



### ***IDS 2144, Legal, Ethical, and Management Issues in Technology***

#### Course Information

- **Course Number and Title:** IDS 2144 Section 001, Legal, Ethical, and Management Issues in Technology
- **Credit Hours:** 3
- **Current Academic Term:** Fall 2024, August 20<sup>th</sup> – December 4<sup>th</sup>

#### Instructor Information

- **Instructor:** Susan LeFrancois, PhD
- **Class Meeting:** IST 1060, MWF, 1 pm-1:50 pm
- **Office:** ARC 1103
- **Office Hours:** MWF 11 am – 11:50 am
- **Ways to Contact You:** Office Hours, Florida Polytechnic email ([slefrancois@floridapoly.edu](mailto:slefrancois@floridapoly.edu))

#### Course Details

- **IDS 2144 Section 001 is an in-person course which meets every Monday, Wednesday, and Friday in IST 1060 from 1 pm until 1:50 pm**
- **Course Website:** Canvas
- **Official Catalog Course Description:** This is an intermediate level course intended to prepare students for legal and ethical issues they will encounter in their professional careers and student internships. The course focuses on management-oriented technology issues in the legal and business environment, professionalism, and the impact of technology on society. The course also covers service-based learning.
- **Course Pre and/or Co-Requisites:** None
- **Communication/Computation Skills Requirement (6A-10.030):** N
- **Required Texts:** Ethics and Technology: Controversies, Questions, and Strategies for Ethical Computing ISBN: 978-1-118-28172-7, By: Herman T. Tavani  
[http://www.just.edu.jo/~mqais/CIS200/Ethics\\_and\\_%20Technology.pdf](http://www.just.edu.jo/~mqais/CIS200/Ethics_and_%20Technology.pdf)
- **Additional References used by the Instructor:**  
The Handbook of Information and Computer Ethics, By: Herman T. Tavani,  
[http://www.cems.uwe.ac.uk/~pchatter/2011/pepi/The\\_Handbook\\_of\\_Information\\_and\\_Computer\\_Ethics.pdf](http://www.cems.uwe.ac.uk/~pchatter/2011/pepi/The_Handbook_of_Information_and_Computer_Ethics.pdf)  
Zimmerman C, Luecke R. *Asserting Yourself at Work*. [New York]: AMA Self-Study; 2010.  
<http://search.ebscohost.com.flpoly-proxy.flvc.org/login.aspx?direct=true&db=nlebk&AN=387639&site=ehost-live&scope=site>  
  
Laurie Stevahn (2004) Integrating Conflict Resolution Training Into the Curriculum, Theory Into Practice, 43:1, 50-58, DOI: [10.1207/s15430421tip4301\\_7](https://doi.org/10.1207/s15430421tip4301_7)  
  
Lumen Learning (2020), various topics, <https://courses.lumenlearning.com/>
- **Equipment and Materials:** Canvas, Florida Polytechnic Email

- **Course Objectives:** This course introduces students to thinking about legal and regulatory issues in information technology and in innovation efforts. The course emphasizes critical thinking and problem-solving techniques. Students will collaborate in teams to resolve legal, regulatory and ethical issues presented in the course material. The materials and exercises are designed to develop thoughtful and sophisticated analysis of alternatives.

After successful completion of this course the student shall be able to:

1. Recognize legal, regulatory and ethical issues arising from technology projects and programs.
2. Assist in the development of a response to a breach in legal, regulatory or ethics guidelines.
3. Make a meaningful contribution to a firm's strategic analysis and planning in the realm of legal and regulatory issues.

- **Course Learning Outcomes:**

1. Define the legal environment of business and explain how it relates to applications of information technology using examples and issue spotting.
2. Demonstrate knowledge of, and be able to apply, the analysis techniques of SWOT, SEEC, and PEST to legal and regulatory issues in technology.
3. Analyze management and ethical issues as applied to information technology.
4. Work effectively in a team to produce a risk assessment and management plan, considering legal and regulatory issues for an organization.
5. Develop an appreciation for the need for continuing professional and educational learning and development.

- **Alignment with Program Outcomes:**

• Computer Science Program Learning Outcomes	1	2	3	4	5
(1) Analyze a complex computing problem and to apply principles of computing and other relevant disciplines to identify solutions.			Analysis		
(2) Design, implement, and evaluate a computing-based solution to meet a given set of computing requirements in the context of the program's discipline.					
(3) Communicate effectively in a variety of professional contexts.				Analysis	
(4) Recognize professional responsibilities and make informed judgments in computing practice based on legal and ethical principles.	Knowledge		Application	Analysis	
(5) Function effectively as a member or leader of a team engaged in activities appropriate to the program's discipline.	Comprehension	Analysis	Application	Create	Knowledge
(6) Apply computer science theory and software development fundamentals to produce computing-based solutions.					

