



**SPECIAL TOPICS IN INFORMATION TECHNOLOGY  
INFT 625 (4 units)**

(rev. 1.0, 4-22-19)

**Spring 2019 (April 29 to June 17)**

**All classes on Mondays, starting April 29,  
except May 27 class moved to Wed. May 29**

**Jones Computer Center, Room 104**

**INSTRUCTOR**

NAME: James B. Pick

ADDRESS: School of Business, University of Redlands

PHONE: 909 748-8781

E-mail: [james\\_pick@redlands.edu](mailto:james_pick@redlands.edu)

**Catalog Description**

INFT 625 (4 Units): Examines new and promising information technologies to include processes of technological change and innovations, role of government, assessing new markets, economic and social consequences, and technology scenario planning. Includes student discussions of special topics in a seminar format.

**Course Overview**

The field of information technology has been changing rapidly since it started in the 1940s. It is essential for the graduate student in the MSIT to understand the pace of change, what the trends are, and the concepts and knowledge frameworks about how technologies emerge and, in some cases, become viable and successful parts of IT in the real world. Along with this, the student needs to be cognizant of innovation and creativity as drivers of emerging technologies. The course will include topics of current interest to the instructor and students, and will be selective rather than trying to cover a

University of Redlands School of Business © 2019  
Model Syllabus – J. Pick  
Last updated: 4/22/19



vast range of technologies. The goal is for the student to understand the tremendous historical impact of emerging technologies, the business and government settings and frameworks for them, and how some examples of technologies have been and are being thought up, developed, marketed, and implemented in the real world.

### **Course Learning Objectives**

Upon successful completion of this course, the student will be able to:

1. Explain in your own words and evaluate the role of state-of-the-art digital technology on changing society
2. Examine and evaluate emerging technologies, such as advanced broadband, nanotechnology, visualization, internet of things, mobile communications, data mining, analytics, social media, robotics, wearables, and online education
3. Understand the effects of design on development of emerging technologies
4. Explain and appraise the importance of ethical and socio-cultural impacts and geographical inequalities of the digital revolution
5. Synthesize the most important overall trends in digital technologies and the economic and social consequences of them

### **Major Topics**

- History and principles of innovation
- Robotics
- Artificial intelligence, information filtering
- Sharing economy
- Accessing information and digital divide
- Emerging cloud and mobile environments
- Spatial big data as emerging technology
- Automated driving
- Architecture as an information interface
- Analytics and social media
- Wearables
- Social impacts of innovations
- Designing for future technologies

### **Learning Materials/Resources**

#### **Textbooks:**

Follett, J. (ed.). (2014). *Designing for emerging technologies: UX for genomics, robotics, and the Internet of things*. O'Reilly Media. ISBN-978-1-4493-7051-0.

Kelly, K. (2016). *The inevitable: understanding the 12 technological forces that will share our future*. New York, NY: Viking. ISBN-978-0-525428084.

University of Redlands School of Business © 2019  
Model Syllabus – J. Pick  
Last updated: 4/22/19



### **Required Readings:**

Farkas, Dan, Brian Hilton, James Pick, Hindupur Ramakrishna, Avijit Sarkar, and Namchul Shin. 2015. "A Tutorial on Geographic Information Systems: A Ten-year Update." Read Sections 1-3. *Communications of the Association for Information Systems*, 38, Article 9. Available at <http://aisel.aisnet.org/cais/vol38/iss1/9>.

Horan, T., Pick, J.B., and Sarkar, A. 2019. "Spatial Business Platforms and Software." Chp. 3 from *Spatial Business*, Redlands, Esri Press, forthcoming in fall of 2019. Posted on course Moodle website.

### **Optional Recommended Readings:**

Brynjolfsson, E., and McAfee, A. 2014. "The Second Machine Age." *The Milken Institute Review*, November, pp. 67-80. Available from [www.milkeninsitute.org](http://www.milkeninsitute.org). Click on "Research," "Milken Institute Review" and then toggle down to "Third Quarter 2014" issue.

### **Citation Styles**

In this course the citation and reference style of the American Psychological Association (APA) will be used.

### **MOODLE**

This course will be based on Moodle, which can be accessed through the Web at <http://learn.redlands.edu>. Login with your student name and student password.

The features of Moodle you will access and apply for this course include announcements, course information, course documents, homework folders, roster, and e-mail. Grades will be posted for University of Redlands students electronically.

