

**IS 471: Cyber Ethics**

**School of Technology & Computing**

5 Credits, Undergraduate Course

*Access to the Internet is required.*

*All written assignments must be in Microsoft-Word-compatible formats.*

*See the library's APA Style Guide tutorial for a list of resources that can help you use APA style.*

### **Faculty Information**

Professional experience information for instructors can be found under Content à Syllabus, Schedule, and Course Team à Meet Your Instructor in the online course menu.

### **Contact Information**

Contact information for instructors can be found in the online course menu. Additional contact information regarding the TA for the course, the Program Manager, Program Director and Dean is also shared in the same location. Hyperlinks on the contact page direct students to the responsible party's weekly office hours.

### **Course Description**

Cyber Ethics introduces students to the social, ethical, and policy dimensions of technology in organizations, schools, and society. This course examines access and equity issues, censorship, privacy, piracy, hacking, commercialization, literacy, online communication, intellectual property, crime, civil liberties, social media, and developing a "global community" through the Internet. It covers the students' understanding of professional and ethical responsibilities and awareness of ethical issues facing IT professionals is emphasized. It explores the analysis of situations involving ethical conflicts and the ability to make decisions based on professional codes of ethics and conduct is explored.

### **Course Resources**

Required and recommended resources to complete coursework and assignments are found on the course [Reading List](#). The reading list can be found in the main tab Reading List in online course as well as from the library homepage.

Note: Required resources that must be purchased by the student are tagged "Purchase from a vendor of your choosing." Required resources with a direct link, "Available through CityU Library", are available at no cost to students.

Students in Canada will see required resources they need to purchase tagged "Purchase from the Canadian Bookstore." Students outside the U.S. and Canada should contact their advisor or textbook coordinator for additional information.

### **Course Outcomes**

At the end of this course, students will:

1. Explain concepts, principles, and framework of ethics in technology.
2. Apply ethical concepts, principles, skills, and tasks to maintain ethical environments in multiple organizations and societal settings.
3. Analyze the impact of unethical, illegal behavior in cyber space.
4. Evaluate professional responsibilities in terms of ethical principles.

5. Create an ethics program for an organization utilizing professional code ethics and guidelines.

### **Additional Information**

Topics include:

- An Overview of Ethics
  - What Is Ethics?
  - Ethics in the Business World
  - Corporate Social Responsibility
  - Why Fostering Corporate Social Responsibility and Good Business Ethics Is Important?
  - How Organizations Can Improve Their Ethics
  - Including Ethical Considerations in Decision Making
  - Ethics in Information Technology
- Ethics for IT Workers and IT Users
  - IT Worker Relationships That Must Be Managed
  - Encouraging the Professionalism of IT Workers
  - What Can Be Done to Encourage the Ethical Use of IT Resources among Users?
- Computer and Internet Crime
  - The Threat Landscape
  - The CIA Security Triad
  - Response to Cyberattack
- Privacy
  - Privacy Protection and the Law
  - Key Privacy and Anonymity Issues
- Freedom of Expression
  - First Amendment Rights
  - Freedom of Expression: Key Issues
- Intellectual Property
  - What Is Intellectual Property?
  - Trade Secrets
  - Current Intellectual Property Issues
- Software Development
  - Software Quality and Why It Is Important
  - Strategies for Developing Quality Software
- The Impact of IT on Productivity and Quality of Life
  - The Impact of IT on the Standard of Living and Worker Productivity
  - IT and Workplace Automation
  - The Impact of IT on Health Care

- Social Networking
  - What Is Social Media?
  - Social Networking Platforms
  - Business Applications of Social Media
  - Social Networking Ethical Issues
  
- Ethics of IT Organizations
  - Use of Contingent Workers
  - H-1B Workers
  - Outsourcing
  - Whistle-Blowing
  - Green Computing

### Grading Scale

The grades earned for the course will be calculated using City University of Seattle’s decimal grading system, found in the current University Catalog (<https://www.cityu.edu/catalog/>).

Grading rubrics with details on how each assignment will be graded are located under *Grades* from the main bar in the online course menu. Students should review the rubric for each assignment prior to completing their work to understand how it will be assessed.

