Humanities Syllabi   NJIT Syllabi

Spring 2019

STS 359-458: Cyberpsychology

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STS 359 Spring 2019
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COURSE DESCRIPTION:

This course is an introduction to the study of the effects of the Internet and cyberspace on the psychology of individuals and the sociology of communities and groups. Some topics covered include: online identity in the age of the app, online and internet relationships, understanding communication and interaction in cyberspace, personality types in cyberspace, internet addiction, cyberbullying and other types of behavior in cyberspace, online gender roles and interactions etc; digital environments including, but not limited to, our engagement with various social media platforms; the cultural, social, and psychological impact of drones, the social-psychology of search engines, and distinguishing actions, thoughts, and behavior between the online and the offline world. We will cover current and future technologies and the impact it has on the overall meaning of being human. Some themes we will discuss, explore, and revisit are: Is there a distinction between the online world vs the offline world? How does the virtual-self compare to a traditional self? Is technology and cyberspace changing what it means to be human? How does technology and cyberspace shape our behavior, thoughts, words, and actions?

COURSE OBJECTIVES:

1. Define and discuss the term Cyber-psychology and demonstrate the basic terminology, concepts, and principles of the discipline.
2. Identify, evaluate, and compare the major perspectives in Cyber-psychology
3. Recognize that some human behavior is motivated by the virtual world and has multiple effects
4. Discuss the ways that Cyber-psychological theories are used to assess, predict, or change human behavior
5. Discuss and demonstrate how Cyber-psychology is applied to influence and improve the lives of human beings.
6. Gain insight into one's own personality and personal relationships by thinking critically about Cyber-psychological theories and principles.
7. Recognize how each approach views human thought and behavior in the Cyberworld

REQUIRED TEXTBOOKS:

Superconnected by Mary Chayko
(c) 2017 Sage Publications
978 1 4522 6879 8

The McDonaldization of Society 9th Edition: Into the Digital Age by George Ritzer
(c) 2019 Sage Publications 978 1 5063 4855 1

RECOMMENDED READING (notes are from these texts, as well):

The APP Generation: How Today's Youth Navigate Identity, Intimacy, and Imagination in a Digital World by Gardner and Davis. Yale University Press ©2014
Social Media: A Critical Introduction. 2nd Edition (paperback) (Fuchs). (c) 2017 Sage Publications
Personal Connections in the Digital Age by Nancy Baym
Alone Together by Sherry Turkle
Infinite Reality: Avatars, Eternal Life, New Worlds and the Dawn of the Virtual Revolution by Blascovich and Bailenson
I Know Who You Are and I Saw What You Did by Lori Andrews
The Shallows: What Is The Internet Doing to Our Brains? By Nicholas Carr
A History of the Internet and the Digital Future by Ryan.

GRADING POLICY

Syllabus Overview	25 points
Quiz #1 (90 minutes)	75 points
Quiz #2 (90 minutes)	75 points
Quiz #3 (90 minutes)	75 points
Quiz #4 (cumulative-90 minutes)	200 points
Discussion Forum #1	50 points
Discussion Forum #2	50 points
Discussion Forum #3	50 points
Essay#1	50 points
Essay#2	50 points
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Total Point Value	700 points

GRADING SCALE:

100-91………………...A
90-87…………………B+
86-81…………………B
80-77…………………C+
76-71…………………C
70-65…………………D
65 <…………………...F

Quizzes: Quizzes must be submitted during the scheduled time they are open. No exceptions to this rule.

Communication: Because this is an online course, we do not meet face to face. Therefore, it is extremely important you keep in touch with me (via email or during office hours) to inform me of any issues that come up. Emailing me mid-way through the semester is not enough. If you have any specific personal issues that prevents you from participating in the course, I will need documentation from the Dean of Students. You have access to email through numerous devices.

It is your responsibility to keep me informed for any reason on why you cannot/have not participated.

I do not give extra credit. Nor do I respond to emails or questions that ask, "Is there anything I can do to 'get an A' or to 'bump up my grade a few extra points.' Please do not attempt to send me emails of this nature. Any issue that arises that must be discussed should be handled during office hours and not via email. I will not respond to any such emails.

Students are responsible to keep track of their own grades, what work they owe, and what they are missing. Please note where an 'A' begins and where a 'B+' begins and ends. Any issue with a grade for a specific quiz or assignment must be addressed DURING OFFICE HOURS (**and not via email**) NO MORE than one week after the quiz, reader response, or assignment is administered. Anything issue after a week will not be considered and your grade will remain as is. **Please note I do not have conversations regarding grades via email.**

Any issue with a missed assignment must be addressed within one week after the assignment in due otherwise a "0" will be entered for the grade and will remain as is. This is the policy of the course.

