TE WHARE WĀNANGA O TE ŪPOKO O TE IKA A MĀUI

VICTORIA
UNIVERSITY OF WELLINGTON

School of Information Management

BBIS 302 Ethical and Legal Issues

Trimester 2 2012

COURSE OUTLINE

Contact Details	
Course Coordinator:	**Tony Hooper** Room RH 511, Rutherford House, Lambton Quay, 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 RH 521, Rutherford House, Lambton Quay, Wellington Ph:- 463 5457 e-mail :- kim.hann@vuw.ac.nz
Dates:	**Monday 16 July – Friday 19 October 2012**
Times and venues:	**Friday 9.30am to 11.20pm in RWW 128**

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.

Class Times and Room Numbers

The course will run from Monday 16th July until Friday 19th October 2012. Classes will be held on Fridays between 9.30am and 11.20am in RWW 128.

Note that there will be a tutorial at 9am on Saturday 21st 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. Just as I can't repeat lectures to those students who miss a class, similarly I will not be available to repeat the tutorials. The venue for the tutorial will be announced in class and posted to the course BlackBoard website.

The second tutorial on Saturday 28th July will be held in the Law Library, Old Government Buildings. It will also 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	20th Jul	An overview of this course. Computer Ethics and professional responsibility.	None	
	21st Jul 9am-12 noon	How to do your course assignments	Read Course outline and assignment requirements	
2	27th Jul	Knowledge economy. Ethics and Information Management. Lessigs paradigm.	SPA 1 -	
	28th Jul 9am - 12 noon	How the law is made and how to find and use legal information.	None	
3	3rd Aug	"The most dangerous man in the world" – Julian Assange and Wikileaks. Visiting lecturer Dr David Johnstone	SPA 2 -	1st group
4	10th Aug	Ethics and society. Definitions. Some ethical approaches and areas of conflict. Corporate social responsibility. Whistle-blowing.	SPA 3 –	2nd group
5	17th Aug	Where is government in this? Ethics and legislation. Free flow of information. OIA, Privacy, Electronic Transactions Act, Public Records Act, and laws affecting	SPA 4 –	3rd group

		government, etc		
6	24th Aug	Case study on ethics -		
7	14th Sep	Ethics and the law. Trust and betrayal. Contracts. Identifying the problem.	SPA 5 -	4th group
8	21st Sep	RfPs and invitation to tender. IT contracts, the tendering process, outsourcing and service level agreements. Evaluating responses.	SPA 6 –	5th group
9	28th Sep	Information ownership in a digital society. Intellectual property rights, and legislation affecting individuals and businesses.	SPA 7 -	6th group
10	5th Oct	Ethical conflicts – dispute resolution, mediation and arbitration -	SPA 8 -	Hand in written assignment
11	12th Oct		Hand out case study reading. Evaluation forms	
12	19th Oct	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 30th November 2011. The second case study will deal with legal issues and will be dealt with in the final class on 19th 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:-

Assessment item	Date Due	For detailed instructions see	%age of total grade	Expected time allocation
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	5th Oct 2012	Appendix 3 – p. 8	25	35 hours
First Case study	24th Aug 2012	Handout instructions	20	15 hours
Final Case study	19th Oct 2012	Handout instructions	20	15 hours
Total			100	100 hours

This leaves a "fudge factor" of an additional 24 hours for reading, study and class preparation.

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.

Mandatory course requirements - A minimum of 45% is required 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	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.

Materials and Equipment

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

Withdrawal from Course

1. Your fees will be refunded if you withdraw from this course on or before Friday 27 July 2012.

2. The standard last date for withdrawal from this course is Friday 28 September. 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 FCom programmes. All material used for such processes will be treated as confidential, and the outcome will not affect your grade for the course.

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.

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.**

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

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
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,
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

**AVC (Academic) Website: information including: Conduct, Academic Grievances, Students
with Impairments, Student Support**
http://www.victoria.ac.nz/home/about_victoria/avcacademic/Publications.aspx

Faculty of Commerce Office
http://www.victoria.ac.nz/fcom/studenthelp/

Te Putahi Atawhai
Maori and Pacific Mentoring Programme
http://www.victoria.ac.nz/tpa/

BBIS 302 - Ethical and legal issues

Assessment 1 - Session Preparation Assignments - SPAs

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

There will be 8 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.

BBIS 302 - Ethical and legal issues

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 recent conference. 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 as soon as possible after the start of trimester. The first presentation will be due in class on 3rd August 2012. 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.

<div align="right">**Appendix 3**</div>

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

Cyber-bullying – an analysis of the misuse of mobile devices

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 using Google to set up an anonymous survey of your friends on a social network service of your choice

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 should 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.

You would then flight your survey questionnaire with your friends and derive the necessary tables to analyze the data you have gathered. The next section would be a discussion of your findings in which you identify and explore features that are common and also features that are different. Interpret the meaning of these comparisons and their implications for users of social networking sites and or mobile devices. 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 21st and 28th July. 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 5th October 2012 with an electronic version delivered by midnight that same night.