OVERVIEW OF REQUIRED ASSIGNMENTS	% OF FINAL GRADE	POINTS
<b><i>Instructor Determined Assignments</i></b>	<b>20%</b>	
The Muddiest Point (MP)	5%	50 = 5 points * 10 modules
Concept Debates (CD)	5%	50 = 5 points * 10 modules
Knowledge Check (KC)	10%	100 = 10 points* 10 modules
<b><i>Major Assessments</i></b>	<b>80%</b>	
Virtual Lab (VL)	20%	200 = 40 points * 5 modules
Research Paper (RP)	30%	300 = 30 points * 1 module
Team Project (TP)	30%	Proposal: 40 points Progress: 90 points Final Report: 120 points Final PPT: 50 points Subtotal: 300 points
<b>TOTAL</b>	<b>100%</b>	<b>1,000 points</b>

### Course Assignments and Grading

The instructor will provide grading rubrics explaining how this assignment will be graded.

#### The Muddiest Point (MP) & Concept Debate (CD)

All classes are required to use the Discussion Board to participate in MP and CB. Participation is an integral part of this course. It is defined as active engagement in discussing the MP and CB.

A student posts an answer to a weekly discussion topic on Discussion Board. The student also posts a response to two other students' posts by the end of each module. Comments and questions should be clear and thoughtful, with correct grammar, spelling, and punctuation. The instructor will grade the quality of your discussion postings on both content and response. References for your answers are strongly recommended. But APA styles are required for references and citations.

Although your postings' tone can be informal, your instructor will expect the content to be professional. Your comments and questions for discussion should be clear and thoughtful, with correct grammar, spelling, and punctuation. As with written assignments, your discussion postings' quality will be graded on both content and presentation.

**MP:** Before class, students are required to submit the Muddiest Point (MP) activity. The purpose of this activity is to stimulate student engagement. The instructor uses the MP to assess how students understood the required readings. The instructor also uses the MP to customize the lecture scope to implement Just-in-Time Teaching (JiTT). The MP consists of writing a brief reflective essay (<= 50 words) identifying the most confusing part (i.e., the MP) of the content covered in the upcoming module. If a student understands all concepts, the student needs to explain the most exciting aspect.

<b>Criteria</b>	<b>% of Grade</b>
Participation	80%
Writing	20%
<b>TOTAL</b>	<b>100%</b>

**CD:** The instructor poses a problem based on the key concepts of a lecture. After reflecting on the problem, students submit their first answer with justification (<= 50 words) identifying why the answer is correct. Then, students discuss their responses with their classmates. Students discuss their thought processes and solutions with peers. Students then commit to an answer and re-submit their responses. The instructor reviews responses and thought processes with the correct answer through Weekly Announcements.

<b>Criteria</b>	<b>% of Grade</b>
Participation	80%
Writing	20%
<b>TOTAL</b>	<b>100%</b>

**Knowledge Check (KC)**

Weekly quizzes measure knowledge concepts acquired. Focus on the underlying principles and concepts rather than memorization to solve the quizzes. You can try to answer the KC at most twice.

<b>Criteria</b>	<b>% of Grade</b>
Correctness	100%

<b>TOTAL</b>	<b>100%</b>
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### **Virtual Lab (VL)**

Students complete cloud-based labs that support the concepts taught within the course. VLs involve viewing instructional documents and following systematic instructions. Activities are embedded within each lab. The activities present a challenge to complete on ethical concepts, principles, skills, and tasks to maintain ethical environments in multiple organization and societal settings or the impact of unethical, illegal behavior in cyber space and professional responsibilities in terms of ethical principles. Each lab is graded on accuracy and writing. A student has unlimited attempts at each lab to increase their accuracy and learn the required skills. Reports submitted include a write-up on their understandings and findings in their lab reports.

<b>Criteria</b>	<b>% of Grade</b>
Accuracy	80%
Writing	20%
<b>TOTAL</b>	<b>100%</b>

### **Research Paper (RP)**

In the research paper, each student will use an instructor-approved case study relevant to the course. The paper should be 4-6 pages, double-spaced, 12 font-size, excluding the title and reference pages, using APA format, with at least 5 recent, scholarly, peer-reviewed references. The paper will synthesize content from the virtual labs as applied to the case study assigned by the instructor.

<b>Criteria</b>	<b>% of Grade</b>
Structure	20%
Content	40%
Writing	30%
Reference	10%

### **Team Project (TP)**

Each student team will conduct an in-depth case analysis for a selected case which describes unethical behaviors related to Information Security. Each case will need to be approved by the instructor before being accepted. For each case, the team will provide an analysis which describes the breakdown of ethical behaviors.