Furthermore, **Moodle allows me to see your online activity in regards to this course. It allows me to see what articles you read, how long you read them for, if you looked at the notes, when you opened the quizzes, and when they are closed.** Please understand that Moodle maintains a detail track record of your use and interaction with the course materials. So I see/have/ and maintain a full transcript of your activity online in this course. Please be aware that before any conversation occurs between you and I, I will have this detailed activity report in front of me. Please also understand that should there be any "technical" issues, I am provided and have access to detailed reports that inform me of any issues Moodle has.

Academic Integrity:

"Academic Integrity is the cornerstone of higher education and is central to the ideals of this course and the university. Cheating is strictly prohibited and devalues the degree that you are working on. As a member of the NJIT community, it is your responsibility to protect your educational investment by knowing and following the academic code of integrity policy that is found at:

http://www5.njit.edu/policies/sites/policies/files/academic-integrity-code.pdf.

Please note that it is my professional obligation and responsibility to report any academic misconduct to the Dean of Students Office. ***Any student found in violation of the code by cheating, plagiarizing or using any online software inappropriately will result in disciplinary action. This may include a failing grade of F, and/or suspension or dismissal from the university.*** If you have any questions about the code of Academic Integrity, please contact the Dean of Students Office at *dos@njit.edu*"

Students are expected to read and understand NJIT's academic integrity policy. Members of the NJIT community are expected to be honest and forthright in their academic endeavors.

There is a zero tolerance policy on any and all forms of cheating.

Student's that require special accommodations Disabilities Service Policy

Students with disabilities who are otherwise qualified and are college able will receive reasonable accommodations to support their special needs. Students must self-identify to the Disabilities Services office to qualify to receive services. NJIT is in full compliance with the regulations of the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act.

New Jersey Institute of Technology is committed to making students with disabilities full participants in its academic and other programs, services and activities through the provision of reasonable accommodations to students with documented disabilities. The Coordinator of Student Disability Services will coordinate the provision of appropriate accommodations and/or academic adjustments on a case-by-case basis for students with disabilities who identify themselves, provide adequate documentation of their disability and need for accommodation, request services and complete appropriate forms. Appropriate accommodations are provided at no cost to the student.

If you have any questions or would like additional information, please contact Dr. Phyllis Bolling, Center for Counseling and Psychological Services (C-CAPS), Campbell Hall, (entry level), room 205, (973) 596-3420.

Personal Conflicts/Issues

Should you have any personal issues or conflicts that prevent you from participation in the online course, miss assignments, or do not log onto the course for an extended period of time- by extended period of time I define as more than two weeks- you must provide me with documentation from the Dean of Students. Otherwise, you will not be allowed to make up the work you miss. In addition, anything that requires discussion must be done during office hours. If you are not engaged with the class for weeks- simply writing me an email stating "I've been really sick and couldn't do my work" is not a viable excuse. You must see me during office hours.

Email

Please check your NJIT email regularly. Any announcements, reminders, or notifications are sent via Moodle directly to your NJIT email account. Also note I respond to emails within 12-24

hours AFTER it is sent. Please be patient and do not sent multiple emails with the same information. Any email sent after 2:00pm on Fridays will be responded to Monday mornings.

Graded Assignments:

Quizzes: There are 4 timed quizzes. Dates and details are provided in the syllabus. No make ups for quizzes are provided unless we discuss PRIOR to the quiz.

Syllabus Overview Agreement: 25 points

Introduction Essay #1:   There is one introduction essay due at the end of the first week of the semester. It is worth 50 points.

Concluding Essay #2: There is one final concluding essay due at the end of the semester. It is worth 50 points.

Discussion Forums: There are 3 discussion forums this semester. Each is worth 50 points. Below is a breakdown of how I grade the forums.

Discussion Forum Rubric:

45-50: You have posted *at least* 5x on the forum. Your initial post is approximately 200 words. Your other posts should reply to at least 4 different students. Each reply post is a minimum of 100 words. You stay on topic. You comment on other student's views. You offer **evidence** in the form of an article, a quote, in which you **put in bold in your references.**

40-44: You have posted 4x on the forum. Your initial post is 200 words. Your other posts should reply to at least 3 different students. Each reply post is a minimum of 100 words. You stay on topic. You comment on other student's views. You offer **evidence** in the form of an article, a quote, in which you **put in bold in your posts.**

35-39: You posted 3x in the forum. Your initial post is approximately 200 words. Your other post should reply to at least 2 students. Each reply post is a minimum of 100 words. Posts appear rushed. Very little, if any, evidence is offered.

