



**AG 512: Methods of Technological Change**  
**COURSE SYLLABUS: Fall 2019**  
**Second sub-term**

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**COURSE INFORMATION**

**Materials – Textbooks, Readings, Supplementary Readings:**

*Textbook(s) Required:* Rogers, E.M. (2003). *Diffusion of innovations*. Freepress, 5<sup>th</sup> ed.

Supplemental readings are embedded throughout the course.

**Course Description:** This course will focus on the processes by which professional change agents (for example, extension agents) influence the introduction, adoption, and diffusion of technological change. The interlocking relationships of technology, culture, and society and the role of the change agent in affecting those relationships will be covered. Students will learn how to predict and minimize the undesirable consequences of change and how to enhance the development of communication skills required when working with people.

**Student Learning Outcomes:**

***Learning outcomes are what you are able to do as a result of the activities, readings, instruction, etc. that have occurred in this course - these are my expectations of you. Assignments/activities related to these outcomes are described in the assignments and assessments portion of the syllabus.***

1. The learner will be an active and engaged participant in discussion forums within his/her learning community by analyzing, constructing/creating, and evaluating information presented within the textbook, external readings/resources, student research, and class activities.
2. The learner will conduct a series of three activities (such as concept mapping, interviewing, and case study analysis) via a variety of collaborations (synchronous/asynchronous, small group, one/one, individual) to demonstrate understanding of particular topics (diffusion, adopter categories, innovation decision process and being an agent of change) related to course content.
3. The learner will prepare a capstone project, either alone or in groups, to demonstrate thorough knowledge and understanding of all elements of the innovation-diffusion process through online discussions and a variety of activities to include:
  - Elements of diffusion

- History of diffusion research and its contributions
- Innovation-development process
- Innovation-decision process
- Attributes (characteristics) of innovations and rate of adoption
- Level of innovativeness and adopter categories
- Diffusion networks
- The role of the change agent
- Innovations within organizations
- Consequences of innovations

## COURSE REQUIREMENTS

### Instructional Methods / Activities/ Assessments

This course is made up of a series of assignments and assessments to assist you in achieving the course learning outcomes. Each week you will work on various combinations of assignments, activities, discussions, readings, research, etc. which will be made available to you on each Friday and close on the following Sunday - allowing for 10 days total to complete the activities.

There are three main assignments/themes for this course: the online discussions in combination with the innovation activities, and the capstone project. The following sections describe the assignments with rubrics for assessment attached.

### Discussion Forums: 7 total of 10 points/discussion totaling 70 points

***Learning Outcome #1: The learner will be an active and engaged participant in discussion forums within his/her learning community by analyzing, constructing/creating, and evaluating information presented within the textbook, external readings/resources, student research, and class activities.***

**Description:** The discussion forums are related to the chapter readings, external resources and activities. Upon completion or near completion of the assigned readings and activities, you are expected to engage in an **ongoing** discussion/debate with your learning community peers. Your contributions to the discussion forums will be graded for **quality** not quantity, **timeliness** of your contributions, and a **detailed analysis** of linking together theory (readings) to application (activities).

One major piece of advice for this assignment....To avoid point deduction, you should have an original post (response to the question) by Friday and interact at least two of your peers over the weekend.

#### **Assessment Method:**

5=Excellent; 4=Good; 3=Meets Expectations; 2=Needs Work; 1=Below Expectations					
Quality and thoroughness of response in original post. Must be posted on or before Friday	5	4	3	2	1
Quality and level of interaction with at least two others in forum providing more than "I agree" statements	5	4	3	2	1

### Innovation Activities: 3 total @ 10 points/activity totaling 30 points

***Learning Outcome #2: The learner will conduct a series of three activities (such as case study analysis, interviewing, and problem solving) via a variety of collaborations (asynchronous, small group, one/one, individual) to demonstrate understanding of particular topics (diffusion, adopter categories, innovation decision process and being an agent of change) related to course content.***

**Description:** On occasion, we will conduct an activity to further assist you in developing an understanding of diffusion/adoption utilizing a variety of approaches such as case studies, problem solving exercises/role playing, etc. At times, these activities may be as simple as you developing a concept map that symbolizes your understanding of a point in this theory, or an via a discussion forum in small groups where you will play the role of the change agent, or adopter in the innovation decision

making process. Such assignments will be noted as **Activity:** and given an identifying name such as **Activity: Case Study Analysis**

**Assessment Method:**

5=Excellent; 4=Good; 3=Meets Expectations; 2=Needs Work; 1=Below Expectations					
Quality of activity produced	5	4	3	2	1
Addressed all of the components to the activity	5	4	3	2	1

## Grading

Grades will be determined via a simple point system and grading rubrics. Rubrics are posted in the course syllabus under each assignment description. **You** are responsible for reviewing them prior to submitting an assignment - they tell you all you need to know in order to earn a passing grade in this course.

