

## **BITS 2523 – Cyberlaw & Security Policy**

### **Assignment 1 (10%)**

This is an **INDIVIDUAL** assignment.

You have to choose any **ONE (1)** of the following journal article below:

1. Comparative Study Of Cyber Security Policies Among Malaysia, Australia, Indonesia: A Responsibility Perspective (Persadha15)
2. Combating the threats of cybercrimes in Malaysia: The efforts, the cyberlaws and the traditional laws (Mohamed13)
3. Social Media Influencer and Cyberbullying: A Lesson Learned from Preliminary Findings (Hassan18)
4. Women's Involvement in Cybercrime: A preliminary Study Type (Rosele15)

and do a **critical review/analysis** on your chosen journal article.

Please refer to the URL links below as well as those provided on Ulearn. You can also Google guides on how to do a proper critical analysis.

#### **Submission:**

Minimum number of pages is 1

Maximum number of pages is 3

Please state your chosen journal article

Paragraph text must be in Times New Roman font, 12 font size.

Failure to adhere to these rules will incur a penalty.

Please submit your completed assignments before **Friday, 22nd April 2022 at 5.00 pm**

#### **Please refer to the following for reference:**

<https://www.citewrite.qut.edu.au/write/writing-well/critique.html>

<https://www.student.unsw.edu.au/writing-critical-review>

#### **Markings:**

Individual overall marks – 10%

#### **Assessment :**

The assessment marks are based on :

- i. Due date.
- ii. Originality (Plagiarism (from any source) may result in a ZERO (0) mark).
- iii. Quality of content.
- iv. Rubric as shown below.

	<b>A (8-10)</b>	<b>B (7 – 7.9)</b>	<b>C (6 – 6.9)</b>	<b>D (5 – 5.9)</b>	<b>F (&lt; 5)</b>
<b>Summary (20%)</b>  How well does the student summarize the text?	Clearly presents author's thesis and describes his/ her strategies for supporting it.  Clearly and succinctly describes organization and presentation of text.	Presents author's thesis and describes his/her strategies for supporting it.  Describes organization and presentation of text	Presents author's thesis, but may not provide sufficient description of strategies for supporting it.  Describes organization and presentation of text, but may need more details.	Insufficient explanation of author's thesis, and/or insufficient description of strategies for supporting thesis.  Insufficient description of text's organization and presentation.	No explanation of author's thesis, and/or no description of strategies for supporting thesis.  Poor or no description of text's organization and presentation.
<b>Overall quality of analysis (20%)</b>  How well does the student analyze the text?	Exhibits clarity, complexity, perceptiveness, originality, and depth of thought about the topic.  Provides excellent evaluation of text's weaknesses or strengths; evaluative criteria are unique and interesting.  Uses creativity to interpret text (e.g., places it in interesting	Exhibits clarity, and some depth about the topic, but lacks the qualities of complexity, perceptiveness, and originality exhibited in level A.  Provides clear evaluation of text's weaknesses or strengths; evaluative criteria are unique and interesting.  Puts text in meaningful context when	Exhibits some clarity, though only minimal depth of thought about the topic.  Makes some attempt to present the weaknesses or strengths of the text; evaluative criteria are used.  Places text in context.	Exhibit some faulty logic, and/or stereotypical or superficial thinking about the topic.  Insufficient attempt to present the weaknesses or strengths of the text; evaluative criteria are unclear.  Insufficient attempt to put text in context	Exhibit little or no evidence of effective thinking about the topic (please note that there may be effective thinking in the composition, but not about the topic).  Poor to no attempt to present the weaknesses or strengths of the text; no obvious criteria for evaluation.  Poor to no attempt to

	context or compares / contrasts with other relevant texts).	interpreting it.			put text in context.
<b>Support of analysis (20%)</b>  How well does the student select, summarize and/or paraphrase supporting evidence from the text to demonstrate and support analysis?	Exhibits command of focus, coherent organization, and interesting development (with carefully chosen, insightful details, examples, arguments, etc.) of the topic.	Exhibits control of focus, organization, and development (all of the subject matter is relevant to the topic, but is not as insightfully selected as a response at level A) of the topic.	Exhibits some control of focus, organization (structure may be formulaic or be organized loosely around the topic), and development (may contain some poorly chosen information, but major ideas are adequately supported).	Exhibit insufficient control of focus, organization (way ramble, be repetitious, or locked into a formula), and/or development (it may be mostly descriptive or lack adequate support) of the topic.	Exhibit a basic/elementary sense of organization (may be purely descriptive or strictly formulaic), but ideas about the topic are generally undeveloped, illogical, irrelevant, or inconsistent.
<b>Organization and content (20%)</b>	Review is very well organized, containing an introduction, body paragraphs, and conclusion.  Paragraphs contain clear topic sentences, focus on a single issue, are coherent, and organized according to an obvious pattern of argument.	Review is well organized, containing an introduction, body paragraphs, and conclusion.  All paragraphs contain topic sentences, focus on a single issue and are coherently structured.  Some use of transitional expressions	Review has separate introduction, body paragraphs, and conclusion, but connections among these could be improved.  Most paragraphs focus on a single topic and are coherently structured.  Topic sentences signal	Distinction between introduction, body paragraphs, and conclusion is unclear.  Paragraph structure needs improvement (some may be incomplete, or focus on too many issues, or be incoherent).  Topic sentences do not effectively signal	General structure of review is difficult to follow, and/or student failed to follow the prescribed format.  Paragraphs are unfocused, incoherent or require restructuring.  Topic sentences are absent or unconnected to the paragraphs that

	<p>Effective use of transitional expressions and other signposts that make the structure of the document clear.</p> <p>Student's tone and diction enhance the argument being made about the text under review.</p>	<p>and other signposts that make the structure of the document clear.</p> <p>Student's tone and diction are appropriate for the argument being made about the text under review.</p>	<p>structure of argument, but may require more focus. Transitions are present and help connect parts of argument.</p> <p>Student's tone and diction are occasionally inappropriate for the target audience.</p>	<p>structure of argument or lack focus / clarity. More transitions are needed to develop argument.</p> <p>Student's tone and diction are marginal.</p> <p>Paper is much longer or shorter than the assignment requirement.</p>	<p>follow.</p> <p>Transitions are absent or used incorrectly.</p> <p>Student's tone and diction are inappropriate.</p> <p>Paper is unreasonably too long or too short.</p>
<b>Grammar and mechanics (20%)</b>	<p>Clear, concise sentences.</p> <p>No grammatical errors.</p> <p>Citations are included in the correct APA/IEEE format.</p>	<p>Mostly clear, concise sentences.</p> <p>May have some minor grammatical errors.</p> <p>Citations are included in the correct APA/IEEE format; may have minor errors.</p>	<p>Adequate sentence structure but may require editing for clarity/wordiness.</p> <p>Some grammatical errors, but these do not impede understanding.</p> <p>Citations are included with some issues in APA/IEEE formatting.</p>	<p>Poor sentence structure. Writing may be wordy or difficult to follow in places.</p> <p>Many grammatical errors.</p> <p>Citations are included but not in the APA/IEEE format.</p>	<p>Very poor sentence structure, and/or Uses inappropriate language or language that is too informal.</p> <p>Significant grammatical errors, and/or Contains errors that are identified by MS Word software but were not corrected.</p> <p>Citations are missing.</p>