



UNIVERSITY  
OF TASMANIA

**School of Information Systems**

**Faculty of Business**

**BSA206**  
**Database Management Systems**

**Semester 1, 2006**

**Unit Outline**

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**CRICOS CODE: 00586B**

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## **Unit Summary**

**School:** Information Systems  
**Faculty:** Business  
**Unit Developer:** Bob Godfrey  
**Unit Title:** Database Management Systems  
**Unit Code:** BSA206  
**Prerequisites** BSA102, Information Modelling and Infrastructures  
**Campus & Mode:** Hobart, Launceston: Flexible, Internal  
**Unit Weight:** 12.5%  
**Teaching Staff:** Hobart: Dr Douglas Newlands  
Launceston: Dean Steer  
**Consultation Hours:** Hobart: Tuesday 10.00 – 12.00 or by appointment.  
Launceston: Tuesday 13:00 – 15:00 or by appointment



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## 1. Unit Description

This unit is an elective unit within the Bachelor of Information Systems course, and is provided to allow students within that, and other courses, to develop their database skills beyond an elementary knowledge of SQL to a level where they can undertake significant database system development.

## 2. Aim

The aim of this unit is to develop skills in database management to a professional level broadly equivalent to that established by the external Oracle Certified Professional stage 1 exam 1Z0-001.

## 3. Learning Outcomes

1. Employ a detailed knowledge of the use of SQL and related technologies in using and maintaining a relational database for an existing application (at an equivalent level to the external Oracle Certified Professional level 1 exam 1Z0-001);
2. Employ a detailed knowledge of the use of SQL and related technologies in establishing a relational database for a new application (at an equivalent level to the external Oracle Certified Professional level 1 exam 1Z0-001);
3. Be able to describe how the relational database approach compares to alternative approaches.

### 3.1 Evidence of Achieving Learning Outcomes

Upon successful completion of this unit a student should have attained:

1. A detailed knowledge of the use of SQL and related technologies in using and maintaining a relational database (at an equivalent level to the external Oracle Certified Professional stage 1 exam 1Z0-001);

**Assessment criteria:**

HD level: As well as demonstrating high-order skills in maintaining a relational database management system, also demonstrates a level of creativity and an attention to detail in seeking out optimal solutions to users problems.

DN level: Demonstrates high-order skills in maintaining a relational database management system, inspiring confidence in the ability to select appropriate mechanisms for any given problem situation.

CR level: Demonstrates an ability to carry out the more challenging aspects of maintaining a relational database management system.

PP level: Demonstrates an ability to maintain and manipulate a relational database management system.

NN level: Fails to demonstrate an ability to maintain and manipulate a relational database management system.

2. A detailed knowledge of the use of SQL and related technologies in establishing a relational database (at an equivalent level to the external Oracle Certified Professional stage 1 exam 1Z0-001);

**Assessment criteria:**

HD level: As well as demonstrating high-order skills in creating a relational database management system, also demonstrates a level of creativity and an attention to detail in seeking out optimal solutions to users problems.

DN level: Demonstrates high-order skills in creating a relational database management system, inspiring confidence in the ability to select appropriate mechanisms for any given problem situation.

CR level: Demonstrates an ability to manage the more challenging aspects of creating a relational database management system.

PP level: Demonstrates an ability to manage the basic aspects of creating a relational database management system.

NN level: Fails to demonstrate an ability to manage the basic aspects of creating a relational database management system.

3. Be able to describe how the relational approach compares to alternative approaches;

**Assessment criteria:**

HD level: Given a written scenario,

- Describe and select from a number of alternative database implementation approaches, and
- Clearly demonstrate the assumptions and justifications, based on the scenario, that has lead to the decisions proposed, and
- Be capable of engaging in a meaningful discussion about the relative semantic merits of these various alternatives.

DN level: Given a written scenario, can select an appropriate database software approach based on a realistic comparative evaluation.

CR level: Can evaluate the differences in approaches of various database software models.

