School of Information Management

BBIS 302
Ethical and legal issues

Trimester Two 2010

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:	**Kim Hann** Room 121, Easterfield Building, Kelburn Parade, Wellington Ph:- 463 5457 e-mail :- Kim.Hann@vuw.ac.nz
Dates:	**Monday 12 July to Friday 20 August 2010.** **Monday 6 September to Friday 15 October 2010**
Times:	**Wednesdays – 11.00 to 12.50**
Venue:	**EA LT 206**

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 and leadership considerations in an information age. Modules will more or less equate to lectures, depending on progress made each week. The planned lecture schedule is shown in the table below:-

Week	Date of lecture	Topic	Session preparation assignment	Class presentations
1	14-Jul	An overview of this course. Computer Ethics and professional responsibility.	None	

	17-Jul	How to do your course assignments	Read Course outline and assignment requirements	
2	21-Jul	Knowledge economy. Ethics and Information Management. Lessigs paradigm.	SPA 1 - Do George Ellis assignment	First
	24-Jul	How the law is made and how to find and use legal information.	None	Second
3	28-Jul	Ethics and society. Definitions. Some ethical approaches and areas of conflict.	SPA 2 - AACSB document	Third
4	4-Aug	Ethics in business. Spinello & Hosmer. Corporate social responsibility. Whistle-blowing.	SPA 3 - Top 10 UK SNS and Archbishop Nichols	Fourth
5	11-Aug	Where is government in this? Ethics and legislation. Free flow of information. OIA, Privacy, Electronic Transactions Act, Public Records Act, and laws affecting government, etc.	SPA 4 - Concern over web filter	Fifth
6	18-Aug	Case study on ethics - Brave new world of digital intimacy		
	25-Aug	Study Break		
	1-Sep	Study Break		
7	8-Sep	Ethics and the law. Trust and betrayal. Contracts. Identifying the problem.	SPA 5 - Reynolds Ch 5 - Sexting	Sixth
8	15-Sep	RfPs and invitation to tender. IT contracts, the tendering process, outsourcing and service level agreements. Evaluating responses.	SPA 6 - Reynolds Ch 7 - Boeing Dreamliner	Seventh
9	22-Sep	When contracts go seriously wrong	SPA 7 - Mike Bywell "When trust is lost"	Eighth
10	29-Sep	Information ownership in a digital society. Intellectual property rights, and legislation affecting individuals and businesses.	SPA 8 - Facebook redefining privacy - http://www.time.com/time/printout/0,8816,1990582,00.html	Ninth
11	6-Oct	Ethical conflicts – dispute resolution, mediation and arbitration -	SPA 9 - EU blocks key data deal	Tenth
12	13-Oct	Final class case study		
		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.

The course objectives include the Faculty learning objectives which are the development of critical and creative thinking, leadership, effective oral and written academic communication, and a global and multicultural perspective. Selected Faculty learning objectives will be assessed along with the following specific outcomes based on the statutory statement of course learning objectives above.

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

1. Understand the reciprocal impact of Business Information Systems on legal and ethical issues in organisations and society.
2. Discuss some of the important ethical principles that regulate our relationships and how those influence society's legislative response to information and communications technological developments.
3. Understand a range of legal issues in information management, why they are important, what Information Managers should be doing about them, and what the consequences are for managers in business and government.
4. Evaluate the opportunities and limitations that this legislation places upon managers both within New Zealand and elsewhere.

Course Delivery

The course will be delivered in the form of ten lecture/seminars and two tutorials. There will be class discussions during the lectures according to the planned lecture schedule above. Most of the sixth and twelfth classes will be allocated to in-class case study tests.

Note that there will be a tutorial on Saturday 17th July on how to do your assignments. In previous years I discovered that students were often confused about what was required in each assignment. Accordingly, I have developed a tutorial to explain exactly what I require in each of the assignments, how to do them, how they relate to one another and to the learning outcomes, how they will be marked, and what is important about them. This tutorial will help you to optimise your work plans and assignment submissions. Although neither is mandatory you are strongly advised not to miss either of the two tutorials offered in this course.

The second tutorial on Saturday 24th July will be 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. Students who miss either of these tutorials could have serious problems in preparing and delivering their course assignments according to specifications, with the obvious 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 Wednesday 18th August 2010. The second Case Study will deal with legal issues and will be dealt with in the final class on 13th October 2010. 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 and another student 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	Date Due	For detailed instructions see	%age of total grade	Expected time allocation
Session Preparation Assignments - SPAs	According to schedule	Appendix 1	10	15 hours
Annotated bibliography	28 July 2010	Appendix 2 – p. 7	5	3 hours
Literature review	18 August 2010	Appendix 3 – p. 9	10	10 hours
Class presentation	According to schedule	Appendix 4 – p. 14	10	15 hours
SNS analysis	8 Sept 2010	Appendix 5 – p	10	10 hours
Final written research assignment	29 Sept 2010	Appendix 6 – p. 13	15	15 hours
First Case study	18 August 2010		20	10 hours
Final Case study	13 Oct 2010		20	10 hours
Total			100	94 hours

This leaves a "fudge factor" of an additional 26 hours for reading, study and class preparation.