30-34: You posted 2x in the forum. You only replied to one student. Posts appear rushed. No evidence is offered.

25-29: You posted 1x in the forum, your initial post, and did not reply to any student.

0: You did not post and/or work is unacceptable and not on par with college level work.

Essay Grading Rubrics:

Below is a breakdown of how the introductory essay and concluding essay assignments are graded. Should you wish to further discuss your grade OR get more detailed and constructive feedback, please see me during office hours:

45-50: The assignment provides a minimum of five examples, provides thoughtful and detailed analysis. The paper ties in both the student's views and supports those views the sources and data from the course content. The assignment is structured and organized well, there is a strong fluid writing style, and there is an originality in style and presentation. There is a clear connection and relationship among the examples.

40-44: The assignment provides four examples, provides thoughtful and detailed analysis. The assignment ties in some student's views and supports those views with some of the sources and data from the course content. The assignment has good structure and organization with some minor issues in writing style. The paper does not take any creative or original risks. There is somewhat of a relationship between the examples.

35-39: The assignment provides three examples, but is weak on the analysis. It ties in very little of the student's views and provides minimal support from the sources and the data. Some structural and organizational issues are present. The assignment meets the bare minimum requirements of the assignment. It is unclear if a relationship exists between the examples and the topics.

30-34: The assignment provides less than three examples, is weak on analysis, has issues in structure and organization. There is no connection between examples and/or topics.

25: The assignment is rushed and does not follow directions. There is an attempt at organization but it is sloppy. There is no clear focus, there is no relationship among the topics. It lacks analysis. This assignment does not meet the requirements of the course and is unacceptable and not on par with college level work.

0: The assignment was not submitted.

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This will be a fun, interesting course and an overall strong learning experience for you. Should you have any questions or any difficulty with anything, please do not hesitate to contact me via email. I am always available via email or during my office hours. Please give me at least 24 hours to respond to your email. If you've made it this far into the syllabus congrats and well done. Please post in the Syllabus Confirmation forum on Moodle and indicate to me that you've "read, understood, and will abide by the expectations of the course." Please also indicate that you have "viewed the audio/visual syllabus in its entirety and understand how the class functions." If you do this, before 1159pm on 01/27/19 you will be given a grade of a 25/25 for syllabus agreement assignment. Anything posted after 1159pm on Sunday, January 27th, 2019 will be given a grade of 12.5/25.0 until January 31st, 2019. Anything after January 31st is automatically a 0. Unless you state otherwise in the post it is understood that you have read this completely and agree to the conditions in this syllabus.

Schedule:

(This schedule is subject to change without warning or prior notification. Should there be a change, you will be notified in advance, the beginning of the week that is to be changed)
(Each chapter, along with all articles posted on Moodle should be read prior to the class it is assigned)

Week	Readings/Topics of the Week	Assignment (s)
JANUARY WEEK 1 1/21/19-1/27/19	No class on Monday (Dr. Martin Luther King, Jr Day) First Day of Classes	Syllabus Overview Due by Sunday night, January 27th @1159pm
JANUARY/February WEEK 2 1/28/19-02/03/19	**Ritzer (2018) pages 1-27, Chapter 1: Introduction** **Chayko, Chapter 1: What is Superconnectedness?** *What is McDonaldization?* *What is "Superconnectedness?"* *Who is "The App Generation?"* *Who are the "Digital Natives?"* *What is Techno-Social Life?* *Articles and video clips on Moodle*	Assignment: Introductory Essay due by Sunday night, February 3rd @1159pm.
FEBRUARY WEEK 3 02/04/19- 02/10/19	Ritzer (2018): Chapter 2: McDonaldization Past and Present pgs. 27-45 Chayko, Chapter 2: Creating the Internet Age. *A Short History on Information, Communication, and Technology* *When was the Web born?* *What was early online networking like?*	Discussion Forum Assignment #1 due Sunday night, 02/10/19@1159pm. ****any late submissions are immediately dropped to a grade of 25****

