DIT 650C: Doctoral Seminar III in Emerging Technology

School of Technology & Computing

1 Credit, Doctoral Course
Grading Type: Decimal

Access to the Internet is required.
All written assignments must be in Microsoft-Word-compatible formats.
See the library's APA Style Guide tutorial for a list of resources that can help you use APA style.

Faculty Information

Professional experience information for instructors is found under *Faculty Information* in the online course menu.

Contact Information

Contact information for instructors is found under *Faculty Information* in the online course menu.

Email: [first name] [last name]
Phone: [xxx-xxx-xxxx]
Office Hours and Response Time: [I am available through MS Teams Tuesday and Thursday nights between 7-8pm. I will respond within 24 hours. I will grade within 3 business days after the due date.]
Bio: (keep images under 300px wide)

Course Description

This course, the last part of three DIT 650 series, provides students with opportunities to explore and delineate emerging technologies based on their deliverables from DIT650A and DIT650B. The course emphasizes cutting-edge skills and special topics in Artificial Intelligence, Computer Science, Cybersecurity, Data Science, Information Systems, or Information Technology. Students apply concepts and skills developed in this course to meet the technical aspects with the preparation for the comprehensive exam and dissertation courses.

Prerequisites
DIT 650B

Course Resources

There are no required and recommended resources for this course. Students must identify and select technical resources for their seminar topic in emerging technology.

Course Outcomes

As a result of this course, students:
1. Analyze relationships between emerging technologies and the latest computing trends. (STP)
2. Evaluate the impact of emerging technologies on the IT industry. (STES)
3. Develop technical documents on an emerging technology aligned with a potential research topic. (TT)

Additional Information

Course design and major assessments:

- Module 1: Preparing for the Seminar Topic Proposal
  - Students complete the Seminar Topic Proposal
- Modules 2 & 3: Technology Tool I for Seminar Topic
  - Students complete the Technology Tool I
- Modules 4 & 5: Technology Tool II for Seminar Topic
  - Students complete the Technology Tool II
- Modules 6 & 7: Technology Tool III for Seminar Topic
  - Students complete the Technology Tool III
- Modules 8 & 9: Technology Tool IV for Seminar Topic
  - Students complete the Technology Tool IV
- Module 10: Finalizing Doctoral Seminar III in Emerging Technology
  - Students complete the Executive Summary of the four Technology Tool Reports

Grading Scale

The grades earned for the course will be calculated using City University of Seattle's decimal grading system, found in the current University Catalog (https://www.cityu.edu/catalog/).

Grading rubrics with details on how each assignment will be graded are located under *Assignments* and/or in *My Grades* in the online course menu. Students should review the rubric for each assignment prior to completing their work to understand how it will be assessed.

OVERVIEW OF REQUIRED ASSIGNMENTS	% OF FINAL GRADE	POINTS
Instructor Determined Assignments	**10%**	
The Muddiest Point (MP)	10%	10 points each x 10 = 100 points
Major Assessments	**90%**	
Seminar Topic Proposal	15%	150 points
Technology Tool (TT) for Seminar Topic • TT Assignment • TT Lecture Video*	 40% 20%	 100 points each x 4 = 400 points 50 points each x 4 = 200 points
Seminar Topic Executive Summary	15%	150 points
TOTAL	**100%**	**1,000 points**

- Each lecture video clip requires presentation slides with description before the video production.

Course Assignments and Grading

The instructor will provide grading rubrics that will provide more detail as to how this assignment will be graded.

The Muddiest Point (MP)

At the start of each module, students are required to submit the Muddiest Point (MP) activity. The MP consists of writing and submitting a brief reflective short essay (no more than 50 words) identifying the most confusing part (i.e., the "muddiest point") of the emerging technology-related content chosen by the student. If a student understands all technology-related content, the student needs to explain the most exciting aspect of the technology. For the selected topic of each week's MP, students are required to use at least one reference cited in the essay using APA format. The purpose of this activity is to stimulate student engagement. The instructor uses the MP to assess how well students understood the weekly topics.

Muddiest Point Grading Criteria	% of Grade
Participation	80%
Reference & Citation	20%
TOTAL	**100%**

Seminar Topic Proposal (STP)

Each student must select a topic on emerging technology in week 1. The technology topic can be either a continuation of the one delivered in DIT650A or DIT650B or a completely new one as long as it is aligned with the student's potential dissertation topic. In DIT 650C, the student is expected to deliver higher-quality technical documents based on the training and experience of DIT 650A and DIT 650B.

