LINC 95B: TECHNOLOGY ETHICS & EDUCATIONAL LAW

Foothill College Course Outline of Record

Heading	Value
Units:	1
Hours:	1 lecture per week (12 total per quarter)
Advisory:	Basic computer skills and knowledge of Macintosh or Windows operating systems; familiarity using Web browsers, email, bookmarking, searching and downloading; not open to students with credit in LINC 220.
Degree & Credit Status:	Degree-Applicable Credit Course
Foothill GE:	Non-GE
Transferable:	CSU
Grade Type:	Letter Grade (Request for Pass/No Pass)
Repeatability:	Not Repeatable

Student Learning Outcomes

- A successful student will evaluate current issues in cyber law and cyber ethics.
- A successful student will create a multimedia project that demonstrates knowledge of a relevant topic in cyber law or cyber ethics.

Description

Overview of current issues and legislation in computer ethics and cyberlaw. Topics such as copyright, fair use, acceptable use plans, digital divide, accessibility, internet filtering, social media, and cyber bullying will be discussed with emphasis on the implications for the student, classroom teacher, school site, parent obligation, civic government, and broader society.

Course Objectives

The student will be able to:
A. Summarize current copyright and fair use laws and its effect on classroom use of technology
B. Summarize issues of the digital divide
C. Summarize accessibility guidelines and legal obligations
D. Debate the ethics of internet filtering or monitoring in schools or public libraries
E. Discuss social media in the context of ethical behavior
F. Explain cyber bullying and legal ramifications
G. Analyze acceptable use plans for school sites and civic departments
H. Develop strategies and policies to address student safety online

Course Content

A. Copyright and fair use laws
1. Fair use
2. Published work
3. Software
4. Copyright infringement
B. Digital divide
1. Define digital divide
2. Identify effects on groups or populations (national and global)
3. Identify measures to shrink the gap
C. Accessibility
1. Sections 504 and 508 of the Americans with Disabilities Act
2. Universal Design for Learning (UDL)
D. Internet filtering
1. Legal rights vs. moral obligation
2. Who is responsible?
E. Social media
1. Irresponsible use of social media
2. Negative vs. positive effect of social media
F. Cyber bullying
1. Case studies in cyber bullying
2. Social impact of cyber bullying
3. Measures to reduce cyber bullying
G. Acceptable use plans
1. School or district, parent, and student responsibilities
2. Reviewing an acceptable use plan
a. Ethical technology use
b. Implications for students
c. Educational acceptable uses for internet, multimedia, computer
d. Resources and samples
H. Develop strategies and policies to address student safety online
1. Governmental policies
a. CIPA - Children's Internet Protection Act (1998)
b. COPPA - Children's Online Privacy Protection Act (1998)
c. SOPIPA - Student Online Personal Information Protection Act (2014)
2. Policies are made from strategies
3. Socially acceptable practices affect policy

Lab Content

Not applicable.

Special Facilities and/or Equipment

A. When offered on/off campus: Lecture room equipped with overhead projector, white/black board, and a demonstration computer connected online. Computer laboratories equipped with online PCs and Macintosh computers, network server access, and printers.
B. When taught via Foothill Global Access on the Internet: Students must have currently existing email accounts/email address and ongoing access to computers with email software, GUI web browsing capability, FTP program, and access to the World Wide Web.

Method(s) of Evaluation

The student will demonstrate proficiency by:
A. Developing an acceptable use plan following established guidelines
B. Presenting the project to peers for feedback
C. Making constructive contributions to class discussions
D. Providing peer reviews for class members as a way to document student learning

Method(s) of Instruction

During periods of instruction the student will be actively engaged in:
A. Writing notes, listening, and participating in lecture presentation and class discussion using the terminology of the software product and publishing industry.

B. Observing an instructor-led demonstration and student practice of software and hardware techniques.
C. In-class presentations and peer review to critique class projects.

Representative Text(s) and Other Materials

Instructor-assigned notes and materials.

When course is taught online: Additional information, notes, handouts, syllabus, assignments, tests, and other relevant course material will be delivered by email and on the World Wide Web, and discussion may be handled with internet communication tools.

Types and/or Examples of Required Reading, Writing, and Outside of Class Assignments

A. Writing assignments include an acceptable use plan, peer evaluations, and critical analysis of educational projects, technology tools, systems, or processes.

B. Outside assignments include conducting project development, writing the instructional plan, reading, and participating in online peer collaboration activities.

C. When taught online these methods may take the form of video, audio, animation and web page presentations. Assignments will be submitted online as well.

Discipline(s)

Instructional Design/Technology