PP level: Can identify features of other database approaches that are different from the relational approach.

NN level: Fails to identify features of other database approaches that are different from the relational approach.

## 4. Generic Graduate Attributes

This unit contributes to the development of the following generic attributes:

- **Knowledge** – the unit requires the student to acquire knowledge about database development and in particular to:
  - a) Understand the limitation of, and have the capacity to evaluate, their current knowledge;
  - b) Use research and analysis skills to independently use the World Wide Web and other sources to develop a broad knowledge base about database development;
  - c) Synthesise this knowledge into a cohesive framework;
  - d) Select, given the available teaching and learning resources, a learning strategy that best suits them.
- **Communication skills** – the unit requires students to:
  - a) Read and understand written specifications, clarifying these where necessary;
  - b) Use a variety of communication forms – one-on-one and group discussions, plus eMail;
  - c) Access and organise significant quantities of information;
  - d) Use technology to produce written documentation containing well-reasoned arguments.
- **Problem-solving skills** – the unit requires students to conceptualise problems and search for the optimal approach from a range of possible solutions.
- **Global perspective** – the unit seeks to develop in students an awareness that modern databases are used in a global context through the Internet.
- **Social responsibility** – the unit seeks to get students to acknowledge the social and ethical implications of database development in two ways:
  - a) That testing during systems development is required so that systems perform as desired;
  - b) That available technology controls be used to protect the confidentiality of database contents.

## **5. Prerequisites**

### **5.1. Assumed Skills**

Students must have a working knowledge of the principles of database design, and have the ability to interpret common database models expressed using entity-relationship diagrams and similar notations.

Students are also expected to have had some exposure to SQL, and to be familiar with the basic features of the FROM, WHERE, GROUP BY, HAVING and ORDER BY clauses of the SELECT statement.

As this course is presented largely through WebCT Vista, and because the content aims to develop specialised computer skills, familiarity with WebCT Vista and with industry standard personal computer productivity software (such as Microsoft Office) is assumed.

### **5.2. Prerequisite Unit**

BSA102 - Information Modelling and Infrastructures

## **6. Texts, References and Learning Resources**

### **6.1. Required Text**

Morris-Murphy, Lannes L., 2003, *Oracle 9i : SQL with an Introduction to PL/SQL*, Thompson Course Technology, Boston, Mass.

### **6.2. Recommended Readings**

Dwyer, J., 2005, *The Business Communication Handbook*, 7<sup>th</sup> edition, Prentice-Hall, Sydney, Australia.

Hoffer, J.A., Prescott, M.B. & McFadden, F.R., 2005, *Modern Database Management*, 7<sup>th</sup> edition, Pearson Education (Prentice-Hall), Upper Saddle River, New Jersey.

### **6.3. Learning Resources**

Electronic copies of appropriate software manuals and links to relevant WWW material will be provided through Vista.

#### **6.4. Software Requirements**

Access to appropriate Oracle software will be provided through the School's computer laboratories. A password to log into the Oracle server will be provided via email by the Information Technology Resources department.

There is no requirement for students to provide software of their own; however personal editions of Oracle software can be downloaded from the Oracle web site.

#### **6.5. Access to Information Technology**

Students must have a university username and password for access to computing facilities.

Hobart, IS PC Labs, Information Systems Building

Students will have 24-hour 7 day a week access to the computer laboratories during the academic year. Proximity cards have to be used to gain access to laboratories.

Launceston D130, First Floor, Building D

D130 is the main School of Information Systems computer Lab. Access is only available during the normal building open hours. Outside normal hours students should use the Business Faculty's computer lab in D004.

Login codes are printed on the student's Statement of Fees and Enrolment. Use of these login codes is based on the assumption that each student has read and agreed to abide by the Ethics Agreement form. If you forget this username and password, you will need to present your student identity card at the IT Services help desk to be reissued with login details. For printing, a PUP credit account is needed. These are issued through the IT Services help desk.

In addition, USB Flash Disks are useful for file backup.