## ASSESSMENT

### Course Obligations

The following graded assignments will be used to assess student learning in this course:

What	Mode	Worth (in points)	Due date	Course Objectives
1 <sup>st</sup> week report	In and outside of class	10	Session 1	1,2,4
2 <sup>nd</sup> week report	In and outside of class	10	Session 2	1,2,4
Tableau Lab	In class	2.5	Session 2, (due 5/13/19)	2,4
VR and 3D Printing Lab	In class	2.5	Session 4 (due 5/29/19)	2.4
Insights Lab	In class	2.5	Session 5 (due 6/10/19)	2,4
Midterm Quiz	In class	20	Sessions 5,6 (due 6/3/19)	all
Analysis of an Emerging Technology Follett Chapter presentation	In class	15	Session 7	1,2,3
Social Media Lab - team	In and outside of class	2.5	Session 6,7	2
Final Individual Project Reports	In class	30	Session 8	1,2,4,5
Class Participation	In class	5	All sessions	all
TOTAL		100		

**Each graded work is described in detail as follows:**

#### **Internet-based Search Reports** (10 points each, total of 20 points)

For Sessions 1 & 2, the student searches library and web sources and analyzes emerging technologies of interest to the student based on a single aspect of information and computing technologies, e. g., super-fast machines, internet of things, robotics, wearable tech, space-time trending, 3-D printing, digitization, machine learning, natural language, grid computing, virtual reality, spatial crowdsourcing, etc. Some suggested sources for these reports available electronically in the Armacost Library listed late under "Samples of Journals."

These compelling reports will be shared with the class to build up a comprehensive list as a foundation of the course. The report will follow APA format, be minimum of 3 pages in length (excluding cover, abstract, and reference pages), 12 pt. font, and will include background on the emerging technology as well as potential economic and social impacts of the emerging technology. The paper should also examine the expected regulatory or ethical issues associated with the technology when deployed. Students will submit each report in the Moodle Forum entitled Session 1 or Session 2. Each posted report will include an abstract limited to 150 words. For Sessions 1 and 2, in seminar format, each student will summarize the report in class in a maximum of 10 minutes to be followed by discussion. It is recommended you do not use powerpoint for these reports. If you absolutely have to use it, please limit it to 6 or 7 slides.

**Quiz** Week 5. Posted on 5/28/19 at 6am and due on 6/3/19 at midnight (20 points)  
The take-home quiz focuses on technological innovations and emerging technologies, as well as their economic and social aspects. It covers the entire textbook by Kelly. Points from student search reports can also be included in answers. The exam is open book and open Moodle, but not open web. The questions will involve comparing, synthesizing, and considering linkages and implications of ideas from the readings and search reports.

**Analysis of an Emerging Technology Report, based on choice one Follett  
Chapter 2-18** Week 7 (15 points)

This oral report of 20 minutes, with powerpoint, is done individually. It will present describe an emerging technology; provide an analysis of the existing state of development of the emerging technology; and analyze uses of the technology and the marketing needed to bring the emerging technology to the marketplace. The Follett chapter should be complemented by library sources will be used for this report, preferably recent journal articles, government reports, and books. Recommended scholarly journals and a few trade sources are listed in the syllabus, all of which are available electronically in full text through Armacost Library. The reference page will have a minimum of three scholarly references and all sources need to be carefully cited per APA guidelines. The powerpoint will be 10-15 slides for individual report. Students will add the powerpoint to the Moodle Discussion Forum entitled Session 3.

**Tableau Big Data Lab.** Given in-class in Week 2. Due Week 3. (2.5 points).

In this lab, the student will utilize the Tableau software and a big data file on building permits in Seattle, to construct a dashboard that includes graphs and a map. The student will write an exercise report that includes the dashboard and give answers to two essay questions related to the project. The full lab exercise will be posted on Moodle. Students will have in-class time for the lab on Week 4 and in-class time, if needed on Week 5.