Group Work

Besides the shared class presentations, any group work will occur in class and will not contribute to course grades.

Readings

There is no set textbook 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

You will note that there are several assessments scheduled over the whole duration of the course. The purpose is to break up major assessments into smaller component parts making them comparatively short and easy to do. This also ensures that students get regular and frequent feedback on how they are doing and what needs attention in order to ensure a quality final assignment deliverable. The two open-book class tests at the end of each six-week period 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, these tests are intended to assess student thinking and understanding. The ability to communicate that understanding therefore becomes a critical success factor.

Note too that 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 Faculty 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.

Mandatory course requirements

- A minimum of 45% for both the mid-term and the final case studies

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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	Fulfils 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 intergrity 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.

Withdrawal dates:

Information available via
http://www.victoria.ac.nz/home/admisenrol/payments/withdrawlsrefunds.aspx

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/

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Assessment 1 - Session Preparation Assignments - SPAs

There will be nine Session Preparation Assignments – SPAs – during the course. The readings for each SPA will be posted to the BlackBoard website. Students will be expected to read the document and come to class prepared to discuss the issues presented. These SPAs are designed to give students practice with the analysis of texts and the identification of issues of relevance to lectures and class discussions. As such they prepare students for the mid-term and end-of-term case study tests. Contribution to each class will be assessed and the mark awarded will contribute to the final grade.

Appendix 2

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Assessment 2 – Preparing the literature review by annotating academic journal articles

(Faulty Learning Outcomes on writing and critical thinking and Course Learning Outcomes 2 and 3.)

1. Purpose of this assignment is to provide students with an opportunity to practice the skills learned in the tutorials and to update literature sources with subsequent publications on similar or related topics.
2. The assignment is also intended to provide students with the opportunity to analyze academic journal articles and to use the APA bibliographic convention in preparation for the final written presentation.
3. The feedback is intended to identify any areas that need attention.
4. Start by reading the article on the course blackboard site:-

Hooper, A S C & Evans T B (2009) The Value Congruence of Social Networking Services - a New Zealand Assessment of Ethical Information Handling. *Proceedings of the International Conference on Information Management and Evaluation, Cape Town, 25-26th March 2010*, pp138-145.

5. Undertake a literature search and identify three articles written on that or directly related issues – but **not** taken from the article bibliography.
6. Record the above item and each of the additional three articles according to the APA bibliographic convention and provide a 250 – 300 word annotation for each item. It has been agreed by the Faculty that the APA convention is the Faculty standard, please use it for this assignment. Please note that the APA convention is different from other bibliographic conventions.
7. Use the assignment template attached below 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 28th July 2010 and in electronic form by midnight on 27th July 2010.

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Assessment 2 Submission template

Preparing the literature review by annotating academic journal articles

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

Citation 1:-

     Annotation 1

Citation 2

     Annotation 2

Citation 3

     Annotation 3

Citation 4

     Annotation 4

Statement of academic integrity
1. This assignment 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: ……………………………………………………………….

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Assessment 2 – Preparing the literature review by annotating academic journal articles

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
Acad. integrity	0	.5	1	2
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 articles that don't relate to the topic; confusion of concepts; incomplete. Submission structure ignored and unsigned; Articles from original text used.	Correct number of articles 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: Originality, breadth, appropriateness, variety.	Excessively limited or inappropriate or repetitive vocabulary	Generally appropriate vocabulary; not overly repetitive	Highly appropriate, 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 confusion 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.
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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Assessment 3 – Literature review.

**(Faculty Learning Objectives on critical and creative thinking and communication.
Course Learning Outcomes 2 and 3.)**

Building on the skills developed and assessed in the Annotated bibliography you prepared for Assessment 2, you will now prepare a literature review based on the contents of at least 15 peer-reviewed journal articles on the topic of "Social Networking Services (SNS) and risky internet behaviour". The literature review is an academic device intended to identify the boundaries of contemporary knowledge based on what has been published in the available literature. As such, you will use your literature review to identify what has been published, and therefore what we know, about the problems that flow from the use of SNSs by the naive or unwary. Part of the intention is for you to identify any gaps in our knowledge and ways in which one might investigate those gaps and enhance our knowledge and understanding.

Please note that this assignment will inform the way that you investigate the use of your selected SNS in Assessment 4 and the final written document that you submit for Assessment 5. Although students may want to use the feedback from these iterative assessments to improve subsequent deliverables, the grade awarded will not be changed as a result. (In other words, you don't get two bites at the cherry, but subsequent documents will be assessed as a whole, and therefore will include previous submissions that have been corrected or improved.)

The Marking Schedule for this assessment will be the same as that for the previous assessment. (See page 9 and 10 above).

Start by watching the following video clip:-

http://www.thedailyshow.com/watch/wed-february-15-2006/trendspotting---social-networking

Then construct your literature review according to instructions given in the tutorial held on 17th July 2010.

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Assignment 4 – Content analysis.

(Faculty Learning Ooutcomes on critical and creative thinking and communications. Course Learning Outcomes 2 and 3.)

