



SYLLABUS

Course Information

Description: An examination of ways technology challenges traditional ethical, legal and social concepts. This includes issues generated by the use of computers and computer networks, including the Internet and the World Wide Web. Topics for consideration include: privacy, security, computer crime, software piracy, copyrights, intellectual property, free speech, access to information/ censorship, Ecommerce, computers and gender and civil liberties in cyberspace.

Credits: 4 credits

Web Access: <https://courses.css.edu> – use your CSS login and password

Instructor Information

Instructor: Dr. Thomas Buck
Office: Tower 3602
Phone: 218-723-6117
E-mail: tbuck2@css.edu
Web page: <https://www.tbuck.us>
Office Hours: Tuesdays & Thursdays 9:00 to 10:30

Required Materials

Required Text:
Reynolds, G. W. (2015). Ethics in Information Technology 5th ed. Boston, MA: Course Technology Cengage Learning. ISBN# 9781285197159

Technical Requirements: Blackboard supported browser – go to <http://courses.css.edu> for details
 Internet access – high speed is recommended

Assessment

This course attempts to apply the following definitions to the letter grades assigned at the end of the course:

- A = Excellent (superior mastery)
- B = Very Good (thorough mastery)
- C = Average (acceptable mastery)
- D = Below Average (incomplete mastery)
- F = Fail (non-mastery)

Remember: CIS majors must attain a grade of “C” or better on all required CIS courses including this one.

Points:	
Exams – 6 @ 50 pts.	300
Weekly Labs – 15 @ 12 pts.	180
Assignments – 7 @ 20 pts.	140
Participation in 2 Web conferences	40
Total Pts.	660

Grades in %s:			
96-100	A	73-77	C
93-95	A-	70-72	C-
90-92	B+	68-69	D+
85-89	B	63-67	D
82-84	B-	60-62	D-
78-81	C+	0-59	F

Course Outline (By Unit)

Units 1 & 2 - An Overview of Ethics	
	Unit Objectives Include: <ul style="list-style-type: none"> • Define ethics, and why is it important to act according to a code of ethics. • Apply the 5 step approach to ethical decision making.
Unit 3 - Ethics for IT Workers and IT Users	
	Unit Objectives Include: <ul style="list-style-type: none"> • Identify the key characteristics that distinguish a professional from other kinds of workers, and answer if an IT worker is considered a professional. • Discuss compliance and evaluate how it helps promote the right behaviors and discourage undesirable ones.
Units 4 & 5 - Computer and Internet Crime	
	Unit Objectives Include: <ul style="list-style-type: none"> • List the key elements of a multilayer process for managing security vulnerabilities based on the concept of reasonable assurance. • Define computer forensics and the role it plays in response to a computer incident.
Units 6 & 7 - Privacy	
	Unit Objectives Include: <ul style="list-style-type: none"> • Define the right of privacy, and discuss the basis for protecting personal privacy. • Identify the capabilities of advanced surveillance technologies, and discuss the ethical issues in relation to personal privacy.
Unit 8 - Freedom of expression.	
	Unit Objectives Include: <ul style="list-style-type: none"> • Discover the basis for the protection of freedom of expression in the United States, and identify the types of expression that are not protected under the law. • Explore important freedom of expression issues and information technology.
Unit 9 - Intellectual Property	
	Unit Objectives Include: <ul style="list-style-type: none"> • Discuss plagiarism, and construct a plan to combat it. • Compare competitive intelligence and industrial espionage, and explore how competitive intelligence is gathered.
Unit 10 - Software Development	
	Unit Objectives Include: <ul style="list-style-type: none"> • Identify the potential ethical issues software manufacturers face in making trade-offs between project schedules, project costs, and software quality. • List the four most common types of software product liability claims.
Unit 11 - Impact of Information Technology on Productivity and Quality of Life	
	Unit Objectives Include: <ul style="list-style-type: none"> • Discuss the impact IT has had on the standard of living and worker productivity. • Describe what is being done to reduce the negative influence of the digital divide.
Unit 12 - Social Networking	
	Unit Objectives Include: <ul style="list-style-type: none"> • Describe social networks and how people use them. • Identify some of the key ethical issues associated with the use of social networking Web sites.
Unit 13 - Ethics of IT Organizations	
	Unit Objectives Include: <ul style="list-style-type: none"> • Identify contingent workers in the information technology industry. • Define whistle-blowing and describe an effective whistle-blowing process.
Units 14 & 15 - Final Project	

School of Business & Technology's Mission

The College of St. Scholastica's School of Business & Technology's mission is:

We develop leaders who embody the values of the School of Business & Technology and demonstrate consistently the highest levels of ethical decision-making, social responsibility, global awareness, and professional excellence.