• Data Science Program Learning Outcomes	1	2	3	4	5
(1) Analyze a complex computing problem and to apply principles of			Analysis		

computing and other relevant disciplines to identify solutions.					
(2) Design, implement, and evaluate a computing-based solution to meet a given set of computing requirements in the context of the program's discipline.				Analysis	
(3) Communicate effectively in a variety of professional contexts.	Knowledge		Application	Analysis	
(4) Recognize professional responsibilities and make informed judgments in computing practice based on legal and ethical principles.	Comprehension	Analysis	Application	Create	Knowledge
(5) Function effectively as a member or leader of a team engaged in activities appropriate to the program's discipline.	Comprehension	Analysis	Application	Create	Knowledge
(6) Apply theory, techniques, and tools throughout the data analysis science lifecycle and employ the resulting knowledge to satisfy stakeholders' needs.					

## Academic Support Resources

- **Library:** Students can access the Florida Polytechnic University Library through the University website and [Canvas](#), on and off campus. Students may direct questions to Academic Success Center [success@floridapoly.edu](mailto:success@floridapoly.edu) or by email, [library@floridapoly.edu](mailto:library@floridapoly.edu).
- **Peer Learning Strategists:** These are specially trained student leaders who help their peers strategize approaches to course content and work through solution methods. PLS students work in collaboration with the courses they support so the content and methods are aligned with your instructors' expectations. The PLS room is located on the first floor of the IST in the center hallway.
- **Writing Center:** Located on the second floor of the IST (2059/2061), the Writing Center helps students to develop their writing and presentation skills. Consultations are available in person and virtually. For more detail, visit <https://floridapolytechnic.libguides.com/writingservices>.

## Course Policies

Attendance, see also [University Policy](#),

- Students in face-to-face (this includes labs and C-courses) courses are expected “to attend all of their scheduled University classes and to satisfy all academic objectives as defined by the instructor” (University Policy, FPU-5.0010AP).
- Exceptions to any attendance requirements may be made on a case-by-case basis. For all planned absences a student must inform the instructor as early as possible prior to the class. For all unplanned absences because of accidents or emergency situations, students should contact their instructor as soon as conditions permit. Excused absences will be given on a limited basis, primarily for medical absences (documented note must be provided). Students shall be permitted a reasonable amount (determined by instructor) of time to make up the material or activities covered during absence from class or inability to engage in class activities.
- **Students Feeling Sick:** Students should not come to class if they are feeling ill, particularly if experiencing symptoms of COVID-19, or if you have been directed by a health professional to quarantine. Students who are experiencing an emergency situation that aligns with an academic exercise of consequence (e.g./a Common Exam) should work with CARE Services at [care@floridapoly.edu](mailto:care@floridapoly.edu)

- **Grading Scale:**

Grade	Percentage	Grade Point Value
A	93-100	4.00
A-	92-90	3.67
B+	89-86	3.33
B	85-83	3.00
B-	82-80	2.67
C+	79-76	2.33
C	75-73	2.00
C-	72-70	1.67
D+	69-66	1.33
D	65-63	1.00
D-	62-60	0.67
F	59- 0	0.00

(See also [University Grading Policy](#)).

- **Assignment/Evaluation Methods:**

Homework/ Assignments (Case Studies, Debate Video, Informative Essay, SWOT Analysis)	30%
Attendance	5%
Class Participation (Discussion Questions for each class)	10%
Exams (Two Exams total)	25%
Final Exam	30%

**Late Work/Make-up work:** Please contact the instructor regarding any late work/make-up work. Late work or make-up work is only granted when the student reaches out to the instructor in a timely manner and the instructor has the discretion to accept or reject for any reason. Late work will have points deducted. The deducted points will be at the discretion of the instructor based on the situation surrounding the late work/make-up work.

## University Policies

### Reasonable Accommodations

The University is committed to ensuring equal access to all educational opportunities. The University, through the Office of Disability Services (ODS), facilitates reasonable accommodations for students with disabilities and documented eligibility. It is the student's responsibility to self-identify as a student with disabilities and register with ODS to request accommodations.

If you have already registered with ODS, please ensure that you have requested an accommodation letter for this course through the [ODS student portal](#) and communicate with your instructor about your approved accommodations as soon as possible. Arrangements for testing accommodations must be made in advance. Accommodations are not retroactive.

