



## UNSW Course Outline

# COMM3050 Data Use and Misuse - 2024

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## General Course Information

**Course Code :** COMM3050

**Year :** 2024

**Term :** Term 1

**Teaching Period :** T1

**Is a multi-term course? :** No

**Faculty :** UNSW Business School

**Academic Unit :** School of Management and Governance

**Delivery Mode :** In Person

**Delivery Format :** Standard

**Delivery Location :** Kensington

**Campus :** Sydney

**Study Level :** Undergraduate

**Units of Credit :** 6

### Useful Links

[Handbook Class Timetable](#)

## Course Details & Outcomes

### Course Description

Big Data and Artificial Intelligence have changed business forever. Business leaders and managers – not just technical specialists – need to understand the opportunities and risks for business in collecting, analysing, sharing and using data, including what is legally permissible

and what is ethically appropriate. Getting this wrong can harm individuals and societies and cause significant financial and reputational damage to the businesses involved. This course equips students to identify and engage thoughtfully with the fundamental questions of data governance – what may we do, and what should we do, with data analytics?

## Course Aims

The approach to this course is based on a weekly seminar session, partly student led, which discusses the issues raised in the general readings/videos and the tutorial questions.

For eight weeks, part of the seminar will be led by a group of students. We will discuss ways in which this can be done effectively and there will be a rubric for the presentation assignment.

You are expected to attend each of the seminar sessions. Although there will be recording of the sessions available, these will not include any group discussions. You will not receive a class participation mark for any seminars that you miss.

The first seminar is scheduled for three hours. Subsequent seminars will run for two hours.

### Learning Activities and Teaching Strategies

All of the learning activities and the associated assessments are based on current and emerging issues in the use of data and artificial intelligence in commercial environments. To the extent possible, the learning activities will draw on the experience of students and consumers in the context of the services that are being consumed.

## Relationship to Other Courses

COMM3050, Data Use and Misuse, is designed as a core course in the Business Analytics specialisation and can be taken outside of that specialisation. Rather than providing analytical tools, the course will allow students to explore:

1. legal Issues
2. regulatory issues
3. ethical issues

associated with the use of data.

# Course Learning Outcomes

Course Learning Outcomes	Program learning outcomes
CLO1 : Examine issues arising from law, regulation and ethics in the context of the collection, sharing, manipulation and analysis of data in for-profit and for-purpose businesses and in the business of government.	<ul style="list-style-type: none"><li>PLO1 : Business Knowledge</li><li>PLO5 : Responsible Business Practice</li></ul>
CLO2 : Analyse legal, regulatory and ethical issues in a logical and structured way, including by identifying non-financial risks, researching relevant sources, proposing an outcome and identifying possible challenges to the proposed outcome.	<ul style="list-style-type: none"><li>PLO5 : Social Engagement</li><li>PLO2 : Problem Solving</li><li>PLO4 : Teamwork</li><li>PLO7 : Leadership Development</li></ul>
CLO3 : Analyse legal and ethical issues that arise in business.	<ul style="list-style-type: none"><li>PLO1 : Business Knowledge</li><li>PLO2 : Problem Solving</li></ul>
CLO4 : Present written work addressing legal and regulatory issues in a succinct, logical, balanced and professional manner.	<ul style="list-style-type: none"><li>PLO1 : Research Excellence</li><li>PLO3 : Business Communication</li><li>PLO4 : Teamwork</li></ul>
CLO5 : Work constructively in teams to identify and address the social impact of innovations in business and technology.	<ul style="list-style-type: none"><li>PLO5 : Social Engagement</li><li>PLO2 : Problem Solving</li><li>PLO4 : Teamwork</li><li>PLO6 : Global and Cultural Competence</li></ul>
CLO6 : Critically reflect on your own values and practices and your role as a potential agent of positive change.	<ul style="list-style-type: none"><li>PLO4 : Global Impact</li><li>PLO5 : Responsible Business Practice</li><li>PLO6 : Global and Cultural Competence</li><li>PLO7 : Leadership Development</li></ul>