"Social Networking Services (SNS) and risky internet behaviour"

The purpose of this assignment is to provide students with a brief introduction to the privacy awareness of internet users and how they relate to the phenomenon of social networking online. Students will have access to a spreadsheet which will provide the analysis frame to be used. Each student will select a Social Network Service to which they belong (Facebook, LinkedIn, MySpace) and analyse the publically available information from their friends' pages for any evidence of "risky behaviour". Although the friends may be known to the students, their identities should not be revealed in the completion of the analysis spreadsheet frame.

Using the completed spreadsheet frame, students will be required to provide a written analysis of the data they have derived, specifically identifying areas of agreement or disagreement of data and therefore the significance of the findings.

The Marching Schedule to be used for this assessment will be the Rubric developed by the Faculty of Commerce and Administration for assessing critical thinking -

Learning Objective LO1a - Analyse a complex situation which could be viewed from multiple perspectives.

Aspect	Exemplary	Satisfactory	Unsatisfactory
Understand/state the problem, issue, situation	Succinctly and accurately explains and summarises all key elements of the specific situation	Explains and summarises most key elements of the specific situation	Many key elements missing and/or inaccurately explained
Identify possible frames/perspectives	Identifies and describes fully and accurately a representative set of frames	Identifies alternative frames with an adequate level of detail	Frames do not provide adequate difference and/or are described inadequately
Assess inferences/ implications and validity showing appreciation of multiple perspectives	Identifies and assesses inferences/implications of application of frame and validity of frame chosen, showing appreciation of multiple perspectives, ambiguity and/or fuzziness of situation/data	Assess inferences/ implications and validity showing reasonable appreciation of multiple perspectives	Inferences/implications of frame(s) not clearly stated or remain unexplored and/or little appreciation of multiple perspectives is evident

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Assignment 5 – Discussion and conclusions.

(Faculty Learning Objectives on creative and critical thinking and communication. Course Learning Outcomes 2 and 3.)

"Social Networking Services (SNS) and risky internet behaviour"

1. The purpose of the exercise is to build on the earlier assignments and provide an opportunity for students to compile and write up their research in academic form.
2. Start by writing an introduction of about 300 words stating what you were 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. Paste in to the document the literature review prepared in Assessment 3 above that defines the boundaries of our knowledge. Students will be expected to have found, read and cited at least 15 peer-reviewed research articles in this subject area. More is better.
4. 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 have undertaken a content analysis of the Facebook pages of friends to determine the extent to which they might be engaged in "risky behavior" in the networking activities that could have consequences in future. You will then need to take the tabulation of your findings and paste them into the document. If the table is too big you mnight prefer to break it down into the component parts that make sense to you and are most appropriate for informing your analysis.
5. 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.
6. Finally you need to draw conclusions – not too long, about 300 words only based on the above discussion of findings.
7. There is no total word limit but it is suggested that 5000 to 6000 words should be sufficient to get your message across in your completed document.
8. 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.
9. Note also the criteria by which your work will be marked in the Marking Schedule.
10. The assignment should be submitted in paper form to the Course Coordinator in class on 29th September 2010 with an electronic version delivered by midnight that same night.

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Class Presentation Assignment – Current ethical & legal issues

(Faculty Learning Outcomes on Oral communication. Course Learning Outcomes 1, 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 spreadsheet of possible topics based on the papers presented at a conference in November 2009 in Malta. As there are only 10 slots for class presentations, it is expected that they will be prepared and presented in groups of two or more people depending on the numbers of students in the class.

The first thing is to identify a topic from the list below (other than item 15 which forms part of another assessment):-

Number	Topic
1	Privacy implications of mandatory eCall facilities in vehicles,
2	Privacy implications of pattern recognition technologies,
3	Some privacy issues on the control of e-mails in the workplace,
4	Legal issues relating to the notification of data breaches,
5	Policy options for the regulation of electronic identity,
6	Difficulties with e-signatures, how shall we know them?,
7	Creating a body of customary law for cyberspace,
8	Effective approaches to regulating mobile advertising,
9	When private regulators that without adequate public framework,
10	3G roll out in China in the economic downturn,

11	Mobile TV policy in Singapore,
12	State-control and the privatisation of the Indonesian telecommunications industry,
13	Intellectual property rights in electronic health services,
14	Arresting online copyright infringement through the Digital Millennium Copyright Act.
15	Establishing business integrity in New Zealand banks,
16	Secret commissions in IT contracts,
17	International law and national jurisdictions,
18	Cyber crime law in India - emerging trends,
19	Cyber crime - jurisdiction, competence and challenges in Brazil
20	A peer-to-peer review system for child protection online,
21	Future visions of identity management,
22	Intermediary Liability & child pornography
23	SQL injection - database attack

Having done that, identify someone from the course with whom you wish to work on your presentation. Finally inform the Course Coordinator of your choice so that he can arrange for you to receive a copy of the start-off document.

The date of your class presentation will be advised on or about 22nd July 2010. The first presentation will be due in class on 28th July. (Students wishing to volunteer to do the first presentation so that they can get it over with quickly will be given 5% bonus marks in this assessment.) Evaluations will be done according to a rubric to be handed out in class.