**Virtual Reality and 3-D Printing Lab.** Given in Week 4. Due Week 6. (2.5 points).

This lab will be given from 8-10pm in the "Maker Space, Room 138 of the Jones Computing Center, and will be supported by Iyan Sandri from ITS. In this lab, you will (1) experience and work individually with Virtual Reality (VR) and be immersed in 3D Google Maps (1 hr.). In this segment one student will experience and maneuver using Virtual Reality, while a second student will be the navigator at the supporting workstation, and the third student will observe. We will rotate so each student can be a user and a navigator. In segment (2) the students be introduced to Microsoft 3D Builder software, and they will work as a team to design a form for 3D printing during a practice session from 9:10-9:50pm. If the team feels confident with a design, it can be run overnight on a 3D printer to produce a form. If the design is not yet ready, the team can continue to work on the design by downloading the software. If the design is ready on 11/27, it can be put into printing on the 27<sup>th</sup>. Each student will write a one-page paper in which you justify practical business uses that you consider could stem from the lab experience in segments 1 and 2.

**Social Media Lab** Given in Week 6 Session (6/3/19) and due on 6/10/19 (2.5 points)

An in-class spatial lab exercise will be given in Week 6 that involves interacting with social media and GIS. In the lab, a team of the 3 students will analyze a sample of Twitter messages, based on a common hashtag that already has been collected by the instructor. Students will evaluate the Twitter messages on information quality. They will then visualize spatially the captured contents using Tableau or Esri Insights. Each group answers numbered shorter questions 1-11 and does a short essay encompassing Questions 12-15.

**Individual Project Written Paper** Week 8 (25 points)

Each student will write a scholarly term paper on an in-depth aspect of an emerging technology that differs from the ones in his/her Follett chapter report.

The paper should not only explain the emerging technology but analyze why particular emerging technology is/are important. What are the underlying reasons for the technology's importance? What are the trends in the future? How is the technology used? Are there cultural and economic differences in the uses of the technology for the United States compared to other world regions? Explain the implications of the emerging technology for business and society. Exceptional work on the final paper will include some element of original and creative thought and should build upon current research in the topical area. The paper can be partly based on concepts from the Kelly and Follett textbooks, Farkas et al., tutorial, emerging technology articles, and/or other library, web, and hardcopy sources the student teams have access to. The reference page will have a minimum of five scholarly references and all sources need to be carefully cited per APA guidelines. The team should turn in a hardcopy version and also post the report to Moodle.

An exceptionally good final report will include original and create ideas and must reflect

the team's own assessment of the report questions. The report should reflect some of the themes in the Kelly and Follett textbooks as well as articles about the emerging technologies, web-based information or other written sources.

The length is about 10 pages, not including the figures and references. All reference sources must be in APA (American Psychological Association) format. All report content referring to the sources must be cited in the report appropriately, according to APA guidelines.

**Oral Report** Week 8 (5 points).

For Session 8, each student will present his/her report the major outcomes and insights from their project paper. The length of presentation should be 15 minutes. Note: the last slide must contain all references used in the presentation. In the report (and in the powerpoint), graphs, charts, graphics, and/or photos taken from other sources must be referenced underneath the item using APA format.

**Class Participation** (5 points)

Class participation is an important aspect of this course. Coming to class fully prepared and participating in the class discussions is critical to the successful completion of the course objectives. You are expected to be effective in oral communication by clearly conveying important points and drawing others, including the faculty, into the discussion. Remember, the quality of student contributions is most important, not the quantity.

The student's principal reading obligation is to keep up with the assigned chapters within the course study outline contained in this syllabus. You are expected to have done the readings and to participate in class by expressing your understanding and viewpoints on them. In addition, students are asked to follow current information technology issues reported by the press and bring them into the class discussion when appropriate. You do not always have to agree with the readings, but if you disagree, you should be able to back up your arguments. Class attendance is expected and participation (individually and in groups) will be evaluated on its contribution to the learning process.

**NUMBER/LETTER GRADE RELATIONSHIP**

4.0	<b>A</b>	100-96	2.0	<b>C</b>	76.9-74
3.7	<b>A-</b>	95.9-90	1.7	<b>C-</b>	73.9-70
3.3	<b>B+</b>	89.9-87	1.3	<b>D+</b>	69.9-67
3.0	<b>B</b>	86.9-84	1.0	<b>D</b>	66.9-64
2.7	<b>B-</b>	83.9-80	0.7	<b>D-</b>	63.9-60
2.3	<b>C+</b>	79.9-77	0.0	<b>F</b>	59.9 and below

NOTE: In support of the University Academic Honesty Policy, this instructor will not grade any student material submitted without completely documented citations supported by APA style references.