If you are not registered with ODS but believe you have a temporary health condition or permanent disability requiring an accommodation, please contact ODS as soon as possible.

The Office of Disability Services (ODS):

DisabilityServices@floridapoly.edu

(863)874-8770

The Access Point

[ODS website: www.floridapoly.edu](#) > Student Affairs > Health Wellness > Disability Services

### Accommodations for Religious Observances, Practices and Beliefs

The University will reasonably accommodate the religious observances, practices, and beliefs of individuals in regard to admissions, class attendance, and the scheduling of examinations and work assignments. (See [University Policy](#).)

### Title IX

Florida Polytechnic University is committed to ensuring a safe, productive learning environment on our campus that prohibits sex discrimination and sexual misconduct, including sexual harassment, sexual assault, dating violence, domestic violence and stalking. It is important for you to know that there are resources available if you or someone you know needs assistance. You may speak to your professor, but your professors have an obligation to report the incident to the Title IX Coordinator. It is an educational goal that you feel able to share information related to your life experiences in classroom discussions and in one-on-one meetings. However, it is requirement for university employees to share information with the Title IX Coordinator regarding disclosure. However, please know that your information will be kept private to the greatest extent possible. You will not be required to share your experience. If you want to speak to someone who is permitted to keep your disclosure confidential, please seek assistance from the Florida Polytechnic University [Ombuds Office](#), BayCare's Student Assistance Program, 1-800-878-5470 and locally within the community at [Peace River Center](#), 863-413-2707 (24-hour hotline) or 863-413-2708 to schedule an appointment.

### Academic Integrity

All students are expected to adhere to the highest standards of academic integrity. Violations of academic integrity include actions such as cheating, plagiarism, use of unauthorized resources, illegal use of intellectual property, and inappropriately aiding other students. Such actions undermine the

central mission of the university and negatively impact the value of your Florida Poly degree. It is critical that students take a professional approach to their academic work. The faculty and administration take academic integrity very seriously. Suspected violations will be fully investigated, possibly resulting in an academic integrity hearing and sanctions against the accused student if found in violation. Sanctions range from receiving a zero on the exam or assignment, to expulsion from the university. Repeat offenders are subject to more severe sanctions and penalties. Do not compromise your integrity for a perceived short-term gain. More information about Florida Poly’s academic integrity policies and procedures can be found here: <https://floridapoly.edu/wp-content/uploads/2017/07/FPU-5.005-Academic-Integrity-7.29.14.pdf#search=academic%20integrity>

## Recording Lectures

Students may, without prior notice, record video or audio of a class lecture for a class in which the student is enrolled for their own personal educational use.

Recordings may not be used as a substitute for class participation or class attendance. Recordings may not be published or shared in any way, either intentionally or accidentally, without the written consent of the faculty member. Failure to adhere to these requirements is a violation of state law (subject to civil penalty) and the student code of conduct (subject to disciplinary action).

*Recording class activities other than class lectures, including but not limited to lab sessions, student presentations (whether individually or part of a group), class discussion (except when incidental to and incorporated within a class lecture), and invited guest speakers **is prohibited**.*

## Course Schedule (Subject to Change)

Week	Date (MWF)	Topic	Homework Out of Class Student work
1	August 21 <sup>st</sup>	Introduction to Syllabus and Expectations. Take the “Your Assertiveness Profile” Quiz How to determine the validity of a source	Syllabus Quiz
	August 23 <sup>rd</sup>	Introduction to the debate format and students will be assigned their debate topics. Learn How to Become More Assertive.	Debate is Due according to the Debate Guide which is located in the module and on Debate Assignment, each student has an individualized due date, you are responsible for keeping track of your due date. <b>Mondays will be Debate Days (most of the time) starting on September 16<sup>th</sup>.</b>  Recording one day of Internal Dialogue, (You do not need to turn this in)