## 7. Teaching Arrangements

The pattern of face-to-face lectures for this unit is irregular. As a substitute for many traditional lectures, virtual lectures are provided through WebCT Vista. In addition, weekly workshops are offered to provide hands-on experience with the learning material. This is a relatively intensive laboratory-based unit, with minimal formal instruction. Students are therefore encouraged to attend all formal teaching sessions and workshops in order to maximise successful learning outcomes

### 7.1. Face-to-face Lectures

Two 1-hour formal face-to-face lectures will be held in each of weeks 1, 3, 7, 9, 11 and 12. The time and place for these lectures are:

**Hobart:** Engineering Lecture Theatre 207, Tuesday 15:10 - 16:00 and 16:10 - 17:00.

**Launceston:** Room D129, Tuesday 10 - 10:50 and 11 - 11:50.

### 7.2. Virtual Lectures

There will be 16 virtual lectures, each of which can be accessed at any time through WebCT Vista. A notional timetable is described later in this document, but students are not constrained to follow this schedule.

### 7.3. Workshops / Seminars

Students are expected to attend a single 1-hour workshop in weeks 2 through 13. Students will be allocated to workshops through the electronic tutorial booking system available through the School's home page at: [www.utas.edu.au/infosys/students/](http://www.utas.edu.au/infosys/students/)

Workshops will be held as follows:

**Hobart:** Room IS214, Monday 12:00 - 12:50 and 13:10 - 15:00.

**Launceston:** Room D130, Tuesday 12:00 - 12:50

### 7.4. Occupational Health and Safety (OH&S)

The University is committed to providing a safe and secure teaching and learning environment. In addition to specific requirements of this unit you should refer to the University's policy at: [www.admin.utas.edu.au/hr/ohs/pol\\_proc/ohs.pdf](http://www.admin.utas.edu.au/hr/ohs/pol_proc/ohs.pdf)

## 8. Unit Schedule

Week No: (Starting)	Face-to-face Lectures	Virtual Lectures	Workshops	Assignments
Prior study		<a href="#">Chapter 1</a> Overview of Database Concepts <a href="#">Chapter 2</a> Basic SQL Select statements		
<b>1</b> (27 Feb)	<a href="#">Lecture 01</a> Introduction to Oracle <a href="#">Lecture 02</a> Oracle SQL *Plus	<a href="#">Chapter 3</a> Restricting rows and sorting data <a href="#">Chapter 4</a> Joining tables		
<b>2</b> (6 Mar)		<a href="#">Chapter 5</a> Selected single-row functions <a href="#">Chapter 6</a> Group functions	<a href="#">Workshop 01</a> Single table SELECT statements	
<b>3</b> (13 Mar)	<a href="#">Lecture 03</a> Further SQL <a href="#">Lecture 04</a> Database administration	<a href="#">Chapter 7</a> Subqueries	<a href="#">Workshop 02</a> Multiple table SELECT statements	
<b>4</b> (20 Mar)		<a href="#">Chapter 8</a> Table creation and management <a href="#">Chapter 9</a> Constraints	<a href="#">Workshop 03</a> Single row and group functions	Notional start of Assignment 1
<b>5</b> (27 Mar)		<a href="#">Chapter 10</a> Data manipulation	<a href="#">Workshop 04</a> SQL subqueries	
<b>6</b> (3 Apr)		<a href="#">Chapter 11</a> Views	<a href="#">Workshop 05</a> SQL table management and constraints	
<b>7</b> (10 Apr)	<a href="#">Lecture 05</a> Oracle PL/SQL basics <a href="#">Lecture 06</a> Transaction integrity and concurrency	<a href="#">Chapter 12</a> Additional database objects <a href="#">Chapter 13</a> User creation and management	<a href="#">Workshop 06</a> SQL data manipulation and views	Final week for Assignment 1
<b>Mid-Semester Break (Easter)</b>				
<b>8</b> (24 Apr)		<a href="#">Chapter 14</a> Formatting readable output	<a href="#">Workshop 07</a> Additional Oracle database objects	Notional start of Assignment 2
<b>9</b> (1 May)	<a href="#">Lecture 07</a> Further PL/SQL <a href="#">Lecture 08</a> Oracle - the BIG picture	<a href="#">Chapter 15</a> Introduction to PL/SQL	<a href="#">Workshop 08</a> Formatting Oracle output	
<b>10</b> (8 May)		<a href="#">Chapter 16</a> Cursors and Exceptions	<a href="#">Workshop 09</a> Introduction to PL/SQL	
<b>11</b> (15 May)	<a href="#">Lecture 09</a> 4GL interface development <a href="#">Lecture 10</a> Web databases		<a href="#">Workshop 10</a> Oracle cursors and exception handling	Final week for Assignment 2
<b>12</b> (22 May)	<a href="#">Lecture 11</a> Object Oriented DBMS <a href="#">Lecture 12</a> Sharing Enterprise Data		<a href="#">Workshop 11</a> Oracle Certified Professional Practice Exams	Notional start of Assignment 3
<b>13</b> (29 May)			<a href="#">Workshop 12</a> Alternative Database Models & Systems	Final week for Assignment 3