## UNIVERSITY OF REDLANDS GRADING CRITERIA – GRADUATE COURSES

4.0 or 3.7 (A): Outstanding.  
The student displayed exceptional grasp of the material, frequently with evidence of intellectual insight and original thought.

3.3 or 3.0 (B+ or B): Excellent.  
Work demonstrated a thorough grasp of the material with occasional errors and omissions. Assignments were thoroughly and completely done, with careful attention to detail and clarity and with evidence of intellectual insight.

2.7, 2.3, or 2.0 (B-, C+, or C): Acceptable.  
The quality of work was acceptable, meeting minimal course standards, but was not exceptional. Performance on examinations and other assignments was satisfactory and demonstrated that the student was keeping up with the material and attending to detail.

**Graduate students will not receive credit for a course awarded a grade of 1.7 or below. A cumulative grade point average below 3.0 is not sufficient for good standing in graduate programs.**

(C-, D, F) 1.7, 1.3, 1.0, 0.7, 0.0 Unacceptable for graduate credit.  
W: Student officially withdraws from the class.

### GRADE OF INCOMPLETE

An "incomplete" is not given for poor or neglected work. A grade of "incomplete" is to be granted only for very special reasons. The granting of an incomplete grade should occur only after a discussion between faculty and student, initiated by the student. The decision of whether or not to grant an incomplete is dependent on an emergency situation which prevents the student from completing (on time) the work necessary for the course. An incomplete grade will be converted to a permanent grade within eight weeks from the last night of the course. This means that the instructor must turn in the grade to the Registrar no later than the eighth week. Any incomplete work must be submitted to the instructor with enough lead time for the instructor to evaluate the work and issue a grade change.

### LATE ASSIGNMENTS

Assignments submitted late will be downgraded five percent (5%) per calendar day of delay and if an excused absence was granted, no more than 50% will be penalized overall. I highly encourage students to turn in their work on time to receive maximum points. If the



student has made arrangements to miss a class it is her/his responsibility to fax, mail, or e-mail the assignment in time to reach the instructor on or before the due date. No assignments will be accepted after Week 8.

## **ATTENDANCE**

Due to the accelerated method used for teaching this course, students are expected to be present for all 240 minutes of each session unless pre-excused by Instructor or due to a student emergency. It is important that you keep up with assignments and come well prepared to class. Students are responsible for all information given during the class instruction. If a student misses more than an hour of in-class instruction, a make-up assignment may be required. Students missing one entire class will need to make arrangements with the instructor for special make-up work. See the instructor for the assignment. Unexcused absences will adversely affect your grade. Unexcused absences are those which are not cleared directly with the instructor before the class and/or are for reasons other than an emergency. Students missing more than two class sessions will not pass the course. They should withdraw immediately and make arrangements with their academic advisor to take it another time.

## **COURSE STRUCTURE**

This course will be run as a graduate seminar. Student learning will take place from classroom interactions and from outside readings and research. A collaborative learning model, in which learning from each other plays a very important role, is used in this course. Students are expected to read the assigned material prior to each class and actively participate in class discussion.

## **TEACHING METHODS**

This course combines lectures, discussions, case study breakouts, and one in-class laboratory session.

## **WRITING REQUIREMENT**

Effective writing is very important to business students and plays two key roles in this course:

- 1) to improve communication skills
- 2) as a mechanism for learning (internalizing) concepts

All written assignments should be:

- focused in the purpose of the assignment
- very reflective
- organized and well-evidenced
- formatted and cited using APA standards
- grammatically, stylistically, and mechanically correct
- contain a references page of cited sources
- typed (double-spaced, 12-point type, one-inch margins)

## **COURSE TIME REQUIREMENTS**

Each 4-credit (Carnegie Unit) graduate course is the equivalent of 180 hours. In an 8-week accelerated course, that is equivalent to 22.5 hours per week. Since you will spend 4 hours each week in class, the course has been designed with the expectation that your homework will be approximately 18 hours per week. Although the amount of time that you spend studying may depend upon the subject matter, a student should expect to spend an average of 18 hours each week.

<u>Estimated Time for Each Week:</u>	Hours per week	<u>8 weeks</u>
Reading:	3	24
Research & Writing	11	88
Homework:	0	0
Group Projects	5	40
In class	4	32
Total	23	184

## **DISABILITY SERVICES**

A student with a documented disability who wishes to request an accommodation should contact the School of Business Director of Student Services at (909) 748-8743 or [SBStudentServices@redlands.edu](mailto:SBStudentServices@redlands.edu) for assistance.

