needs as an adult learner. I am relying on you to openly represent your learning interests and needs.

Classes will be conducted using the following teaching style:

1. Lectures, general discussions, and demonstrations (this means that you will need to be prepared to discuss course content and interact in class activities at any given time - there will be no passive learning).
2. Student presentations (research shows us that the best way to learn something is to teach it; each graduate student will lead a class discussion and/or demonstration related to course content).

### **Course Requirements and Grading:**

This course will require considerable in- and out-of-class preparation. There will be four ways to evaluate your academic performance.

1) **TECHNOLOGICAL IMPACTS PAPER.**

After a careful reading and analysis of our textbooks and other readings you will be expected to develop and prepare a 6-7 page paper addressing the concept of technological impacts on society and the role of technology education. Your paper should summarize the major points of our reading and class discussion of Teich's, and Pearson & Young's book. Interweave how the concept of technological impacts on society can be or should be addressed within your field of study (e.g., technology education). Think critically as you develop an interesting approach of integrating technological impacts into your future classroom. Don't be afraid to think differently from what you have experienced in the past, push the envelope, be creative, you are in total control of what this might look like. You will be evaluated on your ability to describe a comprehensive approach to this topic.

***This assignment will comprise 20% of your final grade.***

2) **REACTION PAPERS.**

Your textbooks are a compilation of several individual topics that pertain to some aspect of the impact of technology on society. You will have the

opportunity to develop four (4) two (2) page reaction papers (2 from each book) that summarize the major points of a given topic and provide your own analysis of the relevancy of the issue discussed. Your reaction papers should be well thought out, clearly written, and reflective of the topic with adequate analysis of the “big picture” issues (what does it say and what does it mean to society and the field of technology education). ***This assignment will comprise 20% of your final grade.***

3) **INTEGRATING IMPACTS INTO THE CURRICULUM.**

This assignment asks you integrate concepts of technological impacts on society within the curriculum of your field of study. Specifically, you are to select an existing curriculum (e.g., technology education modules, etc.) that you will work with to introduce a high quality technological impact component. The basic idea is to revise the curriculum to appropriately integrate the concepts and applications of the impacts of technology on society. Be creative, don't settle for the obvious, make it interesting and educational for students. If you do not have access to modules please inform me so that we can find you appropriate materials.

***This assignment will comprise 15% of your final grade.***

4) **UNANNOUNCED QUIZES.**

Four (4) unannounced quizzes will be administered during the semester. Quizzes will be objective in nature and will be specific to the assigned reading scheduled for the date when the quiz is administered. This assignment is designed encourage students to be fully vested in required reading for this course. Each quiz will be worth 5 points or 5% of your grade.

***This assignment will comprise 20% of your final grade.***

5) **FINAL EXAM.**

This will be an essay exam. These final questions will concentrate on the interweaving of the topics and issues within the *Technology and the Future* and *Technically Speaking* books. The questions will be somewhat controversial and will not be easily answered. The purpose of this exam procedure is to make you synthesize and evaluate the topics and issues that were critical to the concepts of technologies impact on society.

***This assignment will comprise 20% of your final grade.***

6) **DISTANCE LEARNING DISCUSSIONS.**

Our class meetings will be conducted using *WebCT and Horizon Wimba*. In each of these sessions the class topic will be addressed using Horizon Wimba and Power Point slides. After reading and studying the designated class materials, each student is required to participate in class discussions by talking and interjecting intelligent points and counter-points to the discussion. To facilitate this process, I will be observing who speaks and

contributes during each class session. The challenge in this assignment is for you to capture and present your best thoughts or concerns on the given topic to stimulate your fellow students to consider the topic from new or unique perspectives.

***This assignment will comprise 5% of your final grade.***

### **GRADUATE STUDENT SUPPLEMENT.**

If you registered for this class as a graduate student you will have the opportunity to learn in two additional ways.

- 1) Complete a book review of *Technology Challenged* by Miguel F. Aznar © 2005 (ISBN: 0-9763858-0-5). Your review should be 4-6 pages in length (double-spaced, APA format) and should highlight the major focus and premise of the book. Faculty and graduate students will meet periodically and independently of class time during the academic term to discuss the views of the authors and the ramifications on modern society.
- 2) Identify two additional reference materials that address the issues relevant to this class. Provide a short 1-2 page analysis of the resource, explaining why it would be appropriate for future class discussions relating to technology and society. Provide all bibliographic references for your identified materials.

***Each of these assignments will comprise an additional 5% of your final grade for a total of 10%.***

### **Grades:**

| Assignment                              | Percentage % |
|---|--------------|
| Technological Impacts Paper             | 20           |
| Reaction Papers                         | 15           |
| Distance Learning Discussions           | 5            |
| Integrating Impacts into the Curriculum | 15           |
| Unannounced Quizzes                     | 20           |
| Final Exam                              | 20           |

This scale will be used objectively in assigning grades. There is no grading curve in this course. For example, a student with a final percentage of 89.9% will receive a "B" regardless of how "close" it may be to an "A." You are responsible to give yourself whatever "safety zone" you feel is necessary to attain your targeted grade.

|                |          |        |
|----------------|----------|--------|
| Grading Scale: | A -----  | 94-100 |
|                | A- ----- | 90-93  |
|                | B+-----  | 87-89  |
|                | B -----  | 84-86  |
|                | B- ----- | 80-83  |
|                | C+-----  | 77-79  |
|                | C -----  | 74-76  |
|                | C- ----- | 70-73  |
|                | D -----  | 60-69  |
|                | F -----  | 0-59   |

### **Attendance/Participation:**

Attendance is crucial especially considering the density of facts, concepts, principles, and procedures covered in each class. Missing even one class could set you seriously behind. Realize that if you are absent, even for valid reasons, you are responsible for the material and assignments discussed in each and every class. In addition, I expect each participant to take an active role by contributing and sharing thoughts and ideas, taking initiative, and seeking to help other members of the class. Each participant is expected to remain open to new ideas and different points of view.

Attendance records will be recorded at the beginning and at the conclusion of each class meeting. *Your grade in this class will be dropped 3% points for the first unexcused absence and you will be removed from the class role after two (2) unexcused absences. In addition, tardiness will result in a 3% point reduction in grade if more than two (2) unexcused tardy attendances occur.* I reserve the right to amend these rules at my discretion.

### **Late Assignments**

I expect assignments to be completed on time. My standard policy regarding assignments is 10% penalty for late assignments turned in within 1 week of due date and 50% penalty for assignments turned in thereafter until the end of the course (defined as the last regular class session). I use this system even in the event of "excusables," such as minor sicknesses or other unforeseen conflicts. However, any exceptions to this policy are made at my discretion.

**Honesty**

Cheating on class assignments, examinations, or other serious forms of academic activities will result in a grade of an "F" (and a required report to University officials). Persons "borrowing" someone else's work on an assignment will receive a zero on that assignment if it is the first offense. A second offense will be considered a serious form of academic dishonesty. (Borrowee is equally subject to penalties.) Refer to UGA's *A Culture of Honesty: Policies and procedures on academic honesty.*

**Withdrawal/Drop Policy**

Drop policy is as described in the university catalog, page 39.