

FAYETTEVILLE STATE UNIVERSITY
College of Arts and Sciences
Dr. Henry Eldridge Department of Mathematics and Computer Science
CSC 403 Social, Ethical and Professional Issues
Spring 2012

I. Locator Information

Instructor:	Dr. V. Dwight House	Office Telephone:	672-1664
Course/Section:	CSC 403-D1	Office Location:	SBE 338
Semester Credit Hours:	1	Office Hours: MWF	noon - 1:30
Day and Time Class Meets:	Blended: Wed 2:00-2:50	TR	noon - 2:00
Bldg./Room Class Meets:	SBE 108	Other Office Hours by Appointment	
		Email address:	dhouse@uncfsu.edu

FSU Policy on Electronic Mail: Fayetteville State University provides to each student, free of charge, an electronic mail account (username@uncfsu.edu) that is easily accessible via the Internet. The university has established FSU email as the primary mode of correspondence between university officials and enrolled students. Inquiries and requests from students pertaining to academic records, grades, bills, financial aid, and other matters of a confidential nature must be submitted via FSU email. Inquiries or requests from personal email accounts are not assured a response. The university maintains open-use computer laboratories throughout the campus that can be used to access electronic mail. Rules and regulations governing the use of FSU email may be found at <http://www.uncfsu.edu/PDFs/EmailPolicyFinal.pdf>

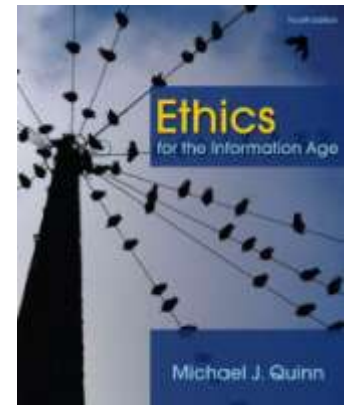
II. Course Description

This course discusses the impact of computers on society including the individual, business, and government. Topics include historical and social issues, security, privacy, professional responsibilities, risks and liability, and intellectual property. *Prerequisite: 18 hours of CSC credit*

III. Disabled Student Services: If you have a disability or think you have a disability, please contact the Center for Personal Development in the Spaulding Building, Room 155 (1st Floor); 910-672-1203.

IV. Textbook

Quinn, Michael J., *Ethics for the Information Age, 4th ed*, Boston: Pearson, 2011. ISBN: 978-0-13-213387-6.



V. Course Objectives and Student Learning Outcomes

The objective for CSC 403 is twofold: Improve understanding of social, ethical, and professional issues related to computer science, and improve written communication skills. Student involvement in discussion boards, in conjunction with the writing of essays, are intended to deepen student understanding of course topics.

Student Learning Outcomes

Students will demonstrate their understanding of the following key issues through assigned essays and responses to questions on essay tests:

- history of computing
- professional, ethical, and social responsibilities of computer scientists

- risks and liabilities of computer-based systems
- effects of computer technology on intellectual property issues
- effects of computer technology on privacy and civil liberties issues
- impact of computing on individuals, organizations, and society

VI. Course Requirements and Evaluation Criteria

There will be two tests, five essay assignments, and a comprehensive final exam. The grading scale for determining the course grade is given below on the left. The weight given to various activities for evaluation is given below on the right. To see how your grade will be calculated, suppose your test scores are 87 and 91, your final exam score is 88, and your average (mean) essay score is 94. Your grade would be calculated as follows:

$$0.4 \times (87 + 91)/2 + 0.25 \times 88 + 0.35 \times 94 = 35.6 + 22 + 32.9 = 90.5$$

Since 90.5 is above 90, you would receive an A.

A	90 - 100%	two test s	40%	If the evaluation criteria change, a written amendment will be provided. Late essays will not be accepted.
B	80 - 89.9%	comprehensive final	25%	
C	70 - 79.9%	five essays	35%	
D	60 - 69.9%			
F	below 60%			

W Student initiated withdrawal from class.

I Incomplete grade by prior approval of the instructor.

1. Email is one way to contact me. I will do my best to respond within 24 hours during the M-F work week. Email should be written carefully so it can be read quickly and easily. Your message is likeliest to receive a useful, prompt response when you follow these guidelines:

A) Use university email. When you do, your name will show up as the “sender” of the message. I would not recognize mrpotatohead13@hotmail.com. Messages from non-university accounts may be deleted unread unless the subject line indicates that you are one of my students.

B) Provide a meaningful subject line that tells me what action you want from me or the important information you are giving me.

Helpful subject lines:

need to schedule an appointment
excused absence on 9/15 in CSC 332
question on homework due tomorrow in CSC 410
letter of recommendation request

Unhelpful Subject Lines:

student in your class
requesting assistance
exam
hello professor

C) Provide all the information I need to act on your message. Put the purpose of your message into the first sentence or two, more specifically than in your subject line: “I write to schedule an appointment this week, preferably on Thursday afternoon if you have time. I am confused about how to write a for loop in Tcl and believe that it would be beneficial for you to look at what I’ve done and tell me how to make sense of the error message I got.” Telling me what you need and why helps me schedule and plan for your appointment.