Course Learning Outcomes	Assessment Item
CLO1 : Examine issues arising from law, regulation and ethics in the context of the collection, sharing, manipulation and analysis of data in for-profit and for-purpose businesses and in the business of government.	<ul style="list-style-type: none"> <li>• Seminar presentations</li> <li>• Seminar participation and other classroom/online activities</li> </ul>
CLO2 : Analyse legal, regulatory and ethical issues in a logical and structured way, including by identifying non-financial risks, researching relevant sources, proposing an outcome and identifying possible challenges to the proposed outcome.	<ul style="list-style-type: none"> <li>• Seminar presentations</li> <li>• Seminar participation and other classroom/online activities</li> </ul>
CLO3 : Analyse legal and ethical issues that arise in business.	<ul style="list-style-type: none"> <li>• Group project</li> <li>• Final research assignment</li> <li>• Seminar presentations</li> <li>• Seminar participation and other classroom/online activities</li> </ul>
CLO4 : Present written work addressing legal and regulatory issues in a succinct, logical, balanced and professional manner.	<ul style="list-style-type: none"> <li>• Group project</li> <li>• Final research assignment</li> <li>• Seminar presentations</li> <li>• Seminar participation and other classroom/online activities</li> </ul>
CLO5 : Work constructively in teams to identify and address the social impact of innovations in business and technology.	<ul style="list-style-type: none"> <li>• Group project</li> <li>• Seminar presentations</li> <li>• Seminar participation and other classroom/online activities</li> </ul>
CLO6 : Critically reflect on your own values and practices and your role as a potential agent of positive change.	<ul style="list-style-type: none"> <li>• Group project</li> <li>• Seminar presentations</li> <li>• Seminar participation and other classroom/online activities</li> </ul>

## Learning and Teaching Technologies

Moodle - Learning Management System | INSPERA

### Learning and Teaching in this course

The approach to this course is based on a weekly seminar session, partly student led, which discusses the issues raised in the general readings/videos and the tutorial questions.

For eight weeks, part of the seminar will be led by a group of students. We will discuss ways in which this can be done effectively and there will be a rubric for the presentation assignment.

You are expected to attend each of the seminar sessions. Although there will be recording of the sessions available, these will not include any group discussions or "chat" which a graded element

of the course. You will not receive a class participation mark for any seminars that you miss.

The first seminar is scheduled for three hours. You should permit for up to 3 hours for each subsequent seminar.

## Additional Course Information

**Note:** All seminars are expected to run between 2-3 hours depending on class numbers, you should permit 3 hours for class on your schedule.

## Assessments

### Assessment Structure

Assessment Item	Weight	Relevant Dates
Seminar presentations Assessment Format: Individual	25%	
Seminar participation and other classroom/online activities Assessment Format: Individual	10%	Start Date: 13/02/2024 09:00 AM Due Date: 19/04/2024 04:00 PM
Group project Assessment Format: Group	15%	Due Date: 12/04/2024 04:00 PM
Final research assignment Assessment Format: Individual	50%	Start Date: Not Applicable Due Date: Not Applicable

### Assessment Details

#### Seminar presentations

##### Assessment Overview

15 minutes plus 10 minutes of questions. Forum contribution of about 100 words for each of seven weeks

PLO1 - PLO3, PLO5 - PLO7

##### Course Learning Outcomes

- CLO1 : Examine issues arising from law, regulation and ethics in the context of the collection, sharing, manipulation and analysis of data in for-profit and for-purpose businesses and in the business of government.
- CLO2 : Analyse legal, regulatory and ethical issues in a logical and structured way, including by identifying non-financial risks, researching relevant sources, proposing an outcome and identifying possible challenges to the proposed outcome.
- CLO3 : Analyse legal and ethical issues that arise in business.
- CLO4 : Present written work addressing legal and regulatory issues in a succinct, logical, balanced and professional manner.