Topics will be assigned on a first-come, first-serve rule. Duplication of a topic chosen by more than one student is not allowed in class. Therefore, it is recommended to have a second topic in mind in case the topic is locked by another student. To lock in a topic, a student submits a typed proposal consisting of

1. The title of the topic
2. A brief description (one or two paragraphs) of the topic
3. Relevance to research topic and problem statement
4. Relationships between emerging technologies and the latest computing trends
5. A minimum of three key references to recent books or technical articles they plan to use

Web links can be used as references. However, at least one reference should be a peer-reviewed journal article. The length of the proposal should be one page with two columns. The instructor

will provide a template for the proposal. Students are expected to employ APA formatting of citations and references.

A student's topic on emerging technology must be technical in nature and related to one of the computing areas among Artificial Intelligence, Computer Science, Cybersecurity, Data Science, Information Systems, and Information Technology. Here are some questions that might help the student select a proper topic:

- Why should a DIT student be interested in this topic?
- Is the topic new and exciting?
- Is there academic literature related to the topic?
- Are participants likely to learn a lot from the talk?
- Is the topic too general? Is it too specific?
- Is there any science involved in the topic, or is it just some product information?

Seminar Topic Proposal Grading Criteria	% of Grade
Structure	20%
Content	30%
Writing	30%
Reference	20%
TOTAL	**100%**

Technology Tool (TT) for Seminar Topic
School of Technology & Computing doctoral students use technology tool (TT) assignments to learn the latest technical skills and express their technical impression of the advanced skills for their research papers or team projects. In this technology-oriented seminar course, students develop four TTs to demonstrate and advocate what they learned in the emerging technologies they chose for the assignments. Students are allotted two (2) weeks to complete each TT assignment, with submissions at the end of Modules 3, 5, 7, and 9. Each TT assignment has two required parts: 1) TT Assignment and 2) TT Lecture Video.

1) TT Assignment: Students complete technology tool assignments after experimenting with emerging technologies related to their approved seminar topic. The TT assignment is a technical paper (at least 250 words) about the technical impression of the selected technology or tool. Each TT assignment consists of multiple sections, and each section has step-by-step guidelines. Students can naturally improve their technical skills by following the guidelines. The TT assignment template is provided by the instructor in the course content.

Students must cite the sources of all ideas, facts, and information used that are not their own, even if they have put the information into their own words. Failure to do so is plagiarism, even if the oversight is unintentional. To avoid plagiarism, please review "Avoid Plagiarism."

TT Assignment Grading Criteria	% of Grade
Structure	20%
Content	30%
Writing	30%
Reference & Citation	20%
TOTAL	**100%**

2) TT Lecture Video: Students record a four- to five-minute video with audio narration to teach the necessary technical skills of their chosen technology or tool from the TT assignment. For each video production, students must create presentation slides they use as part of their lecture video. Students submit both the presentation slides and accessible link to their video published to the video hosting site of their choice (e.g., YouTube, Vimeo, etc).

TT Lecture Video Grading Criteria	% of Grade
Structure	20%
Visual Presentation	40%
Verbal Quality & Engagement	40%
TOTAL	**100%**

Seminar Topic Executive Summary

By the end of Module 10, students must submit an executive summary providing an overview of the main leaning outcomes from their four TT assignments. The executive summary consists of:

1. The title of the approved seminar topic
2. The motivation for choosing the seminar topic
3. Goals of working with the seminar topic
4. Brief learning outcomes (one or two paragraphs) of each TT assignment
5. Relevance and alignment among TTs in DIT 650A, B, and C
6. Three primary references for each TT assignment

The length of the proposal should be two (2) pages with two columns, including figures and tables (1000 words). The instructor will provide a template for the executive summary. Students are expected to use APA formatting for all citations and references. Students must cite the sources of all ideas, facts, and information used that are not their own, even if they have put the information into their own words. Failure to do so is plagiarism, even if the oversight is unintentional. To avoid plagiarism, check "Avoid Plagiarism."

Executive Summary Grading Criteria	% of Grade
Structure	20%
Content	30%
Writing	30%
Reference & Citation	20%
TOTAL	**100%**

Course Policies

Course policies on topics such as Late Assignments, Participation, and Professional Writing are found under Course Policies in the online course menu. Students are responsible for reviewing and adhering to these policies while enrolled in this course.

University Policies

Students are responsible for understanding and adhering to all of City University of Seattle's academic policies. The most current versions of these policies can be found in the [University Catalog](#) that is linked from the CityU Web site.

