
School of Information Management

BBIS 302
Ethical and legal issues

Trimester Two 2009

COURSE OUTLINE

Names and Contact Details

Contact Details	
Paper Coordinator:	Tony Hooper Room 216, Easterfield Building, Kelburn Parade, Wellington Ph:- 463 5015 Email: tony.hooper@vuw.ac.nz Appointments:- If you would like to meet with me, the simplest approach is to arrange a time and place via email first. Use can also be made of Blackboard for communications with both me as well as other members of the class.
Programme Administrator:	Tiso Ross Room 121, Easterfield Building, Kelburn Parade, Wellington Ph:- 463 5309 e-mail :- Tiso.Ross@vuw.ac.nz
Dates:	Monday 13 July to Friday 23 August 2009. Monday 7 September to Friday 16 October 2009
Times:	Thursdays - 1100 - 1250
Venue:	EA 026

Withdrawal dates:

Information available via

<http://www.victoria.ac.nz/home/admisenrol/payments/withdrawlsrefunds.aspx>

Course Content

Note that this course is not a course in either ethical philosophy or in jurisprudence. It is intended to sensitize students to legal and ethical issues that impact on management considerations in an information age. Modules will more or less equate to lectures, depending on progress made each week. The lecture schedule is shown in the table below:-

Week No.	Date of lecture	Topic	Syllabus Reference	Assessments Due
1	16 Jul	An overview of this course. Computer Ethics and professional responsibility		
		Philosophical Ethics - Ethical Theories		
	18 Jul	Finding and using legal literature		
2	23 Jul	Ethics and Information Management – some philosophical principles as a point of departure.		Assign. 1
		Lessig's paradigm. Philosophical Ethics - Ethical Theories		
	25 Jul	Writing an academic assignment		
3	30 Jul	Some ethical issues in Information Systems management.		
		Ethics and legality.		
4	6 Aug	Some ethical approaches to ethical issues.		Assign. 2
		Ethics in the ICT Profession - NZCS Code of Ethics		
5	13 Aug	Where is government in this? Some ethical nightmares. The role of the Treaty of Waitangi		
		International jurisdictions and legislation		
6	20 Aug	Case study on ethics		Case ass. 1
	27 Aug	Study Break		
	3 Sept	Study Break		
7	10 Sep	Ethics and the law. Contracts.		Assign. 3
		Identifying the problem.		
8	17 Sep	RfPs and invitation to tender. IT contracts, the tendering process, outsourcing and service level agreements.		
		Evaluating responses.		
9	24 Sep	OIA, Privacy, Electronic Transactions Act, Public Records Act, and laws affecting government, etc		
		Intellectual property rights, and legislation affecting individuals and businesses.		
10	1 Oct	Legal and ethical conflicts – dispute resolution, mediation and arbitration -		
		Considerations for the future		
11	8 Oct	WTO and telecoms regime – Internet issues		
		Sum up and consequences for managers		
12	15 Oct	Final class case study		Case ass. 2
		Concluding remarks		

Course Learning Objectives

This course explores the social and organisational impact of information technology and provides students with the opportunity to develop a wider appreciation of the implications of their involvement in that process. The course addresses current and future concerns regarding the legal and ethical consequences of information technology development. Topics include ethical relationships and the ethical basis of decision-making; how ethical issues relate to legislation; the regulatory environment; service provider liability; telecommunication and Internet issues, contract management; privacy and confidentiality issues; intellectual property; and arbitration, mediation, and dispute resolution.

More specifically stated the course objectives are:

1. To create an opportunity for students to explore the legal and ethical issues arising from the availability and use of a variety of information technologies.
2. To understand how ethics and the law relate to one another, and therefore how IT is driving ethical considerations and legislation
3. To create awareness of the problems associated with procurement contracts, service level agreements and other legal documents integral to Information Systems management and electronic commerce.
4. To provide opportunities for students to explore issues relating to Intellectual property rights, the Official Information Act, Privacy laws, the Electronic Transactions Act, the Public Records Act and related legislation as it impacts on, or is affected by, Information Technology.
5. To understand the role of national jurisdictions in these international concerns.