- CLO5 : Work constructively in teams to identify and address the social impact of innovations in business and technology.
- CLO6 : Critically reflect on your own values and practices and your role as a potential agent of positive change.

### **Detailed Assessment Description**

#### **Oral presentation:**

- Students are expected to make an in-person presentation on the case studies provided on Moodle in groups with all members to make an equal contribution to the oral part of the seminar.
- The presentation (maximum) two-page summary must be emailed to the Lecturer in Charge by 5 pm on the day of the presentation.
- The summary will be posted on Moodle for student future reference.
- In respect of the presentation:
  - 60% of the available marks are for the presentation as a whole team effort,
  - 30% are for the presenters individually,
  - 10% for the two-page summary of the key points.
- A marking rubric for the seminar presentation will be posted on Moodle during week 1.

#### **Seminar participation and other classroom/online activities**

#### **Assessment Overview**

100 word semi-structured reflection

PL01 - PL03, PL05 - PL07

myBcom points - PL07

#### **Course Learning Outcomes**

- CLO1 : Examine issues arising from law, regulation and ethics in the context of the collection, sharing, manipulation and analysis of data in for-profit and for-purpose businesses and in the business of government.
- CLO2 : Analyse legal, regulatory and ethical issues in a logical and structured way, including by identifying non-financial risks, researching relevant sources, proposing an outcome and identifying possible challenges to the proposed outcome.
- CLO3 : Analyse legal and ethical issues that arise in business.
- CLO4 : Present written work addressing legal and regulatory issues in a succinct, logical, balanced and professional manner.
- CLO5 : Work constructively in teams to identify and address the social impact of innovations in business and technology.
- CLO6 : Critically reflect on your own values and practices and your role as a potential agent of positive change.

### Detailed Assessment Description

Across the duration of the course student attendance will be logged amounting to multiplier of the participation grade. The total grade is connected to how students work to address business problems presented across the duration of the course. eg. student attends 70% of classes, their score for participation is 10, their final grade for this component is  $0.7 \times 10 = 7$

During seminars there will be discussions held surrounding prerequisite reading materials and issues that arise from such. At times students will be broken off into small groups to aid discussion but mainly this will be a whole class exercise.

At the close of course students will be asked to recommend a mark for themselves and to support that recommendation with a 200 word advocacy piece to be submitted in Week 10 (4 pm on Friday of Week 10, on Turnitin)

A rubric will be provided in Moodle to identify positive engagement with the course material across the duration of the course.

### Assessment Length

200 word

### Assignment submission Turnitin type

Not Applicable

### Hurdle rules

It is to be noted a minimum of 50% seminar attendance is required to pass the course.

### **Group project**

#### Assessment Overview

1,200 words (with 10% over permitted) with each group member assumed to have contributed equally

PL01 - PL07

myBCom points - PL04 and PL06

### Course Learning Outcomes

- CLO3 : Analyse legal and ethical issues that arise in business.
- CLO4 : Present written work addressing legal and regulatory issues in a succinct, logical, balanced and professional manner.

- CLO5 : Work constructively in teams to identify and address the social impact of innovations in business and technology.
- CLO6 : Critically reflect on your own values and practices and your role as a potential agent of positive change.

#### **Detailed Assessment Description**

Students will be formed into small (four or five students) groups to address the comparative actions of businesses in response to a specific situation. The group report will analyse the comparative responses. The object of the project is for each student to contribute to the thinking of the group and for there to be a synthesis of the group's examination of the issues. An outline of the form of the report will be provided on Moodle. The report will be 2000 words to be submitted in Week 9 (4 pm on Friday of Week 9), on Turnitin

#### **Assessment Length**

2000 word

### **Final research assignment**

#### **Assessment Overview**

Each question to be answered fully with a limit of 2,000 words

PL01 - PL03, PL05 & PL06

myBcom points - PL05

#### **Course Learning Outcomes**

- CLO3 : Analyse legal and ethical issues that arise in business.
- CLO4 : Present written work addressing legal and regulatory issues in a succinct, logical, balanced and professional manner.

