



# **COURSE SPECIFICATIONS (CS)**

## Course Specifications

Institution: Najran University	Date: August 2017
College/Department : College of Computer Science and Information Systems / Department of Computer Science	

### A. Course Identification and General Information

1. Course title and code: Social, Ethical and Professional Issues / 440CSS-3			
2. Credit hours: 3			
3. Program(s) in which the course is offered. (If general elective available in many programs indicate this rather than list programs) Computer Science Program			
4. Name of faculty member responsible for the course Mazen Ali Muhammed Gazzan			
5. Level/year at which this course is offered: 9 / 1438-1439H (2017/2018) First Semester			
6. Pre-requisites for this course (if any): N/A			
7. Co-requisites for this course (if any): N/A			
8. Location if not on main campus:			
9. Mode of Instruction (mark all that apply):			
a. Traditional classroom	<input type="checkbox"/>	What percentage?	<input type="checkbox"/>
b. Blended (traditional and online)	<input checked="" type="checkbox"/>	What percentage?	<input type="text" value="100"/>
c. E-learning	<input type="checkbox"/>	What percentage?	<input type="checkbox"/>
d. Correspondence	<input type="checkbox"/>	What percentage?	<input type="checkbox"/>
f. Other	<input type="checkbox"/>	What percentage?	<input type="checkbox"/>
Comments:			

### B Objectives

1. What is the main purpose for this course?
2. Briefly describe any plans for developing and improving the course that are being implemented. (e.g. increased use of IT or web based reference material, changes in content as a result of new research in the field)

### C. Course Description (Note: General description in the form used in Bulletin or handbook)

#### Course Description:

This course aims at developing the ethical reasoning skills and sensitivities that computer professionals will need to make good decisions and to justify them. The course includes a general introduction to ethical theories and their use in making and justifying decisions. It admits discussions and explorations of various issues and case studies, illustrating the kinds of problems that can arise from the use and misuse of computers and technology, the responsibilities of computing professionals, ethics on the internet (hacking, computer crime, and netiquette), privacy and social issues.

#### 1. Topics to be Covered

List of Topics	No. of Weeks	Contact hours
History of Computing	1	3
Morality and the Law	2	7
Ethics and Ethical Analysis	1	3
Ethics and the Professions	1	3
Anonymity, Security, Privacy & Civil Liberties	1	3
Intellectual Property Rights & Computer Technology	2	7
Social context of Computing	2	7
Software Issues: Risk and Liabilities	2	7
Computer Crimes	2	7
Cyberspace, Cyber ethics, and Social Networking	1	3

#### 2. Course components (total contact hours and credits per semester):

		Lecture	Tutorial	Laboratory/ Studio	Practical	Other:	Total
Contact Hours	Planned	45	6		-	-	51
	Actual	45	6		-	-	51
Credit	Planned	3	1	-	-	-	4
	Actual	3	1	-	-	-	4

#### 3. Additional private study/learning hours expected for students per week.

10

#### 4. Course Learning Outcomes in NQF Domains of Learning and Alignment with Assessment Methods and Teaching Strategy

**On the table below are the five NQF Learning Domains, numbered in the left column.**

**First**, insert the suitable and measurable course learning outcomes required in the appropriate learning domains (see suggestions below the table). **Second**, insert supporting teaching strategies

that fit and align with the assessment methods and intended learning outcomes. **Third**, insert appropriate assessment methods that accurately measure and evaluate the learning outcome. Each course learning outcomes, assessment method, and teaching strategy ought to reasonably fit and flow together as an integrated learning and teaching process. (Courses are not required to include learning outcomes from each domain.)

