Course Description
MCOM 4352 Future Technology course offers an in-depth exploration of AI's transformative impact on the media landscape, essential for scholars, media professionals, and policymakers. This concise yet comprehensive program highlights how AI technologies like machine learning and natural language processing are reshaping journalism, advertising, and content creation. It addresses AI-driven media’s ethical challenges, including bias and privacy concerns, while emphasizing ICT’s role as a societal cornerstone and development catalyst. By the end, students will grasp the symbiotic relationship between technological innovation and social evolution, preparing them to hopefully actively participate in shaping the future of the new media landscape.

Student Learning Outcomes
Students fully engaging with this class and completing all the assignments successfully will, as a minimum be able to:

▪ Define and explain concepts and cases related to digital media.
▪ Define and explain concepts and cases related to social media.
▪ Discuss and analyze social media-related issues.
▪ Examine and critically evaluate issues associated with social media.
▪ Examine how AI-driven analytics and targeted advertising campaigns on social media succeed or fail.
▪ Delve into the role of AI in predicting and amplifying viral content online.
▪ Develop critical perspectives on the ethical implications of AI in social media.

Course Evaluation & Grading
To get credit for this class, students need to meet the following:

<table>
<thead>
<tr>
<th>Case Discussion</th>
<th>Quizzes</th>
<th>Trend Analysis</th>
<th>Final Project</th>
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<tbody>
<tr>
<td>20%</td>
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Details will be provided on D2L.
Grading

Each assignment has a score value corresponding to its percentage (e.g., 20% is a score value of 200 points), with a maximum of **1000 points** for the entire course. In addition, you have access to your grading information on **D2L**.

The course outcomes will be assessed through the following mechanisms:

- **Case Discussion (20%)** – This assignment requires reading the assigned case discussion, performing research, and applying course concepts to write a response to the Café conversation weekly. The assignment has **two parts**, each with its own due date.
  
  ◦ By **Thursday**, you are required to share your primary response. Your post should be clearly written.
  
  ◦ By **Sunday**, you should reply to at least two of your classmates’ posts. While it is ok to share your personal opinions and examples in your response, you should be sure to anchor your comments in ideas presented in the course materials.
  
  ◦ Your response should move the conversation forward—do not just restate their post, agree, and say “good job.” The goal of this assignment is to, at least in some ways, recreate the intellectual engagement of a seminar discussion. Your two graded response should be approximately 150-200 words each. You are, of course, welcome to make additional responses to classmates’ posts if you’d like.

- **Trend Analysis (30%)** – At three times during the course, you will turn in an analysis of a case study. Cases will be on how sophisticated technology influences social media, and you will be asked to analyze them using concepts and skills learned during the course. Analyses should be written up as a 2–3-page paper (typed, double-spaced). Cases will be provided by the instructor. The specific instructions may vary between the three case analysis papers, and the specific instructions for each assignment will be posted on D2L.

- **Quizzes (20%)** – To enable students to grasp the content of the readings and have a thorough understanding of the course content, there will be a total of 5 quizzes.

- **Final Project (30%)** – Through the final case project, you will apply the concepts and skills acquired during this course. In doing so, the project will consist of a proposal, a case analysis, and a final written report. The semester-long project is split into several stages, proposal, case information and rationale, justification, case analysis, and final report. Project details will be posted on D2L.

Teaching Philosophy

*My approach to teaching reflects my experiences with my own teachers and mentors, as well as my belief that learning spaces help explore emerging ideas. Students need to be engaged learners. I subscribe to the Japanese concept of Kaizen or “continuous improvement”. Students can achieve their personal and professional best if they continue to make small changes every day, ultimately leading to substantial positive impacts overtime. The process of continuous improvement demands that students reflect upon their daily routines.*

Grading Scale:

- A (90-100)
- B (80-89)
- C (70-79)
- D (60-69)
- F (below 59)

**Some other important points:**

**Engagement and Effort:** I expect full attention and effort from each one of you in this class. Rest assured, I am equally committed to providing all the support and guidance you need to excel in this course.

**Utilizing Course Material:** All essential course materials will be available on D2L. It is crucial for your success in this course to regularly check and actively engage with the resources on D2L. I highly recommend making it a daily practice to review and participate in the course activities hosted there.

**Communication via SFA Email:** Please regularly check your SFA email account, as all official communication regarding the class, including updates and announcements, will be sent to this email.

**Policy on AI Technologies:** In line with academic integrity, the use of ChatGPT and other AI technologies for coursework is not permitted. Our focus is on fostering your individual critical thinking and problem-solving skills.
Course Contact Hours and Study Hours

MCOM-4352-501: Future Technology, a dynamic 3-credit course, unfolds over 15 weeks in an engaging online format. This class is designed with various interactive activities to enrich students’ learning experience. Each week, students will engage with a curated blend of educational content, including readings, video lectures, and a diverse range of supplementary materials such as current news articles, videos, and practical tutorials. The course also incorporates in-depth case studies for both analysis and discussion, fostering critical thinking and application of concepts. Additionally, students will embark on a semester-long project, allowing them to delve deeper into the subject matter. On average, participants can anticipate dedicating about 9 hours per week to these enriching activities, ensuring a comprehensive understanding of new technologies and their impact on our society.

