

## The Hong Kong Polytechnic University

### Subject Description Form

Please read the notes at the end of the table carefully before completing the form.

<b>Subject Code</b>	GEC1A02
<b>Subject Title</b>	Human Relationships and the Cyberworld
<b>Credit Value</b>	3
<b>Level</b>	1
<b>Pre-requisite / Co-requisite/ Exclusion</b>	Nil
<b>Objectives</b>	<p>In this subject, the following cluster specific attributes will be emphasized:</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Reflection on individual moral character</li> <li><input checked="" type="checkbox"/> Informed citizenship</li> <li><input checked="" type="checkbox"/> Reflection on one's own existence and search for meaning</li> <li><input checked="" type="checkbox"/> Explore theories of Human Nature and development</li> <li><input checked="" type="checkbox"/> Relate to "The Other"</li> <li><input type="checkbox"/> Explore spirituality</li> <li><input checked="" type="checkbox"/> Dimensions of wellness</li> </ul> <p>This subject explores the impact of the Cyberworld on the young adults' lifestyle and interpersonal relationships from the ethical, the moral and the wellness perspectives. Students will sharpen their moral awareness about their personal choices in entering into the Cyberworld, with their critical thinking ability cultivated and applied.</p>
<b>Intended Learning Outcomes</b>  (Note 1)	<p>Upon completion of the subject, students will be able to:</p> <ul style="list-style-type: none"> <li>(a) IDENTIFY the moral implications for the change of conceptions of one's personal identity as constructed through the Cyberworld;</li> <li>(b) COMPARE the pros and cons of the moral and the ethical impact from the Cyberworld on personal development and human relationships;</li> <li>(c) APPLY critical thinking methods in analyzing the moral challenges the Cyberworld might bring about and the methods of protecting one's lifestyle against the adverse effects from the virtual activities;</li> <li>(d) DESCRIBE the contentious issues arising from the Cyberworld as documented in the related literature.</li> <li>(e) READ with greater comprehension (<i>ER</i>).</li> <li>(f) WRITE a research paper effectively (<i>EW</i>).</li> </ul> <p>Please explain how the stated learning outcomes relate to the following three essential features of GUR subjects: Literacy, Higher order thinking, and Skills for life-long learning</p>

	<p><u>Literacy</u> Students will write short, in-class reflective essays in alternate weeks, applying the critical thinking skills acquired, in response to issues discussed in lectures. Feedback to students' performance will be openly discussed in class by selecting sample reflective essays in order to help them identify, describe and analyze the topics. Also, students will be doing intensive reading on the ethical and the moral issues arising from the Cyberspace, assessed by a quiz counting for 20% (<b>ER</b>). Finally, they will be guided to select and analyze contentious ethical issues about the Cyberworld as documented in the related literature in a term paper worth 30% (<b>EW</b>). [Intended Learning Outcomes (a), (b), (c), (d), (e) and (f).]</p> <p><u>Higher order thinking</u> An analytical, multi-perspectival approach is adopted in this subject. Students will learn that for each of the moral and ethical issues discussed, the pros and cons need to be systematically constructed, articulated and then assessed before one makes an educated judgment. This training will enrich students' higher-order thinking, useful for their theoretical and practical thinking when dealing with the controversial issues of the Cyberspace. [Intended Learning Outcomes (b), (c).]</p> <p><u>Life-long learning</u> This subject aims at sharpening students' moral awareness of the intimate connections between personal choices and the interpersonal relationships in the Cyberworld. Equipped with the analytical tools, students will be able to apply their enhanced sensitivity and sharpened awareness in their life-long explorations in the Cyberworld [Intended Learning Outcomes (a), (b), (c) and (e).]</p>
<p><b>Subject Synopsis/ Indicative Syllabus</b>  (Note 2)</p>	<p>The Cyberspace has irrevocably changed our conceptions of self-identity, the interpersonal and the intrapersonal relationships. This subject aims to explore the ethical, the moral and the wellness dimensions of the personal behavior in the online world, as well as the implications for the social ethics of the Internet networking of human relationships. Methods of critical thinking to be constructed in this subject will enhance students' ability to make sound judgments in face of the complicated Cyberspace.</p> <ol style="list-style-type: none"> <li>1. Identity Crisis in the Cyberspace Personhood; human identity; conceptions of self; bodiless identity; cyborg; second lives; self-multiplicity; cultural prerogative of a unitary self</li> <li>2. Online Conceptions of Self, Friendship and Love Online chat and dating; deception and misrepresentation; virtual idealization; changing conceptions of physical and perceptual space; cyberlove; online infidelity; match.com; online communities of Wikipedia, Facebook and Youtube; blogging; online morality</li> <li>3. Interpersonal and Intrapersonal Communications Mediated environments; presentation of self in the Internet environment; alienation; cyber humanity; cyber bullying; anonymity; ethics of email; surveillance societies</li> </ol>