**Total Points Possible: 100**

**100-90=A**

**89-80=B**

**79-70=C**

**69-0=F**

## TECHNOLOGY REQUIREMENTS

### LMS

All course sections offered by Texas A&M University-Commerce have a corresponding course shell in the myLeo Online Learning Management System (LMS). Below are technical requirements

**LMS Requirements:**

<https://community.brightspace.com/s/article/Brightspace-Platform-Requirements>

**LMS Browser Support:**

[https://documentation.brightspace.com/EN/brightspace/requirements/all/browser\\_support.htm](https://documentation.brightspace.com/EN/brightspace/requirements/all/browser_support.htm)

**YouSeeU Virtual Classroom Requirements:**

<https://support.youseeu.com/hc/en-us/articles/115007031107-Basic-System-Requirements>

## ACCESS AND NAVIGATION

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or [helpdesk@tamuc.edu](mailto:helpdesk@tamuc.edu).

**Note:** Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a

backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a TAMUC campus open computer lab, etc.

## COMMUNICATION AND SUPPORT

If you have any questions or are having difficulties with the course material, please contact your Instructor.

### Technical Support

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778. Other support options can be found here:

<https://community.brightspace.com/support/s/contactsupport>

## Interaction with Instructor Statement

**Participation & Communication:** I expect each of you to be active and thoughtful participants within the learning environment (eCollege) and your learning community. You are to expect the same of me. This includes completing the extensive readings related to course topics.

1. Email is the best way to reach me as I check it daily. A reply will be sent within 12 hours depending upon the time your message was received. Please do not send me panicked last minute emails with the word HELP!!!!!!!! in the subject line. **HOWEVER.... in order to avoid duplication of questions and answers I prefer that you post all class related questions in the Q&A forum provided each week. It is likely that your peers will have the same question. Emails of a personal nature should be sent to my email address located at the beginning of the course syllabus.**

2. Or if you want to talk via the "phone" download a program called Skype - a free internet calling service that you can use to chat live or place a call to me. I have a video camera and can also transmit my video via a skype call. To download the program, go to [www.skype.com](http://www.skype.com) and search for **drleah** as the contact to add me to your list. You may also call me on my cell phone listed in the introduction of the syllabus.

## COURSE AND UNIVERSITY PROCEDURES/POLICIES

### Course Specific Procedures:

**Late work:** Late work is not accepted – you have a total of 10 days to complete your assignment each week.

**Plagiarism:** Plagiarism **WILL NOT** be tolerated and will result in an automatic **F** in the course.  
**Syllabus Change Policy**

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

### University Specific Procedures

### Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the [Student Guidebook](#).

<http://www.tamuc.edu/admissions/registrar/documents/studentGuidebook.pdf>

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum:

[Netiquette http://www.albion.com/netiquette/corerules.html](http://www.albion.com/netiquette/corerules.html)

### ***TAMUC Attendance***

For more information about the attendance policy please visit the Attendance webpage and Procedure 13.99.99.R0.01.

<http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx>

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.01.pdf>

### ***Academic Integrity***

Students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

[Undergraduate Academic Dishonesty 13.99.99.R0.03](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf>

[Graduate Student Academic Dishonesty 13.99.99.R0.10](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/graduate/13.99.99.R0.10GraduateStudentAcademicDishonesty.pdf>

## **ADA Statement**

### **Students with Disabilities**

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

### **Office of Student Disability Resources and Services**

Texas A&M University-Commerce  
Gee Library- Room 162

Phone: (903) 886-5150 or (903) 886-5835

Fax: (903) 468-8148

Email: [studentdisabilityservices@tamuc.edu](mailto:studentdisabilityservices@tamuc.edu)

Website: Office of Student Disability Resources and Services

<http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/>

### **Nondiscrimination Notice**

Texas A&M University-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

### **Campus Concealed Carry Statement**

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations.

For a list of locations, please refer to the [Carrying Concealed Handguns On Campus](#) document and/or consult your event organizer.

Web

url: <http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

### **TENTATIVE COURSE OUTLINE / CALENDAR FALL 2019**

<b>Week</b>	<b>Activities</b>
<b>1</b>	Introductions Readings: Chapter's 1-3 Discussion – Elements of Diffusion Activity #1: Concept map
<b>2</b>	Readings: Chapter 4 Discussion: Innovation Development Process
<b>3</b>	Readings: Chapter 5 Discussion: Innovation Decision Process
<b>4</b>	Reading Chapter's 6 & 7

	Discussion: Innovation Attributes
5	Activity #2: Adopter Interviews Reading: Chapter's 8 & 9 Discussion: Opinion Leaders and Change Agents
6	Reading: Chapter's 10 & 11 Discussion: Innovations in Organizations & Consequences
7	Activity #3: Case Study Analysis
8	Final forum: My Aha's

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