

Subject Description Form

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| Subject Code | COMP3511 | | | |
| Subject Title | Legal Aspects and Ethics of Computing | | | |
| Credit Value | 2 | | | |
| Level | 3 | | | |
| Pre-requisite / Co-requisite / Exclusion | | | | |
| Objectives | <p>The objectives of this subject are to:</p> <ul style="list-style-type: none"> • be fully aware of the basic set of legal, ethical and security responsibilities; • be in a position to think and act as (junior) computing professionals; and • be in a position to deal with ethical dilemmas and legal challenges that they can expect to face when they start work. | | | |
| Intended Learning Outcomes | <p>Upon completion of the subject, students will be able to:</p> <p><i>Professional/academic knowledge and skills</i></p> <p>(a) be aware of the ethical and legal issues surrounding the use of computers; and</p> <p>(b) apply the conceptual tools provided in the course to develop analytical skills for determining what to do in ethical and legal decision making.</p> <p><i>Attributes for all-roundedness</i></p> <p>(c) communicate effectively both verbally and in writing as a professional in computing;</p> <p>(d) learn independently for problem solving and solution seeking; and</p> <p>(e) think and reason critically, especially on different issues related to computing professional in the society.</p> | | | |
| Subject Synopsis/ Indicative Syllabus | <table border="1" style="width: 100%;"> <tr> <td style="text-align: center;">Topic</td> </tr> <tr> <td> <p>1. Computer Ethics and Profession</p> <p>Generic skills; typical scenarios of profession; characteristics of a profession; the system of professions; the computing profession; social issues.</p> </td> </tr> <tr> <td> <p>2. Methods and Tools for Ethical Analysis</p> <p>Traditional/philosophical ethics; policy vacuum; social context; competing factors in decision making; practical approach/ analysis; sample cases.</p> </td> </tr> </table> | Topic | <p>1. Computer Ethics and Profession</p> <p>Generic skills; typical scenarios of profession; characteristics of a profession; the system of professions; the computing profession; social issues.</p> | <p>2. Methods and Tools for Ethical Analysis</p> <p>Traditional/philosophical ethics; policy vacuum; social context; competing factors in decision making; practical approach/ analysis; sample cases.</p> |
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| | <p>3. Computer Crimes and Laws Computer criminals; computer fraud; computer sabotage.</p> <p>4. Privacy Personal privacy; computer and privacy.</p> <p>5. Software Ownership and Intellectual Property Ethical/legal issues of software; intellectual property; property rights; legal protection; philosophical basis; consequentialist argument.</p> <p>6. Security Fundamental concepts about security, Security at e-commerce, Security and legislation.</p> <p>7. Entrepreneurship Emerging technologies; entrepreneurship in computing profession; professional capabilities extended through virtual firms.</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| <p>Teaching/ Learning Methodology</p> | <p>This subject emphasizes both ethical and legal aspects of computing professional. It is intended to provide students with knowledge and practical experience on ethical, technological and legal issues related to computing. Lectures would cover the conceptual aspects. Guest lectures with external speakers provide students with knowledge from another perspective. Laboratory and tutorial sessions focus on the exercises to gain understanding both of what being a professional in computing involves and how they can most effectively deal with the challenges they will encounter.</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>Assessment Methods in Alignment with Intended Learning Outcomes</p> | <table border="1"> <thead> <tr> <th data-bbox="384 1182 770 1400" rowspan="2">Specific assessment methods/tasks</th> <th data-bbox="770 1182 938 1400" rowspan="2">% weighting</th> <th colspan="5" data-bbox="938 1182 1479 1328">Intended subject learning outcomes to be assessed (Please tick as appropriate)</th> </tr> <tr> <th data-bbox="938 1328 1042 1400">a</th> <th data-bbox="1042 1328 1145 1400">b</th> <th data-bbox="1145 1328 1249 1400">c</th> <th data-bbox="1249 1328 1353 1400">d</th> <th data-bbox="1353 1328 1479 1400">e</th> </tr> </thead> <tbody> <tr> <td data-bbox="384 1400 770 1467">Continuous Assessment</td> <td