COURSE OUTLINE
Information Technology Ethics

Course Description
IN 275. Information Technology Ethics. 3 hours credit. Prerequisite: Completion of 12 credit hours of Information Technology department courses, with a C or better earned in each course. This course will enable the student to appraise ethical issues that information technology professionals face in a corporate setting. The student will examine the classical normative ethical theories based on notions of duties, rights, consequences and virtue based ethics as well as the contemporary codes of conduct established by professional organizations. The student will explore, analyze, and critique case studies in order to develop skills in ethical thought and written communication.

Required Materials
For complete material(s) information, refer to https://bookstore.butlercc.edu

Butler-Assessed Outcomes
The intention is for the student to be able to
1. Apply ethical principles to technology issues.
2. Write and discuss views on technology ethical issues in a clear and precise manner.

Learning PACT Skills that will be developed and documented in this course
Through involvement in this course, the student will develop ability in the following PACT skill area(s):

Analytical Thinking Skills
Critical thinking - Through readings and discussions on ethical issues, the student will build skills in formulating proper responses to various situations where ethics are in question.

Major Summative Assessment Task(s)
These Butler-assessed Outcome(s) and Learning PACT skills will be demonstrated by
1. Preparing a written case study that describes how to reduce organizational vulnerability by using ethical decision-making related to technology.

Skills or Competencies
These actions are essential to achieve the course outcomes:
1. Identify classical normative ethical theories.
2. Discuss professional codes of conduct.
3. Discuss ethics, professionalism, and whistle blowing.
4. Discuss anonymity, security, and privacy.
5. Discuss intellectual property rights and computer technology.
6. Critically appraise ethical issues that arise in informational technology.
7. Apply ethical principles to case studies in information technology.

Learning Units
I. Historical perspectives on information technology
   A. Computing
   B. Networking
   C. Information storage and retrieval

II. Classic ethical theories
   A. Subjective relativism
   B. Cultural relativism
   C. Divine command theory
   D. Kant
   E. Act utilitarianism
   F. Rule utilitarianism
   G. Social contract theory
   H. Morality of breaking the law

III. Report writing
   A. Report structure
   B. Source citation
   C. Collaborative feedback
   D. Revision

IV. Networked communications
   A. Email and spam
   B. World Wide Web
   C. Ethical perspectives on pornography
   D. Censorship
   E. Freedom of expression
   F. Children and the Web
   G. Breaking trust on the Internet
   H. Internet addiction

V. Intellectual property
   A. Intellectual property rights
   B. Protection of intellectual property
   C. Fair use
   D. New restrictions on use
   E. Peer-to-peer networks
   F. Protections for software
   G. Open-source software
   H. Legitimacy of intellectual property protection for software
VI. Privacy
   A. Perspectives on privacy
   B. Information disclosure
   C. Public information
   D. US legislation
   E. Public records
   F. Covert government surveillance
   G. US legislation authorizing wiretapping
   H. Data mining
   I. Identity theft
   J. Encryption

VII. Computer and network security
   A. Viruses, worms and Trojan horses
   B. Phreaks and hackers
   C. Denial-of-service attacks
   D. Online voting

VIII. Computer reliability
   A. Data-entry or data-retrieval errors
   B. Software and billing errors
   C. Notable software system failure
   D. Therac-25
   E. Computer simulations
   F. Software engineering
   G. Software warranties

IX. Professional ethics
   A. Computer expert’s as professionals
   B. Software engineering code of ethics
   C. Case studies
   D. Whistleblowing

X. Work and wealth
   A. Automation and unemployment
   B. Workplace changes
   C. Globalization
   D. The digital divide
   E. The “winner-take-all” society
   F. Access to public colleges

Learning Activities
Learning activities will be assigned to assist the student to achieve the intended learning outcome(s) through lecture, instructor-led class discussion, guest speakers, group
activities, drills/skill practice, and other activities at the discretion of the instructor. These activities may be either face-to-face or online.

**Grade Determination**
The student will be graded on learning activities and assessment tasks. Grade determinants may include the following: daily work, quizzes, chapter or unit tests, comprehensive examinations, projects, presentations, class participation, and other methods of evaluation at the discretion of the instructor.