Code #	NQF Learning Domains And Course Learning Outcomes	Course Teaching Strategies	Course Assessment Methods
<b>1.0</b>	<b>Knowledge</b>		
1.1	Discuss the theory of computer ethics, and professional ethics.		Quiz 1, Mid Term 1 Exam and Final Exam
1.2	Analyze various case studies related to use and misuse of technology		Mid Term 2 Exam and Final Exam
<b>2.0</b>	<b>Cognitive Skills</b>		
2.1	Apply code of ethics in professional issues and computer organization		Quiz 1, Mid Term 1 Exam and Final Exam
2.2	Determine privacy protection and technology risks.		Mid Term 1 Exam and Final Exam
<b>3.0</b>	<b>Interpersonal Skills &amp; Responsibility</b>		
3.1			
3.2			
<b>4.0</b>	<b>Communication, Information Technology, Numerical</b>		
4.1			
4.2			
<b>5.0</b>	<b>Psychomotor</b>		
5.1			
5.2			

#### 5. Schedule of Assessment Tasks for Students During the Semester

	Assessment task (i.e., essay, test, quizzes, group project, examination, speech, oral presentation, etc.)	Week Due	Proportion of Total Assessment
1	Quiz 1	2	2.5 %
2	Mid Term 1	7	20 %
3	Mid Term 2	12	20 %
4	presentation	12 and 13	5 %
5	Report	13	2.5
6	Final Exam	16	50 %
7			
8			

#### D. Student Academic Counseling and Support

1. Arrangements for availability of faculty and teaching staff for individual student consultations and academic advice. (include amount of time teaching staff are expected to be available each week)

I have 10 office hours per week for individual student consultations and academic advice rather than every student has his own Academic Advisor

#### E Learning Resources

1. List Required Textbooks

- Ethical and Social Issues in the Information Age, Joseph M. Kizza Springer; 4th edition, 2010.
- A Gift of Fire, Social, Legal, and Ethical Issues for Computing and the Internet- Sara Baase; Prentice Hall, 3rd Edition.

2. List Essential References Materials (Journals, Reports, etc.)

N/A

3. List Electronic Materials, Web Sites, Facebook, Twitter, etc.

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4. Other learning material such as computer-based programs/CD, professional standards or regulations and software.

## F. Facilities Required


Indicate requirements for the course including size of classrooms and laboratories (i.e. number of seats in classrooms and laboratories, extent of computer access, etc.)
1. Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.) Classroom
2. Technology resources (AV, data show, Smart Board, software, etc.) Data show and Smart Board
3. Other resources (specify, e.g. if specific laboratory equipment is required, list requirements or attach list) N/A

## G Course Evaluation and Improvement Processes

1. Strategies for Obtaining Student Feedback on Effectiveness of Teaching Online Course Survey The evaluation of course learning outcomes using students' performances.
2. Other Strategies for Evaluation of Teaching by the Instructor or by the Department Consulting peers on teaching
3. Processes for Improvement of Teaching <ul style="list-style-type: none"> <li>• Match CLOs to assessment methods and teaching strategies</li> <li>• Course syllabus must be distributed in the first week.</li> <li>• Implement the improvement plan of previous semester.</li> <li>• Make sure that all students participate in the class.</li> <li>• Encourage students to attend tutorials and office hours.</li> </ul>
4. Processes for Verifying Standards of Student Achievement (e.g. check marking by an independent member teaching staff of a sample of student work, periodic exchange and remarking of tests or a sample of assignments with staff at another institution) <ul style="list-style-type: none"> <li>• Mids and Final exams are reviewed by Course Coordinator to check the compatibility between questions and CLOs.</li> <li>• All the exams (mids and final ) and final grade sheet will be rechecked by a faculty member assigned by GEC before the final result.</li> <li>• The Vice-Dean and the Dean of the college will review and approve the final grades before publishing on the internet.</li> </ul>
5. Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement.

- Each instructor has to teach the course according to the previous course materials and improvement plans.
- By the end of each semester, a course file containing all activities and samples must be prepared and submitted to the college.
- Evaluation of CLOs can be used to compare the improvement from previous evaluation.
- Improvement plan based on the online course survey must be prepared.
- Action plan based on the CLOs achievements must be prepared.

Name of Course Instructor: Mazen Ali Muhammed Gazzan

Signature: 

Date Specification Completed: August 2017

Program Coordinator: Dr. Abdulrahman Thaqfan

Signature:  -

Date Received: \_\_\_\_\_