CptS/EE 455
Homework #4B - Essay
Assigned: Wed. Apr. 17
Due: Friday. May 3rd in class

WARNING: The logistics for this homework are ***NOT*** the same as for the previous homework:

> This homework is to be your own, personal work. I encourage you to discuss the question in your groups but the final product is to be your own.

As a person knowledgeable about networks you may be granted privileges and responsibilities that require you to examine the behavior of a network at low levels. For example, you may by examining packet traffic (so-called network sniffing) or to testing the security of a network by inspecting the hosts on it for vulnerabilities. In the course of this work, you may gain access to information that is normally considered private by the users of the network, such as passwords, web sites visited, e-mail correspondents, etc.

Case

> Suppose that as a volunteer you have set up and are now running a network for a volunteer, non-profit organization devoted to helping people cope with compulsive gambling. One day while sniffing network traffic in an attempt to resolve a technical problem you discover that your good friend Bob, the organization's Treasurer and volunteer-of-the-year the previous year, may be using his computer for gambling at an internet gambling site. You are concerned that he might be gambling with the organization's money, but at this point you don't even know for sure that he is gambling at all.
>
> You are emotionally distraught in dealing with the conflicts between your friendship, your loyalty to the organization, and your professional responsibilities. Some of the things that you consider are: further sniffing to find out more about what Bob is doing; confronting Bob; taking your suspicions to the organization's President; talking about Bob with another volunteer; doing nothing.

Assignment

For this assignment you are to write an essay addressing the ethical considerations that would apply to you in the above situation. What do you do? You need not limit yourself to the list above, but your decision should be supported by careful presentation and analysis of the ethical considerations. If you want to bring legal considerations into the picture as well, please do. As a starting point, you should look at the guidance provided by the ACM Code of Ethics and Professional Conduct (http://www.acm.org/consitution/code.html). You are encouraged to bring other sources

(over)

of ethical guidance **and your own prior experience and learning** to bear on the problem as well.

In your reading and grading your essay I will be looking at how well it exhibits the following attributes of critical thinking as developed in the WSU Critical Thinking Rubric (http://www.ctlt.wsu.edu/ctrubric.asp). As usual, this is not as structural guide for writing your paper, but rather provides guidance as to the content of a well-written paper.

1) Identifies and summarizes the **problem/question** at issue.	
Scant	**Substantially Developed**
Does not identify and summarize the problem, is confused or identifies a different and inappropriate problem. Does not identify or is confused by the issue, or represents the issue inaccurately.	Identifies the main problem and subsidiary, embedded, or implicit aspects of the problem, and identifies them clearly, addressing their relationships to each other. Identifies not only the basics of the issue, but recognizes nuances of the issue.
2) Identifies and presents the STUDENT'S OWN **perspective and position** as it is important to the analysis of the issue.	
Scant	**Substantially Developed**
Addresses a single source or view of the argument and fails to clarify the established or presented position relative to one's own. Fails to establish other critical distinctions.	Identifies, appropriately, one's own position on the issue, drawing support from experience, and information not available from assigned sources.
3) Identifies and considers OTHER salient **perspectives and positions** that are important to the analysis of the issue.	
Scant	**Substantially Developed**
Deals only with a single perspective and fails to discuss other possible perspectives, especially those salient to the issue.	Addresses perspectives noted previously, and additional diverse perspectives drawn from outside information.
4) Identifies and assesses the key **assumptions.**	
Scant	**Substantially Developed**
Does not surface the assumptions and ethical issues that underlie the issue, or does so superficially.	Identifies and questions the validity of the assumptions and addresses the ethical dimensions that underlie the issue.

(over)

5) Identifies and assesses the quality of **supporting data/evidence** and provides additional data/evidence related to the issue.	
Scant	**Substantially Developed**
Merely repeats information provided, taking it as truth, or denies evidence without adequate justification. Confuses associations and correlations with cause and effect. Does not distinguish between fact, opinion, and value judgments.	Examines the evidence and source of evidence; questions its accuracy, precision, relevance, completeness. Observes cause and effect and addresses existing or potential consequences. Clearly distinguishes between fact, opinion, & acknowledges value judgments.
6) Identifies and considers the influence of the **context** * on the issue.	
Scant	**Substantially Developed**
Discusses the problem only in egocentric or sociocentric terms. Does not present the problem as having connections to other contexts-cultural, political, etc.	Analyzes the issue with a clear sense of scope and context, including an assessment of the audience of the analysis. Considers other pertinent contexts.
7) Identifies and assesses **conclusions, implications and consequences**.	
Scant	**Substantially Developed**
Fails to identify conclusions, implications, and consequences of the issue or the key relationships between the other elements of the problem, such as context, implications, assumptions, or data and evidence.	Identifies and discusses conclusions, implications, and consequences considering context, assumptions, data, and evidence. Objectively reflects upon the their own assertions.

Some Contexts for Consideration	
Cultural/social Group, national, ethnic behavior/attitude	**Scientific** Conceptual, basic science, scientific method
Educational Schooling, formal training	**Economic** Trade, business concerns and costs
Technological Applied science, engineering	**Ethical** Values
Political Organizational or governmental	**Personal Experience** Personal observation, informal character

©2001-- The Center for Teaching, Learning, Technology, General Education & The Writing Center, Washington State University

(over)