NOTE to prospective students: This syllabus is intended to provide students who are considering taking this course an idea of what they will be learning. A more detailed syllabus will be available on the course site for enrolled students and may be more current than this sample syllabus. Summer term courses may be accelerated – please check the Ecampus Schedule of Classes for more information.

CS 391
SOCIAL AND ETHICAL ISSUES IN COMPUTER SCIENCE

COURSE CREDIT:
(3) This course combines approximately 90 hours of instruction, online activities, and assignments for 3 credits.

PREREQUISITES, CO-REQUISITES AND ENFORCED PREREQUISITES:
CS 101 or computer literacy.

COURSE DESCRIPTION:
In-depth exploration of the social, psychological, political, and ethical issues surrounding the computer industry and the evolving information society. (Bacc Core Course).

This course fulfills the synthesis requirement for Science, Technology, and Society (STS)

CONTACT INFORMATION:
1. Use this online form to Email Ms. Van Londen.
2. Office Hours in KEC 1105:
   • Monday 10:15am to 1:45pm
   • Tuesday, Thursday 12:00pm to 1:45pm
   • Wednesday by appointment only. Email me with a suggested day and time.
   Summer Sessions hours are by appointment only. Ask questions via email.
3. Please use email to communicate with me as often as needed.
4. Follow Email Etiquette.
This course will be delivered via Canvas, which allows students to read project objectives, introductions, scoring criteria, instructions, tutorials, and submit work to be scored. It also provides a forum for the Discussion of Readings. In addition, Canvas allows you to email me for help. Please read the Course Logistics section below for more detail.

Read the Email Etiquette page to learn best practices for communicating with the instructor.

Sample syllabi may not have the most up-to-date information. For accuracy, please check the ECampus Schedule of Classes to see the most current instructor information. You can search for contact information by name from the OSU Home Page.

LEARNING RESOURCES:

Required Readings
Ethics for the Information Age, 6th Edition
By Michael J. Quinn ISBN-10: 0133741621 • ISBN-13: 9780133741629. © Addison-Wesley 2014 (02/24/2014). Available in an online and printed format. YES, you need this new edition. There are significant changes between the 4th, 5th, and 6th editions, such as discussion questions, new chapters, and new quizzes.

Supplemental Readings
Research of historical and modern issues can be done with library sources and popular periodicals.

Summary Slides
PowerPoint slides converted to .PDF for each chapter:
Chapter 1 Catalysts for Change
Chapter 2 Introduction to Ethics
Chapter 3 Networked Communications
Chapter 4 Intellectual Property
Chapter 5 Information Privacy
Chapter 6 Privacy and the Government
Chapter 7 Computer and Network Security
Chapter 8 Computer Reliability
Chapter 9 Professional Ethics
Chapter 10 Work and Wealth

Analysis Tools
- Ethical Theories (.htm)
- ImpactCS (.htm)
- SafeAssign Plagiarism Checker in Canvas.
NOTE: For textbook accuracy, please always check the textbook list at the OSU Bookstore website. Sample syllabi may not have the most up-to-date information.

Students can also click the ‘OSU Beaver Store’ link associated with the course information in the Ecampus schedule of classes for course textbook information and ordering.

COURSE SPECIFIC MEASURABLE STUDENT LEARNING OUTCOMES:
Upon completion of this course, students will be able to:

1. Analyze relationships among science, technology, and society using critical perspectives or examples from historical, political, or economic disciplines.

2. Analyze the role of science and technology in shaping diverse fields of study over time.

3. Analyze a moral problem related to information technology from the point of view of a consequentialist ethical theory.

4. Analyze a moral problem related to information technology from the point of view of a nonconsequentialist ethical theory.

5. Explain the roles and responsibilities of a computer professional.

6. Articulate in writing a critical perspective on issues involving science, technology, and society using evidence as support.

Read about OSU's Learning Goals

COURSE CONTENT AND POLICIES:
By following these guidelines, you'll succeed in this course:

- Check Canvas frequently for the week's requirements and messages.
- Put in the necessary time.
- Discussions responses and Quizzes are due by 8:00am on Mondays.
- Discussion activities span 7 days. Start no later than Wednesdays.
- View my comments on your Persuasive Research Paper submittals within a few days.
- Ask questions about course logistics and scores via email.
- Remember that I am here to help you.
- Follow email etiquette.
- Always be polite. If you are rude, I will ignore you.
Religious Holidays:
Oregon State University strives to respect all religious practices. If you have religious holidays that are in conflict with any of the requirements of this class, please see me immediately so that we can make alternative arrangements.

