



## CS305

Social, Ethical, and Legal Implications of Computing

Winter 2020

David Lu – dlu@pdx.edu

**Course Description:** (From the PSU course webpage): History of computing, social context of computing, professional and ethical responsibilities, risks and liabilities of safety-critical systems, intellectual property, privacy and civil liberties, social implications of the Internet, computer crime, economic issues in computing.

### Outcomes

- Identify the ethical issues that relate to computer science in real situations they may encounter.
- Decide whether a given action is ethical as regards computer science professional ethics, and justify that decision.
- Look up relevant ethical standards as developed by the ACM.
- Prepare and deliver a (10-20 minute) professional-quality talk and QA or discussion session on a topic relating to ethical, legal, and social implications of computer science.
- Research and write a professional-quality paper about a topic relating to social, legal, and ethical implications of computer science.
- Recognize situations in which there may be legal issues as regards computer science and related topics such as intellectual property, and know some legal principles to apply.
- State several important impacts of computer science and related fields on contemporary society.
- State several examples of important ethical principles as they apply to computer science related situations.

**Prerequisite(s):** None.

### Methodology:

- Achievement style grading
- Once a week seminar-style classroom meetings with low structure
- Student-centered learning techniques
- Weekly short writing assignments
- One research paper

- Lead the class through a presentation and discussion

**Textbook:** None (Readings or links to readings will be posted on the course website.)

**Course Website:** <https://davidjlu.github.io/CS305/>

### Course Policies:

- **Academic Dishonesty** Students are expected to do their own work in this course. To use another writer's ideas with giving credit by means of standard documentation is plagiarism, and will be reported to the Office of Student Affairs
- **Academic Accommodations** If you have now or develop during this semester a physical or a learning disability and you want your instructors to make reasonable accommodations, please visit the PSU disability resource center. They can guide you through the process of applying for academic accommodations.
- **How to Succeed**
  - Come to class and be an active participant
  - Read articles thoughtfully and purposefully
  - Practice your Google-fu
  - Keep a file on everything and anything that interests you!
- **Collaboration** You are welcome and encouraged to work with another student on the presentation. **No more than 2 students per group. Both students need to be present and give a portion of the talk during the presentation.**

**Student-centered Learning** As stated by the DOE, "student-centered learning has been defined most simply as an approach to learning in which learners choose not only *what* to study but also *how* and *why* that topic might be of interest. In other words, the learning environment has learner responsibility and activity at its heart, in contrast to the emphasis on instructor control and coverage of academic content found in [conventional teaching]." (lincs.ed.gov)

### Learners

- Are active participants in their own learning
- Make decisions about what and how they will learn
- Monitor their own learning to develop strategies for learning
- Understand expectations and use peer/self-assessment measures
- Work in collaboration with other learners
- Produce work that demonstrates authentic learning

### Instructors

- Recognize and accommodate different learning modalities
- Provide structure without being overly directive

- Listen to and respect each learner's point of view
- Encourage and facilitate learner's shared decision-making
- Help learners work through difficulties by asking open-ended questions to help them arrive at conclusions or solutions that are satisfactory to them

### **Standards-based grading system:**

Your final grade is based on achieving a set of standards, of which there are 4.

- Class attendance and participation—you are expected to attend all sessions and participate in class discussion
- Weekly short writing assignments—you are expected submit a short weekly piece of writing. (See weekly writing assignment for details.)
- Research paper—you are expected to submit a research paper. (See research paper assignment for details.)
- Class presentation—you are expected to give a presentation and lead a short class discussion or question and answer session. (See presentation assignment for details.)

Achieve all 4 and you get an A.

3 = B.

2 = C.

1 = D.

0 = F.

I reserve the right to modify the grade with a + or - depending on quality.

Additionally, you must pass the research paper and class presentation standards to pass the class (ABET accreditation requirement for the course).

**Cases of plagiarism or cheating result in nonachievement of the entire category.**