



***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:** Spring 2026, January 12<sup>th</sup> – April 28<sup>th</sup>

**Instructor Information**

- **Instructor:** Shailik Sarkar
- **Class Meeting:** BARC 1123, TR, 5 pm-6:15 pm
- **Office:** BARC 1113
- **Office Hours:** TBD
- **Ways to Contact You:** Office Hours, Florida Polytechnic email ([ssarkar@floridapoly.edu](mailto:ssarkar@floridapoly.edu))

**Course Details**

1. **IDS 2144 Section 002 meets every Tuesday, and Thursday from 5 PM until 6:15 PM**
2. **Course Website:** Canvas
3. **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.
4. **Course Pre and/or Co-Requisites:** None
5. **Communication/Computation Skills Requirement (6A-10.030):** N

Required Texts: No textbooks are needed and all required materials will be available in Canvas however below is a suggested book to be used if required:

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:***

1. 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)
2. 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>.
3. 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)
4. Lumen Learning (2020), various topics, <https://courses.lumenlearning.com/>

6. **Equipment and Materials:** Canvas, Florida Polytechnic Email

**7. 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.

1. After successful completion of this course the student shall be able to:
2. Recognize legal, regulatory and ethical issues arising from technology projects and programs.
3. Assist in the development of a response to a breach in legal, regulatory or ethics guidelines.
4. Make a meaningful contribution to a firm's strategic analysis and planning in the realm of legal and regulatory issues.

**8. 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.

**9. 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.					

## Participation

Students are expected to participate in the classroom experience. The use of earbuds/headphones during class is specifically not allowed and students who engage in this behavior may be asked to leave the class for the day (noting exceptions for authorized accommodations). In addition, students who routinely do not bring materials to class that are required for participation, will not be given credit for class attendance, and if this becomes a pattern of behavior, may be asked to leave the class for the day. Persistent problems with participation may result in a [code of conduct](#) referral.

## Course Policies

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

- Students in face-to-face 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.

### 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 (In-class writing, Debate Video, SWOT Analysis)	35%
Attendance	5%
Class Participation (Discussion Questions)	10%
Exams (Two Exams during the semester)	25%
Final Exam	25%

**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 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: [DisabilityServices@floridapoly.edu](mailto:DisabilityServices@floridapoly.edu); (863) 874-8770; [www.floridapoly.edu/disability](http://www.floridapoly.edu/disability).

### 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. Resources are available if you or someone you know needs assistance. Any faculty or staff member you speak to is required to report the incident to the Title IX Coordinator. Please know, however, 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. The Title IX Coordinator is available for any questions to discuss resources and options available.

### Academic Integrity

Violations of academic integrity regulation include actions such as cheating, plagiarism, use of unauthorized resources (including but not limited to use of Artificial Intelligence tools), 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. Suspected violations will be fully investigated, possibly resulting in sanctions up to and including expulsion from the university.

### 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 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.

### 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 [library@floridapoly.edu](mailto:library@floridapoly.edu).

**Tutoring and Learning Center:** The Tutoring and Learning Center (The TLC) provides tutoring to all Florida Poly students who may need additional academic support. The TLC is staffed by students who have excelled in the courses they tutor. They offer support by reviewing concepts and materials from class, clarifying points of confusion and providing assistance with learning strategies. While the focus of TLC is to provide support to students in freshman-level courses, upper-level courses are also tutored at the Center. The TLC is located in the IST Commons (second floor).

**Knack Tutoring:** Students looking for additional assistance outside of the classroom are advised to consider working with a peer tutor through Knack. Florida Polytechnic University has partnered with Knack to provide students with access to verified peer tutors who have previously aced this course. To view available tutors, visit [floridapoly.joinknack.com](http://floridapoly.joinknack.com) and sign in with your student account.

**Academic Success Coaches:** All students at Florida Poly are assigned an Academic Success Coach. Your Academic Success Coach can assist you with academic success strategies. Please visit the Student Success Center on the second floor of the IST building to meet with an Academic Success Coach.

