

DIT 650A: Doctoral Seminar 1 in Emerging Technology

School of Technology & Computing

1 Credit, Doctoral Course
Grading Type: Decimal
Effective Date: Spring 2023

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.

Naem:

Email:

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 aims to provide students with opportunities to delineate and define emerging technologies in doctor-level computing disciplines. 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 or dissertation courses.

Prerequisites

Students can take three DIT 650 seminar courses after taking RESR 601 Residency 1 but before DIT 682 Comprehensive Exam. Each enrolment must be pre-approved by the doctoral Program Director.

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. Understand the need for emerging technologies in computing.
2. Examine new computing trends with emerging technologies.
3. Analyze the relationships between emerging technologies and the latest computing trends.
4. Evaluate the impact of emerging technologies on the IT industry.

5. Create technology tool assignments experimenting with emerging technologies.

Additional Information

Topics covered:

- Module 1: Preparing for the Seminar Topic Proposal
 - Seminar Topic Proposal
- Modules 2 & 3: Technology Tool (TT) I for Seminar Topic
 - TT I Assignment
 - TT I Lecture Video
- Modules 4 & 5: Technology Tool (TT) II for Seminar Topic
 - TT II Assignment
 - TT II Lecture Video
- Modules 6 & 7: Technology Tool (TT) III for Seminar Topic
 - TT III Assignment
 - TT III Lecture Video
- Modules 8 & 9: Technology Tool (TT) IV for Seminar Topic
 - TT IV Assignment
 - TT IV Lecture Video
- Module 10: Finalizing Doctoral Seminar 1 in Emerging Technology
 - Executive Summary with Four TT 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
<i>Instructor Determined Assignments</i>	10%	
The Muddiest Point (MP)	10%	100 = 10 points * 10 times
<i>Major Assessments</i>	90%	
Seminar Topic Proposal	15%	150 = 150 points * 1 time
Technology Tool (TT) for Seminar Topic		
• TT Assignment	40%	400 = 100 points * 4 times
• TT Lecture Video*	20%	200 = 50 points * 4 times
Seminar Topic Executive Summary	15%	150 = 150 points * 1 time
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)

Before class, students are required to submit the Muddiest Point (MP) activity. The purpose of this activity is to stimulate student engagement. The instructor uses the MP to assess how students understood the weekly topic clearly. The MP consists of writing a brief reflective essay (<= 50 words) identifying the most confusing part (i.e., the MP) of the emerging technology-related content that each student chose.

If a student understands all technology-related concepts, the student needs to explain the most exciting aspect. For the selected topic of each week, one or more references are required in the APA format. Its citation must be shown in the essay.

<i>MP Criteria</i>	<i>% of Grade</i>
Participation	80%
Reference & Citation	20%
TOTAL	100%

Seminar Topic Proposal

Each student must select a topic for his or her talk in week 1. Topics will be assigned on a first-come, first-serve rule. Therefore, there is no duplication on any single topic, so it will be good to have a second topic in mind if you choose one that has been locked by other students. To lock in a topic, students submit a typed proposal consisting of

1. The title of the topic
2. A brief description (one or two paragraphs) of the topic
3. 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 must be technical in nature and relate 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 you 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 your 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?

Criteria	% of Grade
Structure	20%
Content	30%
Writing	30%
Reference	20%
TOTAL	100%

Technology Tool (TT) for Seminar Topic

The School of Technology & Computing has used TTs to let doctoral students learn the latest technical skills and express the technical impression of the advanced skills for their research papers or the team project. In this technology-oriented seminar course, students develop four TTs to demonstrate and advocate what they learned in the emerging technologies they chose. Each TT assignment will take 2 weeks. A TT consists of two parts: 1) TT Assignment and 2) TT Lecture Video.

TT Assignment: Students create technology tool assignments after experimenting with emerging technologies. Each TT consists of multiple sections, and each section has step-by-step guidelines. Students can naturally improve their skills by following the guidelines. The TT assignment template is provided. Students are required to write a technical paper (250 words) about the technical impression of the selected technology or tool.

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, although the oversight is unintentional. To avoid plagiarism, check "[Avoid Plagiarism.](#)"

Criteria	% of Grade
Structure	20%
Content	30%
Writing	30%
Reference & Citation	20%
TOTAL	100%

TT Lecture Video: Students develop a four/five-minute video to teach the TT assignment developed. For each video production, students need to develop presentation slides with descriptions in advance. Students submit the presentation and publish the video to their private YouTube channels.

Criteria	% of Grade
Structure	20%
Visual Presentation	40%
Verbal Quality & Engagement	40%
TOTAL	100%

Seminar Topic Executive Summary

Each student must submit his or her executive summary in week 10. The executive summary provides an overview of the main points of four TT assignments. The executive summary consists of

1. The title of the topic
2. The motivation of the seminar topic
3. Goals of the seminar topic
4. Brief learning outcomes (one or two paragraphs) of each TT
5. Three key references for each TT assignment

The length of the proposal should be two pages with two columns, including figures and tables. The instructor will provide a template for the executive summary. Students are expected to employ APA formatting of 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, although the oversight is unintentional. To avoid plagiarism, check "[Avoid Plagiarism.](#)"

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 Information in the online course menu. Students are responsible for reviewing and applying 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://www.cityu.edu/about-cityu/student-right-to-know/> 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 accommodation 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.edu to request a username and password.