Course Learning Outcomes

By the end of this course students should be able to:

1. Undertake library and Internet research and record their findings according to standard academic requirements.
2. Discuss some of the important ethical principles upon which nations are building their legislative response to information and communications technological developments.
3. Evaluate the opportunities and limitations that this legislation places upon managers both within New Zealand and elsewhere.
4. Discuss intelligently legal and ethical issues in Information Management, what they are, what makes them important, what Information Managers should be doing about them, and what the consequences are for managers in business and government.

Course Delivery

The course will be delivered in the form of ten lectures and two tutorials with class discussions during the lectures wherever appropriate. The sixth and twelfth classes will be allocated to in-class case study tests.

Note that there will be a mandatory tutorial on Saturday 18th July in the Law Library, Old Government Buildings from 9am to about 12 noon so that all students are equipped to find and use legal information – a fundamental requirement for success in this course. It is the first of two tutorials for the course.

The second and final mandatory tutorial on Saturday 25th July will be on academic assignment writing and the application of citation conventions so that students are aware of the criteria by which their assignments will be marked and how to optimise their work plans and assignment submissions. Students who miss either off these tutorials could have serious problems in preparing and delivering their course assignments according to specifications, with consequences for their final grades.

Instead of a final course examination, there are two Case Studies – one on the ethical component of the course to be held in the 6th class on Thursday 20th August 2009. The second Case Study will deal with legal issues and will be dealt with in the final class on 15th October 2009. In both cases students will be given a case to read in preparation for the exercise and will be allowed to bring into the class their lecture notes and any other materials they consider

they might need. These are open book assessments of student understanding of the material covered in class.

Research has shown that students learn more from their peers than they do from the lecturers. To optimise that process, each student will be given a topic on which they will make a presentation in class. These class presentations, and student class participation, will count for 10% of the total course grade.

Expected Workload

This is a 15 point course. One point should equate to 10 hours of work, which means a total of 150 hours for a 15-point course. With 12 two-hour classes and two three hour tutorials a total of 30 hours class time will be required. The remaining 120 hours will be spread over the 12 teaching weeks and the mid-trimester break, averaging out at between 8 and 9 hours per week outside of class attendance for an average student. Preparation time for assessment items is expected to be as given in the table below, although allowance should be made for individual variations:-

Assessment item	For detailed instructions see	%age of total grade	Expected time allocation
Ethics discussion	Appendix 1 – p. 7	6	3 hours
Annotated bibliography	Appendix 2 – p. 9	14	6 hours
Class presentation	Appendix 4 – p. 14	10	15 hours
Written research assignment	Appendix 3 – p. 13	30	40 hours
First Case study		20	10 hours
Final Case study		20	10 hours
Total		100	84 hours

This leaves an additional 36 hours for additional reading, study and class preparation.

Group Work

Any group work will occur in class and will not contribute to course grades.

Readings

There is no set work for this course. Readings will be obtained from Internet and academic sources. Some may be handed out in class.

Materials and Equipment

Networked mobile devices in any form may not be used in class or in class tests.

Assessment Requirements

Class tests are designed specifically to assess how students have assimilated material dealt with in class and in other assignments and what they make of that material. Rather than assessing memory, assignments are intended to assess student thinking and understanding. The ability to communicate that understanding therefore becomes a critical success factor.

Note: Your assessed work may also be used for quality assurance purposes, such as to assess the level of achievement of learning objectives as required for accreditation and audit purposes. The findings may be used to inform changes aimed at improving the quality of FCA programmes. All material used for such processes will be treated as confidential, and the outcome will not affect your grade for the course.