The student should differentiate between legal unethical behaviors and illegal behaviors and explain how the initial lapses led to more serious behavior. The student will describe how Information and Communications Technology (ICT) impacted ethical behaviors and situation. The student will outline controls, education, and environmental factors which may have prevented ethical breaches or minimized consequences, or both.

The analysis of the case should include proper documentation of the case, including news articles or articles providing supporting information. All documentation should use APA standards.

The paper must be at least 6-7 pages, including pictures, tables, and references. We required students to use the paper template from [EDSIG/CONISAR](#), the international conference standard. *The instructor may recommend the best papers in this course to conferences with your team's approval. If necessary, the instructor may require more revisions after the course is over. However, the paper submission is optional and does not affect your course grade.*

The instructor will provide students with three report templates and one presentation template. The file name includes the team project number, team number, and the team members' list. For example, "TP01 T03 Sam John Mark."

- TP01 for the proposal - "TP01 T0X Author1 Author2 Author3.docx"
- TP02 for the progress report - "TP02 T0X Author1 Author2 Author3.docx"
- TP03 for the final report - "TP03 T0X Author1 Author2 Author3.docx"
- TP04 for the final presentation slide - "TP04 T0X Author1 Author2 Author3.pptx"

As in any scholarly writing, students should not merely copy information from another author. Students should use evidence to support the contentions they have drawn from their findings and critically analyze related literature. In essence, each paper needs to be an analytical paper, not a summary of readings.

In addition, a team presentation slide and a short demo video are required.

- The presentation consists of 15+4 slides: 15 slides for content and 4 slides for cover, agenda, key reference, and Q&A.
- The PPT template is provided. Your team can change the design and color for your team's purpose. If necessary, a presentation video (15 minutes) is requested for in-class absentees.
- A demo YouTube video (1-2 minutes) is required.
- Nevertheless, the demo time should be included in the total presentation time (15 minutes) for in-class students.

Four submissions are required according to the following schedule:

- Proposal (1 page; 30 points) - Starting (Module 1) & Ending (Module 3)
- Progress Report (3-4 pages; 70 points; graded after the proposal has been submitted) - Starting (Module 4) & Ending (Module 7)
- Final Report (6-7 pages; 70 points; graded after the progress has been submitted) - Starting (Module 8) & Ending (Module 10)
- Final PPT (15+4 slides, 30 points; graded after the final report has been submitted) - Starting (Module 8) & Ending (Module 10)

Students are expected to use the assigned readings, videos, and other materials throughout the quarter. Students will need to utilize additional sources that the professor did not post. Students

must employ APA formatting of citations, footnotes, and bibliography. Students must cite the sources of all ideas, facts, and information that are not their own, even if they have put the information into their own words. Failure to do so is plagiarism, although the oversight is unintentional. To avoid plagiarism, check <https://library.cityu.edu/howto/apa-writing/avoid-plagiarism/>.

### TP Report

The student will provide a report formatted based on a template provided by the instructor. Students are required to improve their writing iteratively and incrementally every week. The revision will always happen during a quarter. Students will add new sections needed to the existing paper every week.

The final report is the culmination of applied research and activities conducted throughout the quarter. The final report/paper provides a detailed problem and its solution likely to be encountered by a company or organization described in a case study supplied by the student.

<b>Criteria</b>	<b>% of Grade</b>
Structure	20%
Content	30%
Writing	30%
Reference	10%
Collaboration	10%
<b>TOTAL</b>	<b>100%</b>

### TP Presentation

The student will report the research outcomes, development, or other project efforts to an academically appropriate committee in a public forum. The nature of the presentation content will determine the specific makeup of the audience. The layout and design must be appropriate and adequate to represent the outcomes of the effort.

Each presenter will have 15 minutes for the presentation and 5 minutes for questions and answers. Each presenter must keep the total presentation time limit strictly.

