



# COIT11223 *Information Technology and Society*

## Term 2 - 2024

Profile information current as at 29/07/2024 03:44 pm

All details in this unit profile for COIT11223 have been officially approved by CQUniversity and represent a learning partnership between the University and you (our student). The information will not be changed unless absolutely necessary and any change will be clearly indicated by an approved correction included in the profile.

## General Information

### Overview

Technology is at the forefront of social change in the 21st century. As an Information and Communication Technology (ICT) professional, it is important for you to be aware of how ICT can change our social fabric. This unit will help you understand how the use of technology can support society's needs whilst also contributing to social, ethical, and legal dilemmas. You will critically analyse these dilemmas in an ICT context, looking at how the Information Age has been driven by advances in artificial intelligence and computer networking and covering topics such as cyber security, privacy, intellectual property, censorship, the workforce, and information overload. You will be asked to apply philosophical theories and professional codes of conduct to develop persuasive arguments for various scenarios in personal and professional organisational contexts.

### Details

Career Level: *Undergraduate*

Unit Level: *Level 1*

Credit Points: 6

Student Contribution Band: 8

Fraction of Full-Time Student Load: 0.125

### Pre-requisites or Co-requisites

Co-requisite: COIT11239 Professional Communications Skills for ICT or COMM11003 Communication in Professional Contexts or ENEG11005 Fundamentals of Professional Engineering

Important note: Students enrolled in a subsequent unit who failed their pre-requisite unit, should drop the subsequent unit before the census date or within 10 working days of Fail grade notification. Students who do not drop the unit in this timeframe cannot later drop the unit without academic and financial liability. See details in the [Assessment Policy and Procedure \(Higher Education Coursework\)](#).

### Offerings For Term 2 - 2024

- Brisbane
- Cairns
- Melbourne
- Online
- Rockhampton
- Sydney

### Attendance Requirements

All on-campus students are expected to attend scheduled classes – in some units, these classes are identified as a mandatory (pass/fail) component and attendance is compulsory. International students, on a student visa, must maintain a full time study load and meet both attendance and academic progress requirements in each study period (satisfactory attendance for International students is defined as maintaining at least an 80% attendance record).

### Website

[This unit has a website, within the Moodle system, which is available two weeks before the start of term. It is important that you visit your Moodle site throughout the term. Please visit Moodle for more information.](#)

## Class and Assessment Overview

### Recommended Student Time Commitment

Each 6-credit Undergraduate unit at CQUniversity requires an overall time commitment of an average of 12.5 hours of study per week, making a total of 150 hours for the unit.

### Class Timetable

#### [Regional Campuses](#)

Bundaberg, Cairns, Emerald, Gladstone, Mackay, Rockhampton, Townsville

#### [Metropolitan Campuses](#)

Adelaide, Brisbane, Melbourne, Perth, Sydney

### Assessment Overview

#### 1. **Practical Assessment**

Weighting: 20%

#### 2. **Written Assessment**

Weighting: 30%

#### 3. **Practical Assessment**

Weighting: 50%

### Assessment Grading

This is a graded unit: your overall grade will be calculated from the marks or grades for each assessment task, based on the relative weightings shown in the table above. You must obtain an overall mark for the unit of at least 50%, or an overall grade of 'pass' in order to pass the unit. If any 'pass/fail' tasks are shown in the table above they must also be completed successfully ('pass' grade). You must also meet any minimum mark requirements specified for a particular assessment task, as detailed in the 'assessment task' section (note that in some instances, the minimum mark for a task may be greater than 50%). Consult the [University's Grades and Results Policy](#) for more details of interim results and final grades.

## CQUniversity Policies

**All University policies are available on the [CQUniversity Policy site](#).**

You may wish to view these policies:

- Grades and Results Policy
- Assessment Policy and Procedure (Higher Education Coursework)
- Review of Grade Procedure
- Student Academic Integrity Policy and Procedure
- Monitoring Academic Progress (MAP) Policy and Procedure – Domestic Students
- Monitoring Academic Progress (MAP) Policy and Procedure – International Students
- Student Refund and Credit Balance Policy and Procedure
- Student Feedback – Compliments and Complaints Policy and Procedure
- Information and Communications Technology Acceptable Use Policy and Procedure

This list is not an exhaustive list of all University policies. The full list of University policies are available on the [CQUniversity Policy site](#).

## Previous Student Feedback

### Feedback, Recommendations and Responses

Every unit is reviewed for enhancement each year. At the most recent review, the following staff and student feedback items were identified and recommendations were made.