Assessment:

- Class discussion on ethics – 23 July 2009 6%
- Annotated bibliography – 6 August 2009 14%
- Class presentation – according to schedule 10%
- Individual written project – 10 September 2009 30%
- Mid-term case study – 20 August 2009 20%
- Final case study – 15 October 2009. 20%

Mandatory course requirements

- Attendance at 75% of lectures.
- Completion of all assignments on time and in format required
- A minimum of 45% for both the mid-term and the final case studies

Grading standards:

Letter Grade	Number grade	Approx Dist'n *	Simple Description	More Complete Description**
A+	Over 84	4%	Outstanding	Far exceeds requirements, flawless, creative
A	80-84	10%	Excellent	Polished, original, demonstrating mastery
A-	75-79	14%	Very Good	Some originality, exceeds all requirements
B+	70-74	22%	Good	Exceeds requirements in some respects
B	65-69	26%	Satisfactory	Fulfills requirements in general
B-	60-64	18%	Acceptable	Only minor flaws. Unoriginal
C+	55-59	4%	Pass	Mistakes, recapitulation of course material
C	50-54	2%	Minimum pass	Serious mistakes or deficiencies
D	40-49	1%	Unacceptable	Little understanding, poor performance
E	00-39	1%	Fail	Below the minimum required

* This is the hypothetical percentage of students that would attain the various levels of performance, over several repetitions of the course, under similar conditions. It is recognised that the distribution in a particular course, particularly with small enrolment, may differ markedly from the long-term distribution.

** The lecturer will develop a more complete or specific description of the meaning of the various levels of performance based upon the specific nature of the assessment in a course. For example, performance may be determined by the qualities of a written report, a classroom presentation, or work in a group project. The words used to describe these kinds of assessments will obviously vary.

Examinations

There is no final examination for this course. Course grades will be derived from the assessment items identified above.

Penalties

All written assignment deadlines have been specified and will be assessed by the date and time recorded on the email to which the assignment was attached when submitted to the Course Convenor. Because meeting deadlines is a critical factor in the assessment of tenders, job applications and other business negotiations, applications for extensions of time for the completion of assignments will not be entertained. There will be a 5% per day penalty for late delivery of assignments to a maximum of 25%. Students submitting their assignment late will be considered to have made an executive decision to do so and accept the penalty consequences. Assignments delivered more than 5 days late will not be marked.

Communication of Additional Information

Additional course information will be conveyed to students in class, by email or by posting the information to the course Blackboard site. Please monitor your email and the course Blackboard regularly.

Use of Turnitin (if applicable)

Student work provided for assessment in this course may be checked for academic integrity by the electronic search engine <<http://www.turnitin.com>> Turnitin is an on-line plagiarism prevention tool which compares submitted work with a very large database of existing material. At the discretion of the Head of School, handwritten work may be copy-typed by the School and subject to checking by Turnitin. Turnitin will retain a copy of submitted materials on behalf of the University for detection of future plagiarism, but access to the full text of submissions will not be made available to any other party.

For the following important information follow the links provided:

Academic Integrity and Plagiarism

<http://www.victoria.ac.nz/home/study/plagiarism.aspx>

General University Policies and Statutes

<http://www.victoria.ac.nz/home/about/policy/academic.aspx>

Faculty of Commerce and Administration Offices

<http://www.victoria.ac.nz/fca/studenthelp/Contactus.aspx>

Manaaki Pihipihinga Programme

http://www.victoria.ac.nz/st_services/mentoring/

BBIS 302 - Ethical and legal issues

Assignment 1 – Document analysis

(Addresses Learning Objectives 1 and Learning Outcomes 1, 2 and 4.)