	<p>4. Autonomy, Antisocial Behaviour and Internet Crimes Virtual cue-filtered-out approach; social identity; self-awareness; responsibility and self-esteem; cyber grooming; hacking and modern robin hoods; cyber theft; privacy</p> <p>5. Internet Addiction and Health Problems Onlineholics; patterns of addictive behavior; case studies on online fatigue and abusive behavior; dimensions of a healthy lifestyle; moral right and responsibilities for the personal choices of lifestyle</p> <p>6. Concluding Reflections Towards a unified theory of cyber ethics; cyber humanity; critical thinking and personal choices; decision making and responsibility</p>
<p><b>Teaching/Learning Methodology</b></p> <p>(Note 3)</p>	<p><u>Format of Teaching and Learning</u> This subject is composed of lectures, tutorials, two quizzes, an intensive reading of 200-page literature, and a guided writing process of a term- paper of 2500 words (<b>ER</b> and <b>EW</b> components, to be jointly supported by ELC reading and writing activities). The lectures run with interactive Q and A sessions, documentaries clips and case-studies shown for discussion purpose and short reflective writings. A quiz will be conducted for the assessment of the intensive reading of literature (<b>ER</b>) and another quiz is to assess students' understanding of the subject material. A critical analysis of personal experience with the Cyberworld, coupled with reflections on the relevant literature, will also form the foci of the tutorial discussion and content of a possible topic for a term paper.</p> <p><u>Interactive Teaching and Learning</u> In-class reflective writings in the end of every other lectures will be conducted. Samples of excellent answers and common pitfalls committed will then be discussed in the next lecture. This interactive teaching and learning will facilitate students' learning and increase their motivation to participate.</p> <p><u>Critical Thinking</u> Students will first acquire critical thinking skills to be applied in this subject. They will then be introduced to the complex structure and features of the moral and the ethical decisions made within the current Cyberworld.</p> <p><u>Case-Studies</u> Case-studies of the existing Cyberworld will be discussed, and students are required to select relevant cases by themselves and share their personal experience of the use of the Internet. This paves the way towards their critical reflection on the challenging moral dilemma and ethical problems in this area.</p> <p><u>Multi-media Teaching and Learning</u> Extracts from films and documentaries will be used as an entry point for students to start thinking through the contentious issues. Discussion in class will begin with these multi-media aids and then students will be guided to the more theoretical and complex issues.</p> <p><u>Quizzes</u> One of the quizzes is to assess students' understanding of the subject</p>

material. Another is to assess students' understanding of the required reading, fulfilling the **ER** requirement. Each quiz carries 20 marks.

**ER and EW Components**

For the **ER** component, students will be reading the relevant chapters from a book, amounting to 200 pages. They will be provided with guided reading questions and a glossary. A quiz counting for 20 marks will form an assessment. Students will be encouraged to take part in the reading support activities organized by the ELC whenever available, while that part of participation will not be assessed.

For the **EW** component, students will be required to submit their first draft not later than week 10, and the revised draft not later than week 12. For the submission of their final version of 2500 words not later than week 15, they are required to attach their first and revised drafts to see their progress. ELC will provide the writing support activities (including lectures and small-group tutorials on the skills of writing a research paper in terms of the choice of diction, styles, formats and citing references), and be responsible for the marking of their language performance, worth 10 marks. The instructor of the subject will be responsible for the marking of the content of the term paper, worth 30 marks.

Close communication will be maintained with colleagues from ELC in order to secure effective implementation of the **ER** and the **EW** components.

**Assessment Methods in Alignment with Intended Learning Outcomes**

(Note 4)

Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)					
		a	b	c	d	e	f
1. Tutorial participation and in-class reflective exercises	20%	√	√	√	√		√
2. Quiz on reading ( <b>ER</b> )	20%	√	√	√	√	√	
Quiz on the subject material	20%	√	√	√	√		
3. Term Paper ( <b>EW</b> )	30%	√	√	√	√		√
4. ELC writing support activities	10%						√
Total	100 %						

In order to pass this subject, students must pass the writing component, i.e., attain a minimum grade "D" in the writing component.

