

Midwestern State University

Core Curriculum Course Proposal and Documentation

Course Information

- **CMPS 1023: The Digital Culture**
- Course credit hours: 3 (3-0)
- Proposing the course for inclusion under the **Component Area Option (CAO) Cultural & Global Understanding**; meets the Foundational Component Area (FCA) Language, Philosophy & Culture

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1. Core Curriculum Course Proposal

Document how the proposed course meets each of the following requirements.

Content: Courses in the Language, Philosophy & Culture FCA focus on how ideas, values, beliefs, and other aspects of culture express and affect human experience.

Students will explore the history, current state, and cultural impact of the digital world on individuals and society. This course will prepare students to understand and relate to others in an increasingly online world and be productive members of a global digital society.

Topics will include history of computing from a global perspective, accessibility and the digital divide, computer security issues, evaluation of online materials, big data and the need for high performance computing, and an introduction to productivity software and programming constructs.

Skills: Courses in the Language, Philosophy & Culture FCA involve the exploration of ideas that foster aesthetic and intellectual creation in order to understand the human condition across cultures.

Students will demonstrate an understanding of concepts related to living in a digital culture. Specifically, at the completion of this course, students will be able to:

- Discuss significant people and events in computer history from around the world.
- Recognize that access to technology is not equal across geographical or socioeconomic boundaries.
- Identify issues related to computer security, including hacking, online elections, and facial recognition.
- Evaluate online content and distinguish between legitimate news sources and fake news.
- Understand the enormity of data generation in the digital world and the need for high performance computing to analyze that data to address global problems.
- Recognize various computational methods used to analyze and solve problems in a variety of disciplines.
- Prepare documents to communicate analyses/evaluations of issues in today's digital culture.

Additional Information: Provide any additional information supporting course inclusion in the core.

There is a need for students to understand the digital culture, because it permeates every aspect of society today.

Assessment of Core Curriculum Objectives: *Assessments should be authentic, intentional and direct. The following four Core Objectives must be addressed in each course approved to fulfill this category requirement. For each core curriculum objective below, provide the title of the assessment/assignment that will be used to measure if the objective is met and a description that is aligned to core course objectives. (The complete assignment description/instructions are to be included in Section 3 Assessment of Core Objectives.)*

1. **Critical Thinking Skills:** *creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information.*

Assignment: Digital Divide Impact. Students will demonstrate critical thinking skills by reading about digital divide issues and analyzing information regarding these issues. They will report their findings in a short essay including charts and other analytical software. This assignment focuses on understanding different cultures with regard to technology.

2. **Communication Skills:** *effective development, interpretation and expression of ideas through written, oral and visual communication.*

Assignment: Technology Across Cultures. Presentation will assess the students' written (through presentation slides), oral, and visual communication skills. The topic will consider how ideas, values or *perhaps lack of values*, beliefs and other aspects of the digital culture express and affect the human experience.

3. **Social Responsibility:** *intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities.*

Assignment: Social Responsibility. Paper will assess students' ability to examine the consequences of digital issues and technology on society and the ability to identify social responsibilities.

4. **Personal Responsibility:** *ability to connect choices, actions and consequences to ethical decision-making.*

Assignment: Personal Responsibility. Assignment will assess students' ability to determine the implications of personal actions in a digital culture.

2. Common Course Syllabus

CMPS 1023: The Digital World Common Course Syllabus

Course Objective: Explore the history, current state, and cultural impact of the digital world. This course will prepare students to understand and relate to others in an increasingly online world and be productive members of a global digital society. Topics include history of computing from a global perspective, accessibility and the digital divide, computer security issues, evaluation of online materials, big data and the need for high performance computing, and an introduction to using productivity software and programming constructs to analyze and communicate these issues.

Text: No text is required for this course.

Additional Material: A USB or online data storage will be necessary for saving documents. Supplemental material will be provided (e.g. articles and web sites relating to cultural digital issues). In addition, **Open Educational Resources** may be utilized. OER's are teaching, learning, and research resources that reside in the public domain or have been released under an intellectual property license that permits their free use or re-purposing by others. Open educational resources include full courses, course materials, modules, textbooks, streaming videos, tests, software, and any other tools, materials, or techniques used to support access to knowledge. ([Hewlett Report](#))

Academic Honesty: The Department of Computer Science had adopted the following policy related to cheating (academic misconduct). The policy will be applied to all instances of cheating on assignments and exams as determined by the instructor of the course. (See below for link to MSU definitions.)

