

**ATTACHMENT 5.**

**Kingdom of Saudi Arabia**  
**The National Commission for Academic Accreditation &**  
**Assessment**

**T6. Course Specifications**  
**(CS)**

## Course Specifications

### 14014305-2 Computers and Society

Institution : <b>Umm Al-Qura University</b>	Date : 14/4/2016
College/Department : <b>College of Computers and Information Systems/Computer Science</b>	

#### A. Course Identification and General Information

1. Course title and code: <b>14014305-2 Computers and Society</b>			
2. Credit hours : <b>2</b>			
3. Program(s) in which the course is offered. (If general elective available in many programs indicate this rather than list programs) <b>Computer Science</b>			
4. Name of faculty member responsible for the course <b>Khaled Nasser ElSayed</b>			
5. Level/year at which this course is offered <b>4th Year / Level 9</b>			
6. Pre-requisites for this course (if any) ) <b>14013303-3 Software Engineering I</b>			
7. Co-requisites for this course (if any) <b>None</b>			
8. Location if not on main campus <b>Al-Abidiyah campus (Boys) and Al-Zaher campus (Girls), Makkah Al Mukarramah</b>			
9. Mode of Instruction (mark all that apply)			
a. traditional classroom	<input checked="" type="checkbox"/>	What percentage?	<input type="text" value="100"/>
b. blended (traditional and online)	<input type="checkbox"/>	What percentage?	<input type="text"/>
c. e-learning	<input type="checkbox"/>	What percentage?	<input type="text"/>
d. correspondence	<input type="checkbox"/>	What percentage?	<input type="text"/>
f. other	<input type="checkbox"/>	What percentage?	<input type="text"/>
Comments: Mainly traditional classroom will dominant the mode on instruction. There is a need to apply some modes in some situations.			

## B Objectives

<p>1. What is the main purpose for this course?</p> <ol style="list-style-type: none"> <li>1. Explores basic cultural, social, legal and ethical issues inherent in the discipline of computing.</li> <li>2. The course highlights the areas in which computers impact on the society in areas such as privacy, intellectual property, crime, change in society ethics and professional ethics.</li> <li>3. Various Ethical codes are discussed such as ACM code and IEEE code to provide the students with a basic knowledge of how ethical codes safeguards the different societies from the impact of new technologies.</li> </ol>
<p>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)</p> <ol style="list-style-type: none"> <li>1. Every term new research papers are studied on the fields of social networking- Intellectual property cases- computer crimes.</li> <li>2. Trips to different governmental organizations to analyze security techniques applied and provide feedback.</li> </ol>

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

<p>Course Description: This Course should give a wide overview of social implications and application of computing and Information Technologies and its ethics</p>
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1 Topics to be Covered		
List of Topics	No of Weeks	Contact hours per week
Overview of social implications of computing and information technologies	1	2
Social networking implications ( privacy reduction, crime increase)	1	2
Ethical and legal basis for privacy protection	1	2
Technological and social awareness strategies for privacy protection	1	2
Cybercrime laws (limitations and barriers) implications.	1	2
Case studies on cybercrime	1	2
Foundations of intellectual property (copyrights, patents) and digital intellectual property	1	2
Case studies in Intellectual property cases	1	2

Software piracy and open source software implications	1	2
Professional ethics in computing (care, attention, responsibility). Importance of keeping up to date	1	2
Campaign week ( impact of computers and technology on Saudi society)	1	2
Identifying and evaluating ethical choices in software design	1	2
Risk assessment and risk management; risk removal, risk reduction and risk control in computing discipline	1	2
Codes of ethics (ACM and IEEE), awareness of importance of maintaining ethical codes in different areas of computing fields	1	2
<b>Review</b>	1	2

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

	Lecture	Tutorial	Laboratory or Studio	Practical	Other:	Total
Contact Hours	30 h			12 h		42 h
Credit	2 h			0		2 h

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

2
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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
1.0	Knowledge		
1.1	Students will be aware of, and be able to	Lectures	Essay assignments,

	identify, the social, ethical, legal, professional, and privacy issues related to computing	Student debates	presentation ,campaign reports, questionnaires devising , statistical report design midterm, final exam
1.2	Understanding of professional, ethical, legal and social issues and responsibilities. A significant portion of course will be spent on educating students about professional, ethical, legal and social issues and responsibilities of a computing professional	Lectures Student debates	Essay assignments, presentation, campaign reports, questionnaires devising , statistical report design midterm, final exam
1.3	The effects of being an IEEE and ACM member towards their field of profession	Analytical thinking skills in research papers	presentation , campaign reports, questionnaires devising
<b>2.0</b>	<b>Cognitive Skills</b>		
2.1	Students will be able to analyze varying perspectives regarding ethical, social, and professional issues in computer science and engineering	Seminars and open discussion and debates (groups)	Presentation, project, midterm, final exam
2.2	Students will be able to critically analyze issues of the different issues in the topics the studied locally and internationally	Seminars and open discussion and debates (groups)	Presentation, project, midterm, final exam
2.3	Students will propose creative solutions to local issues to the use of technology	Seminars and Term Papers	Presentation, project
<b>3.0</b>	<b>Interpersonal Skills &amp; Responsibility</b>		
3.1	Leadership	<i>Collaborative Project work</i> Project management skills should be implemented Communication skills with others via projects	Project presentations Observation of collaborative work Campaign work development
3.2	Group work	<i>Collaborative Project work</i> Public presenting via campaign	Project presentations Observation of collaborative work Success rate of group communication

