



UNIVERSITY
OF TASMANIA

塔 斯 马 尼 亚 大 学

School of Information Systems

商 学 院 信 息 系 统 学 院

Faculty of Business

BSA102

Information Modelling & Infrastructure

Transnational Education Program

(Shanghai Fisheries University, China)

(中国 上海水产大学)

Unit Outline

课 程 大 纲

Semester 1, 2007

Lecturer

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CRICOS Provider Code: 00586B

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Unit summary

Unit code	BSA102
Unit title	Information Modelling & Infrastructures
Unit description	<p>This unit is a first year unit in the Bachelor of Information Systems.</p> <p>Information Modelling & Infrastructures introduces students to a practical and systematic approach to designing relational databases, from the conceptual information model through to the relational database model and finally through to implementation using a relational database management system.</p>
Teaching staff	<p>Unit coordinator: Bob Godfrey Lecturer: Toby Peng Tutor: Toby Peng Unit developer: Bob Godfrey</p>
Campus & mode	SFU, Shanghai – flexible, internal
Unit weight	12.5%
Teaching pattern	<p>Lectures – 26 hours delivered over 13 weeks Tutorials/practicals – 1 hour per week (12 weeks)</p>
Pre and Corequisites	Business Information Systems (BSA101)
Mutual exclusions	None
Assessment	Two assignments, plus end of semester examination
Required texts, etc	None
Recommended reading	<p>Grauer, RT & Barber, M (2001) <i>Exploring Microsoft Access 2000 with VBA</i>, Prentice Hall.</p> <p>Benyon, D (1997) <i>Information and Data Modelling</i>, 2nd Ed, McGraw-Hill.</p> <p>Hoffer, JA, Prescott, MB, & McFadden, FR (2004) <i>Modern Database Management</i>, 7th Ed, Prentice Hall.</p> <p>Rob, P & Coronel, C (2004) <i>Database Systems: Design, Implementation, and Management</i>, 6th Ed, Thomson Learning.</p>
Technical requirements	None

Software requirements

Students are expected to have access to Microsoft Access 2000, Microsoft Word 2000, and Microsoft Powerpoint 2000 (or its equivalent), or later versions.

Access to information technology

As provided by IEN/SFU

Courses

BCom, BIS, BCom-BIS, BA-BCom, BCom-BComp, BSc, BFA-BIS, GradDipIS, BCom-BSc, BIS-BMus, BIS-BTeach, BSocSci (Police Studies), GradDipInfoMgt, GradCertIS

Faculty web site

www.utas.edu.au/business/

Unit Description

Information Modelling & Infrastructures introduces students to a practical and systematic approach to designing relational databases, from the conceptual information model, through to implementation using a relational database management system.

Aim

This unit seeks to develop knowledge and skills in:

- a) The development of conceptual information models, using the entity-association design methodology;
- b) The translation of such conceptual information models into relational database models;
- c) The implementation of a relational model using a relational database management system;
- d) The basic range of features offered by a relational database management system;
- e) The basic principles of information gathering and professional report and documentation requirements.

Learning outcomes and Evidences

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

- a) a knowledge of the principles of conceptual information modelling techniques;

Assessment Criteria:

HD level: Shows evidence of a deep understanding of the conceptual information modelling and relevant methodology/ies for the development of such information models.

DN level: Shows evidence of being able to distinguish relevant areas of application of information modelling as a static modelling scheme, and be able to relate the methodology for development of conceptual information models to other modelling techniques, such as data flow diagrams.

CR level: Demonstrates an understanding of what a conceptual information model is, and clearly demonstrate an understanding of how and why information analysts employ a specific methodology for the development of conceptual information models.

PP level: Demonstrates an understanding of what a conceptual information model is, and be able to explain how and why an information analyst employs a specific methodology for the development of conceptual information models.

NN level: Fails to demonstrate an understanding of what a conceptual information model is, and/or fails to explain how and why an information analyst employs a specific methodology for the development of conceptual information models.