#### Feedback from Student Feedback.

**Feedback**

Add noteworthy topics from the news, such as Generative AI and the impact on society.

**Recommendation**

Review the sector and incorporate new content on these items as it becomes available, updating case study examples as required.

## Unit Learning Outcomes

**On successful completion of this unit, you will be able to:**

1. Describe the roles of technologies such as artificial intelligence and computer networking on the social contexts of the information age
2. Explain how your professional and ethical responsibilities as an ICT professional affect society
3. Discuss ethical, social, and security issues related to areas such as intellectual property, privacy, cybercrime, and information overload
4. Evaluate ethical, social, and cyber security issues using tools of critical analysis such as philosophical theories and professional codes of conduct.

The Australian Computer Society (ACS), the professional association for Australia's ICT sector, recognises the Skills Framework for the Information Age (SFIA). SFIA is adopted by organisations, governments, and individuals in many countries and provides a widely used and consistent definition of ICT skills. SFIA is increasingly being used when developing job descriptions and role profiles. ACS members can use the tool [MySFIA](#) to build a skills profile.

This unit contributes to the following workplace skills as defined by [SFIA 8](#) (the SFIA code is included):

- Enterprise IT Governance (GOVN)
- Information Assurance (INAS)
- Change Implementation Planning and Management (CIPM)
- Information Content Authoring (INCA)
- IT Management (ITMG)
- Problem Management (PBMG)
- Information Security (SCTY).

## Alignment of Learning Outcomes, Assessment and Graduate Attributes



### Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes			
	1	2	3	4
1 - Practical Assessment - 20%	•			•
2 - Written Assessment - 30%		•	•	
3 - Practical Assessment - 50%	•	•	•	•

### Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes			
	1	2	3	4
1 - Communication	•	•	•	•
2 - Problem Solving		•		•
3 - Critical Thinking		•	•	•
4 - Information Literacy	•	•		•
5 - Team Work				
6 - Information Technology Competence			•	
7 - Cross Cultural Competence		•		
8 - Ethical practice	•	•	•	•
9 - Social Innovation	•			
10 - Aboriginal and Torres Strait Islander Cultures				

## Textbooks and Resources

### Textbooks

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#### Prescribed

##### **Artificial Intelligence: What Everyone Needs To Know**

(2016)

Authors: Kaplan, J

Oxford University Press

Oxford , United Kingdom

ISBN: 978-0190602390

Binding: Paperback

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#### Prescribed

##### **Ethics for the Information Age**

Edition: 8th edn (2014)

Authors: Quinn, Mj

Pearson

Upper Saddle River , NJ , USA

ISBN: 9780135218006

Binding: eBook

[View textbooks at the CQUniversity Bookshop](#)

### IT Resources

**You will need access to the following IT resources:**

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)
- Zoom
- Access to free templated design software such as Canva

## Referencing Style

All submissions for this unit must use the referencing style: [Harvard \(author-date\)](#)

For further information, see the Assessment Tasks.

## Teaching Contacts

**Gitte Galea** Unit Coordinator

[g.galea@cqu.edu.au](mailto:g.galea@cqu.edu.au)

## Schedule

### Week 1 - 08 Jul 2024

Module/Topic	Chapter	Events and Submissions/Topic
The Information Age	Quinn: chapter 1	

### Week 2 - 15 Jul 2024

Module/Topic	Chapter	Events and Submissions/Topic
Artificial Intelligence	Kaplan: chapters 1, 2 and 3	

