Title (Units):	**COMP4006 Information Technology Professional Practices (3,2,1)**

Course Aims:	To examine important professional issues in contemporary practice and to help students become an effective participant in a team of IT professionals. At the end of the study of this course, students should i) have gained a thorough understanding of the various issues/factors an IT professional faces and how one should respond, ii) have learned what are considered professional behavior in the IT field, and iii) have learned about the current IT practices in Hong Kong and elsewhere.

Prerequisite:	Year IV Standing in Computer Science

Course Intended Learning Outcomes (CILOs):
Upon successful completion of this course, students should be able to:

No.	Course Intended Learning Outcomes (CILOs)
	Knowledge
1	Describe the various issues/factors an information technology professional faces and explain how one should respond
2	Describe professional practices and behavior in the ICT industries
3	Recognize current issues and their impacts in IT
	Professional Skill
4	Acquire knowledge to appreciate industry practices in an integrated manner
5	Write properly formatted and organized reports and term papers
6	Present a new topic, lead discussion and comment on others' views

Calendar Description:	This course examines important professional issues in contemporary practice to help students become an effective participant in a team of IT professionals.

Teaching and Learning Activities (TLAs):

CILOs	Type of TLA
1, 2, 3	Lectures, in-class group presentations, guest lectures
4	Guest lectures, Group written report
5	Guest lecture reports, Self-reflection reports, Group written report
6	In-class group presentations, Group report presentation

Assessment:

No.	Assessment Methods	Weighting	CILOs to be addressed	Description of Assessment Tasks
1	Case Study Presentation	10%	4, 6	Students will deliver a group presentation. They will be assessment by their presentation and discussion skills.
2	Case Study Report and individual assessments	30%	4, 5	It includes two parts: group case study report and individual group feedback assessments. Group case study report assess students' ability to conduct research and write organized reports. Individual assessments will ask students questions regarding the case studies to assess their understanding of the topics.
3	Guest Lecture Report	20%	2, 3, 4, 5	Students will submit reflective reports after attending the guest lectures to share their thoughts about the topics. They will be assessed by their understanding of the topics and their writing skills.
4	Group Project	20%	1, 3, 4, 5, 6	Students will conduct research into a topic related to course lectures. Students will present the topic in a group presentation. Students will deliver a formal writing to summarize their understanding.

5	Test(s)	20%	1, 2, 3	Test questions are to test learning outcomes in the Knowledge domain. They are designed to assess students' understanding of important concepts and their ability in applying these concepts to solve problems.

Assessment Rubrics:

1. Participation (In class & Guest lecture)

Criteria	Excellent (A)	Good (B)	Satisfactory (C)	Marginal Pass (D)	Fail (F)
Frequency and Quality	*Always contributes* to the discussion by raising thoughtful questions, analyzing relevant issues, building on others' ideas, synthesizing across readings and discussions, expanding the class' perspective, and appropriately challenging assumptions and perspectives.	*Sometimes contributes* to the discussion in the afore-mentioned ways.	*Occasionally contributes* to the discussion in the afore-mentioned ways.	*Seldom participate* in discussion.	*Never participate* in discussion.

2. Reports (Group presentation report, Self-reflection reports, and Guest lecture reports)

Criteria	Excellent (A)	Good (B)	Satisfactory (C)	Marginal Pass (D)	Fail (F)
Content	The report provides both a *comprehensive* summary of the case study's or guest lecture's main points and *fresh insights* of the student.	The report provides both a *clear* summary of the case study's or guest lecture's main points and the student's *own ideas/ reflections*.	The report provides only a *summary* of the case study's or guest lecture's main points.	The report covers only *some* of the main points mentioned in the case study's or guest lecture.	The report basically *copies* the slides of the case study's or guest lecture.
Structure	The structure supports and enhances a specific purpose, audience, and context with *brilliant* transition.	The structure is appropriate to a specific purpose, audience, and context with *smooth* transition.	The structure is appropriate to a specific purpose, audience, and context with *proper* transition.	Inappropriate structure to a specific purpose, audience, and context with *awkward* transition.	The structure does not address purpose, audience, and context with *poor* transition.
Conventions	All sentences are well constructed with varied structure and do not contain *any* errors in grammar, spelling, and punctuation.	Most sentences are well constructed with varied structure and contain *almost no* errors in grammar, spelling, and punctuation.	Many sentences are well constructed with varied structure and contain *few* errors in grammar, spelling, and punctuation.	Some sentences are well constructed with poor structure and contain *some* errors in grammar, spelling, and punctuation.	Fragmented sentences lack structure and contain *many* errors in grammar, spelling, and punctuation.