#### **Detailed Assessment Description**

A timed online openbook INSPERA exam will have four equally weighted questions which are designed to allow students to demonstrate their analytical approaches to the use and misuse of data based on their work during the term.

#### **Submission notes**

Date and time for scheduled examination to be provided during week 5

#### **Hurdle rules**

Students must sit Assessment 4 in order to pass the course and attain an overall grade for COMM3050 that amounts to 50% or greater.

**A non attempt of Assessment 4 will result in failure of the course.**

## **General Assessment Information**

**A discussion of Assignments 1 to 4 will take place during Week 1 Session where a complete review of the course structure will take place. This discussion will permit students to have any questions/concerns addressed.**

In the lead up to every Assignment students will be provided with a rubric via Moodle and a discussion will take place in the lead up session to the assignment release permitting students to have their questions addressed. The lecturer will remain accessible via moodle forum to address questions related to assessments with answers provided publicly for all to benefit.

Short extensions are not available for all assessments in this course. Requests for extensions for all assessment must be applied through UNSW's special consideration unit (<https://www.student.unsw.edu.au/special-consideration>)

### **Grading Basis**

Standard

### **Requirements to pass course**

**The following requirements must minimally be met to pass the course:**

1. attendance of minimum of 50% of course seminars
2. Completion of Assignment 4
3. total individual grading for the course to amount to a pass grade (>=50%)

# Course Schedule

Teaching Week/Module	Activity Type	Content
Week 1 : 12 February - 18 February	Seminar	<p>Introduction: Data use and misuse</p> <ul style="list-style-type: none"><li>• Introduction to course structure, course objectives, assessment structure and opportunity for students to raise general questions and concerns they may have regarding the structure</li><li>• Formation of student groups for seminars and the group project</li><li>• Preparatory readings and videos on Moodle to be explored through lecture to take place.</li></ul>
Week 2 : 19 February - 25 February	Seminar	<p>Collecting data: online consent and privacy</p> <p>Preparatory readings and videos on Moodle</p> <p>Seminar questions and readings on Moodle</p> <p>Seminar presentations in accordance with schedule on Moodle</p>
Week 3 : 26 February - 3 March	Seminar	<p>Preparatory readings and videos on Moodle</p> <p>Seminar questions and readings on Moodle</p> <p>Seminar presentations in accordance with schedule on Moodle</p>
Week 4 : 4 March - 10 March	Seminar	<p>Preparatory readings and videos on Moodle</p> <p>Seminar questions and readings on Moodle</p> <p>Seminar presentations in accordance with schedule on Moodle</p>
Week 5 : 11 March - 17 March	Seminar	<p>Preparatory readings and videos on Moodle</p> <p>Seminar questions and readings on Moodle</p> <p>Seminar presentations in accordance with schedule on Moodle</p>
Week 6 : 18 March - 24 March	Other	Flexibility week
Week 7 : 25 March - 31 March	Seminar	<p>Preparatory readings and videos on Moodle</p> <p>Seminar questions and readings on Moodle</p> <p>Seminar presentations in accordance with schedule on Moodle</p>
Week 8 : 1 April - 7 April	Seminar	<p>Preparatory readings and videos on Moodle</p> <p>Seminar questions and readings on Moodle</p> <p>Seminar presentations in accordance with schedule on Moodle</p>
Week 9 : 8 April - 14 April	Seminar	<p>Preparatory readings and videos on Moodle</p> <p>Seminar questions and readings on Moodle</p> <p>Seminar presentations in accordance with schedule on Moodle</p>
	Assessment	Assessment 3 - Group Project - Due on the 12th of April by 4pm
Week 10 : 15 April - 21 April	Seminar	<p>Deep fakes and fake news: when things go wrong</p> <p>Preparatory readings and videos on Moodle</p> <p>Seminar questions and readings on Moodle</p> <p>Seminar presentations in accordance with schedule on Moodle</p>
	Assessment	Assessment 2: 200 word Advocacy piece due on Turnitin by 4pm on the 19th of April

## Attendance Requirements

Students are strongly encouraged to attend all classes and review lecture recordings.