	Articles and video clips on Moodle	
FEBRUARY WEEK 4 02/11/19- 02/17/19	**Ritzer (2018): Chapter 1: pages 48-42** **Chayko, Chapter 3: Inhabiting a Digital Environment** Google and Amazon Search Engines *What are online communities, networks, and networking?* *What to create digital environments?* *What is the intersection between the online and offline worlds?*	
FEBRUARY WEEK 5 02/18/19- 02/24/19	**Ritzer (2018): Chapter 3: pages 55-72** **Chayko, Chapter 4: Sharing and Surveillance** *Discussion the participatory culture* *Being liked and having followers?* *What is vertical surveillance?* *Is there privacy?*	QUIZ #1 due Sunday night, 02/24/19 @1159pm.
FEBRUARY/March WEEK 6 02/25/19- 03/03/19	**Ritzer (2018): Chapter 3: pages 72-92** **Chayko: Chapter 5: Global Impacts and Inequalities** *What is technology's role in Globalization and politics?* *What are some cultural divides?* Cultural Divides Social Movements	

	Fake News	
MARCH WEEK 7 03/04/19- 03/10/19	**Ritzer (2018): Chapter 4: pages 95-110** **Chayko: Chapter 6: Techno-Socialization of the Self** *What is personal identity?* *What is personal identity in the age of the app?* *What is the techno-socialization of the self?* *What is socialization, self, and identity?* *When is identity marginalized?* *What are differences growing up online vs offline?*	Discussion Forum Assignment #2 due Sunday night, 03/10/19 @1159pm. ****any late submissions are immediately dropped to a grade of 25****
MARCH WEEK 8 03/11/19- 03/17/19	**Ritzer (2018): Chapter 4: pages 110-122** **Chayko, Chapter 7: Friending, Dating, and Relating** *What is interactivity?* *What does it mean to make digital connections?* *How does friendship differ online and offline?* *What is the traditional life span of digital relationships?* Socialization, Self, and Identity. Development and Performance of the Self Growing Up Online and Offline Socialization Through Adulthood	Quiz #2 opens Monday, 03/11/19 @9am and closes Sunday night, 03/17/19 @1159pm.

MARCH WEEK 9 03/18/19- 03/24/19 SPRING BREAK!	**Ritzer (2018): Chapter 5 pages 125-143** **Chayko, Chapter 8: The Techno-Social Institutions** *What is the institutional "heart?" How are the following institutions influenced by technology: health care, religion, education, work, etc?* The Public Sphere Political and Uncivil Communication on Twitter The Institutional Heart: The Family Health, Religion, Work, and Commerce The Media	. SPRING BREAK!!!!!
MARCH WEEK 10 03/25/19- 03/31/19	**Ritzer (2018): Chapter 6 pages 145-155** **Chayko, Chapter 9: More Benefits and Hazards of 24/7 Superconnectedness** *What are some reactions to the concepts of constant availability, convenience, multitasking, and being plugged in to society?* The Notion of Privacy Facebook and Ideology	Discussion Forum Assignment #3 due on Sunday night 03/31/19 @1159pm

	Making Digital Connections The Lifespan of Digital Relationships Trust and Social Support	
APRIL WEEK 11 04/01/19- 04/07/19	**Ritzer (2018): Chapter 6 pages 155-164** **Chayko, Chapter 10: Our Superconnected Future**	
APRIL WEEK 12 04/08/19- 04/14/19	**Chayko, Chapter 10: Our Superconnected Future**	Quiz #3 opens 04/08/19 @9am and closes Sunday night 04/14/19 @1159pm.
APRIL WEEK 13 04/15/19-04/21/19	Ritzer (2018): Chapter 7 pages 167- 180 Driverless Cars. No classes on Friday (Good Friday)	Concluding Essay due by Sunday night, 04/21/19
APRIL WEEK 14 04/22/-04/28/18	Rizter (2018): Chapter 7 pages 181- 201 Beyond McDonaldization, the App Generation and Our Superconnected Future	Review for the final quiz.

	What does the future look like for all of us?	
APRIL/MAY WEEK 15 04/29/19-5/02/19	Quiz #4 (cumulative) opens Monday 04/29/19 @9am and closes Sunday night, 05/05/19 @1159. ****there are no make ups provided for Quiz #4)****	Quiz #4 (cumulative) opens Monday 04/29/19 @9am and closes Sunday night, 05/05/19 @1159. ****there are no make ups provided for Quiz #4)****
MAY WEEK 16 and WEEK 17 05/06/19-05/16/19	05/07/19 Last Day of classes 05/08/19 Reading Day #1 05/09/19 Reading Day #2 05/10/19-05/16/19 Final Exam Week	05/07/19 Last Day of classes 05/08/19 Reading Day #1 05/09/19 Reading Day #2 05/10/19-05/16/19 Final Exam Week