

CS 335 Course Information

Prof. Robert H. Sloan

Handout 1

Class Lecture: Monday–Wednesday, 11:00–12:15, BH 317
Instructor: Prof. Robert H. Sloan, 1132 SEO. Phone: 6-2369.
Email: Prof's last name at host uic.edu.
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This course has a web site at URL <http://www.cs.uic.edu/~sloan/CLASSES/335-course-info>.

All the information in this handout, and more, is there.

This course also has a UIC Blackboard page, although right now it contains only a link to this information. We will definitely use it for its grade book, and probably that is where I will post additional reading assignments, etc, later in the course. You can reach Blackboard directly at <http://blackboard.uic.edu> or get to Blackboard from a quick link from the university home page.

1 Course Topics, Textbook Readings

— Subject to change without notice —

1. Introduction, Chapter 1. January 12–14.
2. Privacy: introduction, threats, issues, Chapter 2.1–2.4. January 21.
3. Privacy: technical methods of protection, philosophy, policies. First student presentations. Chapter 2.5–2.6. January 26–28.
4. Communications issues and cryptography. Chapter 3. February 2–4.
5. Computer errors and failures, accountability, liability. Chapter 4.1–4.3. February 9–11.
6. Risks, comparisons with other technologies, importance of professionalism. Therac-25 case. Chapter 4.4–4.5. February 16–18.
7. Freedom of speech: attempts to censor the Internet, library filters, international issues. Chapter 5.1–5.2. February 23–25.

Book reports due Wed., Feb. 25.

8. Anonymity, spam. Chapter 5.3–5.5. March 1–3.
9. Intellectual property: copyright and fair use. Copyright versus patent versus trade secret. “Piracy” of software, music, movies, etc. Copy protection techniques and controversies. DMCA controversies.
Free software, free-speech issues. (Chapter 6.)
(Looking at the amount of material, this may easily spill into more than one week!) March 8–10.
10. Computer crime: hacking, online scams, fraud, civil liberties online, security, viruses. (Chapter 7.) March 15–17.
(Spring break is March 22–26.)
11. Computers in the workplace: effects on employment, telecommuting. Employee monitoring. Email privacy. (Chapter 8.) March 29–31.
12. Societal issues: community, access to computing (have’s vs. have-nots) , gender and race issues. Bad technologies. (Chapter 9.) April 5–7.

Term papers due Monday April 5; comments on another student’s term paper due Wednesday April 7.

13. Ethical issues for computer professionals; professional code of practice. Chapter 10.1–10.2, and Appendix A.1 or A.2. (I'll announce which code we'll examine closely when we get close.) April 12–14.

Final copy of term papers due Mon., April 12.

14. Ethical issues continued. Cases. Chapter 10.3. April 19–21.
15. Additional topics and/or slack because rest of schedule is tightly packed. April 26–28.

Notes: there will also be additional reading assignments from outside the book. Two due for the first Wednesday of the course are listed in this document!

I plan at least two outside speakers (computer law/intellectual property lawyers), so the schedule will definitely be modified as we go to accommodate them.

2 Textbook

The required textbook for the course is *A Gift of Fire*, by Sara Baase, Prentice-Hall, **2nd edition**, 2003.

(A single check shows it is \$56.00 at BarnesandNoble.com.)

Note the book's web site.

Other regular reading will also be assigned, mostly web-based.

3 Grading

This policy is subject to change at any time for any reason.

Pop quizzes 25%

Class participation 15%

3 Writing assignments 40%

Debate or Leading discussion 25%

Leading Discussion or Debate

If the class has the size I expect, then students will be assigned by alphabetical order into two-person groups, each of which will be assigned (by me) one of the general course topics. For your assigned topic area your group must then select a specific topic to use for your discussion or debate. I will provide a list of suggestions for you.

For your chosen topic you will then either lead the class in a discussion, or have a debate. By the middle of the second week of class you must email me your specific

topic for my approval, as well as indicating whether you will be moderating the class discussion or having a debate. Your prepared portion of your discussion or debate should last at most 25 minutes.

For discussions, students should share responsibility for preparation and presentation. The focus here is to engage the class, to get them interested, and to get them talking along the specific lines of your topic.