## Course Resources

### Prescribed Resources

There is no set textbook for this course: each week there will be a series of preparatory videos and readings (usually media articles) for you analyse the principles to be evoked during lecture.

The content of the preparatory material will result in discussion to take place across lecture and seminar sessions. The reading material will be provided on Moodle.

## Recommended Resources

This course most of the resources required are too recent to be in the traditional subject guides.

## Course Evaluation and Development

Feedback is regularly sought from students and continual improvements are made based on this feedback. At the end of this course, you will be asked to complete the myExperience survey , which provides a key source of student evaluative feedback. Your input into this quality enhancement process is extremely valuable in assisting us to meet the needs of our students and provide an effective and enriching learning experience. The results of all surveys are carefully considered and do lead to action towards enhancing educational quality. For example, in response to students' requests this year we have:

1. Reduced assessment overhead
2. Simplify grading structure
3. provide detailed assessment rubrics

## Staff Details

Position	Name	Email	Location	Phone	Availability	Equitable Learning Services Contact	Primary Contact
Lecturer	Levi Chayboub				Accessible via teams in case of emergencies - please permit me a maximum of 24 hours to return your message, same applies to email.	No	Yes

## Other Useful Information

### Academic Information

#### COURSE POLICIES AND SUPPORT

The Business School expects that you are familiar with the contents of this course outline and the UNSW and Business School learning expectations, rules, policies and support services as listed below:

- Program Learning Outcomes

- Academic Integrity and Plagiarism
- Student Responsibilities and Conduct
- Special Consideration
- Protocol for Viewing Final Exam Scripts
- Student Learning Support Services

Further information is provided on the [key policies and support page](#).

Students may not circulate or post online any course materials such as handouts, exams, syllabi or similar resources from their courses without the written permission of their instructor.

## STUDENT LEARNING OUTCOMES

The Course Learning Outcomes (CLOs) – under the Outcomes tab – are what you should be able to demonstrate by the end of this course, if you participate fully in learning activities and successfully complete the assessment items.

CLOs also contribute to your achievement of the Program Learning Outcomes (PLOs), which are developed across the duration of a program. PLOs are, in turn, directly linked to [UNSW graduate capabilities](#). More information on Coursework PLOs is available on the [key policies and support page](#). For PG Research PLOs, including MPDBS, please refer to the [UNSW HDR Learning Outcomes](#).

## Academic Honesty and Plagiarism

As a student at UNSW you are expected to display [academic integrity](#) in your work and interactions. Where a student breaches the [UNSW Student Code](#) with respect to academic integrity, the University may take disciplinary action under the Student Misconduct Procedure. To assure academic integrity, you may be required to demonstrate reasoning, research and the process of constructing work submitted for assessment.

To assist you in understanding what academic integrity means, and how to ensure that you do comply with the UNSW Student Code, it is strongly recommended that you complete the [Working with Academic Integrity](#) module before submitting your first assessment task. It is a free, online self-paced Moodle module that should take about one hour to complete.

## Submission of Assessment Tasks

## SPECIAL CONSIDERATION

You can apply for special consideration when illness or other circumstances beyond your control interfere with your performance in a specific assessment task or tasks, including online exams. Students studying remotely who have exams scheduled between 10pm and 7am local time, are also able to apply for special consideration to sit a supplementary exam at a time outside of these hours.

Special consideration is primarily intended to provide you with an extra opportunity to demonstrate the level of performance of which you are capable. To apply, and for further information, see Special Consideration on the UNSW [Current Students](#) page.

Special consideration applications will be assessed centrally by the Case Review Team, who will update the online application with the outcome and add any relevant comments. The change to the status of the application immediately sends an email to the student and to the assessor with the outcome of the application.

