



Syllabus

Course Title: Design & Technology in Global Culture

Course Discipline and Code: Engaging Global Issues: XCORE 3020

Location: Remote Brightspace

Credit: 3

Professor: Shayna T. Blum, Assistant Professor of Graphic Design

Office Location: Brightspace Classroom Zoom

Office Hours: M/W 10:40-11:00 & 12:15-1pm, T/R 10:00-10:50 & 1:15-2:10pm

Course Description

The Design and Technology in Global Culture XCORE 3020 seminar course focuses on the social and cultural impacts of technology innovations taking place across the globe. In the course, students will develop an understanding of current advancements and form perspectives on the cultural impacts resulting from the design. Subjects in which the course will address: AI systems, Human-Computer interaction, UX concepts, interactive communication, cyber, and design research. Students will focus on the use of innovation in various fields such as: education, agriculture, pharmaceuticals, transportation, health, entertainment... As an online seminar course, students will be introduced to subjects through slides, video, external links, team based activities, and Zoom discussions. The course is located on Brightspace and is organized in modules where students will access all course content.

Primary Core Learning Outcome

- Students will be able to communicate effectively through writing and speaking.
- Students will be able to use quantitative, empirical, and critical reasoning skills to solve problems
- Students will be able to incorporate diverse cultural perspectives in their analysis of issues, from local to global, and to recognize the interconnectivity of human experience.

Course Area Goals

- Students will be able to articulate using oral and written communication on multiple, competing perspectives on one or more “big ideas” pertaining to social, cultural, economic, or political issues of global significance.
- Students will be able to analyze and comprehensively describe the underlying assumptions of each view.
- Students will be able to evaluate these assumptions and using oral and written communication clearly state their conclusions.
- Students will be able to demonstrate how a rational, coherent, responsible, and well informed personal worldview can contribute to the formation of a more just and humane society.

Course Topics:

- AI
- Global Startups
- Cyber
- Cryptocurrency
- Social Media Impact
- Human / Computer Interaction
- User Experience

Requirements

The course is taught using the Brightspace learning management system. A webcam and a microphone are required to complete some of the assignments in this course. Students should also use a backup device, selecting one of the following; usb flash drive, google drive, external hard drive, cloud.

Pre-requisites

- Reading and writing standard English
- Digital Literacy & Technical Skills
- Computers and the Internet: Chrome (Preferred), Firefox, Internet Explorer, or Safari
Use Brightspace & Google
- Use a learning management system
- Use email with attachments
Create, save, and submit digital files
- Download and install software

Time Commitment

As a hybrid studio course, students will commit 5-7 hours each week. The class will meet weekly online using Zoom and course assignments will be developed during breakout sessions and learner independent practice. Students are expected to be active during course meetings and group discussions. Your focus and participation are critical to your's and your peers' learning process. Students have access to the course on Brightspace and are responsible for completing each module by the due date.

Communication

- As an asynchronous and synchronous course, students work at their own pace and meet weekly on [Zoom](#).
- Students will use the [Brightspace](#) Chat to ask questions and share ideas with the instructor and classmates.
- Office hours will take place M/W 10:40-11:00 & 12:15-1pm, T/R 10:00-10:50 & 1:15-2:10pm using [Zoom](#), Email: sblum@xula.edu

Accessibility & Learner Support

The course is designed following the [W3C Web Content Accessibility Guidelines \(WCAG\)](#) to provide all learners with user accessibility and support. Every attempt will be made to accommodate qualified students with disabilities (e.g. mental health, learning, chronic health, physical, hearing, vision, neurological, etc.) You must have established your eligibility for support services through the appropriate office that services students with disabilities. Note that services are confidential, may take time to put into place and are not retroactive. Captions and alternate media for print materials may take three or more weeks to get produced. Please contact your campus adaptive educational services office as soon as possible if accommodations are needed.

The course is taught using the learning management system (LMS), [Brightspace](#), and can be accessed using [Chrome](#), Safari, Firefox, or Internet Explorer from desktop and mobile devices. Download the [Brightspace Pulse](#) app to stay up to date with course activity at your convenience.

To access XULA learner support, click on the following links.

[Brightspace \(D2L\)](#)

[Center of Health and Wellness](#)

[Financial Aid](#)

[Information Technology Center \(ITC\)](#)

[Library](#)

[Office of Disability Services](#)
[Office of Student Affairs \(Student Life\)](#)
[Office of Student Health Services](#)
[Student Academic Success Office \(SASO\)](#)
[XULA ONLINE](#)

To access course technology user support

[Brightspace](#)
[Zoom](#)
[Google Drive](#): Docs, Sheets, Forms, Sites (portfolio)
[YouTube](#)

Design

[Tableau](#)
[Miro](#)

Research

[XULA Library](#)
[XULA eResources](#)
[XULA Commons](#)
[Google Scholar](#)
[Academia.edu](#)

Writing & Editing

[Grammarly](#)
[Purdue Owl](#)

Studying

[Chegg](#)

Texts

Reading materials are assigned throughout the course. Students will locate articles within each module.