## **POLICY FOR CELL PHONES AND LAPTOPS IN THE CLASSROOM**

Cell phones will be off or on vibrate during all class sessions (excluding the break) to avoid distractions. Students should refrain from making or taking non-critical personal or business cell phone calls during class sessions. If a phone call must be taken, the student will exit the classroom.

Laptop or tablet use during class is limited to taking notes related to the lecture or class discussions and/or researching material directly requested by the instructor. Internet searches will not be used to support discussions or interaction during class time unless specifically requested by the instructor. Students will not use cell phones, tablets or laptops to surf the web, play games, read or generate personal or business email, or text others in class or outside of class for any reason during class time. Students in violation of this policy may be asked to leave the classroom.

## **ACADEMIC HONESTY**

**The University of Redlands Policy on Academic Honesty will be strictly adhered to and applied. The Procedures for Addressing Academic Honesty are set forth in the University of Redlands Catalog. It is expected that all students read and understand the Policy and the provisions outlined in the Catalog.**

The highest standards of academic conduct are required. This is particularly true for the proper citation of course and research material in *all* written assignments. If you did not actually collect the data or independently arrive at the idea presented, then a proper citation must be used. Citations (in the form of parenthetical notes, endnotes or footnotes) must be used for quoted or paraphrased text and any time you borrow an idea from an author, the instructor, or your peers. Using someone else's sentence or organizational structure, pattern of argument and word choice, even if not exactly similar in every respect, warrants citation. It is students' responsibility to make sure that their citations and quotation marks **unambiguously** highlight the ideas, words, sentences, and arguments that they borrow from other sources. Paraphrasing is not simply changing one or two words in a sentence; it **completely** reconstructs someone else's idea in your own words. For guidelines on appropriate citation, quotation, paraphrasing, and plagiarism, see materials provided by the Indiana University's Writing Tutorial Center at <http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml> or by the Purdue Online Writing Lab (OWL) at <https://owl.english.purdue.edu/owl/resource/589/01/>

Discussion with the instructor and your peers is encouraged before the composition of written work; however, all written work, unless specified by the instructor, is to reflect independent composition and revision. Students working on group or collaborative assignments are expected to contribute equally to all tasks necessary for completion of the assignment.

Students are expected to follow all written and verbal instructions provided by the instructor with regard to written assignments, quizzes and/or exams. In addition to plagiarism, other impermissible academic behavior includes, but is not limited to, collaboration without instructor consent, falsifying research data, illicit possession of exams, using study aids during exams, unauthorized communication about an assignment or exam, handing in others' work as your own, reusing assignments or papers from other courses, and impeding equal access to educational resources by other students.

**Time constraints, the demands of work and family, failing to read the University's Policy on Academic Honesty, unintentional misuse of sources, or a lack of preparation do not excuse academic dishonesty or otherwise mitigate the appropriate penalty. Penalty for a first offense is at the discretion of the instructor.**

If a student is uncertain about appropriate methods of citation or has a question about the academic honesty policy, it is his or her responsibility to seek guidance from the instructor, a University official, or another reputable source.

### **ARMACOST LIBRARY SERVICES**

Any time you see the word "research" or related concepts in your syllabus or on an assignment, there is a good chance that you will be required to locate, read, and incorporate information from someplace other than Google into your coursework. The University uses part of your tuition to pay for access to a wide variety of tools and resources located beyond firewalls on the web, undiscoverable or inaccessible to the casual searcher.

Please visit the Armacost Library website in order to browse the many resources available to you. All links requesting a login can be accessed by entering your myRedlands ID (firstname\_lastname) and the same, case-sensitive password you use for all other University applications.

Feel free to use the navigation on the web page to explore the resources provided for many other disciplinary areas you may be interested in exploring. There are descriptions of which databases contain various types of information, and pictures and demos on how to use them most effectively. If you have a question regarding the research process or gaining access to or using a source, please contact your librarian, Janelle Julagay, by e-mail at [Janelle\\_julagay@redlands.edu](mailto:Janelle_julagay@redlands.edu) or by phone at 909.748.8083 anytime. Drop-in office hours are listed on the website, and she is generally in the library at the main campus Monday-Friday during normal business hours.