In organizations, computer programmers have an immense power and responsibility. Programmers are entrusted with access to the organization's information systems and data. Programmers have the skills and access to be able to modify these systems and data.

Upon completion of this course, a student will be able to:

- Identify the reasons organizations are concerned with the ethical foundation of their technical employees. *Course outcomes:* 1, 2, 3.
- Identify the power and responsibility that computer systems designers have within an organization. *Course outcomes:* 1, 2, 3.
- Identify Association for Computing Machinery's code of ethics and articulate how the code applies to the computer and information systems profession. *Course outcomes:* 1.

Course Outcomes

Upon completion of this course, a student will be able to:

1. Recognize the ethical issues associated with technology.
2. Recognize ethical issues regarding technology in their private and professional lives and realize that ethical problems are typically far from having a "unique" or "optimal" solution.
3. Demonstrate a basic understanding of social ethics in relation to emerging web-based technologies.
4. Describe how culture shapes and is shaped by developing technologies.
5. Perform ethical analyses and communicate them in writing, on Web pages, in class debates, and in presentations.
6. Analyze problems, propose solutions, and make responsible decisions by the means of critical thinking and moral reasoning.

General Education - Analytical Reasoning (V)

College Outcome: Intellectual and Foundational Skills

St. Scholastica students need intellectual and foundational skills that prepare them for responsible living and meaningful work.

Learning Outcomes:

- **Think critically and analytically**
- **Demonstrate scientific, mathematical and technological abilities**

Hardware and software skills are important in technology-based fields. Students will analyze system designs and test hardware and software systems to solve performance problems and challenges. *Course outcomes:* 4, 5, 6.

Pathway V. Analytical Reasoning

Learning Outcomes:

- **Examine problems by reducing them into their constituent elements.**
- **Develop the ability and language to recognize and describe the patterns of relationship among elements of a problem.**
- **Employ those abilities to solve a variety of problems and effectively communicate the solution processes to others.**

Students will be given projects in which they analyze and create hardware/software systems solutions. Students use a step-by-step process to create a solution, test their solutions, and then present them to the class. *Course outcomes:* 4, 5, 6.

Attendance

This class is fast moving and rigorous. The best way to learn hardware and software systems is in small pieces. Log in and work on this course every day. The concepts in this course build on each other so keep up-to-date with the course.

The "Legal" Section

Online Participation

- ❖ Your interaction with both your instructor and other students during class is critical to both your learning and to your growth as a professional. You are expected to actively participate in the course discussions and activities.
- ❖ Students will be responsible for all material covered in the class (including syllabus changes) as presented online.

LATE and MAKE-UP WORK

- ❖ All assignments are due as announced and exams are given on the days announced. Assignments are due at 11:59pm Central Time on the due date.
- ❖ No late assignments will be accepted and no make-up exams will be given.
- ❖ Personal emergencies will be handled on an individual basis. If absent for a verifiable emergency, you must contact the instructor.

INCOMPLETES

- ❖ Incompletes will be granted only in rare circumstances where a student can demonstrate an extreme situation which necessitates it.
- ❖ A low class average is not in itself an adequate reason to grant an incomplete.

ACADEMIC (DIS)HONESTY POLICY

- ❖ Academic honesty directly concerns ethical behaviors which affect both the academic environment and the civic community. Plagiarism and other academic dishonesty, including falsification of data, will result, at a minimum, in failure of the assignment involved, and may result in failure of the course. These failures may lead to academic probation. Repeated or especially serious plagiarism or fraud are grounds for dismissal.
- ❖ The CSS Academic Honesty Policy found in the Student Handbook is strictly applied. If a student has questions about the policy, it is her/his responsibility to discuss them with the instructor.

STUDENTS WITH DISABILITIES

- ❖ Students with disabilities are entitled to appropriate and reasonable auxiliary aids and accommodations through The Americans with Disabilities Act section 504 of the Rehabilitation Act of 1973. It is the student's responsibility to notify the Disability Resource Center as soon as possible to ensure that such accommodations are implemented in a timely fashion. For more information or to request academic accommodations, please contact Melissa Watschke, Coordinator of the Disability Resource Center in Tower Hall 2139, by phone at (218) 723-6747 or email at mwatschk@css.edu

*Nothing is more important than seeing the sources of invention which are,
in my opinion, more interesting than the inventions themselves.*

– Leibnitz