

School of Information Management

## BBIS 302 - Ethical and legal issues

Trimester 3, 2011

### COURSE OUTLINE

<b>Contact Details</b>	
<b>Course Coordinator:</b>	<p><b>Tony Hooper</b>  Room RH 427, Rutherford House, Lambton Quay, Wellington.  Ph:- 463 5015  Email: tony.hooper@vuw.ac.nz</p> <p><b>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.</b></p>
<b>Programme Administrator:</b>	<p><b>Kim Hann</b>  Room RH 521, Rutherford House, Lambton Quay, Wellington  Ph:- 463 5457  e-mail :- Kim.Hann@vuw.ac.nz</p>
<b>Dates:</b>	<b>Monday 14 November to Monday 19 December 2011</b>
<b>Times and venues:</b>	<b>Mondays and Wednesdays – 10.30am to 12.20pm in RWW 413</b>

#### What you can get from this course

This course has been extremely popular because it uses contemporary issues to explore the impact of information technology on our society. The course is intended to sensitize students to legal and ethical issues that impact on management and leadership considerations in an information age. Using ethical values as the basis for exploring how technology is changing our world, the course encourages students to think critically about surveillance, copyright, privacy, contracts and related legal aspects from the perspective of information technology use. The vehicles for assessment are case studies and academic writing assignments. Because academic research and writing is fundamental to university study, two tutorials will be allocated to instructing students on how to do a literature research assignment and then to write it up in standard academic format. They will include instructions on how to use online databases in research, including the use of the APA citation and bibliographic convention, and how to get the best from the library. This 300-level course is a quick and interesting way to equip yourself to do academic research and to gain extra credits towards your degree over the summer period.

## Class Times and Room Numbers

The course will run from Monday 14<sup>th</sup> November until 21<sup>st</sup> December 2011. Classes will be held on Mondays and Wednesdays between 10.30am and 12.20pm. Monday classes are to be held in RWW 315 and Wednesday classes will be held in RWW 413.

**Note that there will be a tutorial on Tuesday 15 November in RWW 415 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 Thursday 17<sup>th</sup> November will also be in RWW 415 as well as in the Law Library, Old Government Buildings. It will run 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.**

## 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 to be agreed
1	14-Nov	An overview of this course. Computer Ethics and professional responsibility.	None	
	15-Nov 9am-12 noon	How to do your course assignments	Read Course outline and assignment requirements	
2	16-Nov	Knowledge economy. Ethics and Information Management. Lessigs paradigm.	SPA 1 - AACSB document	
	17-Nov 9am - 12 noon	How the law is made and how to find and use legal information.	None	
3	21-Nov	Ethics and society. Definitions. Some ethical approaches and areas of conflict. Corporate social responsibility. Whistle-blowing.	SPA 2 - News of the World	1 <sup>st</sup> group
4	23-Nov	“The most dangerous man in the world” – Julian Assange and Wikileaks. Visiting lecturer Dr David Johnstone	SPA 3 – More News of the World	2 <sup>nd</sup> group
5	28-Nov	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 – Betrayal	3 <sup>rd</sup> group

6	30-Nov	Case study on ethics -		
7	5-Dec	Ethics and the law. Trust and betrayal. Contracts. Identifying the problem.	SPA 5 - Boeing Dreamliner	4 <sup>th</sup> group
8	7-Dec	RfPs and invitation to tender. IT contracts, the tendering process, outsourcing and service level agreements. Evaluating responses.	SPA 6 – EU Blocks key data deal	5 <sup>th</sup> group
9	12-Dec	Information ownership in a digital society. Intellectual property rights, and legislation affecting individuals and businesses.		
10	14-Dec	Ethical conflicts – dispute resolution, mediation and arbitration -	Hand out case study reading. Evaluation forms	Hand in written assignment
11	19-Dec	Final class case study on ethics and the law		

### 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 the last classes will be allocated to in-class case study tests.

These two case study tests will replace a final course examination. The first case study will deal with the ethical component of the course and will be held in the 6th class on 30<sup>th</sup> November 2011. The

second case study will deal with legal issues and will be dealt with in the final class on 19<sup>th</sup> December 2011. In both cases students will be given a document 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, use will be made of Session Preparation Assignments (SPAs) and class presentations. 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 15% of the total course grade. See the table in the section below.

### **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 10 two-hour classes and two three hour tutorials a total of 26 hours class time will be required. The remaining 124 hours will be spread over the 5 teaching weeks. This averages out at 25 hours 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:-

<b>Assessment item</b>	<b>Date Due</b>	<b>For detailed instructions see</b>	<b>%age of total grade</b>	<b>Expected time allocation</b>
Session Preparation Assignments - SPAs	According to schedule above	Appendix 1 – p. 7	20	20 hours
Class presentation	According to schedule above	Appendix 2 – p. 7	15	15 hours
Written research assignment	14 Dec 2011	Appendix 3 – p. 8	25	35 hours
First Case study	30 Nov 2011	Handout instructions	20	15 hours
Final Case study	19 Dec 2011	Handout instructions	20	15 hours
<b>Total</b>			<b>100</b>	<b>100 hours</b>

This leaves a “fudge factor” of an additional 24 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 – see Appendix 1-3 below. The purpose is to ensure that students get regular feedback on how they are doing and what needs attention in their work. 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.

### **Withdrawal from Course**

1. Your fees will be refunded if you withdraw from this course on or before the 18<sup>th</sup> November 2011.
2. The last date for withdrawal from this course is the three-quarter point of the teaching period, namely Friday 9 December 2011.