- 1st instance of cheating in a course: The student will be assigned a non-replaceable grade of zero for the assignment, project or exam. In addition, the student will receive a one letter grade reduction in course.
- 2nd instance of cheating in a course: The student will receive a grade of F in course & immediately be removed from course.
- All instances of cheating will be reported to the Department Chair and, in the case of graduate students, to the Department Graduate Coordinator.

Research and Creative Opportunities at MSU: Enhancing Undergraduate Research and Creative Activities (EURECA) is a program that provides opportunities for undergraduate students to engage in high-quality research and creative activities with faculty. EURECA provides incentives and funding through a system that supports faculty and students in a cooperative research process. For more information contact the Office of Undergraduate Research, (940) 397-6275 or eureca@mwsu.edu. Information and resources are available at www.mwsu.edu/eureca.

Disability Policy: In accordance with the law, MSU provides academic accommodations to students with documented disabilities. Students with disabilities must be registered with Disability Support

Common Course Syllabus: CMPS 1023 The Digital Culture

Services before classroom accommodations can be provided. The DSS office is located in Clark Student Center, Room 168, phone 397-4140.

Counseling Center: MSU offers personal, group, career, and academic counseling. Students are encouraged to take advantage of these **free** services by contacting the Counseling Center:
 Corner of Hampstead and Louis J. Rodriguez Drive, 397-4618, counseling@mwsu.edu.

Campus Carry: Senate Bill 11 passed by the 84th Texas Legislature allows licensed handgun holders to carry concealed handguns on campus, effective August 1, 2016. Areas excluded from concealed carry are appropriately marked, in accordance with state law. For more information regarding campus carry, please refer to the University’s webpage at <https://mwsu.edu/campus-carry/index>.

Course Content: The material includes text reading assignments, lectures, programs, and homework. Students are responsible for all material regardless of attendance.

Course Grade	Exams (3)	60%
	Homework	25%
	Writing Assignments	10%
	Group Presentation over paper topic	5%

Week	Material Covered	Assignments
1	Class orientation and overview; Cloud storage and collaborative tools	
2	History of computing: U.K., U.S., and beyond	Personal Responsibility Assignment: “Personal Responsibility”
3	Collecting and organizing data concerning digital issues	
4	Communicating data & information for impact	
5	Presenting analyses of data using tables & charts	
6	Exam 1 Accessibility issues and the digital divide	
7	Computer security	
8	Foundation of Digital World: Binary numbering system and base conversions	Critical Thinking Assignment: “Digital Divide Impact”
9	Foundation of Digital World: Intro to application languages used to process and analyze data and implications	Social Responsibility Assignment: “Social Responsibility”
10	Data storage & organization in programs and relationship to Data Mining	
11	Decision Making in programs and relationship to Decision Support Systems & AI Exam 2	
12	Performing Repetitive tasks and relationship to high performance computing	

Common Course Syllabus: CMPS 1023 The Digital Culture

13	Societal implications of data mining, AI, DSS's and high performance computing	
14	Student Presentations	Communication Skills Assignment: "Technology Across Cultures"
15	Student Presentations Review for final exam	

3. Assessment of Core Objectives

[3.1] Critical Thinking Skills Assignment: Digital Divide Impact

CMPS 1023: The Digital World

Assignment: Digital Divide Impact

Due: 8th week of semester

This assignment focuses on understanding different cultures with regard to technology. Select one aspect of the digital divide (age, culture, socioeconomics, geographical location). Research current articles to find the answers to the questions below based on the aspect you selected.

1. What causes the gap in the ability to use technology?
2. Is this disparity in access likely to get better or worse? Why?
3. What, if anything, can be done to help close the gap?

Write a brief report over your findings. Your report must include one table and/or one chart that you create from the data given.

[3.2] Communication Skills Assignment: Technology Across Cultures

CMPS 1023: The Digital World
Assignment: Technology Across Cultures
DUE: Weeks 14/15

Research a topic related to technology across cultures. Share your findings and your interpretations with the rest of the class through a well-developed oral presentation supported visually with slides. Follow the guidelines below and refer to the rubric on the back of this page.

Note: All material must be class appropriate. If in doubt, leave it out!