1. The purpose of this assignment is to give students an opportunity to analyze quite complex text and to extract statements of relevance to a specific topic or theme – a common feature of work with legal and academic documents. The assignment prepares the student for a discussion of the topic during the following class.
2. Read the document about Dr G F R Ellis and his Templeton Prize that is to be found on the Blackboard website for BBIS 302. It helps place the concept of ethics into a global and perhaps historic context.
3. Highlight as many of the most important statements made about ethics and moral values that you can find.
4. List those statements on a single page and be prepared to discuss them in class on Thursday 23rd July 2009.
5. Submit your document in the attached format after the class discussion. Late submissions will not be accepted and will not be marked.
6. The submission will be marked according to the attached marking schedule.

BBIS 302 - Ethical and legal issues

Assignment 1 – G F R Ellis document analysis

Student name.....Student number.....

Selected quotations on ethics and moral issues:-

1.
2.
3.
4.

Statement of academic integrity	
1. This essay is my own work.	
2. I have not allowed, and will not allow, anyone to copy my work with the intention of passing it off as his or her own work	
Signature	Date/...../.....
Full name of student:	

BBIS 302 - Ethical and legal issues

Assignment 1 – G F R Ellis document analysis

Marking schedule

Name of student.....

Marked by

Mark.....

Criteria	Below Expectations	Meets Expectations	Above Expectations
Relevance	0	1	2
Writing	0	1	2
Meaning & cont.	0	1	2
Total			

Marking guide:-

Criteria	Below Expectations	Meets Expectations	Above Expectations
Relevance: The statements selected are relevant to the assignment statement and relate to ethical and moral values	Selection of statements that don't relate to the topic; confusion of concepts; selection of fewer statements than required. Submission structure ignored and unsigned.	Correct number of statements selected; statements relevant to topic were selected; Submission structure corrects and signed	Statements crisply presented; relevant and clear. Neat presentation. All requirements met
Writing skills: Spelling, capitalisation, punctuation, grammar, general proofreading; layout (?)	Consistent misspelling; non-existent or incorrect punctuation; grammatically poor; very sloppy proofreading.	Occasional lapses in spelling, punctuation, grammar, but not enough to seriously distract the reader	Minimises spelling mistakes; correct punctuation, grammatically correct; neat presentation
Meaning and Content: Answers the question, succinct, appropriate complexity	Meaning confused/unclear; or overly complex	Meaning reasonably clear; occasionally wanders off track but answers the question; not over-elaborated or over-complicated	Meaning effectively and efficiently conveyed; highly focused on the question; easily understood

BBIS 302 - Ethical and legal issues

Assignment 2 – Recording and annotating legislation

(Addresses Learning Objectives 1, 2, 4 & 5 and Learning Outcomes 1, 2, 3 and 4.)

1. Purpose of this assignment is to provide students with an opportunity to practice the skills learned in the Legal literature workshop on 18th July 2009 and to update literature sources with subsequent publications on similar or related topics.
2. It is also intended to provide students with the opportunity to practice academic writing skills and the use of the APA bibliographic convention in preparation for the third course assignment.
3. The feedback is intended to identify any areas that need attention.
4. Start by reading the article on the course blackboard site

White, J. (2003) Towards Electronic Democracy: The Impact of Technological Change on the Official Information Act 1982. *VUWLR* 34(3). (Available at <http://www.worldlii.org/nz/journals/VUWLR/2003/35.html> Accessed 09/06/01)

5. Undertake a literature search and identify four subsequent pieces of legislation passed by the New Zealand Government since that article was written that addresses legal problems arising from the impact of electronic technologies.
6. Record each piece of legislation according to the APA bibliographic convention and provide a 250 – 300 word annotation explaining why you chose each example. Please note that the APA convention may be different from other bibliographic conventions – of which there are many. Use the APA convention for this assignment.
7. Use the assignment template attached for the format of your document.
8. The assignment will be marked according to the attached marking schedule.
9. Date due for the paper version is in class on 6 August 2009 and in electronic form by midnight on 5 August 2009.

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Assignment 2 Submission template

Recording and annotating legislation

Student name..... Student number.....

