Course Proposal: University Senior Seminar
EIU 4168G: The Internet as a Social Phenomenon

1. Catalog Description:
   a) EIU 4168G
   b) The Internet as a Social Phenomenon
   c) (3-0-3)
   d) F,S,SU
   e) Internet Soc Phen
   f) This course examines the Internet as a social phenomenon. Discussion will center on the issues surrounding the Internet and its impact on lives in the information age. (This it not a laboratory experience).
   g) Computer Information Systems majors are excluded. Prerequisite: 75 hours.
   h) Writing intensive

   i) Student Learning Objectives:
      a. Students will
      - Learn to summarize and synthesize information from a variety of sources including research articles and Internet web pages, and previous knowledge to answer specific questions (critical thinking)
      - Demonstrate their understanding of the issues surrounding the Internet and its use by participating in class discussions, debates, and class presentations (critical thinking, oral communications skills)
      - Demonstrate their ability to conduct a rational dialogue with others on topics generated through the reading assignments and outside research (critical thinking, oral communications skills)
      - Learn to apply the scientific method to the study of Internet issues (critical thinking, written communication skills)
      - Discuss the major issues which focus on how the Internet may change daily lives and the attempts of governments to control these changes (critical thinking, oral and written communications skills, citizenship)
      - Discuss the impact of the Internet on citizens in the United States and the global community (critical thinking, citizenship, oral and written communication)
      b. Additional student learning objectives;
         i. Increase students' understanding of the myths of the Internet
         ii. Provide students the opportunity to focus on Internet security and privacy issues.

   j) Course Outline
Throughout the semester, we will discuss the major influences of the Internet and its impact on society. The first week is an introduction to terms, themes, and methods. The twelfth week is devoted to University assessment. Students will prepare written reports and make oral presentations. Throughout the course students will be expected to critically analyze these influences and impacts.

Topics

Week 1   Social demographics—Who is using the Internet? What are they using
                the Internet for?

Weeks 2-3   Resources on the Web—Evaluating and referencing Web resources.
                How the aesthetics of web sites can influence the credibility, appeal,
                and integrity of the information presented.

Week 4   Past, Present, Future—How did the Internet get here? What is the
                WWW? Where is it going?

Week 5   Intellectual Property Rights on the Internet—Who does the information
                belong to? Ethical considerations for using information from the
                Internet.

Week 6   Government Role in regulating the Internet—How much is too much
                protection of our privacy? How secure is the Internet? Who owns the
                Internet?

Weeks 7-8   Government Role in censoring content—How much is too much
                control? Whose responsibility is it to control content? What are the
                global implications of governments trying to control the Internet?

Weeks 9-10   Practical applications of the Internet—Education and Libraries:
                Identifying the educational opportunities and the changing face of
                education. Business: How do businesses market their products? How
                can you be a smart shopper? Health Care: Easy access to prescription
                drugs, on-line doctors, medication information/misinformation

Week 11, 13   Universal Access—What are implications of limited access to the
                Internet? Is there a danger of excluding groups such as disabled, poor,
                geographic regions, countries?

Week 12   University Assessment

Week 14   The Press, Journalism, and the Internet—How do people access
                information? Do we have access to more information then we need?

Week 15   What are the myths and what are the realities of the Internet. Do you
                have a role to play in how the Internet develops and grows?

k) Evaluation of Student Learning

Papers and Presentation/Discussion
a. Students will choose from the general topics presented in the weekly schedule and write two papers and give two presentations and lead discussions in class. Students will develop three questions to use in class discussion that will motivate the audience to reflect on their understanding of the topic. Speaking and critical thinking will be evaluated based on how well students present the topic and the questions they develop to focus class discussion on assigned topics. 40% of the grade will be based on oral presentation and class participation.
b. Two 4-5 page position papers will be required. The first paper will be returned to the student after preliminary evaluation for further revision before it is graded. Students will be expected to incorporate reading assignments from the required text and from outside sources. They will also be expected to use web sites to aid in understanding of the topic and to demonstrate an application of the topic on the Internet. 60% of the grade will be based on written assignments. The papers and presentations should include at least a discussion of the following area and will require the student to take a position:
    (1) How is the Internet impacting or changing your selected topic? That is, what are the issues involved.
    (2) How does this change impact society and human interactions?
    (3) Describe the positive and negative implications of this change.
    (4) What do the experts predict will happen in the future regarding your topic? Why?
    (5) What do you think will happen? Why? What evidence do you have to support your prediction?

The grading is as follows:

Position Papers	40%
Oral Presentation and discussion	40%
In Class writings	20%

l) Rationale
    a. Senior seminar
    b. Prerequisite: 75 hours completed
    c. This course does not duplicate any current offerings.
    d. Course will not be required in any majors or programs; Computer Information Systems majors are excluded.

m) Implementation

    a) Initial instructor: Cheryl Noll or Marilyn Wilkins

    b) Primary Texts: *High Tech Heretic: Reflections of a Computer Contrarian,* Clifford Stoll, New York, Doubleday, 2000; *Growing Up Digital,* Don Tappscott, McGraw Hill, 1998.

    c) Additional cost: None

    d) Term first offered: Spring 2002.

n) Community College Transfer: Not applicable

8. Date approved by the department curriculum committee: March 21,2001

9. Date approved by the college curriculum committee: April 12, 2001

10. Date approved by Senior Seminar Advisory Committee: April 18, 2001

11. Date approved by Council for Academic Affairs: July 19, 2001

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