## 9. Learning Expectations and Strategies

### 9.1. Expectations

The University is committed to high standards of professional conduct in all activities, and holds its commitment and responsibilities to its students as being of paramount importance. Likewise, it holds expectations about the responsibilities students have as they pursue their studies within the special environment the University offers.

The University's Code of Conduct for Teaching and Learning states:

*Students are expected to participate actively and positively in the teaching/learning environment. They must attend classes when and as required, strive to maintain steady progress within the subject or unit framework, comply with workload expectations, and submit required work on time.*

It is expected that students will familiarise themselves with access and use of the WebCT Vista system operated by the University for the electronic delivery of course materials, and for various forms of communication.

It is further expected that students will regularly consult the unit's WebCT Vista notice board page, and read eMail sent to their University eMail address for notices relating to the administration of the unit. It is expected that students will visit WebCT Vista and read and respond to eMail at least twice a week.

It is expected that students will submit assignments for the unit by the specified dates and times, unless prior approval has been granted via an assignment extension form, at least 24 hours before the assignment is due to be submitted.

It is expected that students will peruse the contents list of background material provided as part of the course, and will use this content knowledge to identify material worthy of more detailed reading. It is expected that students will actively attend and participate in scheduled classes, and be prepared to discuss relevant issues arising with the lecturer and fellow students.

Because this is a hand-on course requiring practical computing skills, and further because most material is delivered on-line through WebCT Vista, students are expected to largely manage and take responsibility for their own learning.

These expectations are in addition to those specified in relevant University regulations.

## 9.2. Student Expectations of the Unit

Students enrolled in BSA206 may reasonably expect the following:

1. To have all appropriate course material available prior to its use electronically through the University WebCT Vista system.
2. To be able to contact a lecturer or tutor by electronic mail, to raise issues arising in the unit, either relating to content or their performance within the unit.
3. To be able via eMail to make an appointment to see a tutor at a mutually convenient time.
4. That assignments submitted on time will be marked and returned with 21 days of receipt of their submission.
5. That assignments will be marked both qualitatively, in terms of grades and comments, and also quantitatively in terms of a final mark and associated grade for each assignment.
6. That all relevant notices regarding the administration of the unit, including any necessary changes, will be communicated to all students enrolled in the unit via notices posted on the unit's WebCT Vista pages or via eMail, whichever is more appropriate.

These expectations are in addition to those specified in relevant University regulations.