<b>Criteria</b>	<b>% of Grade</b>
Structure	20%
Visual Presentation	30%
Verbal Quality & Engagement	30%
Collaboration	20%
<b>TOTAL</b>	<b>100%</b>

### TP01 and TP02



<b>Criteria</b>	<b>% of Grade</b>
Structure	20%
Content	30%
Writing	30%
Reference	10%
Collaboration	10%
<b>TOTAL</b>	<b>100%</b>

**TP03**

	<b>Criteria</b>	<b>Outcome</b>	<b>% of Grade</b>
<b>General Computing Knowledge (10%)</b>			
1	Cyber Ethics	Recalls ethical issues impacting technology, computing professionals, and their organizations.	10%
<b>Critical Thinking (40%)</b>			
2	Issue	Issue is stated and described thoroughly so that it is understood fully.	10%
3	Evidence	Information is taken from source(s) appropriate to the scope with enough interpretation and evaluation to develop a comprehensive analysis or synthesis, and expert opinions are thoroughly scrutinized.	10%
4	Context and Awareness	Thoroughly analyzes assumptions and biases, carefully evaluating contextual relevance when presenting a position.	10%
5	Conclusions	Conclusions are logical and reflect an informed evaluation of evidence and perspectives in priority order.	10%
<b>Collaboration (20%)</b>			
6	Teamwork	Works effectively on diverse, global and/or distributed teams.	10%
7	Knowledge of Cultural Frameworks	Demonstrates sophisticated understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.	5%
8	Openness to Cultural Differences	Demonstrates openness to the diverse population of students in STC programs, collaboratively and professionally communicates with team members to form a collective decision and provide resolutions to the challenges that arise.	5%
<b>Ethical Thinking (30%)</b>			

9	Ethical Self-Awareness	Discusses in clear detail and can analyze both core beliefs and their origins and discussions have greater depth.	10%
10	Ethical Issue Recognition	Recognizes ethical issues when they are presented in a complex, multilayered (gray) context AND recognizes cross-relationships among the issues.	10%
11	Evaluation of Different Ethical Perspectives / Concepts	States their position and the objections to, assumptions and implications of it and they can reasonably defend against the objections to, assumptions and implications of different ethical perspectives/concepts, and their defense is adequate and effective.	10%
<b>TOTAL</b>			<b>100%</b>

### TP Presentation

The student will report on the research outcomes, development, or other project efforts to an academically appropriate committee in a public forum on the need for an ethics program for an organization utilizing professional code ethics and guidelines. The nature of the presentation content will determine the specific makeup of the audience. The student will choose the format of the presentation in consultation with the instructor. The layout and design must be appropriate and adequate to represent the outcome of the effort. Each presenter will have 15 minutes for a presentation and 5 minutes for questions and answers. Each presenter must keep the total presentation time limit strictly.

<b>Components</b>	<b>% of Grade</b>
Structure	20%
Visual Presentation	30%
Verbal Quality & Engagement	30%
Collaboration	20%
<b>TOTAL</b>	<b>100%</b>

## Course Policies

Course policies on topics such as Late Assignments, Participation, and Professional Writing are found Content à Syllabus, Schedule, and Course Team à Course Policies in the online course menu. Students are responsible for reviewing and applying these policies while enrolled in this course.

## University Policies

Students are responsible for understanding and adhering to all of City University of Seattle's academic policies. The most current versions of these policies can be found in the [University Catalog](#) that is linked from the CityU Web site.

## **Antidiscrimination**

City University of Seattle and its staff and faculty are committed to supporting our students. We value equity, diversity, and inclusion as a way of life as well as the educational opportunities it provides. City U will not tolerate any form of discrimination based on race, color, ethnicity, sexual orientation, gender identification, socioeconomic status, or religious values. If you have experienced any discrimination based on any of the above, we encourage you to report this to the University. Please report this to your instructor. If you do not feel safe reporting this to your instructor, please report to Dr. Scott Carnz, Provost or to the Vice President of Student Affairs, Melissa Mecham.

## **Non-Discrimination & Prohibition of Sexual Misconduct**

City University of Seattle adheres to all federal, state, and local civil rights laws prohibiting discrimination in employment and education. The University is committed to ensuring that the education environment is bounded by standards of mutual respect and safety and is free from discriminatory practices.