After your “purpose” sentence, include details that would help me respond to you effectively—in the case above, it would be useful to list times you are unavailable for appointments and possibly times you prefer.

D) Attend to grammar, spelling, capitalization, and punctuation. *Avoid* text message spelling and abbreviations like 2nite and ru. I need to be able to tell where your paragraphs begin and end, where your sentences begin and end, and which whole words you are using. Misspellings, no punctuation, missing capital letters and other things that are acceptable in a txt msg are not acceptable in professional email.

E) Avoid writing something that you would not say in person. You want your email to show that you are an intelligent, logical, and professional adult. Everyone gets impatient and even angry sometimes, but email can stay in someone's memory—and inbox—much longer than those feelings last. Read your email out loud before you send it, and try to think about how you will “sound” to your reader. Do you sound calm and intelligent? Do you sound like someone that **you** would want to work with?

2. Dishonesty on graded assignments will not be tolerated. Students must neither give nor receive help on any work to be graded. The University policy on cheating will be applied to any violations. The minimum penalty will be a grade of zero on the assignment (including tests). Having access to another student's work on the system is definitely not allowed. See the policy on COLLABORATION RESTRICTIONS below. Each student is responsible for disposing of printouts safely. (Do **NOT** simply throw away printouts in a trash can where they can easily be retrieved by another person.)

3. Since you will be given ample time to do your one page essays, late essays will **NOT** be accepted.

VII. Academic Support Resources

<http://www.smarthinking.com/>

Blackboard

Instructor's office hours: see locator information.

VIII. Course Outline and Assignment Schedule (See last page of syllabus.)

IX. Teaching Strategies

Lecture and discussion (mostly discussion) will be the two activities used during the class period.

X. Bibliography

Harrington, Jan L. *Technology and Society*, Boston, MA: Jones and Bartlett, 2009. ISBN 9780763750947

Stamatellos, Giannis. *Computer Ethics: A Global Perspective*, Boston, MA: Jones and Bartlett, 2007. ISBN 9780763740849

Tavani, Herman T. *Ethics & Technology: Ethical Issues in an Age of Information and Communication Technology*, 2nd ed. Hoboken, NJ: Wiley, 2007. ISBN 9780471998037

VIII. Course Outline and Assignment Schedule*

Since this is a blended course class will meet only on 8 of the 15 Wednesdays during the semester.

WEEK	DAYS	TOPICS
1	January 11	Chapter 1 (1.1, 1.2); <i>Jan 13</i> : Late registration ends
2	No class (1/18)	Chapter 1 (1.3 - 1.5); <i>Jan 20</i> : Deadline for X (No-Show) grades
	January 16	Monday Martin Luther King, Jr. Holiday - university closed
3	January 25	Chapter 2 (2.1, 2.6, 2.7), <i>Essay 1</i> due by noon Friday
4	No class (2/1)	Chapter 2 (2.9 - 2.11)
5	February 8	Chapter 4 (4.1 - 4.4)
6	No class (2/15)	Chapter 4 (4.5 - 4.10), <i>Essay 2</i> due by noon Friday
7	February 22	Chapter 8 (8.1 - 8.3), <i>Test 1</i> : Chapters 1, 2, 4
8	No class (2/29)	Chapter 8 (8.4 - 8.6)
	Mar 5 - 9	MIDTERM BREAK – no classes (university open)
9	March 14	Chapter 5 (5.1 - 5.4)
10	No class (3/21)	Chapter 5 (5.5 - 5.8), <i>Essay 3</i> due by noon Friday
	March 23	Deadline for removing incomplete grades from previous semester. Incomplete grades become F grades after this date. Deadline for withdrawing from class. Undergraduate students are permitted to withdraw from no more than five courses without impact on GPA. Hours counted as attempted hours. No adjustment of tuition and fees for withdrawal from individual classes.
11	March 28	Chapter 5 (5.9 - 5.11), <i>Test 2</i> : Chapters 5, 8
12	No class (4/4)	Chapter 6 (6.1 – 6.3)
	April 6	Spring Holiday - university closed
13	April 11	Chapter 6 (6.4 – 6.5), <i>Essay 4</i> due by noon Wednesday
14	No class (4/18)	Chapter 7 (7.1 - 7.8)
	April 20	Deadline for withdrawing from the university (all classes) WU grades for all classes with no impact on GPA
15	April 25	Chapter 3 (3.1 – 3.5), <i>Essay 5</i> due by noon Wednesday
	Mon, Apr 30	<i>Final Exam</i> from 2:00 to 3:50 pm

* This schedule is subject to change for the optimum benefit of the class as a whole. In case FSU must close for an emergency during the semester, instruction will continue using Blackboard.