- b) the ability to undertake the analysis and design of conceptual information models, suitable for subsequent implementation as relational database systems;

Assessment Criteria:

HD level: Given a written or audio/visual scenario, develop a number of syntactically and structurally correct information models, clearly demonstrate the assumptions and justifications, based on the scenario, that has led to the design decisions in the conceptual information model, and be capable of engaging in a meaningful discussion about the relative semantic merits of these various information models.

DN level: Given a written or audio/visual scenario, develop a syntactically and structurally correct conceptual information model, and clearly demonstrate the assumptions and justifications, based on the scenario, that has led to the design decisions in the conceptual information model.

CR level: Given a written or audio/visual scenario, develop a conceptual information model that is free from structural flaws, and is correct in terms of its syntactic specification, and is clearly derived from assumptions made about the scenario.

PP level: Given a written or audio/visual scenario, develop a conceptual information model, according to a given methodology, and demonstrate how that model is derived from the scenario.

NN level: Given a written or audio/visual scenario, fail to develop a conceptual information model, according to a given methodology, and/or fail to demonstrate how that model is derived from the scenario.

- c) an awareness of the principles of information resource management, and of the functions of a relational database management system;

Assessment Criteria:

HD level: Demonstrate a deep understanding of information resource management and the functions of database management systems, sufficient to discuss the application of such knowledge to a range of relevant scenarios in an insightful manner.

DN level: Demonstrate an understanding of information resource management principles and the functions of database management systems, sufficient to be able to meaningfully discuss the comparative merits of the application of such knowledge to a range of relevant scenarios.

CR level: Demonstrate an understanding of information resource management principles and the functions of database management systems,

sufficient to apply meaningfully such knowledge to the discussion of a range of relevant scenarios.

PP level: Adequately explain the basic principles of information resource management, and the basic functions of database management systems.

NN level: Fail to adequately explain the basic principles of information resource management, and/or the basic functions of database management systems.

- d) the ability to create a relational database, and to construct queries, reports and transactions using the high level features of a relational database management system;

Assessment Criteria:

Given a conceptual information model, and a range of requirements for queries, reports and transactions on a database based on that model:

HD level: Show a deep understanding of the process of implementing the information model as a range of relational models in third normal form, be able to comparatively discuss the relative merits of each such implementation, and be able to argue conclusively that the queries, reports and transactions have been implemented correctly according to their requirements specifications.

DN level: Produce an implementation of a corresponding relational model that is certified to be a least in third normal form, and for which a range of complex queries, reports and transactions have been correctly implemented, according to their requirements specifications.

CR level: Produce an implementation of a corresponding relational model that is certified to be at least in third normal form, and for which a range of medium complexity queries and reports have been correctly implemented.

PP level: Produce an implementation of a corresponding relational model that is in first normal form, and for which at least a range of simple queries and reports have been correctly implemented.

NN level: Fail to produce an implementation of a corresponding relational model that is in first normal form, and for which at least a range of simple queries and reports have been correctly implemented.

- e) the capability of demonstrating skills and understanding of the following professional issues:

- Interpersonal communication and information gathering, especially for gathering, negotiating and confirming the requirements of a information model;

Assessment Criteria:

HD level: Demonstrates an in-depth knowledge and deep understanding of the process and need for client consultation and negotiation in the development of the requirements for an information model.

- DN level: Demonstrates an extensive knowledge and understanding of the process and need for client consultation and negotiation in the development of the requirements for an information model.
- CR level: Demonstrates a sound knowledge of the process and need for client consultation and negotiation in the development of the requirements for an information model.
- PP level: Demonstrates a satisfactory knowledge of the process and need for client consultation and negotiation in the development of the requirements for an information model.
- NN level: Fail to demonstrate a satisfactory knowledge of the process and need for client consultation and negotiation in the development of the requirements for an information model.

- The production and maintenance of technical reports and system documentation;

Assessment Criteria:

- HD level: To be able to produce a very well structured and presented report that clearly demonstrates a high degree of skill in database design and implementation.
- DN level: To be able to produce a well structured and presented report that demonstrates a high degree of skill in database design and implementation.
- CR level: To be able to produce a well-structured report that demonstrates a reasonable high degree of skill in database design and implementation.
- PP level: To be able to produce a report that has an acceptable structure and presentation, and demonstrates skills in database design and implementation.
- NN level: Fail to produce a report that has an acceptable structure and presentation, and/or fail to demonstrate skills in database design and implementation.