<b>Week 3 - 22 Jul 2024</b>		
<b>Module/Topic</b>	<b>Chapter</b>	<b>Events and Submissions/Topic</b>
Data Communications	Quinn: chapter 7	
<b>Week 4 - 29 Jul 2024</b>		
<b>Module/Topic</b>	<b>Chapter</b>	<b>Events and Submissions/Topic</b>
Ethics and Ethical Theories	Quinn: chapter 2	
<b>Week 5 - 05 Aug 2024</b>		
<b>Module/Topic</b>	<b>Chapter</b>	<b>Events and Submissions/Topic</b>
Professional Ethics & Social Innovation	Quinn: chapter 9 Social Innovation Handbook (e-book; to be provided)	
<b>Vacation Week - 12 Aug 2024</b>		
<b>Module/Topic</b>	<b>Chapter</b>	<b>Events and Submissions/Topic</b>
<b>Week 6 - 19 Aug 2024</b>		
<b>Module/Topic</b>	<b>Chapter</b>	<b>Events and Submissions/Topic</b>
Computer & Network Security	Quinn: chapter 7	<b>Ethical Analysis Video</b> Due: Week 6 Friday (23 Aug 2024) 11:45 pm AEST
<b>Week 7 - 26 Aug 2024</b>		
<b>Module/Topic</b>	<b>Chapter</b>	<b>Events and Submissions/Topic</b>
Intellectual Property	Quinn: chapter 4	
<b>Week 8 - 02 Sep 2024</b>		
<b>Module/Topic</b>	<b>Chapter</b>	<b>Events and Submissions/Topic</b>
Privacy	Quinn: chapter 5	
<b>Week 9 - 09 Sep 2024</b>		
<b>Module/Topic</b>	<b>Chapter</b>	<b>Events and Submissions/Topic</b>
Censorship and the Government	Quinn: chapter 3 and 6	
<b>Week 10 - 16 Sep 2024</b>		
<b>Module/Topic</b>	<b>Chapter</b>	<b>Events and Submissions/Topic</b>
Legal Issues	Kaplan: chapter 5	<b>Written Analysis of a social scenario</b> Due: Week 10 Friday (20 Sept 2024) 11:45 pm AEST
<b>Week 11 - 23 Sep 2024</b>		
<b>Module/Topic</b>	<b>Chapter</b>	<b>Events and Submissions/Topic</b>
The Workforce	Kaplan: chapters 6 and 7 Quinn: chapter 10	
<b>Week 12 - 30 Sep 2024</b>		
<b>Module/Topic</b>	<b>Chapter</b>	<b>Events and Submissions/Topic</b>
Information Overload	Individual readings on Moodle	
<b>Review/Exam Week - 07 Oct 2024</b>		
<b>Module/Topic</b>	<b>Chapter</b>	<b>Events and Submissions/Topic</b>
		<b>Video/Written Evaluation of Ethical and Social Factors in ICT</b> Due: Review/Exam Week Friday (11 Oct 2024) 11:45 pm AEST
<b>Exam Week - 14 Oct 2024</b>		
<b>Module/Topic</b>	<b>Chapter</b>	<b>Events and Submissions/Topic</b>

## Assessment Tasks

### 1 Ethical Analysis Video

**Assessment Type**

Practical Assessment

**Task Description**

Record a video where you provide support for a particular ethical position on a new social situation in ICT. The situation must be selected from a list of topics provided on the Unit Moodle site. The video must present a hypothesis, provide any necessary background or explanation of the situation, present arguments supporting your position as well as objections (supported with references), and recommend actions to take. You should then submit this to Moodle along with your brief notes (including references). See Moodle for further details on the required content, format and list of topics.

**Assessment Due Date**

Week 6 Friday (23 Aug 2024) 11:45 pm AEST

**Return Date to Students**

Approximately two weeks after submission

**Weighting**

20%

**Assessment Criteria**

The video must provide:

- a clear explanation of the hypothesis and situation
- presentation of multiple arguments as to the positive and negative impacts of the situation on society
- relevant references that support the arguments
- summary of the position on the situation and recommendations to others as to actions to take

The video must also demonstrate professional and engaging presentation skills.

See Moodle for detailed marking criteria.

**Referencing Style**

- [Harvard \(author-date\)](#)

**Submission**

Online

**Learning Outcomes Assessed**

- Describe the roles of technologies such as artificial intelligence and computer networking on the social contexts of the information age
- Evaluate ethical, social, and cyber security issues using tools of critical analysis such as philosophical theories and professional codes of conduct.

### 2 Written Analysis of a social scenario

**Assessment Type**

Written Assessment

**Task Description**

Develop an infographic or other graphical piece on a current or future technology, including details of stakeholders of the technology, and then write a report on intellectual property protections for the technology and the social implications of that technology in relation to the social topics discussed during term in class. You will be provided a scenario description and list of technologies to select from. The finished assessment piece must provide necessary background on the technology and discuss: the stakeholders in the technology; intellectual property issues that may arise in the technology development; the opportunities and benefits of the technology to society; and the risks and drawbacks of the technology. See Moodle for further details on the list of technologies, and required content and format of the report.

**Assessment Due Date**

Week 10 Friday (20 Sept 2024) 11:45 pm AEST

## Return Date to Students

Returned via the unit website approximately two weeks after submission.

### Weighting

30%

### Assessment Criteria

The final submission must demonstrate:

- a good understanding of the chosen technology
- understanding of the advantages and disadvantages of using intellectual property protection
- ability to identify and explain the opportunities/benefits of the technology to society, as well as the risks/drawbacks, for example, in relation to privacy, censorship, the workforce and cybercrime.
- use of references to support claims.

See Moodle for detailed marking criteria.