## 9.3. Learning Strategies

If you need assistance in preparing for study please refer to the lecturer / tutor. For additional information refer to the Learning Development website: [www.utas.edu.au/tl/students/](http://www.utas.edu.au/tl/students/)

If you will be using WebCT Vista for the first time and would like some information on how to use WebCT Vista refer to the following guide: <http://tlo.its.utas.edu.au/index.aspx>

This is an intensive hands-on unit that requires you to listen to fundamental concepts, observe practical demonstrations, and then try out these concepts for yourselves, followed by an identification of how this skill and knowledge might be more generally applied in a real-world situation. A passive learning strategy is unlikely to succeed. Rather, you should anticipate the need for an active strategy of learning by doing. You are encouraged to explore available knowledge sources, and to see distributed course material as the beginning, rather than the end point of your learning. Students are encouraged to work together, and to share and enhance each other's knowledge, providing that assignment submissions are an individual's own efforts.

## 10. Assessment

### 10.1. Assessment Summary

Component	Weight / Value	Due Date
Assignment 1	40%	Monday 24 <sup>th</sup> April 2006
Assignment 2	30%	Monday 22 <sup>nd</sup> May 2006
Assignment 3	30%	Monday 5 <sup>th</sup> June 2006

The assignment deadlines are set so as to achieve three objectives: first to allow students to anticipate and plan appropriately for potential clashes with deadlines in other units; second, to allow assignment 1 to be returned with feedback before assignments 2 and 3 are completed; and third, to allow all assignments to be marked before the University's deadline for official result notification.

All three assignments are individual.

*Assignment 1* will be a largely prescriptive exercise in using SQL on an existing database (Oracle). It is designed to test basic skills covered by learning outcome 1.

*Assignment 2* is designed to meet the requirements of learning outcome 2 by requiring students to create a database and use a relational database management system (Oracle).

It will have firstly, a prescriptive component, secondly, a restrictive component offering some degree of choice, and thirdly, a free-choice component.

Recognising that some students will come to this unit with programming backgrounds, and others with business backgrounds, the restrictive and free choice components will allow students to choose activities requiring either programming skills or business report writing skills.

In addition, the free-choice component is designed to allow students to exercise a degree of creativity and the opportunity to demonstrate high-order skills and knowledge.

*Assignment 3* is designed to meet the requirements of learning outcome 3, and will require students to write a short business report on a given topic. It is designed to provide an opportunity for students with a balanced perspective, coupled with good written communication skills, the opportunity to shine.

## 10.2. How your Final Result is Determined

The final result is determined from adding together the weighted scores for each of the three assignments, subject to such results being regarded as provisional until a final determination is made by a meeting of the School's assessors prior to official result publication.

## 10.3. Submission of Assignments

Every assessment task has a due date. Students must submit assignments for the unit by the specified dates, unless prior approval has been granted via an assignment extension form, at least 24 hours before the assignment is due to be submitted.

All assignments should be submitted through WebCT Vista. No other form of submission is acceptable. No eMail or hard copy submissions are acceptable.

Students must take responsibility for the correct submission of their assignments. Students are expected to adhere to the following procedure for submission:

- Once submitted to WebCT Vista, submitted files MUST be checked by the student to ensure that correct submission of the file has been undertaken.
- Students are expected to notify the Lecturer WITHIN 12 HOURS of submission if their files have not been submitted correctly.

Students must take responsibility for safely backing up of their own files during the academic year to ensure that no files are permanently lost.

## 10.4. Requests for Extensions

**Extensions will be given only under the following conditions:**

- Employment related issues: Arrangements for an extension must be made with the lecturer prior to the assignment due date.
- Illness: A medical certificate must be presented to the lecturer either prior to the due date or as soon as possible after the due date.

The lecturer of the unit will address any extraordinary extension falling outside of these criteria.

All extensions must be applied for on the appropriate form, which is available at: [www.utas.edu.au/infosys/students/forms/asst\\_extension.pdf](http://www.utas.edu.au/infosys/students/forms/asst_extension.pdf). This form must be completed and submitted to the unit co-ordinator through the School Office. Verbal or eMail requests for extensions will not be accepted. If approved, the extension request form will be returned with the lecturer's signature, and this signed copy should be retained by the student as documentary evidence that an extension was granted.

Students should not assume that all extension applications will be granted. Students must have received confirmation of the extension by the Lecturer in order for an extension to be granted.