Generic graduate attributes

The University has defined a set of generic graduate attributes (GGAs) that can be expected of all graduates (see <http://www.utas.edu.au/tl/policies/index.htm>). By undertaking this unit you should make progress in attaining the following attributes:

Attribute	Descriptor	Unit Specifics
Knowledge	Graduates will have an in-depth knowledge in their chosen field of study and the ability to apply that knowledge in practice. They will be prepared for life-long learning in pursuit of personal and professional development.	<ul style="list-style-type: none"> • Understand the methodology for the design of conceptual information models; • Understand the basic features and operations of a relational database system, including having a working knowledge of the relational query languages SQL; • Be capable of applying this knowledge to the

		development of conceptual information models and their implementation as relational database systems.
Communication Skills	Graduates will be able to communicate effectively across a range of contexts.	<ul style="list-style-type: none"> • Be aware of the important of adequate client consultation and negotiation when developing the requirements for an information model; • Understand the nature and importance of documentation to support the justification, interpretation and maintenance of information models; • Demonstrate a high level of report writing and oral communication; • Discuss relevant problems with others, present their own opinions and critically assess the opinions of others.
Problem-solving Skills	Graduates will be effective problem-solvers, capable of applying logical, critical and creative thinking in a range of problems. They will have developed competencies in information literacy.	<ul style="list-style-type: none"> • Conceptualise basic problems associated with the representation of the structure and modelling of information; • Be capable of applying a well defined methodology to the design and development of a range of conceptual information models; • Understand the importance of the production of correct database systems that have been rigorously tested and verified correct against its requirement specifications.
Global Perspective	Graduates will be able to demonstrate a global perspective and inter-cultural competence in their professional lives.	<ul style="list-style-type: none"> • Appreciate some of the issues of working with clients of different cultures in order to develop appropriate information models; • Understand the key issues faced by information analysts and database designers from any culture in the development of highly functional systems.
Social Responsibility	Graduates will act ethically, with integrity and social responsibility	<ul style="list-style-type: none"> • Acknowledge the social and ethical implications of their actions; • Appreciate the impact of social change; • Be committed to access and equity principles in their discipline or professional area, and society in general; • Demonstrate responsibility to the local community, and society generally.

Prior knowledge &/or skills

It is assumed that students have a working knowledge of the use of personal computers, and of PC-based operating, such as Windows 2000, as well as a range of applications, such as the Microsoft Office 2000 suite and the use of Web Browsers. It is also expected that students are aware of the reporting standards expected by the School for assignment submission, and have a basic knowledge of systems analysis and design, such as may be obtained from the unit BSA101 Business Information Systems.

Learning resources required

Requisite texts

None

Recommended reading

Grauer, RT & Barber, M (2001) *Exploring Microsoft Access 2000 with VBA*, Prentice Hall.

Benyon, D (1997) *Information and Data Modelling*, 2nd Ed, McGraw-Hill.

Hoffer, JA, Prescott, MB, & McFadden, FR (2004) *Modern Database Management*, 7th Ed, Prentice Hall.

Rob, P & Coronel, C (2004) *Database Systems: Design, Implementation, and Management*, 6th Ed, Thomson Learning.

E- (electronic) resources

Library and other

Students are expected to consult and correctly reference material in the University library, in electronic journals and newspapers, and the Web.

Vista

Students are expected to consult the BSA102 pages on the University's Vista site regularly to ensure that they are aware of any new topics or material that is placed on that site.

Other

Equipment & materials

None

Computer hardware & software

Unit-specific software

Microsoft Office Access 200 (or later version)

For WebCT Vista

To access WebCT Vista from your own computer you will need the appropriate software, and hardware to run that software. See *Learning Online* at <http://www.utas.edu.au/coursesonline/software.htm> for computer software you will need.

Note: Older computers may not have the hardware to run some of the required software applications. Contact your local IT support person or the Service Desk on 1818 if you experience difficulties.

See *WebCT Vista: Information for Students* for further information about accessing WebCT Vista.