Incompletes:
I give Incomplete (I) grades only in emergency cases (usually only for a death in the family, major illness or injury, or birth of your child), and if the student has turned in 80% of the points possible (in other words, usually everything but the final paper). If you are having any difficulty that might prevent you completing the coursework, please don’t wait until the end of the term to communicate with me; let me know right away.

Checking scores and assignment comments
Use the key below to understand what is happening in the Grades area:

In the Canvas Grades area, you can click on a score to see instructor notes about an assignment.
Discussion Board comments are visible in the Grades area. Read them each week to ensure you are not repeating poor quality week after week.
Persuasive Research Paper comments are visible Grades. Read them a few days after the due date to see if you have updates to make.

Use the key below to understand what is happening in the Grades area:

- Student submitted document
- Student submitted link
- Student submitted thread
- Instructor provided feedback
- Assignment was scored

Philosophy of Teaching
I prefer to mentor, demonstrate, and share methods rather than mandate the memorizing of information. This approach, along with ample opportunity to explore and practice methods allows creative students to put themselves in a professional mode right away, if they’re up for it, and use the freedom to study in a direction that interests them.

Technical challenges are opportunities to find solutions, through exploration, systematic troubleshooting, and group interaction. In group interactions, students have the opportunity to teach others; a highly successful way to learn. I like to engage students by bringing them to...
the podium to share their own methods. When teaching/learning online, this work happens in the discussion forums and blogs; again modeling the way professionals often solve problems.

Course content is presented in a variety of formats to aid a diverse student population. Links to multimedia-rich online tutorials aids the auditory and visual learners. Well-organized and well-designed course materials aid the visual learners and the learners who need only to read to understand new concepts and procedures.

**Schedule**

Each week, read the appropriate chapter(s), take the online quiz(izes), participate in discussions/activities, and prepare the Persuasive Research Paper.

**Chapter 1 ~**
Take the Chapter 1 quiz.
Participate in discussions/activities.
Research paper topics.

**Chapter 2 ~**
Take the Chapter 2 quiz.
Participate in discussions/activities.
Research paper topics.

**Chapter 3 ~**
Take the Chapter 3 quiz.
Participate in discussions/activities.
Research paper topics.

**Chapter 4 ~**
Take the Chapter 4 quiz.
Participate in discussions/activities.
Declare the topic of your paper.
Begin outlining the Persuasive Paper.

**Chapter 5 ~**
Take the Chapter 5 quiz.
Participate in discussions/activities.
Continue outlining the Persuasive Paper.

**Chapter 6 ~**
Take the Chapter 6 quiz.
Participate in discussions/activities.
Submit an outline of the Persuasive Paper.

**Chapter 7 ~**
Take the Chapter 7 quiz.
Participate in discussions/activities.
Write the Persuasive Paper.

**Chapter 8 ~**
Take the Chapter 8 quiz.
Participate in the Case of the Killer Robot discussion
Write the Persuasive Paper.

**Chapter 9 ~**
Take the Chapter 9 quiz.
Participate in the Peer Review of the Persuasive Paper DRAFTS.
Revise your Persuasive Paper draft.

**Chapter 10 ~ Dead Week ~**
Revise your Persuasive Paper draft.
Submit the final draft of your Persuasive Paper
Participate in discussions/activities.
Take the Chapter 10 quiz.

**Week 11 ~ Finals Week**
Submit your final paper.
EVALUATION OF STUDENT PERFORMANCE:

OSU's definitions and guidelines for quarter credits implies that 90 hours of your time will be needed to read and understand the lecture notes, participate in interactive activities, and complete work for this 3-credit course (that's 9 hours per week).

**A total of 203 points are possible** to accumulate on interactions, quizzes, and a research paper. All assignments turned in past the deadline may be docked 1 point per day late.

Scores result in the following grades (updated 01-01-2014):

- A = 183 to 203 points
- B = 162 to 182 points
- C = 141 to 161 points
- D = 120 to 140 points
- F = 0 to 119 points

1. **Discussions/Activities** (8 points per week; total of 80 points.)
   - Each week's goal(s) include learning at a high level on Bloom's Taxonomy, i.e., rather than just reading slides which summarize the textbook (low-level knowledge acquisition), students will interact with each other to evaluate, analyze, and construct discussions/presentations (high-level skills acquisition) based on scenarios in the textbook and current events.
   - Be prepared to actively participate in discussions starting no later than Wednesday of each week.
   - Completed discussions are due by 8:00am on Monday morning of each week.
   - You will not be able to make up this work if you miss the deadline.

2. **Quizzes** (5 points each, total of 50 points.)
   - Read 10 chapters and take 10 quizzes by 8:00am on Mondays.