	August 26 <sup>th</sup>	Continuation of: Learn How to Become More Assertive. Conflict Resolution and Peer Mediation Case Study-Old Henry	
<b>2</b>	August 28 <sup>th</sup>	What is Ethics?  Chapter 1: Introduction to Cyberethics: Concepts, Perspectives, and Methodological Frameworks (Focus will be on Sections 1.1, 1.4-1.5)	Discussion Question
	August 30 <sup>th</sup>	Finish Chapter 1, Begin Chapter 2: Ethical Concepts and Ethical Theories: Establishing and Justifying a Moral System (Focus will be on Sections 2.4-2.8)  Introduction of Assignment 1: Case Study 1- Laws and Technology Assignment	Case Study 1- Laws and Technology Assignment
	September 2 <sup>nd</sup>	<b>Labor Day Holiday- No Classes</b>	
<b>3</b>	September 4 <sup>th</sup>	Finish Chapter 2  Chapter 8: Intellectual Property Disputes in Cyberspace	
	September 6 <sup>th</sup>	Finish Intellectual Property, Chapter 3: Critical Reasoning Skills for Evaluating Disputes in Cyberethics (Focus will be on Section 3.1)  Presentation of 1 <sup>st</sup> Debate Topics by Instructor	Discussion Question
	September 9 <sup>th</sup>	Chapter 4: Professional Ethics, Codes of Conduct, and Moral Responsibility, Examples of Codes of Ethics	
<b>4</b>	September 11 <sup>th</sup>	Finish Chapter 4  <b>1st Debate Topics-</b> Students Submit Video by Class Time (Video must be in format that can be shared, Instructor suggests uploading video to You Tube and making sure the debate video is not marketed as private) Rebuttal Videos are due by the following Monday.  Review for Exam 1, Presentation of study guide	Case Study 1- Laws and Technology Assignment Due on Canvas
	September 13 <sup>th</sup>	<b>Exam 1 on Canvas, During Scheduled Class Time, bring computer or borrow from IT services.</b>	Exam 1
	September 16 <sup>th</sup>	Chapter 5: Privacy Presentation of 2 <sup>nd</sup> Debate topics by Instructor	

5	September 18 <sup>th</sup>	<p>Continuation of Chapter 5: Privacy and Cyberspace</p> <p>2<sup>nd</sup> Debate topics- Students Submit Video by class Time (Video must be in format that can be shared, Instructor suggests uploading video to You Tube and making sure the debate video is not marked as private) Rebuttal Videos are due by the following Monday.</p>	1 <sup>st</sup> Debate Topic Rebuttal Videos Due by Class Time
	September 20 <sup>th</sup>	Review of Exam 1	
	September 23 <sup>rd</sup>	<p>Discussion of Informative Essay Assignment</p> <p>Presentation of 3<sup>rd</sup> Debate Topics by Instructor</p>	Assignment: Informative Essay, provide a summary of the issue which has a technology component, discuss both sides of the problem.
6	September 25 <sup>th</sup>	<p>Chapter 6: Security in Cyberspace</p> <p>3<sup>rd</sup> Debate topics- Students Submit Video by class Time (Video must be in format that can be shared, Instructor suggests uploading video to You Tube and making sure the debate video is not marked as private) Rebuttal Videos are due by the following Monday.</p>	2 <sup>nd</sup> Debate Topic Rebuttal Videos Due by Class Time
	September 27 <sup>th</sup>	Chapter 9: Regulating Commerce and Speech in Cyberspace	
	September 30 <sup>th</sup>	<p>Continuation of Chapter 9: Regulating Commerce and Speech in Cyberspace</p> <p>Presentation of 4<sup>th</sup> Debate Topics by Instructor</p>	
7	October 2 <sup>nd</sup>	<p>History of Management</p> <p>4<sup>th</sup> Debate topics- Students Submit Video by class Time (Video must be in format that can be shared, Instructor suggests uploading video to You Tube and making sure the debate video is not marked as private) Rebuttal Videos are due by the following Monday.</p>	3 <sup>rd</sup> Debate Topic Rebuttal Videos Due by Class Time
	October 4 <sup>th</sup>	<p>How To Motivate People</p> <p>Technology Management Video Speaker</p>	Discussion Question
	October 7 <sup>th</sup>	<p>Workplace Conflict Scenarios and Toxic Employees</p> <p>Presentation of 5<sup>th</sup> Debate Topics by Instructor</p>	Informative Essay Assignment Due on Canvas