Course policies

Attendance Policy

This course is 100% online: “A distance education course in which 100 percent of the instructional activity takes place when the student(s) and instructor(s) are in separate physical locations. Requirements for on-campus or in-person orientation, testing, academic support services, internships/fieldwork, or other non-instructional activities do not exclude a course from this category” (Texas Higher Education Coordinating Board).

Academic Integrity

The Code of Student Conduct and Academic Integrity outlines the prohibited conduct by any student enrolled in a course at SFA. It is the responsibility of all members of all faculty, staff, and students to adhere to and uphold this policy. Articles IV, VI, and VII of the new Code of Student Conduct and Academic Integrity outline the violations and procedures concerning academic conduct, including cheating, plagiarism, collusion, and misrepresentation. Cheating includes, but is not limited to: (1) Copying from the test paper (or other assignment) of another student, (2) Possession and/or use during a test of materials that are not authorized by the person giving the test, (3) Using, obtaining, or attempting to obtain by any means the whole or any part of a non-administered test, test key, homework solution, or computer program, or using a test that has been administered in prior classes or semesters without permission of the Faculty member, (4) Substituting for another person, or permitting another person to substitute for one’s self, to take a test, (5) Falsifying research data, laboratory reports, and/or other records or academic work offered for credit, (6) Using any sort of unauthorized resources or technology in completion of educational activities.

Plagiarism is the appropriation of material that is attributable in whole or in part to another source or the use of one’s own previous work in another context without citing that it was used previously, without any indication of the original source, including words, ideas, illustrations, structure, computer code, and other expression or media, and presenting that material as one’s own academic work being offered for credit or in conjunction with a program course or degree requirements.

Collusion is the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any provision of the rules on academic dishonesty, including disclosing and/or distributing the contents of an exam.
**Misrepresentation** is providing false grades or résumés; providing false or misleading information in an effort to receive a postponement or an extension on a test, quiz, or other assignment for the purpose of obtaining an academic or financial benefit for oneself or another individual or to injure another student academically or financially.

**Withheld Grades Semester Grades Policy (5.5)**
Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the coursework because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course to compute the grade point average. For additional information, go to https://www.sfasu.edu/policies/course-grades-5.5.pdf.

**Students with Disabilities**
To obtain disability-related accommodations, alternate formats, and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004 / 468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services promptly may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/.

**Student Wellness and Well-Being**
SFA values students’ overall well-being, mental health and the role it plays in academic and overall student success. Students may experience stressors that can impact both their academic experience and their personal well-being. These may include academic pressure and challenges associated with relationships, emotional well-being, alcohol and other drugs, identities, finances, etc.

If you are experiencing concerns, seeking help, SFA provides a variety of resources to support students’ mental health and wellness. Many of these resources are free, and all of them are confidential.

**Mental Health**
SFASU values students’ mental health and the role it plays in academic and overall student success. SFA provides a variety of resources to support student’s mental health and wellness. Many of these resources are free, and all of them are confidential.

**On-campus Resources:**
**The Dean of Students Office** (Rusk Building, 3rd floor lobby)
www.sfasu.edu/deanofstudents
936.468.7249
dos@sfasu.edu

**SFA Human Services Counseling Clinic** Human Services, Room 202
www.sfasu.edu/humanservices/139.asp
936.468.1041

**The Health and Wellness Hub** “The Hub”
Location: corner of E. College and Raguet St.

To support the health and well-being of every Lumberjack, the Health and Wellness Hub offers comprehensive services that treat the whole person – mind, body and spirit. Services include:

- **Health Services**
- **Counseling Services**
- **Student Outreach and Support**
- **Food Pantry**
- **Wellness Coaching**
• Alcohol and Other Drug Education
  www.sfasu.edu/thehub
  936.468.4008
  thehub@sfasu.edu

Crisis Resources:
• Burke 24-hour crisis line: 1.800.392.8343
• National Suicide Crisis Prevention: 9-8-8
• Suicide Prevention Lifeline: 1.800.273.TALK (8255)
• Crisis Text Line: Text HELLO to 741-741

Late submission of assignments
Due dates for class assignments are communicated in this syllabus and on D2L. All assignments are due on Sunday by 11:59 pm via D2L. For each partial or complete day, an assignment is late, the grade will be lowered by 10%.
At-A-Glance Course Schedule

Below is an approximate schedule of classes. The syllabus is subject to change based on the needs of the class, and events during the semester. You will be kept up to date about any changes.

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<thead>
<tr>
<th>January</th>
<th>Due: Sunday at midnight</th>
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<tbody>
<tr>
<td>18</td>
<td>Syllabus</td>
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<tr>
<td>22 Module 1</td>
<td>Syllabus + Introduction to New Media</td>
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<td>29 Module 2</td>
<td>Big Data &amp; Machine Learning</td>
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<td>12 Module 4</td>
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<td>15 Module 12</td>
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<td>22 Module 13</td>
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<th>May</th>
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<td>06 Final Week</td>
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