3. **Persuasive Writing and Presentation** (73 points)
   - Research, writing, and presentation of a persuasive paper analyzing a moral issue related to information technology in your career field.
   - Topics are declared by the end of week 3 (Fall, Winter, Spring) and week 7 (Summer). (2 points)
   - Outlines are due by the end of week 6 (Fall, Winter, Spring) and week 7 (Summer). (3 points)
   - Peer Reviews are done during week 9 (Fall, Winter, Spring) and week 8 (Summer).
• Students use the SafeAssign activity to check for plagiarism before submitting the final draft. (3 points)
• Final Paper is due week 11 (Fall, Winter, Spring) and week 8 (Summer). (65 points). This project must be turned in to receive a grade for the course.
• Instructions for submittal are noted in the Canvas Weekly Assignments and Persuasive Paper areas.

COURSE SITE LOGIN INFORMATION
Information on how to login to your course site can be found HERE.

STATEMENT REGARDING STUDENTS WITH DISABILITIES
Oregon State University is committed to student success; however, we do not require students to use accommodations nor will we provide them unless they are requested by the student. The student, as a legal adult, is responsible to request appropriate accommodations. The student must take the lead in applying to Disability Access Services (DAS) and submit requests for accommodations each term through DAS Online. OSU students apply to DAS and request accommodations at our Getting Started with DAS page.

Accommodations are collaborative efforts between students, faculty and Disability Access Services (DAS). Students with accommodations approved through DAS are responsible for contacting the faculty member in charge of the course prior to or during the first week of the term to discuss accommodations. Students who believe they are eligible for accommodations but who have not yet obtained approval through DAS should contact DAS immediately at 541-737-4098.

Additionally, Canvas, the learning management system through which this course is offered, provides a vendor statement certifying how the platform is accessible to students with disabilities.

ACADEMIC INTEGRITY AND STUDENT CONDUCT (OSU POLICY)
Students are expected to be honest and ethical in their academic work. Intentional acts of academic dishonesty such as cheating or plagiarism may be penalized by imposing an “F” grade in the course.

Student conduct is governed by the universities policies, as explained in the Office of the Dean of Student Life: Student Conduct and Community Standards. In an academic community, students and faculty, and staff each have responsibility for maintaining an appropriate learning environment, whether online or in the classroom. Students, faculty, and staff have the responsibility to treat each other with understanding, dignity, and respect.
Students are expected to conduct themselves in the course (e.g. on discussion boards, email postings, etc.) in compliance with the university's regulations regarding civility. Students will be expected to treat all others with the same respect as they would want afforded to themselves. Disrespectful behavior (such as harassing behavior, personal insults, inappropriate language) or disruptive behaviors are unacceptable and can result in sanctions as defined by Student Conduct and Community Standards.

For more info on these topics please see:
- Statement of Expectations for Student Conduct
- Student Conduct and Community Standards - Offenses
- Policy On Disruptive Behavior

PLAGIARISM
You are expected to submit your own work in all your assignments, postings to the discussion board, and other communications, and to clearly give credit to the work of others when you use it. Academic dishonesty will result in a grade of “F.”
- Statement of Expectations for Student Conduct
- Avoiding Academic Dishonesty

TECHNICAL ASSISTANCE
If you experience computer difficulties, need help downloading a browser or plug-in, assistance logging into the course, or if you experience any errors or problems while in your online course, contact the OSU Help Desk for assistance. You can call (541) 737-3474, email osuhelpdesk@oregonstate.edu or visit the OSU Computer Helpdesk online.
- COURSE DEMO
- GETTING STARTED

TUTORING
For information about possible tutoring for this course, please visit our Ecampus NetTutor page. Other resources include:
- Writing Center
- Online Writing Lab

STUDENT EVALUATION OF TEACHING
The online Student Evaluation of Teaching form will be available in week 9 and close at the end of finals week. Students will be sent instructions via ONID by the Office of Academic Programs, Assessment, and Accreditation. Students will log in to “Student Online Services” to respond to the online questionnaire. The results on the form are anonymous and are not tabulated until after grades are posted. Course evaluation results are very important and are used to help improve courses and the learning experience of future students. Results from
questions are tabulated anonymously and go directly to instructors and unit heads/supervisors. Unless a comment is “signed,” which will associate a name with a comment, student comments on the open-ended questions are anonymous and forwarded to each instructor. “Signed” comments are forwarded to the unit head/supervisor.

**REFUND POLICY INFORMATION**

Please see the [Ecampus website](http://ecampus.oregonstate.edu) for policy information on refunds and late fees.