In the U.S., the University is required by Title IX of the Education Amendments of 1972 to ensure that all of its education programs and activities do not discriminate on the basis of sex/gender. Sex include sex, sex stereotypes, gender identity, gender expression, sexual orientation, and pregnancy or parenting status. Sexual harassment, sexual assault, dating and domestic violence, and stalking are forms of sex discrimination, which are prohibited under Title IX and by City University of Seattle policy. City University of Seattle also prohibits retaliation against any person opposing discrimination or participating in any discrimination investigation or complaint process internal or external to the institution. Questions regarding Title IX, including its application and/or concerns about noncompliance, should be directed to the Title IX Coordinator. For a complete copy of the policy or for more information, visit <https://www.cityu.edu/about-cityu/student-right-to-know/> or contact the Title IX Coordinator.

In Canada, in compliance with the British Columbia Human Rights Code, the Alberta Human Rights Act, WorksafeBC, and the Workers' Compensation Board of Alberta, the University believes that its environment should at all times be supportive and respectful of the dignity and self-esteem of individuals. Discrimination, harassment and bullying conduct, whether through person to person behaviour or via electronic communications such as email or social media is not acceptable and will not be tolerated. As an educational institution, it is our responsibility to cultivate an environment of excellence, equity, mutual respect and to recognize the value and potential of every individual. The University will take all necessary steps to meet or exceed the requirements of the law to prevent discrimination, harassment and bullying. The Respectful Workplace Policy for the prevention of discrimination, harassment and bullying policy and procedure can be found at <https://www.cityu.edu/discover-cityu/about-cityu/> under the Policies section or at <https://www.cityuniversity.ca/about/>.

## **Title IX Statement**

City University of Seattle and its faculty are committed to supporting our students and seeking an environment that is free of bias, discrimination, and harassment. If students have encountered any form of sexual misconduct (e.g. sexual assault, sexual harassment, stalking, domestic or dating violence), we encourage them to report this to the University. If a student speaks with a

faculty member about an incident of misconduct, that faculty member must notify CityU's Title IX coordinator and share the basic fact of the experience. The Title IX coordinator will then be available to assist students in understanding all of the options and in connecting students with all possible resources on and off campus.

To view CityU's sexual misconduct policy and for resources, please visit the [Title IX](#) and [Campus Safety](#) pages in the my.cityu.edu portal.

### **Religious Accommodations**

Washington state law requires that City University of Seattle develop a policy for accommodation of student absences or significant hardship due to reasons of faith or conscience, or for organized religious activities. The University's policy, including more information about how to request an accommodation, is available in the University Catalog. Accommodations must be requested within the first two weeks of this course using the Religious Accommodations Request Form found on the student dashboard in the my.cityu.edu student portal.

### **Academic Integrity**

Academic integrity in students requires the pursuit of scholarly activity that is free from fraud, deception and unauthorized collaboration with other individuals. Students are responsible for understanding CityU's policy on academic integrity and adhering to its standards in meeting all course requirements. A complete copy of this policy can be found in the [University Catalog](#) under *Student Rights and Responsibilities* on the page titled *Academic Integrity Policy*.

### **Attendance**

Students taking courses in any format at the University are expected to be diligent in their studies and to attend class regularly.

Regular class attendance is important in achieving learning outcomes in the course and may be a valid consideration in determining the final grade. For classes where a physical presence is required, a student has attended if they are present at any time during the class session. For online classes, a student has attended if they have posted or submitted an assignment. A complete copy of this policy can be in the [University Catalog](#) under *Student Rights and Responsibilities* on the page titled *Attendance*.

### **Final Assignments Due Date**

Final assignments for each class at CityU must be due on or before the final date of the course as indicated in the university's course information system. Due dates that extend beyond the final date of the course may negatively impact tuition funding for students.

## **Support Services**

### **Disability Services Accommodations Statement**

Students with a documented disability who wish to request academic accommodations are encouraged to contact Disability Support Services to discuss accommodation requests and eligibility requirements. Please contact Disability Support Services at [disability@cityu.edu](mailto:disability@cityu.edu) or 206.239.4752 or visit the [Disability Support Services](#) page in the my.cityu.edu portal.

Confidentiality will be observed in all inquiries. Once approved, information about academic accommodations will be shared with course instructors.

**Library Services**

CityU librarians are available to help students find the resources and information they need to succeed in this course. Contact a CityU librarian through the [Ask a Librarian service](#), or access [library resources and services online](#), 24 hours a day, seven days a week.

**Online Tutoring**

CityU students have access to free online tutoring offered through Brainfuse, including writing support, from certified tutors 24 hours a day, seven days a week. Visit the [Brainfuse](#) page on the my.cityu.edu portal for more information.