data-bbox="770 1400 938 1821" rowspan="5">100%</td> <td data-bbox="938 1400 1042 1467"></td> <td data-bbox="1042 1400 1145 1467"></td> <td data-bbox="1145 1400 1249 1467"></td> <td data-bbox="1249 1400 1353 1467"></td> <td data-bbox="1353 1400 1479 1467"></td> </tr> <tr> <td data-bbox="384 1467 770 1534">1. Assignments</td> <td data-bbox="938 1467 1042 1534">✓</td> <td data-bbox="1042 1467 1145 1534">✓</td> <td data-bbox="1145 1467 1249 1534">✓</td> <td data-bbox="1249 1467 1353 1534">✓</td> <td data-bbox="1353 1467 1479 1534">✓</td> </tr> <tr> <td data-bbox="384 1534 770 1601">2. Tests</td> <td data-bbox="938 1534 1042 1601">✓</td> <td data-bbox="1042 1534 1145 1601">✓</td> <td data-bbox="1145 1534 1249 1601"></td> <td data-bbox="1249 1534 1353 1601">✓</td> <td data-bbox="1353 1534 1479 1601">✓</td> </tr> <tr> <td data-bbox="384 1601 770 1668">3. Projects</td> <td data-bbox="938 1601 1042 1668">✓</td> <td data-bbox="1042 1601 1145 1668">✓</td> <td data-bbox="1145 1601 1249 1668">✓</td> <td data-bbox="1249 1601 1353 1668">✓</td> <td data-bbox="1353 1601 1479 1668">✓</td> </tr> <tr> <td data-bbox="384 1668 770 1736">4. Presentations</td> <td data-bbox="938 1668 1042 1736">✓</td> <td data-bbox="1042 1668 1145 1736">✓</td> <td data-bbox="1145 1668 1249 1736">✓</td> <td data-bbox="1249 1668 1353 1736"></td> <td data-bbox="1353 1668 1479 1736">✓</td> </tr> <tr> <td data-bbox="384 1736 770 1821">Examination</td> <td data-bbox="770 1736 938 1821">0%</td> <td data-bbox="938 1736 1042 1821"></td> <td data-bbox="1042 1736 1145 1821"></td> <td data-bbox="1145 1736 1249 1821"></td> <td data-bbox="1249 1736 1353 1821"></td> <td data-bbox="1353 1736 1479 1821"></td> </tr> <tr> <td data-bbox="384 1821 770 1899">Total</td> <td data-bbox="770 1821 938 1899">100%</td> <td colspan="5" data-bbox="938 1821 1479 1899"></td> </tr> </tbody> </table> | | | | | Specific assessment methods/tasks | % weighting | Intended subject learning outcomes to be assessed (Please tick as appropriate) | | | | | a | b | c | d | e | Continuous Assessment | 100% | | | | | | 1. Assignments | ✓ | ✓ | ✓ | ✓ | ✓ | 2. Tests | ✓ | ✓ | | ✓ | ✓ | 3. Projects | ✓ | ✓ | ✓ | ✓ | ✓ | 4. Presentations | ✓ | ✓ | ✓ | | ✓ | Examination | 0% | | | | | | Total | 100% | | | | | |
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| Continuous Assessment | 100% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1. Assignments | | ✓ | ✓ | ✓ | ✓ | ✓ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2. Tests | | ✓ | ✓ | | ✓ | ✓ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 3. Projects | | ✓ | ✓ | ✓ | ✓ | ✓ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 4. Presentations | | ✓ | ✓ | ✓ | | ✓ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Examination | 0% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Total | 100% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>Student Study Effort Expected</p> | <p>Class contact:</p> <table border="1"> <tr> <td data-bbox="384 1973 1153 2040"> <ul style="list-style-type: none"> ▪ Lecture </td> <td data-bbox="1153 1973 1479 2040" style="text-align: right;">26 Hrs.</td> </tr> <tr> <td data-bbox="384 2040 1153 2114"> <ul style="list-style-type: none"> ▪ Tutorial/Lab </td> <td data-bbox="1153 2040 1479 2114" style="text-align: right;">0 Hrs.</td> </tr> </table> | | | | | <ul style="list-style-type: none"> ▪ Lecture | 26 Hrs. | <ul style="list-style-type: none"> ▪ Tutorial/Lab | 0 Hrs. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| | Other student study effort: | |
| | ▪ Assignments, Quizzes, Projects, Tests | 31 Hrs. |
| | Total student study effort | 57 Hrs. |
| Reading List and References | References: <ol style="list-style-type: none"> 1. Quinn, Michael J., <i>Ethics for the Information Age</i>, 7th Edition, Pearson, 2016. 2. Tavani, Herman T., <i>Ethics and Technology: Controversies, Questions, and Strategies for Ethical Computing</i>, 3rd Edition, Hoboken, N.J.: Wiley, 2011. 3. Johnson, Deborah G. and Miller, Keith W., <i>Computer Ethics: Analyzing Information Technology</i>, 4th Edition, Upper Saddle River, N.J.: Prentice Hall, 2009. 4. Kollmann, Tobias, Kuckertz Andreas and Stöckmann, Christoph, <i>E-Entrepreneurship and ICT Ventures: Strategy, Organization and Technology</i>, Hershey, PA: Business Science Reference, 2010. 5. Duening, Thomas N., Hisrich, Robert D. and Lechter, Michael A., <i>Technology Entrepreneurship: Creating, Capturing, and Protecting Value</i>, Burlington, MA: Academic Press, 2010. | |