Antidiscrimination

City University of Seattle and its staff and faculty are committed to supporting our students. We value equity, diversity, and inclusion as a way of life as well as the educational opportunities it provides. City U will not tolerate any form of discrimination based on race, color, ethnicity, sexual orientation, gender identification, socioeconomic status, or religious values. If you have experienced any discrimination based on any of the above, we encourage you to report this to the University. Please report this to your instructor. If you do not feel safe reporting this to your instructor, please report to Dr. Scott Carnz, Provost or to the Vice President of Student Affairs, Melissa Mecham.

Non-Discrimination & Prohibition of Sexual Misconduct

City University of Seattle adheres to all federal, state, and local civil rights laws prohibiting discrimination in employment and education. The University is committed to ensuring that the education environment is bounded by standards of mutual respect and safety and is free from discriminatory practices.

In the U.S., the University is required by Title IX of the Education Amendments of 1972 to ensure that all of its education programs and activities do not discriminate on the basis of sex/gender. Sex include sex, sex stereotypes, gender identity, gender expression, sexual orientation, and pregnancy or parenting status. Sexual harassment, sexual assault, dating and domestic violence, and stalking are forms of sex discrimination, which are prohibited under Title IX and by City University of Seattle policy. City University of Seattle also prohibits retaliation against any person opposing discrimination or participating in any discrimination investigation or complaint process internal or external to the institution. Questions regarding Title IX, including its application and/or concerns about noncompliance, should be directed to the Title IX Coordinator. For a complete copy of the policy or for more information, visit https://my.cityu.edu/titleix or contact the Title IX Coordinator.

In Canada, in compliance with the British Columbia Human Rights Code, the Alberta Human Rights Act, WorksafeBC, and the Workers' Compensation Board of Alberta, the University believes that its environment should at all times be supportive and respectful of the dignity and self-esteem of individuals. Discrimination, harassment and bullying conduct, whether through person to person behaviour or via electronic communications such as email or social media is not acceptable and will not be tolerated. As an educational institution, it is our responsibility to cultivate an environment of excellence, equity, mutual respect and to recognize the value and potential of every individual. The University will take all necessary steps to meet or exceed the requirements of the law to prevent discrimination, harassment and bullying. The Respectful Workplace Policy for the prevention of discrimination, harassment and bullying policy and procedure can be found at https://www.cityu.edu/discover-cityu/about-cityu/ under the Policies section or at https://www.cityuniversity.ca/about/ .

Title IX Statement
City University of Seattle and its faculty are committed to supporting our students and seeking an environment that is free of bias, discrimination, and harassment. If students have encountered any form of sexual misconduct (e.g. sexual assault, sexual harassment, stalking, domestic or dating violence), we encourage them to report this to the University. If a student speaks with a faculty member about an incident of misconduct, that faculty member must notify CityU's Title IX coordinator and share the basic fact of the experience. The Title IX coordinator will then be available to assist students in understanding all of the options and in connecting students with all possible resources on and off campus.

To view CityU's sexual misconduct policy and for resources, please visit the Title IX and Campus Safety pages in the my.cityu.edu portal.

Religious Accommodations
Washington state law requires that City University of Seattle develop a policy for accommodation of student absences or significant hardship due to reasons of faith or conscience, or for organized religious activities. The University's policy, including more information about how to request an accommodation, is available in the University Catalog. Accommodations must be requested within the first two weeks of this course using the Religious Accommodations Request Form found on the student dashboard in the my.cityu.edu student portal.

Academic Integrity
Academic integrity in students requires the pursuit of scholarly activity that is free from fraud, deception and unauthorized collaboration with other individuals. Students are responsible for understanding CityU's policy on academic integrity and adhering to its standards in meeting all course requirements. A complete copy of this policy can be found in the University Catalog under *Student Rights and Responsibilities* on the page titled *Academic Integrity Policy.*

Attendance
Students taking courses in any format at the University are expected to be diligent in their studies and to attend class regularly.

Regular class attendance is important in achieving learning outcomes in the course and may be a valid consideration in determining the final grade. For classes where a physical presence is required, a student has attended if they are present at any time during the class session. For online classes, a student has attended if they have posted or submitted an assignment. A complete copy of this policy can be in the University Catalog under *Student Rights and Responsibilities* on the page titled *Attendance.*

Final Assignments Due Date
Final assignments for each class at CityU must be due on or before the final date of the course as indicated in the university's course information system. Due dates that extend beyond the final date of the course may negatively impact tuition funding for students.