Any extension granted will have a new submission due date and time.

Assignments that are not submitted by the due date and time will incur the following penalties:

### **10.5. Penalties**

10% (of mark achieved) per day or part thereof (excluding extensions) for late submissions.

### **10.6. Review of Assessment and Appeals**

It is expected that students will adhere to the following policy for review of any piece of continuous assessment.

- Within 5 days of the release of the assessment result, the student should request an appointment with the Lecturer/Coordinator. **The student should be prepared to discuss specifically which section of the marking criteria they are disputing and why they consider the mark is inappropriate.**
- Following this discussion, students may request a formal remark of the original submission (in accordance with Rule of Academic Assessment 111, clause 22.1). This remark will be undertaken, where practicable, by an alternative assessor.

Under Rule of Academic Assessment 111, clause 23, students may also request a review of the final result in a unit. The request and payment must be made within 10 days from the date of the result notification. Students are referred to:

[www.admin.utas.edu.au/HANDBOOKS/UTASHANDBOOKS/RULES/RULE111.html](http://www.admin.utas.edu.au/HANDBOOKS/UTASHANDBOOKS/RULES/RULE111.html)  
[www.admin.utas.edu.au/ac\\_serv/flowchart\\_review\\_assesment.pdf](http://www.admin.utas.edu.au/ac_serv/flowchart_review_assesment.pdf)

## 11. Academic Referencing

Student writers need to back up their ideas by referring to scholarly literature, works of art and inventions that they have used. Failure to do so constitutes academic dishonesty (plagiarism), a matter considered by the University of Tasmania as a serious offence. It is important that students understand how to correctly refer to the work of others and maintain academic integrity.

The appropriate referencing style for the School of Information Systems is Harvard Referencing. Students are expected to adhere to the School of Information System's preferred method of Referencing and Citation, as outlined in: [www.utas.edu.au/library/assist/gpoa/gpoa2.html](http://www.utas.edu.au/library/assist/gpoa/gpoa2.html).

For information on presentation of assignments, including referencing styles: [www.utas.edu.au/library/assist/gpoa/gpoa.html](http://www.utas.edu.au/library/assist/gpoa/gpoa.html)

In this unit, model answers to previous assignments are provided. In broad terms, they are indicative of the standard of presentation expected of students.

Please read the following statement on plagiarism. Should you require clarification please see your unit coordinator or lecturer.

## 12. Plagiarism

While students are encouraged to discuss the assignments in this unit and to engage in active learning from each other, it is important that they are also aware of the University's policy on plagiarism. Plagiarism is taking and using someone else's thoughts, writings or inventions and representing them as your own; for example downloading an essay wholly or in part from the internet, copying another student's work or using an author's words or ideas without citing the source. Plagiarism detection software is currently being tested by the University of Tasmania.

"Plagiarism is a form of cheating. It is taking and using someone else's thoughts, writings or inventions and representing them as your own; for example, using an author's words without putting them in quotation marks and citing the source, using an author's ideas without proper acknowledgment and citation, copying another student's work.

If you have any doubts about how to refer to the work of others in your assignments, please consult your lecturer or tutor for relevant referencing guidelines, and the academic integrity resources on the web at:

[www.utas.edu.au/tl/supporting/academicintegrity/index.html](http://www.utas.edu.au/tl/supporting/academicintegrity/index.html).

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The intentional copying of someone else's work as one's own is a serious offence punishable by penalties that may range from a fine or deduction/cancellation of marks and, in the most serious of cases, to exclusion from a unit, a course or the University. Details of penalties that can be imposed are available in the Ordinance of Student Discipline – Part 3 Academic Misconduct, see [www.utas.edu.au/universitycouncil/legislation/](http://www.utas.edu.au/universitycouncil/legislation/) "

Note: The University and any persons authorised by the University may submit your assessable works to a plagiarism checking service, to obtain a report on possible instances of plagiarism. Assessable works may also be included in a reference database. It is a condition of this arrangement that the original author's permission is required before a work within the database can be viewed.

