

# Mindful Technology: Strategies for increasing awareness of how we interact with our technology UnCommon Reads IDH2930 Section 2041 Fall 2022 Syllabus

## CLASS MEETINGS:

Wednesdays, 9<sup>th</sup> period, 4:05-4:55pm  
C2-41A (Communicore)

## COURSE WEBSITE:

E-Learning (Canvas) website:  
<https://elearning.ufl.edu/>

## INSTRUCTORS:

Ariel Pomputius  
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352-273-8410

*We are happy to meet with you virtually by appointment.*

## DIVERSITY AND INCLUSION STATEMENT:

We intend this course to be helpful and engaging for students of all diverse backgrounds and perspectives and that your learning needs are served in and out of class. It is our intent to present materials and activities that are respectful of diversity: age, culture, disability, ethnicity, gender identity, nationality, race, religion, sexuality, and socioeconomic status. Your suggestions are encouraged and appreciated and can be submitted anonymously at any time through this survey <https://bit.ly/2WA0qPH>

It is our goal to make all class materials and assignments accessible to everyone, using the principles of universal design for learning. In addition, if you require specific academic accommodations, please avail yourself of the resources of the Disability Resource Center (<https://disability.ufl.edu/>, 352-392-8565) and discuss this with us as soon as possible in the semester.

## COURSE OBJECTIVES AND GOALS:

Using this book and its exercises, as well as supplemental materials, this this course will engage students in thoughtfully assessing their relationship with technology and how technology impacts their ability to be mindful and fully present in their lives. However, this book does not paint technology as a villain, but instead recognizes its use as a tool—and indeed a necessity in today's world—while also confronting the dangers of technology overwhelming human relationships and experiences. By the end of this course, students will be able to:

- Interrogate the relationship between technology and mindful living
- Identify and better understand the influence of technology on the body, mind, and emotions
- Utilize skills practiced from the text to more thoughtfully and intentionally incorporate technology into personal, social, and professional life.

## REQUIRED TEXTBOOKS:

*Mindful Tech: How to Bring Balance to Our Digital Lives*  
By David M. Levy

**Mindful Technology:  
Strategies for increasing awareness of how we interact with our technology  
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**CLASS SCHEDULE AND READING ASSIGNMENTS\*:**

Date	Topic	Readings/Activities	Assignments
August 24	Introductions	Review syllabus Mindful Tech Appendix A The Mindful Twenty-Something Ch 3	
August 31	Why Be Mindful About Technology?	Mindful Tech Ch 1 <a href="#">The Sisyphean Cycle of Technology Panics</a>	Contemplation on readings
September 7	The Power of Observation	Mindful Tech Ch 2 The Mindful Twenty-Something Ch 2	Contemplation on readings
September 14	Reflections on Observation	Mindful Tech Chapter 4 The Mindful Twenty-Something Ch 6	Submit Observation Exercise
September 21	Observation-related Field Trip	Visit to the Harn Museum of Art	
September 28	Attention Angst	Mindful Tech Ch 3 The Mindful Twenty-Something Ch 7	Contemplation on readings
October 5	Reflections on Focus/Attention	Mindful Tech Ch 5 The Mindful Twenty-Something C 13	Submit Focus Exercise
October 12	Attention-related Field Trip	Yoga Instruction	Project Proposal Due
October 19	Reflections on Multitasking	Mindful Tech Ch 6	Submit Multitasking Observation Exercise
October 26	Reflections on Focused Multitasking	Mindful Tech Ch 7	Submit Focused Multitasking Exercise
November 2	Reflections on Unplugging	Mindful Tech Ch 8	Submit Unplugging Exercise
November 9	Unplugging Field Trip	Guided Nature Walk	
November 16	From Homework to Habit: Personal Technology Takeaways	Mindful Tech Ch 9 The Mindful Twenty-Something Chs 17 & 18	Contemplation on readings
November 30	Societal Impacts of Technology	Mindful Tech Ch 10  <a href="#">"Is Google Making Us Stupid?"</a> by Nicholas Carr  <a href="#">"Does the Internet Make You Smarter?"</a> by Clay Shirky	Contemplation on readings
December 7	Final Project Presentations		Final Projects Due

\* Please come prepared having read the assigned chapters listed for each class day.

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## FLEXIBILITY CLAUSE:

We reserve the right to modify the class schedule listed above as needed. Any changes will be made well in advance and you will be immediately notified. Conflicts that arise due to a change in schedule can be discussed with us and will not be held against you. Scheduled Reading Assignments and Graded Assignments should not change, except due to unforeseen circumstances.