Support Services

Disability Services Accommodations Statement

Students with a documented disability who wish to request academic accommodations are encouraged to contact Disability Support Services to discuss accommodation requests and eligibility requirements. Please contact Disability Support Services at *disability@cityu.edu* or 206.239.4752 or visit the Disability Support Services page in the my.cityu.edu portal. Confidentiality will be observed in all inquiries. Once approved, information about academic accommodations will be shared with course instructors.

Library Services

CityU librarians are available to help students find the resources and information they need to succeed in this course. Contact a CityU librarian through the Ask a Librarian service, or access library resources and services online, 24 hours a day, seven days a week.

Smarthinking Tutoring

CityU students have access to free online tutoring offered through Smarthinking, including writing support, from certified tutors 24 hours a day, seven days a week. Contact CityU's Student Support Center at help@cityu.ed to request a user name and password.

Rubrics

The Muddiest Point (MP) Rubric

100%	Levels of Achievement			
Criteria	**Below Standard**	**Approaching Standard**	**At Standard**	**Exceeds Standard**
Doctoral Percentage Scale	**0%-79.99%**	**80.00%-84.99%**	**85.00%-91.99%**	**92.00%-100%**
Participation **Weight 80%**	No submission	Late submission	On-time submission	On-time submission clearly explaining the muddiest point or the most exciting aspect.
Reference & Citation **Weight 20%**	Neither references nor citations are provided	References are provided, but no citations are included.	Both references and citations are provided, but do not follow the proper APA format.	Both references and citations are provided in the correct APA format.

Seminar Topic Proposal Rubric
TT Assignment Rubric
Seminar Topic Executive Summary Rubric

100%	Levels of Achievement			
Criteria	**Below Standard**	**Approaching Standard**	**At Standard**	**Exceeds Standard**
Doctoral Percentage Scale	**0%-79.99%**	**80.00%-84.99%**	**85.00%-91.99%**	**92.00%-100%**
Structure **Weight 20%**	Does not utilize template format.	Sometimes adheres to template, falls short or exceeds page count.	Frequently adheres to template and follows page count.	Displays mastery use of template, including formulated ideas and diagrams, and follows page count**.**

| Content

Weight 30%	Emerging awareness of assumptions and biases with limited identification of contextual relevance when presenting a position.	Questions some assumptions and biases with a limited range of contextual relevance when presenting a position.	Analyzes assumptions and biases and evaluates a range of contextual relevance when presenting a position.	Thoroughly analyzes assumptions and biases, carefully evaluating contextual relevance when presenting a position
Writing

Weight 30% | No submission. | Submission posts responses with spelling errors, grammar errors, and punctuations. | Submission is coherent with only two spelling or grammar errors. | Submission is coherent and grammatically correct with no errors. |
| Reference & Citation

Weight 20% | Neither references nor citations are provided. | References are provided, but no citations are included. | Both references and citations are provided, but they do not follow the APA format. | Both references and citations are provided in the correct APA format. |

TT Lecture Video Rubric

100%	Levels of Achievement			
Criteria	**Below Standard**	**Approaching Standard**	**At Standard**	**Exceeds Standard**
Doctoral Percentage Scale	**0%-79.99%**	**80.00%-84.99%**	**85.00%-91.99%**	**92.00%-100%**
Structure

Weight 20% | Does not utilize template format. | Sometimes adheres to template, falls short or exceeds page count. | Frequently adheres to template. Follows page count. | Displays mastery of template qualities, able to fit formulated ideas and diagrams into template**.** |
| **Visual Presentation**

Weight 40% | High text content on slides with no visual pictures. Contains spelling errors. | Reading slides, Limited visual content. Contains spelling errors. Includes diagrams, pictures, and | Slides contain written information without spelling errors. Includes visual content elaborated upon | Visually rich and appealing presentation. Limited text without spelling errors. Innovative designs or |

		other engaging material.	during presentation.	presentation and/or slide content animation.
Verbal Quality & Engagement **Weight 40%**	Monotone, reads from slides, goes significantly over or under presentation time. No eye contact.	Wordy, mumbles, relies on slides to prompt presentation. Minimal eye contact.	Relies on slides, explain wording on slides to present. Good tonal modulation and eye contact.	Uses slides to give visual cues for presentation. Well prepared, cohesive verbiage. Engaging presentation by using eye contact and voice modulation.