PowerPoint Slides

- Prepare 8-12 slides.
- The first slide must include your topic, class name/section/time and your names.
- The second slide must be an outline of the material to be covered.
- The last slide must include a reference page listing alphabetized, complete bibliographic information. If an author is not listed, begin reference with the article title. Use at least 2-3 references from each group member.
- Select a template or background design that will make it easy for the audience to read and follow the presentation.
- Use short, incomplete sentences or bulleted lists to convey ideas on each slide. ***Do not type paragraphs on any slide and only use complete sentences for quotes.***
- Include animations of text or graphics. NOTE: This is not the same as slide transitions. Use animations to enhance the presentation, not detract from it.
- Include five or more graphics.
- Proofread and correct spelling/grammar errors.
- PRINT a copy of the presentation and hand to the instructor **the day of the presentation**. The slides must be printed as handouts, 6 slides per page.
- Upload a copy of the presentation through D2L **the day before the presentation**.

Presentation

- Present your topic using the PowerPoint slides.
- The presentation must be between 12-15 minutes.
- Practice before the day of the presentation.
- Make an effort to present the topic in an interesting manner. Do not “read” the presentation from notes or from the slides. Make eye contact with your audience. Avoid saying "uh" and "like".

Participation

Part of your grade for this project will be attendance on the class days that other students present.

[3.3] Social Responsibility Assignment: Social Responsibility

CMPS 1023: The Digital World
Assignment: Social Responsibility
Due: 9th week of semester

Research current news articles related to social media, health care, politics, or another global aspect of society that affects the general population. Write a brief summary and discuss the social implications at the local, national or global level. Attach a copy of at least one article from a reliable source.

In your summary, address the following:

- What happened and why is it of concern?
- Who is involved and who is affected?
- When, where, and why did it happen?
- What are future consequences?

[3.4] Personal Responsibility Assignment: Personal Responsibility

CMPS 1023: The Digital World
Assignment: Personal Responsibility
DUE: Week 2

Interview someone over 50 years old regarding communication before social media. Ask the questions below:

- When you were 16, how did you communicate with your friends and how often?
- How do you communicate with your friends and family now?
- How do you feel about the new methods of communication, including cell phones, text, social media, twitter, etc.?

Answer one of the following questions in a one-page essay:

- Is it easier to engage in inappropriate behavior with these forms of communication?
- Do social media platforms address negative aspects of these forms of communication? If so, how and does it work?
- How do you take personal responsibility for the content you post to ensure that your posts do not affect others negatively?
- Is it possible for you to influence or control what others post? If so, how?

At the top of a Word document, type your full name and heading and the name/age (approximate) of the person you interviewed. Type the interview questions and answers. After the questions, type your essay response to one of the questions above. End your essay with a short comparison of your views vs. the interviewed person. Consider consequences resulting from the actions/decisions made by you and/or the person interviewed.

4. Rubric for Core Objective Assessment

CMPS 1023: The Digital World

Core Curriculum Assessment

Rubric for Evaluation of Assignments of Digital Culture topic(s).

Student: _____ Section: _____

Semester: _____ Points: _____ Converted Score: _____ Excellent Satisfactory Failing

Critical Thinking Skills: Assignment clearly states and comprehensively describes a digital issue, uses appropriate sources, performs interpretation and evaluation to develop an analysis or synthesis, subjecting viewpoints to questioning. Conclusions and outcomes are logical and informed, placing evidence and perspectives in priority order. 4 3 2 1 0

Communication Skills: Assignment uses appropriate, relevant, compelling content conveying student’s understanding of the digital issue(s). Organization is clear, making writing/presentation cohesive. A variety of types of supporting materials (explanations, examples, tables, figures, charts, statistics) make appropriate reference to information or analysis that significantly supports the writing/presentation. 4 3 2 1 0

Social Responsibility: Assignment demonstrates understanding of the impact of the digital culture on society and the importance of history, values, competence, politics, communication styles, economy or beliefs and practices in a digital world. The assignment proposes responsible actions to address challenges in the digital culture, and evaluates consequences of individual and collective interventions. 4 3 2 1 0

Personal Responsibility: Assignment demonstrates the ability to identify and explain important concepts regarding a digital culture issue, including digital competence, civic responsibility and the ability to engage effectively with others in a digital world. The assignment demonstrates an ability to recognize ethical issues with presented in a complex context and recognize cross-relationships among the issues. 4 3 2 1 0

* This rubric is based on the AACU Rubrics. It is condensed version of the AACU rubrics attached below.

Rubrics for Core Objective Assessments: CMPS 1023 The Digital Culture

[4.1] AACU Assessment Rubrics

Below are examples of rubrics aligned to the Language, Philosophy, & Culture Core Curriculum Course Objectives. You may use your own rubric, or use the example below and edit as needed for your specific proposed course. These rubrics identify specific rows (values) from AACU Value Rubrics.