It is important that you understand this statement on plagiarism. Should you require clarification please see your unit coordinator or lecturer. Useful resources on academic integrity, including what it is and how to maintain it, are also available at: [www.utas.edu.au/tl/supporting/academicintegrity/students.html](http://www.utas.edu.au/tl/supporting/academicintegrity/students.html)

### **13. Additional Assistance**

If you are experiencing difficulties with your studies or assignments, have personal or life planning issues, disability or illness which may affect your course of study, you should raise these with your lecturer.

Student Services staff are located in Hobart, Launceston and Burnie and provide a wide range of services to assist students, they include:

- Student Counsellor
- Careers Adviser
- Disability Adviser
- Student Employment Service.

Or visit the Student Services website at: <http://services.admin.utas.edu.au/>

Should you require assistance in accessing the Library visit their website for more information at: [www.utas.edu.au/library/](http://www.utas.edu.au/library/)

International Services website provides information on the assistance available to international students, visit their site at: [www.international.utas.edu.au/](http://www.international.utas.edu.au/)

The Learning Development website has a wide range of resources on study skills and learning strategies, visit their site at: [www.utas.edu.au/learndev/](http://www.utas.edu.au/learndev/)

### **13.1. Help Resolving Concerns about this Unit**

In the first instance you should contact your lecturer. If the matter is still unresolved and you would like to know who to contact or the procedures for resolving your concern refer to the following website:

[www.admin.utas.edu.au/ac\\_serv/complaints\\_info.html](http://www.admin.utas.edu.au/ac_serv/complaints_info.html)

The Hobart based Tasmanian University Union (TUU) or the Launceston/Burnie based Student Association (SA) may also be able to assist.

## **14. Unit Feedback**

The University of Tasmania, on a regular basis, evaluates its teaching and learning environment through the Student Evaluation of Teaching and Learning (SETL) system. The University values feedback from students and from time to time you will be asked to complete a SETL evaluation for a unit of study. For more information on SETL go to:

<http://student.admin.utas.edu.au/setl/students/index.htm>

# **Appendix**

Appendix 1 - What is Academic Integrity?

Appendix 2 - Common Forms of Academic Dishonesty

Appendix 3 - How to Achieve and Maintain Academic Integrity

Appendix 4 - What Happens if I don't Maintain Academic Integrity?

## Appendix 1 - What is Academic Integrity?

Academic integrity is about mastering the art of scholarship. Scholarship involves researching, understanding and building upon the work of others and requires that you give credit where it is due and acknowledge the contributions of others to your own intellectual efforts.

At its core, academic integrity requires honesty. This involves being responsible for ethical scholarship and for knowing what academic dishonesty is and how to avoid it.

### Commonly used terms:

**Attribution:** the ascribing of a work or an idea to a particular author or artist.

**Citation:** the act of directly quoting or giving intellectual credit to another person's work or ideas.

**Collusion:** “any form of joint effort, between students, or between students and other persons, intended to deceive an assessor as to who was actually responsible for producing the material submitted for assessment”. (University of Western Sydney, 2000)

**Common Knowledge:** can be defined as facts known by a large number of people. These "facts" do not have to be cited.

**Group work:** can be described as “a formally established project to be conducted by a number of students in common, resulting in a single piece of assessment or a number of associated pieces of assessment”. (Newcastle University, 2002)

**Legitimate collaboration:** Newcastle University describes legitimate collaboration as “any constructive educational and intellectual practice that aims to facilitate optimal learning outcomes through interaction between students”.

### Paraphrasing:

1. A restatement of a text or passage in another form or other words, often to clarify meaning.
2. The restatement of texts in other words as a studying or teaching device.

**Plagiarism:** the stealing or passing off as one's own (the idea or words of another); use (a created production) without crediting the source; to commit literary theft; present as new and original an idea or product derived from an existing source. (*Webster's Third New International Dictionary of the English Language*, Unabridged, p. 1728)

**Quoting:** to place an excerpt from a source word for word into one's paper. The source must be cited, giving credit to the original author.