For debates, students should again share the time evenly, presenting views and rebuttals of opponents positions. On the day of your debate I will choose at random who will argue which side, so you must understand the issues and be prepared either way. You should be impassioned in your argumentation, attempting to persuade the listeners to your views by facts, analogy, and logical arguments. You must leave the last 5 minutes of your debate for the class to interact with you. Part of your debate grade will be your ability to answer questions/challenges given by the class in response to your comments.

Quizzes

There will be roughly 8–12 pop quizzes at the start of class. The subject will be assigned readings and lecture content since the previous quiz. The assigned readings from the textbook will be the most heavily quizzed over the course of the semester. Quizzes will be given at the beginning of class. Those who arrive late will have less time to finish the quiz, which will last less than 10 minutes. No makeup quizzes will be given, but the lowest quiz grade will be dropped.

Quiz questions concerning the book will be drawn almost exclusively from the “Review exercises” questions at the end of the chapter and the sample quiz questions on the book’s web site.

Reading for Weeks 1 and 2 are to be completed by Wednesday of that week. Reading for all later weeks must be completed by Monday of the week.

Class participation

Discussion is a critically important component of this class. Class participation means being actively involved in discussions and asking questions, demonstrating you have read the material and thought about it ahead of time. After I have assigned readings, I will choose members from the class to comment. I will ask you to read your classmate’s position papers (I’ll tell you which ones) and will ask random students for their thoughts. I will keep track of who is prepared and who isn’t. You have to be present to comment, so class participation includes (but is not limited to) attendance; we will be taking attendance.

Writing assignments

This semester, there will be 3 writing assignments: a *very* short assignment due Wednesday of second week, a book report, and a term paper.

The 40 points will be assigned: 3 for the very short paper, 9 for the book report, and 28 for the term paper.

These assignments will be graded primarily on content, but I will also grade the mechanics of the writing. For the term paper, each of you will review a draft of another student's paper, and a few of the points for the term paper will be based on that review.

The very short essay is assigned in the section of this document called "assignments for the first two weeks." More information about the book report and term paper is on the course's home page.

Mechanics (grammar, spelling, punctuation, etc.) will count some of the grade for all writing assignments.

For (free!) help with your writing, I encourage you to use the UIC Writing Center.

Bonus

I will give 1.5 bonus points each towards the semester grade for choosing by specified deadlines, discussion/debate topics, book for book report, and term paper topic.

4 Rules and regulations

Incompletes

The *UIC Undergraduate catalog* states that in addition to needing excellent justification for an incomplete, a student must *also* have been "making satisfactory progress in the course."

Therefore, no matter how good your excuse, I will not grant you an incomplete if you have less than a C average at the time you ask for an incomplete.

Academic Integrity

Any writing you do *must* cite any sources you used for ideas, and *must* indicate specifically any exact quotation, and *must* have a specific citation immediately following or preceding any non-exact quotation that is a restatement of another source. Any failure to do these things is *plagiarism*.

In general, I expect this course to be rather generous in its grading for a computer science major course. However, the minimum penalty for any cheating will be an E for the course (not just the assignment in question!), and the maximum penalty is expulsion from the University.

“You can do absolutely anything here, except for murder and plagiarism. And even in that case, they’re often willing to punish first-time offenders lightly—if it’s only murder.”

—Direct quote of speaker at Prof. Sloan’s freshman orientation in fall of 19-mumble-mumble.

5 Assignments for the first two weeks

For Wednesday, January 12, read:

1. Chapter 1 of the text.
2. “A very Short History of Computer Ethics”, by Terrell Ward Bynum, originally published in the Summer 2000 issue of the American Philosophical Association’s Newsletter on Philosophy and Computing. (Available from http://www.southernct.edu/organizations/rccs/resources/research/introduction/bynum_shrt_hist.html.)

Do you agree with the Gorniak Hypothesis?

3. “Why the future doesn’t need us”, by Bill Joy, from *Wired* 8.04, April 2004. (Available from <http://www.wired.com/wired/archive/8.04/joy.html>.)

Bill Joy, co-founder and Chief Scientist of Sun Microsystems, was cochair of the presidential commission on the future of IT research, and is coauthor of The Java Language Specification.

Please come prepared to discuss whether we need to be worried about extinction.

For Wednesday, January 19:

1. Please do Exercise 1.8 from the textbook, page 30 (short essay).
Please use a font size no smaller than 12 point, and please use either reasonably wide margins (preferred) or double spacing.
Please put a word count for your short essay at the end of the page.
2. Please read textbook Chapter 2.1–2.4.