Communication Skills -to include effective development, interpretation and expression of ideas through written, oral, and visual communication.					
Value (from Written Communication and Oral Communication Value Rubrics)	Performance/point value				
	Capstone/4	Milestone/3	Milestone/2	Benchmark/1	0
Content Development	Uses appropriate, relevant, and compelling content to illustrate mastery of the subject, conveying the writer's understanding, and shaping the whole work.	Uses appropriate, relevant, and compelling content to explore ideas within the context of the discipline and shape the whole work.	Uses appropriate and relevant content to develop and explore ideas through most of the work.	Uses appropriate and relevant content to develop simple ideas in some parts of the work.	Does not meet benchmark criteria
Sources and Evidence	Demonstrates skillful use of high-quality, credible, relevant sources to develop ideas that are appropriate for the discipline and genre of the writing	Demonstrates consistent use of credible, relevant sources to support ideas that are situated within the discipline and genre of the writing.	Demonstrates an attempt to use credible and/or relevant sources to support ideas that are appropriate for the discipline and genre of the writing.	Demonstrates an attempt to use sources to support ideas in the writing.	Does not meet benchmark criteria
Control of Syntax and Mechanics	Uses graceful language that skillfully communicates meaning to readers with clarity and fluency, and is virtually error-free.	Uses straightforward language that generally conveys meaning to readers. The language in the portfolio has few errors.	Uses language that generally conveys meaning to readers with clarity, although writing may include some errors.	Uses language that sometimes impedes meaning because of errors in usage.	Does not meet benchmark criteria
Organization	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable and is skillful and makes the content of the presentation cohesive.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable within the presentation.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is intermittently observable within the presentation.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is not observable within the presentation.	Does not meet benchmark criteria
Language (including visual language)	Language choices are imaginative, memorable, and compelling, and enhance the	Language choices are thoughtful and generally support the effectiveness of the presentation.	Language choices are mundane and commonplace and partially support the effectiveness of the	Language choices are unclear and minimally support the effectiveness of the presentation.	Does not meet benchmark criteria

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	effectiveness of the presentation. Language in presentation is appropriate to audience.	Language in presentation is appropriate to audience.	presentation. Language in presentation is appropriate to audience.	Language in presentation is not appropriate to audience.	
Delivery	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation compelling, and speaker appears polished and confident.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation interesting, and speaker appears comfortable.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation understandable, and speaker appears tentative.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) detract from the understandability of the presentation, and speaker appears uncomfortable.	Does not meet benchmark criteria
Supporting Material	A variety of types of supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that significantly supports the presentation or establishes the presenter's credibility/authority on the topic.	Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that generally supports the presentation or establishes the presenter's credibility/authority on the topic.	Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that partially supports the presentation or establishes the presenter's credibility/authority on the topic.	Insufficient supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make reference to information or analysis that minimally supports the presentation or establishes the presenter's credibility/authority on the topic.	Does not meet benchmark criteria
Central Message	Central message is compelling (precisely stated, appropriately repeated, memorable, and strongly supported.)	Central message is clear and consistent with the supporting material.	Central message is basically understandable but is not often repeated and is not memorable.	Central message can be deduced, but is not explicitly stated in the presentation.	Does not meet benchmark criteria

Rubrics for Core Objective Assessments: CMPS 1023 The Digital Culture

Critical Thinking: - to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information.					
Value (from Critical Thinking Value Rubric)	Performance/Point Value				
	Capstone/4	Milestone/3	Milestone/2	Benchmark/1	0
Explanation of issues	Issue/problem to be considered critically is stated clearly and described comprehensively, delivering all relevant information necessary for full understanding.	Issue/problem to be considered critically is stated, described, and clarified so that understanding is not seriously impeded by omissions.	Issue/problem to be considered critically is stated but description leaves some terms undefined, ambiguities unexplored, boundaries undetermined, and/or backgrounds unknown.	Issue/problem to be considered critically is stated without clarification or description.	Does not meet benchmark criteria
Evidence <i>Selecting and using information to investigate a point of view or conclusion</i>	Information is taken from source(s) with enough interpretation/evaluation to develop a comprehensive analysis or synthesis. Viewpoints of experts are questioned thoroughly.	Information is taken from source(s) with enough interpretation/evaluation to develop a coherent analysis or synthesis. Viewpoints of experts are subject to questioning.	Information is taken from source(s) with some interpretation/evaluation, but not enough to develop a coherent analysis or synthesis. Viewpoints of experts are taken as mostly fact, with little questioning.	Information is taken from source(s) without any interpretation/evaluation. Viewpoints of experts are taken as fact, without question.	Does not meet benchmark criteria
Conclusions and related outcomes (implications and consequences)	Conclusions and related outcomes (consequences and implications) are logical and reflect student's informed evaluation and ability to place evidence and perspectives discussed in priority order.	Conclusion is logically tied to a range of information, including opposing viewpoints; related outcomes (consequences and implications) are identified clearly.	Conclusion is logically tied to information (because information is chosen to fit the desired conclusion); some related outcomes (consequences and implications) are identified clearly.	Conclusion is inconsistently tied to some of the information discussed; related outcomes (consequences and implications) are oversimplified.	Does not meet benchmark criteria