Legislation Citation 1:-

Annotation 1

Legislation Citation 2

Annotation 2

Legislation Citation 3

Annotation 3

Legislation Citation 4

Annotation 4

Statement of academic integrity

3. This assignment is my own work.

4. I have not allowed, and will not allow, anyone to copy my work with the intention of passing it off as his or her own work

Signature

Date/...../.....

Full name of student:

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Assignment 2 – Recording and annotating legislation

Marking schedule

Name of student.....

Marked by

Mark.....

Criteria	Unacceptable	Below Expectations	Meets Expectations	Above Expectations
Relevance	0	1	2	3
Writing	0	1	2	3
Vocabulary	0	1	2	3
Style	0	1	2	3
Meaning & cont.	0	1	2	3
APA convention	0	1	2	3
Annotation	0	1	2	3
Acad. integrity	0	1	2	3
Total				

Marking guide:-

Criteria	Below Expectations	Meets Expectations	Above Expectations
Relevance: The items selected are relevant to the assignment statement and relate to ethical and moral values	Selection of legislation that don't relate to the topic; confusion of concepts; incomplete. Submission structure ignored and unsigned.	Correct number of statements selected; annotations relevant to topic were selected; Submission structure correct and signed	Annotations crisply presented; relevant and clear. Neat presentation. All requirements met
Writing skills: Spelling, capitalisation, punctuation, grammar, general proofreading; layout (?)	Consistent misspelling; non-existent or incorrect punctuation; grammatically poor; very sloppy proofreading.	Occasional lapses in spelling, punctuation, grammar, but not enough to seriously distract the reader	Minimises spelling mistakes; correct punctuation, grammatically correct; neat presentation
Vocabulary:	Excessively limited or	Generally appropriate	Highly appropriate,

Originality, breadth, appropriateness, variety.	inappropriate or repetitive vocabulary	vocabulary; not overly repetitive	well chosen, broad and creative vocabulary
Style: Sentence construction, flow, appropriate to audience	Overly repetitive or simplistic sentence structure; consistently disjointed, lack of flow; style inappropriate for audience. Waffling. Sentence structure too complex	Not overly repetitive; some variety in sentence construction; generally flows well; some awareness of audience	Variety of sentence construction; logical flow; style highly appropriate for task and audience; avoids clichés.
Meaning and Content: Answers the question, succinct, appropriate complexity	Meaning confused/unclear; or overly complex	Meaning reasonably clear; occasionally wanders off track but answers the question; not over-elaborated or over-complicated	Meaning effectively and efficiently conveyed; highly focused on the question; easily understood
APA convention Applies the APA convention correctly to	Confusion about component elements of bibliographic entries; elements missing; spacing and punctuation poor; other omissions	Author, titles, dates and pagination correctly given. Any confusions limited to punctuation spacing and font.	Correct use of APA, spacing, punctuation and font. Clear distinctions between different types of publication evident, especially electronic sources.
Annotation of legislation Relevant New Zealand legislation identified	Selected items inconsistent with annotations; annotations too long or too short; confused identification of significant elements	Annotations brief and crisp correctly identifying reasons for updating the legislation and dealing with all significant elements	Well written, crisply and neatly presented covering all elements of legislative improvement. Selection of chosen documents and presentation clearly superior.
Academic Integrity: Appropriate use of referencing and avoidance of plagiarism	Signs of unattributed work from other sources. OR Does not attempt to use APA or accepted alternative referencing system.	Other sources acknowledged through quotes and references to others' work. No signs of plagiarism. Uses APA or accepted alternative referencing mostly consistently and correctly	Clearly acknowledges the work of others by appropriate referencing. No signs of plagiarism. Uses APA or accepted alternative referencing consistently and correctly

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Assignment 3 – Research project.

(Addresses Learning Objectives 1, 2, 4 & 5 and Learning Outcomes 1, 2, 3 and 4.)