## GRADED ASSIGNMENTS:

### Attendance/Participation

Students will be evaluated on participation in classroom discussions, each worth 20 points. The following rubric will be used:

- **0 points:** unexcused absence.
- **5 points:** present but does not contribute.
- **10 points:** contributes to the class, but does not meaningfully add to the flow of conversation
- **15 points:** participates in discussion by adding opinions and answering questions
- **17 points:** creates dialogue with classmates by posing thoughtful questions and engaging with other participants
- **20 points:** makes exemplary contributions to discussion by integrating concepts, introducing novel perspectives, and drawing out contributions from classmates.

A classroom Google Chat will be provided as a supplementary venue for students to share reflections throughout the week; participation in this chat room will be incorporated into the consideration of weekly attendance/participation grades.

### Written Contemplations

Before every class students will submit a reflection on the assigned reading(s). On weeks in which the assigned reading contains no exercise, this can simply be a 100-word reflection on the reading. On weeks in which the assigned reading contains an exercise, the contemplation can include whatever portions of the observational log, summary, and personal guidelines you are comfortable sharing. Contemplations allow you to not only reflect on the readings, but also express and process your thoughts and emotions as you prepare for group discussion.

### Final Project

The final project should integrate insights learned from the course. Students will identify a specific technology or technology-based activity and will create a visual, written, oral, or audiovisual exploration exploring how this technology could either be used to enhance mindfulness or how to mindfully approach this technology. A proposal describing your project will be due halfway through the semester.

Assignment	Total Points	Percent of Grade
Attendance/Participation (10)	200	50%
Contemplations/Exercises (10)	100	25%
Project Proposal	20	5%
Final Project Materials	80	20%
TOTAL	450	100%

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## **Grade scale for class points awarded:**

A	93-100
A-	90-92
B+	87-89
B	83-86
B-	80-82

More information on grades and grading policies is available here:

<https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

## **CLASS ATTENDANCE & MAKE-UP POLICY:**

Requirements for class attendance, assignments, and other work in this course are consistent with university policies that can be found at: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>.

Attendance at and participation in class sessions are mandatory, and is worth 40% of the total course grade.

We understand that valid absences may occur. If you have a valid documented excuse and notify us by email in advance, you will be able to make up missed class discussions through written means.

## **STUDENT RESPONSIBILITIES:**

Students are expected to arrive to class on time and to remain in class until the class has been dismissed.

Students are expected to come to class prepared, having completed any required readings and performed any preparatory work that is assigned. While in class, students are expected to participate in class discussion and to treat the other students and the instructors with respect and attention. While in class, students should not participate in texting, information seeking or viewing outside of that related to the course task at hand, talking on the phone, or other activities not related to classroom engagement and participation. Students are responsible for understanding all course policies and for accessing all course materials on the UF E-Learning Website through the URL listed above. All assignments should be submitted through the website and in hard copy when requested. Students are also responsible for checking their UF e-mail account for course notifications and for communicating with the instructors related to any situation that may hinder his or her progress or participation in the course.

## **ONLINE COURSE EVALUATION PROCESS:**

Please provide feedback on the quality of instruction in this course by completing the online evaluation at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but you will be given specific times when they are open. Summary results of these assessments are available to you at any time at <https://evaluations.ufl.edu/results/>.

## **ACADEMIC HONESTY:**

UF students are bound by The Honor Pledge which states, "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code". On all work submitted for credit by students at the University of Florida, the following pledge

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is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." The Honor Code (<http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructors in this class.

### **RESOURCES FOR ADDITIONAL HELP:**

#### **Health and Wellness**

- <http://www.counseling.ufl.edu/cwc/Default.aspx> U Matter, We Care:
- If you or a friend is in distress, please contact [umatter@ufl.edu](mailto:umatter@ufl.edu) or 352 392-1575 so that a team member can reach out to the student.
- Counseling and Wellness Center: <https://counseling.ufl.edu/>, 392-1575
- UF Title IX: [inform@titleix.ufl.edu](mailto:inform@titleix.ufl.edu), 352-273-1094
- University Police Department, 392-1111 (or 9-1-1 for emergencies), <http://www.police.ufl.edu/>

#### **Academic Resources**

- E-learning technical support, <https://lss.at.ufl.edu/help.shtml>, 352-392-4357 (select option 2), [Learning-support@ufl.edu](mailto:Learning-support@ufl.edu)
- Writing Studio, 302 Tigert Hall, 846-1138. Help brainstorming, formatting, and writing papers. <http://writing.ufl.edu/writing-studio/>
- Student Complaints On-Campus: <https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/>

#### **UF Student Success**

For improving study skills to connecting with a peer tutor, peer mentor, success coach, academic advisor, and wellness resources, go to <http://studentsuccess.ufl.edu>