Rubrics for Core Objective Assessments: CMPS 1023 The Digital Culture

Social Responsibility - to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities.					
Value (from Intercultural Knowledge and Competence, Global Learning and Ethical Reasoning Value Rubrics)	Performance/Point Value				
	Capstone/4	Milestone/3	Milestone/2	Benchmark/1	0
Knowledge <i>Knowledge of cultural worldview frameworks</i>	Demonstrates sophisticated understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.	Demonstrates adequate understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.	Demonstrates partial understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.	Demonstrates surface understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.	Does not meet benchmark criteria
Personal and Social Responsibility	Takes informed and responsible action to address ethical, social, and environmental challenges in global systems and evaluates the local and broader consequences of individual and collective interventions.	Analyzes the ethical, social, and environmental consequences of global systems and identifies a range of actions informed by one's sense of personal and civic responsibility.	Explains the ethical, social, and environmental consequences of local and national decisions on global systems.	Identifies basic ethical dimensions of some local or national decisions that have global impact.	Does not meet benchmark criteria
Application of Ethical Perspectives/Concepts	Student can independently apply ethical perspectives/concepts to an ethical question, accurately, and is able to consider full implications of the application.	Student can independently apply ethical perspectives/concepts to an ethical question, accurately, but does not consider the specific implications of the application.	Student can apply ethical perspectives/concepts to an ethical question, independently (to a new example) and the application is inaccurate.	Student can apply ethical perspectives/concepts to an ethical question with support (using examples, in a class, in a group, or a fixed-choice setting) but is unable to apply ethical perspectives/concepts independently (to a new example.).	Does not meet benchmark criteria

Rubrics for Core Objective Assessments: CMPS 1023 The Digital Culture

Personal Responsibility - to include the ability to connect choices, actions and consequences to ethical decision-making.					
Value (from Ethical Reasoning Value Rubric)	Performance/Point Value				
	Capstone/4	Milestone/3	Milestone/2	Benchmark/1	0
Understanding Different Ethical Perspectives/Concepts	Student names the theory or theories, can present the gist of said theory or theories, and accurately explains the details of the theory or theories used.	Student can name the major theory or theories she/he uses, can present the gist of said theory or theories, and attempts to explain the details of the theory or theories used, but has some inaccuracies.	Student can name the major theory she/he uses, and is only able to present the gist of the named theory.	Student only names the major theory she/he uses.	Does not meet benchmark criteria
Ethical Issue Recognition	Student can recognize ethical issues when presented in a complex, multilayered (gray) context AND can recognize cross-relationships among the issues.	Student can recognize ethical issues when issues are presented in a complex, multilayered (gray) context OR can grasp cross-relationships among the issues.	Student can recognize basic and obvious ethical issues and grasp (incompletely) the complexities or interrelationships among the issues.	Student can recognize basic and obvious ethical issues but fails to grasp complexity or interrelationships.	Does not meet benchmark criteria
Application of Ethical Perspectives/Concepts	Student can independently apply ethical perspectives/concepts to an ethical question, accurately, and is able to consider full implications of the application.	Student can independently apply ethical perspectives/concepts to an ethical question, accurately, but does not consider the specific implications of the application.	Student can apply ethical perspectives/concepts to an ethical question, independently (to a new example) and the application is inaccurate.	Student can apply ethical perspectives/concepts to an ethical question with support (using examples, in a class, in a group, or a fixed-choice setting) but is unable to apply ethical perspectives/concepts independently (to a new example.).	Does not meet benchmark criteria