### **CODE OF STUDENT CONDUCT**

At the time of new-student orientation, all School of Business students were directed to read the University's Code of Student Conduct on the University's website. If you need access to the Code of Student Conduct at this time, please click on this link: [http://www.redlands.edu/docs/URSB/CodeofStudentConduct\\_Revised5222014.pdf](http://www.redlands.edu/docs/URSB/CodeofStudentConduct_Revised5222014.pdf).

## COURSE SESSIONS

1	4/29/19	<ul style="list-style-type: none"> <li>◆ Introduction to the course</li> <li>◆ Introduction to emerging technologies and innovation</li> <li>◆ 2<sup>nd</sup> machine age, emerging machine skills, job displacement</li> <li>◆ Moore's Law</li> <li>◆ Digitization</li> </ul>	◆ Kelly, 1-3,7	Do first electronic library and web search on emerging technologies, post a report on Moodle, and present orally (6 min.) what you find to the class.
2	5/6/19	<ul style="list-style-type: none"> <li>○ Innovation</li> <li>○ Intelligence – human and artificial</li> <li>○ Sharing Economy</li> <li>○ Accessing</li> </ul>	◆ Kelly, 4-6,8	<p>Second electronic library and web search on emerging technologies, with Moodle posting and 6-min. in-class oral reports.</p> <p>Lab 1 on Tableau – Big Data (due 5/13/19)</p>
3	5/13/19	<p>8-10pm</p> <ul style="list-style-type: none"> <li>○ Unequal Access: Global Digital Divides and Emerging Technologies</li> <li>○ Executing innovation</li> <li>○ Positioning the firm to innovate</li> </ul>	◆ Kelly 9-10	Each student e-mails instructor on the topic and early progress on its Follett chapter project
4	5/20/19	<ul style="list-style-type: none"> <li>○ Interacting,</li> <li>○ Tracking</li> <li>○ Questioning</li> </ul>	• Kelly 11-12	<p>Lab on Virtual Reality and 3-D Printing.</p> <p>8-10pm in Jones Center emerging technologies lab. Iyan Sandri will provide support.</p>
5	5/29/19 Note: this class is moved to Wed. (not	<ul style="list-style-type: none"> <li>◆ Short introduction to basics of GIS</li> <li>◆ GIS Future Trends                             <ul style="list-style-type: none"> <li>• Space-Time</li> </ul> </li> </ul>	• Farkas et al, "Tutorial on GIS," Sections	Midterm take-home quiz. Available 5/28/19 at 6am. Due by midnight 6/3/19.

	Mon.) due to Holiday	<ul style="list-style-type: none"> <li>• 3-D modeling</li> <li>• Geo-Design</li> <li>• Augmented and virtual reality</li> </ul> <p>Possible guest speaker TBA</p>	<p>1-3, pp. 190-210.</p> <ul style="list-style-type: none"> <li>• Horan, Pick, &amp; Sarkar, "Spatial Business: Platforms and Software" (posted on Moodle)</li> </ul>	Insights Lab (Due 6/3/19)
6	6/3/19	<ul style="list-style-type: none"> <li>◆ Social media lab</li> <li>◆ Design for emerging technologies</li> </ul> <p>Possible guest speaker TBA or Possible Insights Lab 2</p>	<ul style="list-style-type: none"> <li>• Kelly 10, 11 (pp. 284-289)</li> </ul>	Midterm quiz due 6/3/19 at 6pm. Social Media Lab in-class (due on 6/10/19).
7	6/10/19	<ul style="list-style-type: none"> <li>◆ Discussion of quiz</li> <li>◆ Oral report by each student on a Follett chapter</li> </ul> <p><i>Emerging technology examples:</i></p> <ul style="list-style-type: none"> <li>◆ Wearable technologies</li> <li>◆ Internet of Things</li> <li>◆ Robotics</li> <li>◆ Visualization</li> </ul>	<ul style="list-style-type: none"> <li>◆ Follett 1</li> <li>◆ Follett – chapters chosen by students</li> </ul>	Individual Follett chapter reports.  Time for Social Media Lab (continued) if necessary
8	6/17/19	<ul style="list-style-type: none"> <li>○ Oral report summaries 15 min. each.</li> <li>○ 3D Printing/additive fabrication</li> <li>○ Product Design</li> <li>○ Designing for future emerging technologies</li> <li>○ Course summary</li> </ul>	Follett 20	Final project reports due. Final course papers will be e-mailed to the instructor, prior to the final workshop.