Example texts:

- Feeling Speech on the Arm, J. Chen, P. Castillo, R. Turcott, A. Israr, F. Lau, Facebook, ACM ISBN 978-1-4503-5621-3/18/04.
<https://doi.org/10.1145/3170427.3186537>
- Design-inclusive UX research: design as a part of doing user experience research, Arnold P.O.S. Vermeeren, Virpi Roto and Kaisa V..n.nen, Behaviour & Information

- Technology, 2016 Vol. 35, No. 1, 21–37,
<http://dx.doi.org/10.1080/0144929X.2015.1081292>
- Keeping your readers' eyes on the screen: An eye-tracking study comparing sans serif and serif typefaces, S. Josephson, Visual Communication Quarterly, Volume 15 January–June 2008
 - Yaghan, Mohammad Ali. "'Arabizi': A Contemporary Style of Arabic Slang." Design Issues 24.2 (2008): 39-52.
 - Wu, Doreen D., and C. L. Li. "Emotional branding on social media: A cross-cultural discourse analysis of global brands on Twitter and Weibo." Intercultural communication in Asia: Education, language and values. Cham: Springer (2018).
 - Shirky, Clay. "The Political Power of Social Media: Technology, the Public Sphere, and Political Change." Foreign Affairs, vol. 90, no. 1, 2011, pp. 28–41. JSTOR, JSTOR, www.jstor.org/stable/25800379.
 - Melki, Jad, and May Jabado. "Mediated public diplomacy of the Islamic State in Iraq and Syria: the synergistic use of terrorism, social media and branding." Media and Communication 4.2 (2016).

Grades & Evaluation

The full-semester course grade will be distributed out of 100 total points
Your letter grade will be determined by the following scale : A = 90 -100, B = 80 - 89, C = 70 -79; and, D = 60 - 69.

Participation & Code of Conduct 10pts
Discussions 10pts
Assignments 20pts
Quizzes 10pts
Final 25pts
Eportfolio 25pts

Students are provided with rubrics for each assignment.

Course Outline

Module 1: Introduction, Orientation, Resources

By the end of module 1:

- MO 1.1 Students will be able to outline the learning objectives and outcomes of the course.
- MO 1.2 Students will be able to interpret the course description and requirements.
- MO 1.3 Students will be able to determine the location for learner and technology support.

MO 1.4 Students will be able to link the course description to the course learning outcomes and goals.

MO 1.5 Students will be able to post and communicate an introduction to peers through the discussion topic.

Module 2: Eportfolio, Vocabulary, & Research Methods

By the end of this Module:

MO 2.1. Students will be able to define the course subject terms.

MO 2.2. Students will be able to associate social impact in online presence.

MO 2.3. Students will be able to examine the research methods used to design innovation.

MO 2.4. Students will be able to question and mind-map ideas relating to module subject matter.

MO 2.5. Students will be able to collaborate in brainstorming methods using digital software.

Module 3: Innovation

By the end of module 3:

MO 3.1. Students will be able to google and highlight the history of innovation

MO 3.2. Students will be able to associate and deconstruct current global innovations.

MO 3.3. Students will be able to articulate the past, present, and future of innovative design.

MO 3.4. Students will be able to distinguish global innovations.

MO 3.5. Students will be able to imagine and hypothesize future advancements.

MO 3.6. Students will be able to facilitate group discussions pertaining to the subject module.

Module 4: AI, Machine Learning, & Data Visualization

By the end of module 4:

MO 4.1. Students will be able to define and compare AI to HCI.

MO 4.2. Students will be able to define algorithms and data mining and students will be able to retrieve data through google and online resources.

MO 4.3. Students will be able to interpret their ideas pertaining to the module subject through collaborative and peer discussion.

MO 4.4. Students will be able to articulate their thoughts through oral, written, and visual communication.

MO 4.5. Students will be able to argue their perspectives using qualitative and quantitative research methods and artifacts.

Module 5: Cyber & Social Networks

By the end of module 5:

MO 5.1. Students will be able to define cyber and describe the different elements of cyberspace.

MO 5.2. Students will be able to identify the differences between ethical and unethical hacking.

MO 5.3. Students will be able to articulate their ideas on social networks and fake news through discussions and virtual presentations.

MO 5.4. Students will be able to identify and analyze social networking and cyber events that have influenced global social/culture.

MO 5.5. Students will be able to argue their perspectives using qualitative and quantitative research methods, writing, and oral presentation.