

## Subject Description Form

<b>Subject Code</b>	COMP5552
<b>Subject Title</b>	Computer Ethics
<b>Credit Value</b>	3
<b>Level</b>	5
<b>Pre-requisite/ Exclusion</b>	Nil
<b>Objectives</b>	<p>The objectives of this subject are to:</p> <ol style="list-style-type: none"> <li>1. Enable students to learn and apply ethics in computing;</li> <li>2. Satisfy the MSc programme outcome: computer ethics and responsibilities;</li> <li>3. Meet the requirements of CS280T Social and Professional Issues (a syllabus of the IEEECS/ACM Computing Curriculum 2001);</li> </ol>
<b>Intended Learning Outcomes</b>	<p>Upon completion of the subject, students will be able to:</p> <ol style="list-style-type: none"> <li>a) Identify the ethical issues surrounding computers, their causes, and those moral rules which may have been compromised in a particular context;</li> <li>b) Select a workable solution and work through the situation, either technically or morally by applying the conceptual tools provided in the course to develop analytical skills for determining what to do in ethical decision making or what the likely impacts the computer will have in this or that context;</li> <li>c) Communicate effectively well-informed and well-reasoned positions on these issues, verbally (oral presentation of cases) and in writing (project report);</li> <li>d) Collaborate with others for project design and development, while exhibiting leadership in a project team whenever designated or necessary (project groups); and</li> <li>e) Think and reason critically (critical thinking and logical argument construction and analysis).</li> </ol>
<b>Subject Synopsis/ Indicative Syllabus</b>	<ul style="list-style-type: none"> <li>• <b>Computing as a Profession:</b> Professionalism; Strongly differentiated and non-differentiated profession; Characteristics of a profession; the system of professions, professional relationships; codes of professional conduct; Professional requirements: Hong Kong Qualification Framework (HKQF).</li> <li>• <b>Philosophical framework and Computer Ethics:</b> Ethical issues in cyberspace; Meta-ethics (Relativism); Normative Ethics (Duty-based Ethics, Result-based Ethics, Golden Rule, Social Contract Theory/Rawls' Theory of Justice, and Virtue Ethics); Applied Ethics; Computer Ethics – what and why; Hacker Ethics; Netiquette; Accountability and responsibility of buying and selling software.</li> <li>• <b>Information security and crimes in cyberspace:</b> Potential risks, vulnerabilities and threats; countermeasures; some common application failures; computer crimes and law.</li> <li>• <b>Personal data privacy in cyberspace:</b> Personal privacy in the</li> </ul>

	<p>ICT age; protection of personal data privacy (technical and informal approaches), Hong Kong privacy laws</p> <ul style="list-style-type: none"> <li>• <b>Copyright and intellectual property rights in cyberspace:</b> Intellectual property; legal protection (copyright, patents, trade secrets, trademarks and service marks); ethical and legal issues of software ownership (ethical perspectives of IP rights, the consequentialist argument for software ownership right); morality of copying proprietary software.</li> <li>• <b>Methods and Tools for Ethical Analysis:</b> Critical thinking; logical fallacies and logical argument analysis; ethical analysis; analysis frameworks</li> </ul>																										
<b>Teaching/Learning Methodology</b>	Class activities including - lecture, tutorial, lab, workshop seminar where applicable																										
<b>Assessment Methods in Alignment with Intended Learning Outcomes</b>	<table border="1"> <thead> <tr> <th rowspan="2">Specific Assessment Methods/Tasks</th> <th rowspan="2">% weighting</th> <th colspan="5">Intended subject learning outcomes to be assessed</th> </tr> <tr> <th>a</th> <th>b</th> <th>c</th> <th>d</th> <th>e</th> </tr> </thead> <tbody> <tr> <td>Assignments, Tests &amp; Projects</td> <td>100</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>Total</td> <td>100</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Specific Assessment Methods/Tasks	% weighting	Intended subject learning outcomes to be assessed					a	b	c	d	e	Assignments, Tests & Projects	100	✓	✓	✓	✓	✓	Total	100					
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<b>Reading list and references</b>	<p>(1) Johnson, D.G., 2009, Computer Ethics, 4<sup>th</sup> Ed, Prentice Hall.</p> <p>(2) Quinn, M.J., 2012, Ethics for the Information Age, 5<sup>th</sup> Ed, Addison Wesley.</p> <p>(3) Tavani, H.T., 2012, Ethics and Technology, 4<sup>th</sup> Ed, John Wiley &amp; Sons.</p>																										