**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 [floridapoly.edu/writing center](http://floridapoly.edu/writing-center).

### Course Schedule (Subject to Change)

Important Dates: <https://floridapoly.edu/academics/academic-calendar/index.php>

Week	Date (TR)	Topic	Homework Out of Class Student work
1	January 13 <sup>th</sup>	Introduction to Syllabus and Expectations.	Syllabus Quiz

	January 15 <sup>th</sup>	<p>Introduction to the debate format and students will be assigned their debate topics.</p> <p>Tools to Become More Assertive and Identifying Needs, Wants, Interests, Values and Goals Verbally Communicate in Assertive Ways</p>	<p>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.</p> <p><b>Tuesdays will be Debate Days (most of the time) starting on.</b></p> <p>Debate Assignment Quiz Assertiveness Profile (Do Not Submit)</p>
2	January 20 <sup>th</sup>	Conflict Mediation/Old Henry Case Study	
	January 22nd	What is Ethics? and Ethics in Cyberspace	
3	January 26 <sup>th</sup>	<p>Laws and Technology and The Right to be Forgotten</p> <p>Intellectual Property- Patents and Copyright-1</p>	
	January 28 <sup>th</sup>	<p>Intellectual Property- Patents and Copyright-2</p> <p>Intellectual Property- Trademark and Trade Secret</p> <p>Intellectual Property- Open Source and Copyleft</p>	
4	February 3 <sup>rd</sup>	<p>Intellectual Property-Real Life Corporate Espionage</p> <p>Presentation of 1<sup>st</sup> Debate Topics: Debate Topics Summary Page-Structural Failure, P2P Network and Stealing CDs, and Violent Protest</p>	
	February 5 <sup>th</sup>	Professional Ethics Privacy in Cyberspace	
5	February 10 <sup>th</sup>	No class	
	February 12 <sup>th</sup>	Presentation of 2 <sup>nd</sup> Debate Topics: Debate Topics Summary Page-Software Developer and Backdoor, 4th Amendment and Servicing, and AI Tools Regulation	

		<p>1<sup>st</sup> Debate topics- Students Submit Video by the Canvas due date (Video must be in format that can be shared (ie. Canvas Studio), student can also upload video to You Tube, unlisted link) Rebuttal Videos are due by the following Tuesday.</p> <p>Security in Cyberspace</p>	
6	February 17 <sup>th</sup>	<p>Regulating Commerce and Speech in Cyberspace</p> <p>Review for Exam 1</p> <p>Presentation of 3<sup>rd</sup> Debate Topics: Debate Summary Page- Law Enforcement Search History, Laptops in Classrooms, and Internet Addiction</p> <p>2<sup>nd</sup> Debate topics- Students Submit Video by the Canvas due date (Video must be in format that can be shared (ie. Canvas Studio), student can also upload video to You Tube, unlisted link) Rebuttal Videos are due by the following Tuesday.</p>	2nd Debate Topic Rebuttal Videos Due
	February 19 <sup>th</sup>	Exam 1	
7	February 24th	<p>Presentation of 4<sup>th</sup> Debate Topics: Net Neutrality, Artificial General Intelligence, and Social Media's effect on Society</p> <p>3<sup>rd</sup> Debate topics- Students Submit Video by the Canvas due date (Video must be in format that can be shared (ie. Canvas Studio), student can also upload video to You Tube, unlisted link) Rebuttal Videos are due by the following Tuesday.</p>	2 <sup>nd</sup> Debate Topic Rebuttal Videos Due
	February 26 <sup>th</sup>	<p>History of Management</p> <p>Review of Exam 1 and discussion of writing assignment</p>	
8	March 3 <sup>rd</sup>	<p>Presentation of 5<sup>th</sup> Debate Topics: LAWS, Children and Technology, Video Games and Society</p> <p>4<sup>th</sup> Debate topics- Students Submit Video by the Canvas due date (Video must be in</p>	3 <sup>rd</sup> Debate Topic Rebuttal Videos Due