“Value congruence and trust – an assessment of social networking sites”

The purpose of this assignment is to provide students with a brief introduction to the privacy concerns of internet users and how they relate to the phenomenon of social networking online. It is argued that national legislation relating to information handling is reflective of the values of the citizens to whom it applies. Accordingly the terms of use of a social networking site should reflect the principles found in the New Zealand privacy and data protection legislation. By comparing and highlighting the terms of use of competing social networking sites it is intended that students will become aware of the consequences for unwary users of social networking services. The use of national legislation on privacy and data protection as an indicator of value congruence and business integrity should be argued.

1. The purpose of the exercise is to build on the earlier assignments and provide an opportunity for students undertake some original research and to write it up in academic form.
2. Start by writing an introduction of about 300 words stating what you are planning to do and why it is important. You may also include a brief statement of how you plan to do it and what you expect to find.
3. Go to <http://www.thedailyshow.com/video/index.jhtml?title=trendspotting&videoId=115059> and watch the video clip.
4. Prepare a literature review that defines the boundaries of our knowledge based on research into personal privacy, value congruence, trust and social networking sites. Students will be expected to have found, read and cited at least 20 peer-reviewed research articles in those subject areas.
5. In the course of your literature review you will need to go to the New Zealand Privacy Act 1993 website and extract the 12 privacy principles - <http://www.legislation.govt.nz/act/public/1993/0028/latest/DLM296639.html>
6. You will also need to go to the following social networking websites in order to analyze and compare the terms of use and privacy statements of all of them
 - Twitter
 - Facebook
 - Bebo
 - Habbo
 - LinkedIn
 - MySpace
7. On the basis of your literature review findings, you will need to write a statement of your research methodology – how you plan to research the subject and why that is the most appropriate method to use. Basically, you will be undertaking a comparison of the privacy statements, and the “terms of use” statements of each social networking site with the provisions of the Privacy Act.
8. You will then need to tabulate your findings. It is suggested that you use an Excel spreadsheet for the purpose.
9. The next section would be a discussion of your findings. Identify features that are common to all, and also features that are different. Interpret the meaning of these comparisons and their implications for users of social networking sites.

10. Finally you need to draw conclusions – not too long, about 300 words only based on the above discussion of findings.
11. Total word limit is 5000 words.
12. Instructions for writing up your research can be found in the guidelines for academic writing that are provided on the Course Blackboard website. Pay specific attention to the structure, the literature review and the need to provide in-text citations and references according to APA convention.
13. Note also the criteria by which your work will be marked in the Marking Schedule.
14. The assignment should be submitted in paper form to the Course Coordinator in class on 10th September 2009 with an electronic version delivered by midnight that same night.

Appendix 4

BBIS 302 - Ethical and legal issues

Group Class Assignment – Current ethical & legal issues

(Addresses Learning Objectives 1, 2, 3, 4 & 5 and Learning Outcomes 2, 3 and 4.)

Educational research has demonstrated clearly that students learn best through a variety of assignments, especially in association with peers. Accordingly, to reduce your dependence on listening to me, and to enhance learning through peer group involvement, each formal class will have a student presentation on a relevant issue.

To fit in with the communications and leadership assessment requirements of the Faculty, the purpose of this assignment will be to provide an opportunity for students to discuss an issue of a legal or ethical issue. Each member of class will participate in the assessment and their evaluations will be moderated by the Course coordinator.

Topics for discussion will be selected from the following:-

1. Professionalism and professional ethics
2. Common features of ethical codes
3. The Treaty of Waitangi and its implications for ethical and legal practice in New Zealand
4. Dispute resolution, mediation and arbitration in current IS legal practice
5. The WTO Telecommunications Regime and its implications for New Zealand
6. Relationship enhancing contracts
7. Intellectual property rights and the options for software developers
8. Security and risk issues – who is legally responsible and how should they protect themselves
9. Cloud computing, SAAS and legal issues in a virtual environment