3. Group written report

Criteria	Excellent (A)	Good (B)	Satisfactory (C)	Marginal Pass (D)	Fail (F)
Thesis	The report is very clear with *comprehensive and accurate* information.	The report is clear with *detailed* information.	The report is not clear with *sufficient* information.	The report is not clear with *relevant* information.	The report is vague and details are *missing*.

Criteria	Excellent (A)	Good (B)	Satisfactory (C)	Marginal Pass (D)	Fail (F)
Structure	The structure supports and enhances a specific purpose, audience, and context with *excellent* transition.	The structure supports and enhances a specific purpose, audience, and context with *smooth* transition.	The structure is appropriate to a specific purpose, audience, and context with *proper* transition.	Inappropriate structure to a specific purpose, audience, and context with *awkward* transition.	The structure does not address purpose, audience, and context with *poor* transition.
Conventions	All sentences are well constructed with varied structure and contain just *no* errors in grammar, spelling, and punctuation.	All sentences are well constructed with varied structure and contain just *almost no* errors in grammar, spelling, and punctuation.	Most sentences are well constructed with varied structure and contain *few* errors in grammar, spelling, and punctuation.	Some sentences are well constructed with poor structure and contain *some* errors in grammar, spelling, and punctuation.	Fragmented sentences lack structure and contain *many* errors in grammar, spelling, and punctuation.

4. Group Presentation

Criteria	Excellent (A)	Good (B)	Satisfactory (C)	Marginal Pass (D)	Fail (F)
Preparedness	Team members are *completely prepared* and have obviously rehearsed.	Team members seem *pretty prepared* but might have needed a couple more rehearsals.	Team members are *somewhat prepared*, but it is clear that rehearsal was lacking.	Team members seem *mildly uncertain*, but can do a decent presentation.	Team members do *not* seem at all prepared to present
Comprehension	Team members are able to accurately answer *all* the questions posed by the audience about the topic.	Team members are able to accurately answer *almost all* of the questions posed by the audience about the topic.	Team members are able to accurately answer *most* of the questions posed by the audience about the topic.	Team members are able to accurately answer *only a few* the questions posed by the audience about the topic.	Team members are *unable* to accurately answer questions posed by the audience about the topic.
Language	Speak *fluently all* the time and make *no* grammatical mistakes or mispronounced a few words.	Speak *clearly almost all* the time and make *almost no* grammatical mistakes or mispronounced a few words.	Speak clearly *most* of the time and make only *a few* grammatical mistakes or mispronounced some words.	Speak *clearly some* of the time and make *some* grammatical mistakes or mispronounced many words.	Mumble *most* of the time and make *many* grammatical mistakes or mispronounced many words.
Enthusiasm	Facial expressions and body language *generate* a strong interest and enthusiasm about the topic in others.	Facial expressions and body language *sometimes generate* a strong interest and enthusiasm about the topic in others.	Facial expressions and body language are used to *try to generate* enthusiasm, but seem somewhat faked.	*Very little use* of facial expressions or body language, resulting in not much interest in the topic being presented.	Obviously has *no intention* to impress the audience by using facial expression or body language.

Course Content and CILOs Mapping:

Content		CILO No.
I	Information Technology Professionalism	1, 2, 4, 5, 6
II	Case Studies and Best Practices in IT	1, 2, 3

References:

- Schultz, Robert A, Contemporary Issues in Ethics and Information Technology, IRM Press, 2006
- Baase S, A Gift of Fire, Social, Legal and Ethical Issues for Computers and the Internet (Third Edition), Prentice Hall, 2007.
- Johnson DG , Computer Ethics (Forth Edition), Prentice Hall, 2009.
- Spinello RA, CyberEthics: Morality and Law in Cyberspace (Fifth Edition), Jones and Bartlett, 2013.
- Spinelloo Richard, Case Studies in Information and Computer Ethics (Second Edition), Prentice Hall, 2003
- Davies G, Copyright and the Public Interest, Sweet & Maxwell, 2002.
- Online resources including www.infosec.gov.hk (Computer Crime), www.pcpd.org.hk (Personal Data (Privacy) Ordinance), www.ipd.gov.hk (Copyright Ordinace), www.ogcio.gov.hk (Electronic Transaction Ordinance), www.hkcs.org.hk (IT Professional: Code of Ethics)
- Current articles from IT professional related magazines and journals
- Online search for articles and information on current issues and their impacts in IT

Course Content:

<u>Topic</u>

I.   Information Technology Professionalism
   A.   Personal and professional ethics
   B.   Privacy and personal data protection
   C.   Intellectual property right
   D.   Security and computer crimes
   E.   Safety in IT
   F.   IT profession in Hong Kong
   G.   Impact of information technology on society

II.   Case Studies and Best Practices in IT
   A.   Effects of standardization
   B.   Managing system development
   C.   Managing outsourcing
   D.   Software quality