Please note the following:

1. Applications can only be made through Online Services in myUNSW (see the UNSW [Current Students](#) page). Applications will not be accepted by teaching staff. The lecturer-in-charge/ course coordinator will be automatically notified when your application is processed.
2. Applying for special consideration does not automatically mean that you will be granted a supplementary exam or other concession.
3. If you experience illness or misadventure in the lead up to an exam or assessment, you must submit an application for special consideration, either prior to the examination taking place, or prior to the assessment submission deadline, except where illness or misadventure prevent you from doing so.
4. If your circumstances stop you from applying before your exam or assessment due date, you must apply within 3 working days of the assessment or the period covered by your supporting documentation.
5. Under the UNSW Fit To Sit/Submit rule, if you sit the exam/submit an assignment, you are declaring yourself well enough to do so and are cannot subsequently apply for special consideration.
6. If you become unwell on the day of – or during – an exam, you must stop working on your exam, advise your course coordinator or tutor and provide a medical certificate dated within 24 hours of the exam, with your special consideration application. For online exams, you must contact your course coordinator or tutor immediately via email, Moodle or chat and advise them you are unwell and submit screenshots of your conversation along with your medical certificate and application.
7. Special consideration requests do not allow the awarding of additional marks to students.

Further information on Business School policy and procedure can be found under "Special Consideration" on the [key policies and support](#) page.

## LATE SUBMISSION PENALTIES

For assessments other than examinations, late submission will incur a penalty of 5% per day or part thereof (including weekends) from the due date and time. An assessment will not be accepted after 5 days (120 hours) of the original deadline unless special consideration has been approved. An assignment is considered late if the requested format, such as hard copy or electronic copy, has not been submitted on time or where the 'wrong' assignment has been submitted.

For assessments which account for 10% or less of the overall course grade, and where answers are immediately discussed or debriefed, the LIC may stipulate a different penalty. Details of such late penalties will be available on the course Moodle page.

## FEEDBACK ON YOUR ASSESSMENT TASK PERFORMANCE

Feedback on student performance from formative and summative assessment tasks will be provided to students in a timely manner. Assessment tasks completed within the teaching period of a course, other than a final assessment, will be assessed and students provided with feedback, with or without a provisional result, within 10 working days of submission, under normal circumstances. Feedback on continuous assessment tasks (e.g. laboratory and studio-based, workplace-based, weekly quizzes) will be provided prior to the midpoint of the course.

## Faculty-specific Information

### PROTOCOL FOR VIEWING FINAL EXAM SCRIPTS

UNSW students have the right to view their final exam scripts, subject to a small number of very specific exemptions. The UNSW Business School has set a [protocol](#) under which students may view their final exam script. Individual schools within the Faculty may also set up additional local processes for viewing final exam scripts, so it is important that you check with your School.

If you are completing courses from the following schools, please note the additional school-specific information:

- Students in the **School of Accounting, Auditing & Taxation** who wish to view their final examination script should also refer to [this page](#).

- Students in the School of Banking & Finance should also refer to [this page](#).
- Students in the School of Information Systems & Technology Management should also refer to [this page](#).

## COURSE EVALUATION AND DEVELOPMENT

Feedback is regularly sought from students and continual improvements are made based on this feedback. At the end of this course, you will be asked to complete the [myExperience survey](#), which provides a key source of student evaluative feedback. Your input into this quality enhancement process is extremely valuable in assisting us to meet the needs of our students and provide an effective and enriching learning experience. The results of all surveys are carefully considered and do lead to action towards enhancing educational quality.

## QUALITY ASSURANCE

The Business School is actively monitoring student learning and quality of the student experience in all its programs. A random selection of completed assessment tasks may be used for quality assurance, such as to determine the extent to which program learning goals are being achieved. The information is required for accreditation purposes, and aggregated findings will be used to inform changes aimed at improving the quality of Business School programs. All material used for such processes will be treated as confidential.

## TEACHING TIMES AND LOCATIONS

Please note that teaching times and locations are subject to change. Students are strongly advised to refer to the [Class Timetable website](#) for the most up-to-date teaching times and locations.