### Referencing Style

- [Harvard \(author-date\)](#)

### Submission

Online

### Learning Outcomes Assessed

- Explain how your professional and ethical responsibilities as an ICT professional affect society
- Discuss ethical, social, and security issues related to areas such as intellectual property, privacy, cybercrime, and information overload

## 3 Video/Written Evaluation of Ethical and Social Factors in ICT

### Assessment Type

Practical Assessment

### Task Description

This final assessment will be split into two parts. Part A will provide you with a written scenario on which you must conduct an ethical/social analysis using one of the theories presented during term and the ACS Professional Code of Conduct. You will then be asked to compare the analysis conducted using these two theories. The response to this part should be recorded as a video and uploaded to Moodle. Part B of this assessment will be five questions related to the role of new technology and the social and ethical factors related to areas such as cybercrime, privacy, employment etc as discussed during term. Answers to these five questions should be written in a word document and uploaded to Moodle along with your video. Both the written scenario and the five questions will be released at the end of week 12 during term and will be due one week later via Moodle. Further details of this assessment will be made available on the unit Moodle site.

### Assessment Due Date

Review/Exam Week Friday (11 Oct 2024) 11:45 pm AEST

### Return Date to Students

No marks will be returned for this assessment item until after certification of grades.

### Weighting

50%

### Assessment Criteria

The video must provide:

- a clear explanation of the hypothesis and situation
- presentation of multiple arguments as to the positive and negative impacts of the situation on society
- relevant references that support the arguments
- summary of the position on the situation and recommendations to others as to actions to take

The video must also demonstrate professional and engaging presentation skills.

The final written submission must demonstrate:

- a good understanding of the chosen technology
- understanding of the advantages and disadvantages of using intellectual property protection
- ability to identify and explain the opportunities/benefits of the technology to society, as well as the risks/drawbacks, for example, in relation to privacy, censorship, the workforce and cybercrime.
- use of references to support claims.



See Moodle for detailed marking criteria.

### Referencing Style

- [Harvard \(author-date\)](#)

### Submission

Online

### Learning Outcomes Assessed

- Describe the roles of technologies such as artificial intelligence and computer networking on the social contexts of the information age
- Explain how your professional and ethical responsibilities as an ICT professional affect society
- Discuss ethical, social, and security issues related to areas such as intellectual property, privacy, cybercrime, and information overload
- Evaluate ethical, social, and cyber security issues using tools of critical analysis such as philosophical theories and professional codes of conduct.

## Academic Integrity Statement

As a CQUniversity student you are expected to act honestly in all aspects of your academic work.

Any assessable work undertaken or submitted for review or assessment must be your own work. Assessable work is any type of work you do to meet the assessment requirements in the unit, including draft work submitted for review and feedback and final work to be assessed.

When you use the ideas, words or data of others in your assessment, you must thoroughly and clearly acknowledge the source of this information by using the correct referencing style for your unit. Using others' work without proper acknowledgement may be considered a form of intellectual dishonesty.

Participating honestly, respectfully, responsibly, and fairly in your university study ensures the CQUniversity qualification you earn will be valued as a true indication of your individual academic achievement and will continue to receive the respect and recognition it deserves.

As a student, you are responsible for reading and following CQUniversity's policies, including the [Student Academic Integrity Policy and Procedure](#). This policy sets out CQUniversity's expectations of you to act with integrity, examples of academic integrity breaches to avoid, the processes used to address alleged breaches of academic integrity, and potential penalties.

### What is a breach of academic integrity?

A breach of academic integrity includes but is not limited to plagiarism, self-plagiarism, collusion, cheating, contract cheating, and academic misconduct. The Student Academic Integrity Policy and Procedure defines what these terms mean and gives examples.

### Why is academic integrity important?

A breach of academic integrity may result in one or more penalties, including suspension or even expulsion from the University. It can also have negative implications for student visas and future enrolment at CQUniversity or elsewhere. Students who engage in contract cheating also risk being blackmailed by contract cheating services.

### Where can I get assistance?

For academic advice and guidance, the [Academic Learning Centre \(ALC\)](#) can support you in becoming confident in completing assessments with integrity and of high standard.

### What can you do to act with integrity?



**Be Honest**

If your assessment task is done by someone else, it would be dishonest of you to claim it as your own



**Seek Help**

If you are not sure about how to cite or reference in essays, reports etc, then seek help from your lecturer, the library or the Academic Learning Centre (ALC)



**Produce Original Work**

Originality comes from your ability to read widely, think critically, and apply your gained knowledge to address a question or problem