		Communication skills with others via projects	
3.3	Group communication skills	<i>Collaborative Project work</i> Communication skills with others via projects	Observation of collaborative work Success rate of group communication
3.4	Debate skills	<i>Collaborative Project work</i> Project management skills should be implemented	Observation of collaborative work Campaign work development
3.5	Public speaking	Public presenting via campaign Communication skills with others via projects	Project presentations Success rate of group communication
<b>4.0</b>	<b>Communication, Information Technology, Numerical</b>		
4.1	Leadership	<i>Collaborative Project work</i> Project management skills should be implemented Communication skills with others via projects	Project presentations Observation of collaborative work Campaign work development
4.2	Group work	<i>Collaborative Project work</i> Public presenting via campaign Communication skills with others via projects	Project presentations Observation of collaborative work Success rate of group communication
4.3	Group communication skills	<i>Collaborative Project work</i> Communication skills with others via projects	Observation of collaborative work Success rate of group communication

4.4	Debate skills	<i>Collaborative Project work</i> Project management skills should be implemented	Observation of collaborative work Campaign work development
4.5	Public speaking	Public presenting via campaign Communication skills with others via projects	Project presentations Success rate of group communication
<b>5.0</b>	<b>Psychomotor</b>		
5.1	N/A	N/A	N/A
5.2			

5. Map course LOs with the program LOs. (Place course LO #s in the left column and program LO #s across the top.) (I = Introduction P = Proficient A = Advanced)

Course LOs #	Program Learning Outcomes (Use Program LO Code #s provided in the Program Specifications)										
	(a)	(b)	(c)	(d)	(e)	(f)	(g)	(h)	(i)	(j)	(k)
1.1					P	P					
1.2					P	P					
1.3					P	P					
2.1						P	P				
2.2						P	P				
2.3						A	A				
3.1								P			
3.2								P			
3.3								A			
3.4								A			
3.5								P			
4.1											
4.2											
4.3											
4.4											
4.5											
5.1											

6. Schedule of Assessment Tasks for Students During the Semester

	Assessment task (e.g. essay, test, group project, examination, speech, oral presentation, etc.)	Week Due	Proportion of Total Assessment
1	Class Participation	Every week	5
2	Two short papers ,each 2-3 pages long	3-5	10
3	In class-debate	7	5
4	Computer and society Campaign	10	15
5	Written term paper and oral presentation	12	15
6	Midterm Exam	7	20
7	Final exam	14	30

#### 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)

Two Office Hours

#### E Learning Resources

##### 1. List Required Textbooks

A Gift of Fire: Social, Legal, and Ethical Issues for Computers and the Internet (3rd Edition) by Sara Baase

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

1. Computer Ethics, Deborah G. Johnson (2<sup>nd</sup> edition),2009
2. Ethics for the information age, Micheal.J. Quinn,(3<sup>rd</sup> edition), 2009.
3. Ethics in Information Technology,George.W.Reynolds,(3<sup>rd</sup> edition), 2010.
4. Introduction to information technology law ,6/E, David Bainbridge,2007.

##### 3. List Recommended Textbooks and Reference Material (Journals, Reports, etc)

1. The arrival of virtual office, Ira M.weinstein, August 2005.
2. Blown to bits :your life ,liberty, and happiness after the digital explosion, hal abeslon, ken ledeen ,harry lewis,2008.
3. Do good design :how designers can save the world, David berman,2009.

IEEE Computers and Society Journal

##### 4. List Electronic Materials, Web Sites, Facebook, Twitter, etc.

The society for computer Law

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



ACM CODE of Ethics  
IEEE Code of Ethics

#### 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.) Lecture room Computer Lab Special studies space Library
2. Computing resources (AV, data show, Smart Board, software, etc.) Internet facility Web Journal access
3. Other resources (specify, e.g. if specific laboratory equipment is required, list requirements or attach list) PRINTERS MAC LABS (preferred for campaigns)

#### G Course Evaluation and Improvement Processes

1 Strategies for Obtaining Student Feedback on Effectiveness of Teaching Questionnaires Individual and Group Meetings
2 Other Strategies for Evaluation of Teaching by the Instructor or by the Department Comparisons of Assessments tools
3 Processes for Improvement of Teaching Workshops, Research of new issues
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) Peer Reviews and Sample Second Marking Jury marking for campaign effectiveness
5 Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement. Monthly Progress Report tells the achievements and drawbacks may need improvement

Name of Instructor: Khaled Nasser ElSayed

Signature: \_\_\_\_\_ Date Report Completed: 14/2/2016

Name of Course Instructor Khaled Nasser ElSayed

Program Coordinator: \_\_\_\_\_

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