

**STUDENT WARNING:** This course syllabus is from a previous semester archive and serves only as a preparatory reference. Please use this syllabus as a reference only until the professor opens the classroom and you have access to the updated course syllabus. Please do NOT purchase any books or start any work based on this syllabus; this syllabus may NOT be the one that your individual instructor uses for a course that has not yet started. If you need to verify course textbooks, please refer to the online course description through your student portal. This syllabus is proprietary material of APUS.

# SOCI340

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## Course Summary

**Course :** SOCI340 **Title :** Digital Society  
**Length of Course :** 8 **Faculty :**  
**Prerequisites :** N/A **Credit Hours :** 3

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## Description

### Course Description:

Technological advances have created a dynamic and ever-changing landscape for social experiences in life online. This course will focus on the shift from the industrial age to today's information age dominated by digital technology. Using a social science lens, students will examine the way technology has increasingly shaped individual and social experiences. The course traces the establishment of the early internet to current trends in social media and explores society's responses to changing technology. Students examine the way social movements, political participation, and social support have been shaped by new opportunities for people to connect digitally.

### Course Scope:

Technological advances have created a dynamic and ever-changing landscape for social experiences in life online. This course will focus on the shift from the industrial age to today's information age dominated by digital technology. Using a social science lens, students will examine the way technology has increasingly shaped individual and social experiences. The course will trace the establishment of the early internet to current trends in social media and explore society's responses to changing technology. Students will examine the way social movements, political participation, and social support have been shaped by new opportunities for people to connect digitally.

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## Objectives

1. Describe digital communities and their influence on society
  2. Explain the way individuals and groups interact in digital social environments
  3. Examine digital society using sociological theories and perspectives
  4. Identify the impact of digital experiences and information on social issues
  5. Analyze digital content using a sociological framework
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## Outline

**Week 1: What are digital communities?**

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Course objectives

1, 2, 3

Course materials

Syllabus

Week 1 Learning Materials

Week 1 Readings & Resources

Assessments

Week 1 Discussion

## **Week 2: Participation in online social life**

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Course objectives

1, 2, 3

Course materials

Week 2 Learning Materials

Week 2 Readings & Resources

Assessments

Week 2 Discussion

## **Week 3: Digital communication and social networking**

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Course objectives

1, 2, 4

Course materials

Week 3 Learning Materials

Week 3 Readings & Resources

Assessments

Assignment 1: Digital Communities Podcast

## **Week 4: Studying digital communities with social science methods**

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Course objectives

2, 3, 5

Course materials

Week 4 Learning Materials

Week 4 Readings & Resources

Assessments

Week 4 Discussion

## **Week 5: Problems and promises of digital communities**

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Course objectives

1, 2, 4

Course materials

Week 5 Learning Materials

Week 5 Readings & Resources

Assessments

Assignment 2: Diverse Voices in Digital Content

## **Week 6: Digital discussions**

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Course objectives

1, 2, 4

Course materials

Week 6 Learning Materials

Week 6 Readings & Resources

Assessments

Week 6 Discussion

## **Week 7: Sociological analysis of digital communities**

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Course objectives

3, 5

Course materials

Week 7 Learning Materials

Week 7 Readings & Resources

Assessments

Assignment 3: Social Media in Sociological Context

## **Week 8: Digital relationships**

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Course objectives

1, 2, 4

Course materials

Week 8 Learning Materials

Week 8 Readings & Resources

## Evaluation

### Discussions:

Participation in classroom dialogue on threaded Discussions is required some weeks of class. Initial Discussion posts are due Thursdays, peer responses are due Sundays. Instructions and specific grading rubrics are found under the Discussions tab in our classroom.

### Assignments:

This course includes Assignments. Instructions and specific grading rubrics are found under the Assignments tab in our classroom.

### Extra credit:

Extra credit is not offered in this course.