Details of teaching arrangements

There is a nominal 13-week teaching program, although the actual timetable arrangements are the responsibility of SFU.

Lectures/Intensive sessions

26 lectures, as scheduled by SFU.

Tutorials

7 tutorials, as scheduled by SFU

Workshops/seminars

5 practical workshops, as scheduled by SFU.

Online activities

All material for this unit will be made available through Vista.

Video Conference activities

For information about videoconferencing at UTAS and how to participate effectively, see the Students' guide to Videoconferencing available at:

<http://www.utas.edu.au/itr/videoconf/StudentGuide2004.pdf> or follow the Service desk link from the *Current Students* homepage>*Videoconferencing*.

Unit schedule

Week	Lecture Topics	Tutorial	Practical
1	Introduction; Course Overview Database Systems		
2	Data Modelling – Pt 1 Data Modelling – Pt 2	1. Database File Structure Problems	
3	Sentences and Facts Conceptual Modelling	2. Gathering facts	
4	Entity-Association Modelling Existence Dependencies	3. Fact modelling	
5	Entity-Association Modelling Exercises Dependency Structures	4. Entity-Association modelling	
6	Common Structural Problems Implementation as Relations	5. Entity-Association modelling	
7	E-A Design & Normalization Example	6. Entity-Association	

	Further Normalization	modelling	
8	Querying Relations More SQL		1. Querying an MS Access database
9	Advanced SQL Case to Database – Pt 1		2. Creating an MS Access database
10	Case to Database – Pt 2 Database Design – Pt 1		3. Updating an MS Access database
11	Database Design – Pt 2 Advanced Database Concepts		4. Report Writing from an MS Access database
12	Enterprise Information Architecture / Data Warehouses Social Issues; Ethics, Privacy, Access.		5. Building applications in MS Access
13	Review Model exam	Revision	

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:

http://www.admin.utas.edu.au/hr/ohs/pol_proc/ohs.pdf

Learning expectations and strategies

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 expected that students will consult email sent to their University email address at least twice a week for notices relating to the administration of the unit, and for notification of the results of assignments.

It is expected that students will read the background material specified in the course curriculum, will actively attend and participate in tutorials, and be prepared to discuss relevant issues arising with tutors, lecturers and fellow students.

Student Expectations of the Unit

Students enrolled in this Unit may reasonably expect the following:

1. To be able to contact a lecturer or tutor by electronic mail, to raise issues arising in the unit, either relating to content or student performance within the unit.
2. Subject to availability, to be able to discuss such issues in person with the lecturer or tutor.
3. That assignments will be marked and the marks will be returned with 3 weeks of due dates.
4. 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 email.

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

Learning strategies

If you need assistance in preparing for study please refer to your tutor or lecturer. For additional information refer to the Learning Development website :

<http://www.utas.edu.au/learndev/>

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://www.utas.edu.au/coursesonline/docs/using_webct.pdf

Some of the units you will study use videoconferencing to deliver lectures and tutorials. To enable you to get the best out of a videoconference please refer to the following guide. <http://www.its.utas.edu.au/videoconf/vcstudentguide.pdf>

Specific attendance/performance requirements

Assessment Summary

Component	Weight/Value	Due date
Assignment 1	25%	Friday 27 th April, 2007
Assignment 2	35%	Friday 8 th June, 2007
End of semester examination	40%	To be advised by IEN/SFU administration

How your final result is determined

In order to pass a unit, the School of Information Systems expects that students:

In order to pass this unit, the School of Information Systems expects that students:
Achieve a total of at least 45% in continuing assessment of the unit; and
Achieve a total of at least 45% in the examination component of the unit; and
Achieve a total mark of at least 50% in the total assessment of the unit.

Note:

In exceptional circumstances, the School reserves the right to adjust the above assessment rule.

Submission of assignments

Students must submit assignments for the unit by the specified dates and times (if given), unless prior approval has been granted via an assignment extension form, at least 24 hours before the assignment is due to be submitted.

Every assessment task has a due date and method of submission. These due dates and methods of submission must be adhered to.

For each piece of assessment, there will be only one method of submission. The method will be clearly identified on the assignment sheet.