8	October 9 <sup>th</sup>	Review for Exam 2/Study Guide Presented  5 <sup>th</sup> Debate topics- Students Submit Video by class Time (Video must be in format that can be shared, Instructor suggests uploading video to You Tube and making sure the debate video is not marked as private) Rebuttal Videos are due by the following Monday.	4 <sup>th</sup> Debate Topic Rebuttal Videos Due by Class Time
	October 11 <sup>th</sup>	<b>Exam 2 on Canvas, During Scheduled Class Time, bring computer or borrow from IT services.</b>	
	October 14 <sup>th</sup>	Basic Management  Presentation of 6 <sup>th</sup> Debate Topics by Instructor	
9	October 16 <sup>th</sup>	Continuation of Basic Management  6 <sup>th</sup> Debate topics- Students Submit Video by class Time (Video must be in format that can be shared, Instructor suggests uploading video to You Tube and making sure the debate video is not marked as private) Rebuttal Videos are due by the following Monday.	5 <sup>th</sup> Debate Topic Rebuttal Videos Due by Class Time
	October 18 <sup>th</sup>	Presentation of 7 <sup>th</sup> Debate Topics by Instructor	
	October 21 <sup>st</sup>	Exam 2- Review of Exam  Assignment: Case Study 2- Moral Dilemma	Assignment: Case Study 2 - Moral Dilemma
10	October 23 <sup>rd</sup>	Ethics in Business  7 <sup>th</sup> Debate topics- Students Submit Video by class Time (Video must be in format that can be shared, Instructor suggests uploading video to You Tube and making sure the debate video is not marked as private) Rebuttal Videos are due by the following Monday.	6 <sup>th</sup> Debate Topic Rebuttal Videos Due by Class Time
	October 25 <sup>th</sup>	Presentation of 8 <sup>th</sup> Debate Topics by Instructor	Discussion Question
	October 28 <sup>th</sup>	Management Psychology/Science of Persuasion	
11	October 30 <sup>th</sup>	Presentation of 9 <sup>th</sup> Debate Topics by Instructor  8 <sup>th</sup> Debate topics- Students Submit Video by class Time (Video must be in format that can be shared, Instructor suggests uploading video to You Tube and making sure the debate video	7 <sup>th</sup> Debate Topic Rebuttal Videos Due by Class Time

		is not marked as private) Rebuttal Videos are due by the following Monday.	
	November 1 <sup>st</sup>	Corporate Social Responsibility	
	November 4 <sup>th</sup>	Business Plan, SWOT Analysis	
<b>12</b>	November 6 <sup>th</sup>	SWOT Analysis Assignment  9 <sup>th</sup> Debate topics- Students Submit Video by class Time (Video must be in format that can be shared, Instructor suggests uploading video to You Tube and making sure the debate video is not marked as private) Rebuttal Videos are due by the following Monday.	8 <sup>th</sup> Debate Topic Rebuttal Videos Due by Class Time
	November 8 <sup>th</sup>	Public vs. Private Companies	
	November 11 <sup>th</sup>	<b>Veteran's Day Holiday- No classes</b>	
<b>13</b>	November 13 <sup>th</sup>	Presentation of 11 <sup>th</sup> Debate Topics by Instructor	Case Study 2 Due on Canvas: Moral Dilemma
	November 15 <sup>th</sup>	10 <sup>th</sup> Debate topics- Students Submit Video by class Time (Video must be in format that can be shared, Instructor suggests uploading video to You Tube and making sure the debate video is not marked as private) Rebuttal Videos are due by the following Monday.  Review for Exam 3/Study Guide Presented	9 <sup>th</sup> Debate Topic Rebuttal Videos Due by Class Time
	November 18 <sup>th</sup>	<b>Exam 3 in Canvas, during class time, bring computer or borrow from IT services.</b>	
<b>14</b>	November 20 <sup>th</sup>	Leadership  Presentation of 12 <sup>th</sup> Debate Topics by Instructor	
	November 22 <sup>nd</sup>	Review of Exam 3	10 <sup>th</sup> Debate Topic Rebuttal Videos Due by Class Time

		11 <sup>th</sup> Debate topics- Students Submit Video by class Time (Video must be in format that can be shared, Instructor suggests uploading video to You Tube and making sure the debate video is not marked as private) Rebuttal Videos are due by the following Monday.	
	November 25 <sup>th</sup>	<b>Preparation for Final Exam</b>	Discussion Question
<b>15</b>	November 27 <sup>th</sup> -29 <sup>th</sup>	<b>Thanksgiving Holiday- No Classes</b>	
	December 2 <sup>nd</sup>	<b>Preparation for Final Exam</b> 12 <sup>th</sup> Debate topics (if required for student class size)- Students Submit Video by class Time (Video must be in format that can be shared, Instructor suggests uploading video to You Tube and making sure the debate video is not marked as private) Rebuttal Videos are due by the following Monday.	SWOT-Business Plan Analysis Assignment Due
<b>16</b>	December 4 <sup>th</sup>	<b>Last Day of Classes- Preparation for Final Exam/KaHoots!</b>	12 <sup>th</sup> Debate Topic Rebuttal Videos Due by Class Time.
	December 5 <sup>th</sup> -6 <sup>th</sup>	<b>Reading Days- No classes</b>	
	December 7 <sup>th</sup> , 9 <sup>th</sup> -12 <sup>th</sup>	<b>Final Exam Week</b>	