After this date, students forced to withdraw by circumstances beyond their control must apply for permission on an ‘*Application for Associate Dean’s Permission to Withdraw Late*’ including supporting documentation. The application form is available from either of the Faculty’s Student Customer Service Desks.

### **Quality Assurance 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.

### **Examinations**

There are no set examinations for this course. The final grade will be awarded based on the assignments done during the course according to the Assessment table shown under **Expected Workload** 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. Similarly, Session Preparation Assignments (SPAs) that are not delivered before the class to which they relate will also not be marked.**

### **Mandatory Course Requirements**

You must obtain a minimum of 45% for both the mid-term and the final case studies

### **Class Representative**

A class representative will be elected in the first class, and that person's name and contact details made available to VUWSA, the Course Coordinator and the class. The class representative provides a communication channel to liaise with the Course Coordinator on behalf of students.

### **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**

Find key dates, explanations of grades and other useful information at [www.victoria.ac.nz/home/study](http://www.victoria.ac.nz/home/study)

Find out about academic progress and restricted enrolment at

<http://www.victoria.ac.nz/home/study/academic-progress.aspx>

The University's statutes and policies are available at [www.victoria.ac.nz/home/about/policy](http://www.victoria.ac.nz/home/about/policy), except qualification statutes, which are available via the Calendar webpage at

<http://www.victoria.ac.nz/home/study/calendar.aspx> (See Section C).

Further information about the University's academic processes can be found on the website of the Assistant Vice-Chancellor (Academic) at

[www.victoria.ac.nz/home/about\\_victoria/avcacademic/default.aspx](http://www.victoria.ac.nz/home/about_victoria/avcacademic/default.aspx)

#### **AVC (Academic) Website: information including: Conduct, Academic Grievances, Students with Impairments, Student Support**

[http://www.victoria.ac.nz/home/about\\_victoria/avcacademic/Publications.aspx](http://www.victoria.ac.nz/home/about_victoria/avcacademic/Publications.aspx)

#### **Faculty of Commerce and Administration Offices**

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

#### **Te Putahi Atawhai**

#### **Maori and Pacific Mentoring Programme**

[http://www.victoria.ac.nz/st\\_services/tpa/index.aspx](http://www.victoria.ac.nz/st_services/tpa/index.aspx)

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**Assessment 1 - Session Preparation Assignments - SPAs**

**(Faculty Learning Outcomes on creative and critical thinking and Course Learning Outcomes 1, 2 and 3.)**

There will be six Session Preparation Assignments – SPAs – during the course. The readings for each SPA will be posted to the BlackBoard website, and sent to you by email. 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. Students will be expected to read the document and, the night before the class, send me by email a written document with the answers to the questions asked. That way everyone comes to class prepared to discuss the issues presented and I am able to give you feedback on your SPAs in the next class. An important feature of the SPAs is that they prepare students for the mid-term and end-of-term case study tests. Note that SPAs that are not emailed to me the night before the class will not be marked.

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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, six of the formal classes 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 a contemporary legal or ethical issue based on recently published research. 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 papers presented at a conference in 2010 in Barcelona. This means that you will be involved in reading an academic research paper and analyzing it for the essence of the argument. That argument will be presented to your peers in class with the emphasis being on timing (20 minutes), clarity of presentation, use of visual aids and the ability to elicit class discussion. Depending on the numbers of students in the class, these presentations may be done in groups. Presentation dates will be scheduled around the topic and other class activities.

The date of your class presentation will be advised on or about 16<sup>th</sup> November 2011. The first presentation will be due in class on 21<sup>st</sup> November. Evaluations will be done according to a rubric to be handed out in class. I will average out the peer contributions and use them to inform my own grading.

Please note that if you don't turn up to deliver your class presentation assignment, you will naturally not receive any marks, even if you contributed to the preparation of the presentation.

**BBIS 302 - Ethical and legal issues****Assessment 3 – Final written research document.****(Faculty Learning Objectives on critical and creative thinking and communication. Course Learning Outcomes 2 and 3.)**

Building on the skills developed in the academic writing tutorials, students will prepare a literature review based on the contents of at least 15 peer-reviewed journal articles on the topic of “Banking websites and the New Zealand Privacy Act – an assessment of banks adherence to national values on privacy and ethical information handling”. 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. You will then build on the literature review by analyzing the Privacy and Terms of Use statements on the websites of New Zealand banks and tabulating your findings according to a template to be provided.

The purpose of the exercise is to practice skills learned in the tutorial workshops and provide an opportunity for students to compile and write up their research in academic form. Students will 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. Students will be expected to have found, read and correctly cited at least 15 peer-reviewed research articles in this subject area. More is better.

On the basis of the 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 Privacy and Terms of Use statements on the websites of all New Zealand banks. You will then tabulate your findings using a template provided.

The next section would be a discussion of your findings in which you identify features that are common to all banks, and also features that are different. Interpret the meaning of these comparisons and their implications for users of social networking sites. These findings will then inform your conclusion which should be about 300 words long and based on the above discussion of findings.

There is no total word limit but it is suggested that 5000 words should be sufficient to get your message across in your completed document. Instructions for writing up your research will be given in the tutorials on 15<sup>th</sup> and 17<sup>th</sup> November. Additional instructions will 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. Note also the criteria by which your work will be marked in the Marking Schedule in the academic writing guide.

The assignment should be submitted in both electronic and paper form to the Course Coordinator in class on 14<sup>th</sup> December 2011 with an electronic version delivered by midnight that same night. You have one month only from the start of the course so it is important to start making some real progress early in the course.