Notes:

Students must take responsibility for the correct submission of their assignments.

Students are expected to adhere to the following procedure for submission:

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 and Unit Co-ordinator WITHIN TWO 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.

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. Documentation from your employer is required.
- 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 http://www.infosys.utas.edu.au/students/forms/asst_extension.pdf. Verbal extensions will not be accepted.

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:

Penalties

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

Review of assessment and appeals

1. It is expected that students will adhere to the following policy for review of any piece of **continuous assessment**.
 - a) Within 5 days of the release of the assessment result, the student should request an appointment with the Lecturer. **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.**
 - b) 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.
2. Students under with Rule of Academic Assessment 111, clause 23 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:

<http://www.admin.utas.edu.au/universitycouncil/legislation/RULE111.pdf> and
http://www.admin.utas.edu.au/ac_serv/flowchart_review_assesment.pdf

Complaints Procedure

It is expected that students will adhere to the following policy for making any complaint or grievance directly related to a Unit:

- a) In the first instance, students are to approach the Lecturer or Unit Coordinator concerned and arrange a time to speak with them about their concern.
- b) If an issue remains unresolved, the student should approach the Head of School and arrange a time to speak with them about their concern.

If the School's internal policy of complaints is unable to resolve an issue, students should consult Ordinance 8 Student Complaints for further direction.

Academic referencing

In your written work you will need to support your ideas by referring to scholarly literature, works of art and/or inventions. It is important that you understand how to correctly refer to the work of others and maintain academic integrity.

Failure to appropriately acknowledge the ideas of others constitutes academic dishonesty (plagiarism), a matter considered by the University of Tasmania as a serious offence.

The appropriate referencing style for this unit is

For information on presentation of assignments, including referencing styles:

<http://www.utas.edu.au/library/assist/gpoa/gpoa.html>

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

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 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 <http://www.utas.edu.au/tl/supporting/academicintegrity/index.html>.

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 <http://www.utas.edu.au/universitycouncil/legislation/> "

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: <http://www.utas.edu.au/tl/supporting/academicintegrity/students.html>

Further information and 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 are advised to raise these with your lecturer in the first instance.

There is a range of University-wide support services available to you including Student Services, International Services and Learning Development. Please refer to the *Current Students* homepage at: <http://www.utas.edu.au/students/> Should you require assistance in accessing the Library visit their website for more information at <http://www.utas.edu.au/library/>

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:

http://acserv.admin.utas.edu.au/complaints_info.html

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

The School reserves the right to alter the details contained in this Unit Outline. Students will be advised of changes to the outline via their University email account and it remains the responsibility of the student to check their email for such changes.

Assessment Details

Assessment task 1

Task description

The first assignment involves gathering information from an interview with a business owner. From this interview the student must construct a conceptual information model, using the entity-association design methodology covered in lectures and tutorials. The output of this assignment is an entity-association model, together with support assumptions, justification and other relevant documentation.

Task length

Entity-Association model, plus approximately 2,000 word report

Links to unit's learning outcomes

This assignment is aligned with the achievement of learning outcomes: (a), (b) and (e) given above.

Assessment criteria / guidelines

See above

Due Date

2 pm (Shanghai time) Friday 27th April, 2007

Assessment task 2

Task description

Given the conceptual information model developed in assignment 1, translate that model into a relational model, and implement it using Microsoft Access 2000. This involves a degree of design and implementation to demonstrate that the student can capably use the features offered in Microsoft Access 2000.

Task length

Microsoft Access database, plus approximately 2,000 word report

Links to unit's learning outcomes

This assignment is aligned with the achievement of learning outcomes: (c), (d) and (e) given above.

Assessment criteria / guidelines

As above

Due Date

2 pm (Shanghai time) Friday 8th June, 2007

Assessment task 3

Task description	End of semester examination
Task length	2 hours (open book)
Links to unit's learning outcomes	This examination is aligned with the achievement of all learning outcomes given above. A model examination paper will be provided via Vista. As above
Assessment criteria / guidelines	To be advised
Due Date	

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 29 December 2002
<<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

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 <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.

<http://www.utas.edu.au/universitycouncil/legislation/ord58.pdf>

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