		format that can be shared (ie. Canvas Studio), student can also upload video to You Tube, unlisted link). Rebuttal Videos are due by the following Tuesday.	
	March 5 <sup>th</sup>	Basic Management and Performance Evaluations Perverse Incentives	
9	March 10 <sup>th</sup>	Presentation of 6 <sup>th</sup> Debate Topics: Global Social Credit System, Autonomous Commercial Flights, and Cryptocurrency as legal tender worldwide  5 <sup>th</sup> Debate topics- Students Submit Video by the Canvas due date (Video must be in format that can be shared (ie. Canvas Studio), student can also upload video to You Tube, unlisted link). Rebuttal Videos are due by the following Tuesday.	4 <sup>th</sup> Debate Topic Rebuttal Videos Due
	March 12 <sup>th</sup>	SWOT Analysis: Strength, Weakness, Opportunity, and Threat and SWOT Assignment Management Psychology	
10	March 17 <sup>th</sup> - March 19 <sup>th</sup>	<b>Spring Break (No Classes)</b>	
11	March 24 <sup>th</sup>	Presentation of 7 <sup>th</sup> Debate Topics: Employers Firing Employees over Social Media, Breaking up Big Tech, Space Colonization  6 <sup>th</sup> Debate topics- Students Submit Video by the Canvas due date (Video must be in format that can be shared (ie. Canvas Studio), student can also upload video to You Tube, unlisted link). Rebuttal Videos are due by the following Tuesday.  Public vs. Private Companies-1	5 <sup>th</sup> Debate Topic Rebuttal Videos Due
	March 27 <sup>th</sup>	Public vs. Private Companies-2 Leadership, Emotional Intelligence, and Organizational Culture	
12	March 31 <sup>st</sup>	Presentation of 8 <sup>th</sup> Debate Topics: Machine Learning Algorithms making Everyday Life decisions, Technology causes more problems than it solves, XR Technologies	6 <sup>th</sup> Debate Topic Rebuttal Videos Due

		7 <sup>th</sup> Debate topics- Students Submit Video by the Canvas due date (Video must be in format that can be shared (ie. Canvas Studio), student can also upload video to You Tube, unlisted link). Rebuttal Videos are due by the following Tuesday. Active Listening	
	April 2 <sup>nd</sup>	Strategy for Dealing with Difficult Employees and Managers Review for Exam 2	
13	April 7 <sup>th</sup>	Presentation of 9 <sup>th</sup> Debate Topics:  8 <sup>th</sup> Debate topics- Students Submit Video by the Canvas due date (Video must be in format that can be shared (ie. Canvas Studio), student can also upload video to You Tube, unlisted link). Rebuttal Videos are due by the following Tuesday.	7 <sup>th</sup> Debate Topic Rebuttal Videos Due
	April 9 <sup>th</sup>	Exam 2	
14	April 14 <sup>th</sup>	In-class Management Activity  9 <sup>th</sup> Debate topics- Students Submit Video by the Canvas due date (Video must be in format that can be shared (ie. Canvas Studio), student can also upload video to You Tube, unlisted link). Rebuttal Videos are due by the following Tuesday.	8 <sup>th</sup> Debate Topic Rebuttal Videos Due
	April 16 <sup>th</sup>	In-class Interview Preparation Review of Exam 2	
15	April 21 <sup>st</sup>	Introduction of Final Exam Material	9 <sup>th</sup> Debate Topic Rebuttal Videos Due
	April 23 <sup>rd</sup>	Completion of Final Exam Material	
16	April 28th	Last Day of Classes- Final Exam KaHoots!	
	April 29 <sup>th</sup> - May 1 <sup>st</sup>	<b>Reading Days</b>	
	May 4 <sup>th</sup> - May 8 <sup>th</sup>	<b>Final Exam Week</b>	