**Summarising:** to put someone else's concept or main ideas into one's own words.

## Appendix 2 - Common Forms of Academic Dishonesty

- Cheating in an exam either by copying from other students or using unauthorised notes or other aids.
- Submitting, as your own, an assignment that another person has completed.
- Downloading information, text, computer code, artwork, graphics or other material from the Internet and presenting it as your own without acknowledgment.
- Quoting or paraphrasing material from a source without acknowledgment.
- Preparing a correctly cited and referenced assignment from individual research and then handing part or all of that work in twice for separate subjects/marks.
- Copying from other members while working in a group.
- Contributing less, little or nothing to a group assignment and then claiming an equal share of the marks.

From: James R, McInnis, C and Devlin, M (2002)  
*Assessing Learning in Australian Universities*  
Centre for the Study of Higher Education - University of Melbourne  
Viewed 17 February 2006  
<[www.cshe.unimelb.edu.au/assessinglearning/03/plagMain.html](http://www.cshe.unimelb.edu.au/assessinglearning/03/plagMain.html)>

Using words, ideas, computer code, or any work by someone else without giving proper credit is academic dishonesty. Academic dishonesty is often referred to as plagiarism or cheating.



When you use information from a source, you must cite it.

## Appendix 3 - How to Achieve and Maintain Academic Integrity

### Utilise the right sources

In order to articulate your ideas, defend your own argument and refute counter-arguments, you will need to identify the most appropriate sources of material to help you. In order to identify the most appropriate material you will need to evaluate your research results.

### Start writing

The next step in the process is to document the validity of your position, and crediting those whose work you have used to establish your position. To do this you will need to apply the appropriate referencing style for your discipline to your work. If you are not sure what style you should be using check with your tutor or your unit outline. The University also provides a list of preferred text referencing system for undergraduate students at:

[www.utas.edu.au/staff/tl/policies/School\\_referencing\\_system\\_table.htm](http://www.utas.edu.au/staff/tl/policies/School_referencing_system_table.htm)

When you begin writing your assignment/project report you must give credit to the sources for the ideas you are using. There are standard ways to properly integrate sources into your assignment. They include:

- *Direct quotes* – This is when you place an excerpt from your source word for word into your paper. The source must be cited, giving credit to the original author.
- *Paraphrasing* – This means to restate a passage from your source in your own words. The source and author of the passage you paraphrase must be cited.
- *Summarising* – When you summarise the key concept or main idea from someone else's work in your own words, you must give credit for summarised ideas to the original source.

### More information on writing skills

Developing your own writing style is an important part of good scholarship. For information and assistance on essay writing go to the Learning Development website at: [www.utas.edu.au/learndev/essays.html](http://www.utas.edu.au/learndev/essays.html)



Remember that when you use a direct quote, paraphrase or summarise to not only provide the in-text reference but also provide a full reference in your reference list.

## **Appendix 4 - What Happens if I don't Maintain Academic Integrity?**

While studying at University you are expected to submit work that is your own. This does not mean that you can't use other people's ideas to support your own or to enhance your argument. What it does mean is that you are required by the University to acknowledge the source of those ideas as in text references in your assignments and the setting out of a list of references or a bibliography at the end of your assignment, acknowledging all sources utilised.

The academic tradition, on which Australian universities are founded expects that all scholarly efforts undertaken be done so in keeping with the rules of attribution. This means that all material that is submitted or presented for assessment that contains work other than your own, must be attributed to its source.

Failure to do so constitutes academic dishonesty (plagiarism). It is important that students understand how to correctly refer to the work of others and maintain academic integrity.

Ordinance 58: Student Discipline outlines the process for initiating formal discipline procedures for academic/general misconduct matters.  
[www.utas.edu.au/universitycouncil/legislation/ord58.pdf](http://www.utas.edu.au/universitycouncil/legislation/ord58.pdf)

You should also refer to any policies and procedures specific to your Faculty/School.