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Course website: [http://cs.bemidjistate.edu/mjwolf/cs4390/](http://cs.bemidjistate.edu/mjwolf/cs4390/)


**Course description/prerequisites** Features topics related to standards for computing professionals.  
Prerequisites: At least one CS course numbered 3000 or higher.

**Course objective:** This course addresses three Computer Science Program Student Learning Outcomes and one Computer Information Systems Program Student Learning Outcome:

**CS SLO 3: Communication** Students will communicate effectively with a wide range of audiences.  
**CS SLO 4: Productive in teams** Students will work productively in teams.  
**CS SLO 6: Professional and ethical** Students will develop a basis for making professional and ethical decisions that pertain to the software they are developing.  
**CIS SLO 1:** Students will be able to analyze information systems solutions professionally and ethically.

We will address these outcomes by learning a variety of ethical frameworks and critical thinking skills and using them as analytical tools to think through a wide variety of social, ethical, and professional issues that have arisen or take on different forms due to the prevalence of information and communication technologies (ICTs). These issues are pertinent to professionals in the computing field. By the end of the term you will have a better understanding of these issues and be in a position to argue about the nuances of the issues. You will have the opportunity to improve your ethical analysis, discussion, discussion leadership, speaking and writing skills.

A student who effectively engages in the learning process in this course will

- understand their responsibilities as a computing professional.  
- apply standard ethical theories to computing related scenarios.  
- create, analyze, and critique arguments surrounding social and ethical aspects of computing.  
- develop strategies to discuss concerns about social and ethical aspects of computing.  
- develop strategies for ethical decision making for computing ethics issues.

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Course organization: We will move methodically through the material in the text. You are to do the assigned readings prior to class. I will keep you apprised of reading assignments as the semester progresses. There may be additional readings. In any event, if you have not read the material prior to class time, you will find the experience less than fulfilling. Most days, you will have to write brief responses to questions related to the reading or a brief analysis of the reading. These writings will form the basis of class activities. Most days class will either be discussion or activity oriented. Most typically, I will not lecture. This is your education. You need to take ownership of it. I am here to help when you don’t understand something. In class activities will take on various forms: discussion lead by a student, small group discussion, debate, case studies presented in video or written format, in-class writing and others. Often, we will use the text’s discussion questions and brief assignments to guide in-class activities. Other times I will bring in outside resources as part of our in-class learning. Some of the activities will require you to complete an out of class assignment. You are expected to be an active participant in all of the activities. At the very least you must have read the appropriate material and discuss your perception of the material. There is a tentative schedule for the course in D2L. The schedule can be easily adjusted based on your interests and contributions and the bizarre world we are currently experience. You will find other information and descriptions of homework assignments.

Grading for the course: Since this class depends largely on your participation, your grade will be based on whether you come to class prepared, ask questions, share your insights and participate in the in-class activities. These activities will be graded. In addition, you will be assigned two major writing assignments (high quality essays with sufficient information content and appropriate ethical analysis). In addition to the above, there will be a final “examination.” The final examination is a team-based debate and will be held during the final examination time on Tuesday, December 15, from 3:30 p.m. to 5:30 p.m. and possibly other times. I will describe its structure nearer to the end of the term.

Academic honesty: Please be aware that the University’s policy for Academic Integrity appears in the Student Code of Conduct. I expect that each student has read this material. If you do not understand what is meant by this policy, or if you are confused by terms such as plagiarism, cheating, or collusion, please discuss this policy with me, your advisor, or another faculty member as soon as possible. I absolutely require that each student in this class fulfill his or her academic obligations in a fair and honest manner. This includes turning in work that is uniquely yours, unless I explicitly require you to work on a project in a group.

To this end, any two or more students who turn in work that looks even remotely similar will be given at most half credit for the work (i.e., I will grade it once and split the points among those students presenting similar work). I strongly suggest that if you work with others you only work together in the idea generation phase and that when it comes to writing or typing your work, you do so independently. It is in your best interest to never look at any solutions written by another student and to never let another students see any solutions you have written. If you do turn in work that I suspect is the result of cheating, I reserve the right to carry out the sanctions listed in the Student Guide.

Specific items that I consider cheating on programming assignments or problem sets are:

1. Turning in someone else’s work as your own (with or without that person’s consent). This includes turning in a copy of something that can be mechanically transformed into a copy of someone else’s work. Don’t even try to disguise cheating by simply modifying someone else’s work and calling it your own.

2. Allowing someone else to turn in your work as his or her own work. This includes allowing fellow students access to your electronic copy.
3. Using a solution developed by a student in a previous term.

4. Using a solution found in a book or journal article or on the web.

**Class participation:** Do not miss class. Much of the quality of your learning experience is going to be based on how well you participate in class. Your contribution to the discussions is essential for the class to be successful.

In the event of snow, I will hold class unless the university cancels classes. If you must travel, it is your responsibility to use good judgment as to whether to attend that day.

**Notice:** BSU is committed to making all educational programs, course materials, services and activities sponsored by the University accessible to individuals with disabilities. Students requesting accommodations due to a disability or other need for access should contact Accessibility Services as soon as possible. Accessibility Services is located at Decker Hall 202. PH: 218.755.3883 or email: accessibility@bemidjistate.edu. This information is also available through Minnesota Relay Services at 800.627.3529.