### Grading:

Name	Grade %
Discussions	40.00%
Welcome Discussion	4.44%
Week 1 Discussion	4.44%
Week 2 Discussion	4.44%
Week 3 Discussion	4.44%
Week 4 Discussion	4.44%
Week 5 Discussion	4.44%
Week 6 Discussion	4.44%
Week 7 Discussion	4.44%
Week 8 Discussion	4.44%
Assignments	60.00%
Assignment 1	20.00%
Assignment 2	20.00%
Assignment 3	20.00%

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## Materials

**Book Title:** Digital Sociologies - eBook available in the APUS Online Library

**Author:** Daniels, et. al.

**Publication Info:** Policy Press Lib

**ISBN:** 9781447329008

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Book Title: Digital Societies - e-book available in the  
APUS Online Library  
Author: Daniels, Gregory, & Cottam

Publication Info: Policy Press  
ISBN: 9781447329015

Book Title: Sociology in the Age of the Internet - e-book available in the  
APUS Online Library  
Author: Cavanagh  
Publication Info: McGraw-Hill Education  
ISBN: 9780415486637

Book Title: Various resources from the APUS Library & the Open Web are used. Please visit  
<http://apus.libguides.com/er.php> to locate the course eReserve.  
Author:  
Publication Info:  
ISBN: ERESERVE NOTE

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## Course Guidelines

### Citation and Reference Style

- Students will follow APA format as the sole citation and reference style used in written assignments submitted.
- Please note that no formal citation style is graded on Forums in the School of Arts & Humanities

#### Tutoring

- [Tutor.com](http://Tutor.com) offers online homework help and learning resources by connecting students to certified tutors for one-on-one help. AMU and APU students are eligible for 10 free hours of tutoring provided by APUS. Tutors are available 24/7 unless otherwise noted. Tutor.com also has a SkillCenter Resource Library offering educational resources, worksheets, videos, websites and career help. Accessing these resources does not count against tutoring hours and is also available 24/7. Please visit the APUS Library and search for 'Tutor' to create an account.

#### Late Assignments

##### University Late Policy

All dates and times posted are for U.S. Eastern Standard time. It is your responsibility to know how that translates to your time zone and to submit assignments and tests per these posted deadlines.

You are expected to submit assignments by the due dates listed in the classroom. Late assignments may not be accepted after the course end date. Submitting an assignment late may result in a penalty of up to 10% of the grade per day late, not to exceed a maximum of 50% (5 days late). The amount of the penalty is at the faculty member's discretion.\*

\*Programs with specialty accreditation and students with DSA accommodations may have different late policies applied.

#### Turn It In

Assignments are automatically submitted to Turnitin.com within the course. Turnitin.com will analyze an assignment submission and report a similarity score. Your assignment submission is automatically processed through the assignments area of the course when you submit your work.

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## Communications

## Student Communication

To reach the instructor, please communicate through the MyClassroom email function accessible from the Classlist of the Course Tools menu, where the instructor and students email addresses are listed, or via the Office 365 tool on the Course homepage.

- In emails to instructors, it's important to note the specific course in which you are enrolled. The name of the course is at the top center of all pages.
- Students and instructors communicate in Discussion posts and other learning activities.
- All interactions should follow APUS guidelines, as noted in the [Student Handbook](#), and maintain a professional, courteous tone.
- Students should review writing for spelling and grammar.
- [Tips on Using the Office 365 Email Tool](#)

## Instructor Communication

The instructor will post announcements on communications preferences involving email and Instant Messaging and any changes in the class schedule or activities.

- Instructors will periodically post information on the expectations of students and will provide feedback on assignments, Discussion posts, quizzes, and exams.
- Instructors will generally respond to student communications within 48 hours, except in unusual circumstances (e.g., illness).
- The APUS standard for grading of all assessments (assignments, Discussions, quizzes, exams) is five days or fewer from the due date.
- Final course grades are submitted by faculty no later than seven days after the end date of the course or the end of the extension period.

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## University Policies

Consult the [Student Handbook](#) for processes and policies at APUS. Notable policies:

- [Drop/Withdrawal Policy](#)
- [Extension Requests](#)
- [Academic Probation](#)
- [Appeals](#)
- [Academic Dishonesty / Plagiarism](#)
- [Disability Accommodations](#)
- [Student Deadlines](#)
- [Video Conference Policy](#)

## Mission

The [mission of American Public University System](#) is to provide high quality higher education with emphasis on educating the nation's military and public service communities by offering respected, relevant, accessible, affordable, and student-focused online programs that prepare students for service and leadership in a diverse, global society.

## Minimum Technology Requirements

- Please consult the catalog for the minimum hardware and software required for [undergraduate](#) and [graduate](#) courses.
- Although students are encouraged to use the [Pulse mobile app](#) with any course, please note that not all course work can be completed via a mobile device.

## **Disclaimers**

- Please note that course content – and, thus, the syllabus – may change between when a student registers for a course and when the course starts.
- Course content may vary from the syllabus' schedule to meet the needs of a particular group.