HON 1000-006 Honors First Year Research Seminar: *The Impacts of Technology on Self and Society*
Fridays, 11:00 – 11:50 in University Hall 115

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DESCRIPTION OF THE COURSE:
This seminar will introduce students to college-level research and to college-level seminar style learning. Students in this seminar will participate in a guided research experience by examining the impacts of technology on themselves and society. Using appropriate resources, they will consider their own technology use and how technology affects their lives, as well as the impacts of technology on society.

Each student will choose a topic related to the impacts of technology on self and society. Suggested topics:

Impacts on Self
- Ease of communication, conducting business, shopping, ordering pizza, etc.
- Accessibility
- World of information in our pockets
- Social Media
- Digital Distraction
- Mindfulness and Technology
- Health Issues related to technology use

Impacts on Society
- Finding community
- Globalization
- Social Media
- Citizenship
- Electronic Waste
- Social Justice (digital divide)
- Society-wide digital distraction

Students may choose a topic for their research project from the above list or an alternative topic, pending approval of the instructor.

COURSE PREREQUISITES:
The course is open to first year Honors students.

COURSE OBJECTIVES:
The course is designed to:

1. foster critical thinking and intellectual autonomy
2. enable students to articulate in writing or in oral presentations multiple approaches to questions, problems or texts
3. engage students in research of primary and secondary sources and provide them with the skills necessary to distinguish different points of view and arguments
4. guide students through a research project in order to prepare them for higher level inquiry

LEARNING OUTCOMES

A. COURSE LEARNING OUTCOMES

Students shall demonstrate the ability to:

1. develop a research question or a project theme
2. read and interpret primary and secondary materials representing a variety of different approaches and contexts
3. identify and use credible content and sources through organized and clear written or oral communication
4. use critical thinking and problem-solving skills by cultivating the mental habit of stating problems and issues clearly and properly source information
5. pursue research, integrate ideas or theories, and produce solutions

B. TOPIC-SPECIFIC LEARNING OUTCOMES

Students will also demonstrate the ability to:

1. critically examine the impacts of technology on themselves and society
2. select a topic for their research question or project
3. find, vet, and analyze appropriate resources
4. conduct peer review of others' work in constructive and helpful ways
5. respond to peer review of their own work
6. present and discuss their work in class and in written form

What to do when something isn't clear or you have a question
Contact me immediately. Chances are that someone else in class may also be confused, so you will be helping yourself and your classmates by reaching out to me.

Academic Integrity
You are encouraged you to discuss your work with your classmates, in fact peer review is part of this class. However, everything you turn in must be your own work. The Academic Integrity Policy lists plagiarism, collusion, lying, and cheating as violations of integrity (http://www.wpunj.edu/cte/wpu-academic-integrity-policy.dot).

Plagiarism means that, even if you don't mean to, you are taking someone else's work for your own. This includes copying a single sentence or phrase from someone without giving him, her, or the

website credit. It also includes copying someone's work, but rewording the text to make the ideas appear original. Sometimes students do this because they don't understand something. If you feel lost or unsure, please see me for help.

Etiquette
Please come to class on time and keep electronic devices off and out of sight. The class may decide whether we should have a 3-minute technology break in the middle of class. Always practice professional communication when you email. This means contacting me via your WPU email account, addressing me at the beginning of the email, using punctuation and correct grammar, and signing your name.

Accessibility and Accommodations
William Paterson University is committed to providing equitable access to learning opportunities to students with documented disabilities (e.g. mental health, attentional, learning, chronic health, sensory, or physical). Please contact the Accessibility Resource Center to engage in a confidential conversation about the process for requesting reasonable accommodations in the classroom and clinical settings. Students are encouraged to register with the Accessibility Resource Center (ARC) as soon as they enroll, since accommodations cannot be provided retroactively. More information can be found online on their web site at http://www.wpunj.edu/accessibilityresourcecenter, by contacting the office at 973-720-2853 or visiting the office in Speert Hall, Room 134.

Diversity and Inclusion Statement
Our classroom is a place where you will be treated with respect, where individuals of all ages, backgrounds, beliefs, ethnicities, genders, gender identities, gender expressions, national origins, religious affiliations, sexual orientations, ability, and other visible and non-visible differences, are welcome. All members of this class are expected to contribute to a respectful, welcoming and inclusive environment for every other member of the class.

Attendance and Participation:
You are expected to attend all class meetings. Except in case of emergency, you must notify me by email in advance of absences from class. If you come late or miss a class, it is your responsibility to find out what you missed from a fellow student, and to submit the homework by the following Wednesday at 9:00 pm as usual.

This class is taught seminar-style, which means it's designed to be experiential. Learning will occur through in-class activities and discussions. Students are expected to fully participate in all class discussions and activities.

Assignments:
All homework assignments are due by **9:00 pm on the Wednesday before each class meeting**. Late assignments will not be accepted. All written assignments are expected to be double-spaced and spellchecked. Most of the course assignments will be steps on the way to the final project, which will be the introduction to a research paper you would write on your topic if this was a 3-credit course.

Grading:

Your grade in this course will reflect the following:

Category or Item	Percentage of Final Grade
Attendance and Participation	10
Quiz - Syllabus and Library Tutorials	2
Feedback for Cara Berg	2
Personal narrative	7
Summary of scholarly article abstract/introduction	7
3 takeaways from "The art of finding"	6
3 takeaways from the OWL web site	6
Bibliography for 5 articles	10
Annotated Bibliography	15
Elevator pitch	10
Introduction to your "fake" research paper	15
Participation in Honors Extended Orientation Sessions	10
Total	**100**

Final Grades will follow the standard scale:

    93-100 A
    90-92.9 A-
    87-89.9 B+
    83-86.9 B
    80-82.9 B-
    77-77.9 C+
    73-76.9 C
    70-72.9 C-
    60-69.9 D
    59.9 or less F

Thanks for reading the whole syllabus. We are going to have a fun and productive semester!

-Dr. Bartle