**Abbreviations of textbooks:** **Kelly** from Kelly, K. 2016. The Inevitable. **Follett** for Folett, J. 2014. Designing for Emerging Technologies.

**Note:** *This schedule may be changed at any regularly scheduled class meeting*

University of Redlands School of Business © 2019  
Model Syllabus – J. Pick  
Last updated: 4/22/19



*depending on class requirements/progress.*

### **Reading List**

An important part of all graduate courses is the reading of books and journals. The breadth of this course is too great for any one student to cover it in any significant depth so that choices have to be made. You are strongly advised to read as much as you can, though also to make decisions and focus on particular topics of your interest.

### **Electronic Sources of Articles:**

To get articles directly from online databases, go to the UOR Armacost Library Site. The Armacost Library offers access to full-text on over 18,000 journals and publications.

At the Armacost Library site ( <http://library.redlands.edu/home> ), you can enter the electronic resources by your UofR login and password (same as for your UofR e-mail). If you need help with this search process, contact librarian Janelle Julagay.

### **Sample of Journals:**

A relevant sample of the journals available electronically in the Armacost Library for this course is the following:

*CIO*  
*Communications of the ACM*  
*Computer and Information Science*  
*Computer and Internet Lawyer*  
*Computer Animation and Virtual Worlds*  
*Computer Protocols*  
*Computerworld*  
*Creativity and Innovation Management*  
*Fortune*  
*Frontiers in Robotics and AI*  
*Industry and Innovation*  
*Information Management and Computer Security*  
*Information Management Journal*  
*Information Systems Frontiers*  
*Information Systems Journal*  
*Information Systems Management*  
*Information Systems Research*  
*Information Technology and Management*  
*Information Technology and People*  
*Information Visualization*  
*InfoWorld*  
*International Journal of Innovation, Management, and Technology*  
*International Journal of Information Security*  
*Journal of Cloud Computing*

University of Redlands School of Business © 2019  
Model Syllabus – J. Pick  
Last updated: 4/22/19



*Journal of Emerging Technologies in Web Intelligence*  
*Journal of Field Robotics*  
*Journal of Innovation and Entrepreneurship*  
*Journal of Management Information Systems*  
*Management Information Systems Quarterly*  
*MISQ Executive*  
*MIT Sloan Management Review*  
*Scientific American*  
*Technology Innovation Management Review*  
*Technology Review*  
*Transactions in GIS*  
*Wired*

### **Examples of Article References (examples of articles useful for ideas for course reports)**

Gurbaxani, V., and Dunkle, D. 2015. Time for a reboot: nearly half of companies aren't ready for digital transformation. Research Report. Irvine, California: Center for Digital Transformation, UC Irvine. 16pp. Available at <http://merage.uci.edu/ResearchAndCenters/CDT/> .

Metz, Rachel. 2015. Google glass is dead: long live smart glasses. *Technology Review* 118(1):79-82.

Simonite, T. 2015. Machine dreams. *Technology Review* 118(3):49-55.

### **Book References**

Isaacson, W. 2014. *The Innovators: How a Group of Hackers, Geniuses, and Geeks Created the Digital Revolution*. New York: Simon and Schuster.

Loucks, J., Macaulay, J., Noronha, A., and Wade, M. 2016. *Digital vortex: how today's market leaders can beat disruptive competitors at their own game*. Lausanne, Switzerland: International Institute for Management Development. ISBN-978-1-945010-00-2.

Pick, J.B., and Sarkar, A. 2015. *The Global Digital Divides: Explaining Change*. Heidelberg and New York: Springer.

Sundararajan, A. 2016. *The Sharing Economy*. Cambridge, MA: MIT Press.



Vance, A. 2017. *Elon Musk: Tesla, SpaceX, and the Quest for a Fantastic Future*. Reprint Edition. New York, NY: Ecco Press.

### **Student Information Sheet**

(please e-mail in advance or bring to class on 4/29/19)

Name:

Company:

Position:

Undergraduate university, undergraduate major?

Other graduate degree? University?

Areas of Emerging Technologies you know well:

What social media do you use?

Areas of Emerging Technologies you would like to learn more about:

What do you want to get out of the course on Emerging Technologies?

Suggestions for changes to the course topics, schedule, and syllabus?