<b>Student Study Effort Expected</b>	Class contact:	
	▪ Lecture	26 Hrs.
	▪ Tutorial	13 Hrs.
	Other student study effort:	
	▪ Self study	40 Hrs.
	▪ Reading and writing	40 Hrs.
	Total student study effort	119 Hrs.
<b>Reading List and References</b>	<p><b>Please indicate clearly in this section if the subject should have an “R” designation. If so, subject proposers should also indicate clearly which items on the Reading List constitute the expected reading requirement and include the page numbers.</b></p> <p><b><u>Required Reading (as Additional Extensive Reading for a “ER” subject)</u></b>  <i>to 200 pages, will be adopted as the required reading for the ER. A study guide including reading review questions and a glossary will be provided.)</i></p> <p style="text-align: center;">Barger, Robert N., <i>Computer Ethics: A Case-based Approach</i>, Cambridge University Press, 2008. (264 pages).</p> <p><b><u>Reference List (for a “EW” subject)</u></b>  <i>Potential sources for a research paper as an EW subject, and suggested questions will be provided as a guide for the writing of the term paper.</i></p> <ol style="list-style-type: none"> <li>1. Bailey, Diane, <i>Cyber Ethics (Cyber Citizenship and Cyber Safety)</i>, Rosen Central, 2008.</li> <li>2. Brennan, Linda L. and Victoria E. Johnson, <i>Social, ethical and policy implications of information technology</i>, Hershey, Pa.: Information Science Publishing, 2004.</li> <li>3. Evans, Alan, <i>Go! Ethics in Cyberspace</i>, Upper Saddle River, N.J.: Prentice Hall, 2010 [already published in 2009]</li> <li>4. Gillispie, Joanie Farley, <i>Cyber rules: what you really need to know about the Internet</i>, New York: W.W. Norton &amp; Co., 2007.</li> <li>5. Halbert, Terry and Elaine Ingulli, <i>CyberEthics</i>, 2nd edition, South- Western College/West, 2004.</li> <li>6. Himma, Kenneth Einar and Herman T. Tavani, <i>The Handbook of Information and Computer Ethics</i>, Hoboken, J.J.: Wiley, 2008.</li> <li>7. Johnson, Nicola F., <i>The Multiplicities of Internet Addiction</i>, Ashgate, 2009.</li> <li>8. Joinson, Adma N., <i>Understanding the Psychology of Internet Behaviour: Virtual Worlds, Real Lives</i>, New York: PALGRAVE, MACMILLAN, 2003.</li> <li>9. Kowalski, Robin M. <i>et al.</i>, <i>Cyber Bullying: Bullying in the Digital Age</i>, Wiley-Blackwell, 2007.</li> <li>10. Spinello, Richard A., and Herman T. Tavani, <i>Readings in Cyberethics</i>, 2nd edition, Sudbury, Mass: Jones and Bartlett Publishers, 2004.</li> </ol>	

	<p>11. Spinello, Richard A., <i>Cyberethics: Morality and Law in Cyberspace</i>, Jones &amp; Bartlett Pub; 3rd edition, 2006.</p> <p>12. Stamatellos, Giannis, <i>Computer Ethics: A Global Perspective</i>, Jones &amp; Bartlett Publishers, 2007.</p>
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Note 1: Intended Learning Outcomes

Intended learning outcomes should state what students should be able to do or attain upon completion of the subject. Subject outcomes are expected to contribute to the attainment of the overall programme outcomes.

Note 2: Subject Synopsis/ Indicative Syllabus

The syllabus should adequately address the intended learning outcomes. At the same time over-crowding of the syllabus should be avoided.

Note 3: Teaching/Learning Methodology

This section should include a brief description of the teaching and learning methods to be employed to facilitate learning, and a justification of how the methods are aligned with the intended learning outcomes of the subject.

Note 4: Assessment Method

This section should include the assessment method(s) to be used and its relative weighting, and indicate which of the subject intended learning outcomes that each method purports to assess. It should also provide a brief explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes.

<b>Subject Offering Department</b>	GEC
<b>Cluster Area</b>	<input checked="" type="checkbox"/> Human Nature, Relations and Development <input type="checkbox"/> Community, Organization and Globalisation <input type="checkbox"/> History, Cultures and World Views <input type="checkbox"/> Science, Technology and Environment
<b>Medium of Instruction</b>	English
<b>Requirements intended to fulfil</b>	<input type="checkbox"/> China-Study Requirement (CSR) <input checked="" type="checkbox"/> English Reading (ER) and English Writing (EW) <input type="checkbox"/> Chinese Reading (CR) and Chinese Writing (CW)