



UNIVERSITY  
OF TASMANIA  
塔 斯 马 尼 亚 大 学

School of Information Systems

**Faculty of Business**

商 学 院 信 息 系 统 学 院

**Semester 1 2007**

**BSA202**  
**Systems Development**  
**Methodologies**

**Unit Outline**

课程大纲

**Offshore Academic Program**

海外教学项目

**(Shanghai Fisheries University, China)**

(中国 上海水产大学)

# Contact details

|                             |  |
|-----------------------------|--|
| <b>School web site URL:</b> | www.utas.edu.au/infosys  |
| <b>Unit coordinator</b>     | Mr Bill Morgan   |
| <b>Campus:</b>              | Shanghai Fisheries University (SFU)  |
| <b>e-mail:</b>              | BSA202help@infosys.utas.edu.au   |
| <b>Consultation hours:</b>  | Mr Toby Peng, will be available at SFU for consultation at times to be advised. Queries and issues need to be advised to Mr Peng first. If it is not possible to resolve them, the Unit Co-ordinator can then be contacted by email. |

# Unit details

|                                   |   |
|-----------------------------------|---|
| <b>School:</b>                    | <b>Information Systems</b>  |
| <b>Faculty:</b>                   | <b>Business</b>   |
| <b>Unit Title:</b>                | <b>Systems Development Methodologies</b>  |
| <b>Unit Code:</b>                 | <b>BSA202</b>   |
| <b>Prerequisites/Corequisites</b> | <b>BSA201 Systems Analysis and Design</b>   |
| <b>Campus &amp; Mode:</b>         | <b>Shanghai Fisheries University<br/>1 introductory lecture &amp; ongoing workshops, supported by unit resources and WebCT activities</b> |
| <b>Unit Weight:</b>               | <b>12.5%</b>  |
| <b>Teaching Staff:</b>            | <b><i>Bill Morgan (Lecturer)</i><br/><i>Mr Peter LI (Tutor)</i></b>   |

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**CRICOS CODE: 00586B**

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## Unit summary

|                            |   |
|----------------------------|---|
| <b>Unit code</b>           | <b>BSA202</b>   |
| <b>Unit title</b>          | Systems Development Methodologies   |
| <b>Unit description</b>    | This is a compulsory unit within the Bachelor of Information Systems Degree. An understanding of systems development methodologies is central to Information Systems. The unit is designed to lead to the ability to analyse an organisational context to determine the need for a systems development methodology, and then to be able to select an appropriate methodology. |
| <b>Teaching pattern</b>    | Semester 1<br><br>27 contact hours, delivered as ongoing workshops and an introductory lecture.<br>Students will be expected to undertake additional out-of-class work. This work will include completing weekly readings available online, participating in group Vista discussions of issues related to online readings and completing assignments.                         |
| <b>Assessment</b>          | Application of analysis tools/techniques presented in report format 20%<br>Report recommending appropriate methodology 25%<br>Small group discussions via WebCT 15%<br>Open book examination 40%  |
| <b>Essential text</b>      | Avison, D. and Fitzgerald, G. (2006) <i>Information Systems Development: Methodologies, Techniques and Tools</i> , 4th Edn., McGraw-Hill, New York.   |
| <b>Recommended reading</b> | Dwyer, J. (2006) <i>Communication in Business: Strategies and Skills</i> , Pearson Prentice Hall, Sydney.<br><br>The learning resources available online will refer to passages from texts that are either compulsory or recommended reading.   |

## Intended learning outcomes

On successful completion of this unit, you should be able to:

1. Have a knowledge of the process of developing information systems;
2. Understand the purpose of using systems development methodologies;
3. Be able to analyse an organisational context and need for a system development methodology;
4. Be able to select an appropriate systems development methodology to match an organisational context and need; and
5. Be able to use some popular tools and techniques associated with systems development methodologies.

## Evidences of intended learning outcomes

**Upon successful completion of this unit a student should be able to demonstrate evidence of attaining each of the intended learning outcomes at one of the levels listed:**

### *1. Have a knowledge of the process of developing information systems*

| <b>Assessment</b> | <b>Evidence</b>   |
|-------------------|---|
| HD level:         | Shows evidence of a deep and comprehensive understanding of the process of developing information systems       |
| DN level:         | Shows evidence of a deep <i>or</i> comprehensive understanding of the process of developing information systems |
| CR level:         | Shows evidence of a good understanding of the process of developing information systems                         |
| PP level:         | Shows adequate but limited evidence of an understanding of the process of developing information systems        |
| NN level:         | Fails to demonstrate knowledge of the process of developing information systems                                 |

### *2. Understand the purpose of using systems development methodologies*

| <b>Assessment</b> | <b>Evidence</b>   |
|-------------------|---|
| HD level:         | Demonstrates significant and convincing insight into the purpose of using systems development methodologies |
| DN level:         | Demonstrates a very good grasp of the purpose of using systems development methodologies                    |
| CR level:         | Demonstrates a clear grasp of the purpose of using systems development methodologies                        |
| PP level:         | Demonstrates an adequate but limited understanding of the purpose of using system development methodologies |
| NN level:         | Fails to demonstrate understanding of the purpose of using systems development methodologies                |

*3. Be able to analyse an organisational context and need for a system development methodology*

| <b>Assessment</b> | <b>Evidence</b>   |
|-------------------|---|
| HD level:         | Given a written case study, demonstrates significant insight into an organisational context and need for a system development methodology, with excellent choice and use of justification |
| DN level:         | Given a written case study, demonstrates a very good understanding of an organisational context and need for a system development methodology, with convincing use of justification       |
| CR level:         | Given a written case study, demonstrates a good understanding of an organisational context and need for a system development methodology, with good use of justification                  |
| PP level:         | Given a written case study, demonstrates an adequate but limited understanding of an organisational context and need for a system development methodology, with adequate justification    |
| NN level:         | Unable to analyse an organisational context and need for a system development methodology   |

*4. Be able to select an appropriate systems development methodology to match an organisational context and need*

| <b>Assessment</b> | <b>Evidence</b>  |
|-------------------|--|
| HD level:         | Given a written case study, is able to nominate highly appropriate systems development methodologies for the organisational context, and present very convincing supporting arguments              |
| DN level:         | Given a written case study, is able to nominate appropriate systems development methodologies for the organisational context, and present some convincing supporting arguments                     |
| CR level:         | Given a written case study, is able to nominate appropriate systems development methodologies for the organisational context, and present very appropriate supporting arguments, but without depth |
| PP level:         | Given a written case study, is able to nominate appropriate systems development methodologies for the organisational context, with adequate but limited supporting arguments                       |
| NN level:         | Unable to select an appropriate systems development methodology to match an organisational context and need  |

*5. Be able to use some popular tools and techniques associated with systems development methodologies.*

| <b>Assessment</b> | <b>Evidence</b>  |
|-------------------|--|
| HD level:         | Is able to demonstrate outstanding use of tools and techniques |
| DN level:         | Is able to demonstrate convincing use of tools and techniques  |
| CR level:         | Is able to demonstrate good use of tools and techniques        |
| PP level:         | Is able to demonstrate adequate use of tools and techniques    |
| NN level:         | Is unable to use the tools and techniques                      |

## Generic graduate attributes

Successful completion of this unit will contribute to the development of the following aspects of the Generic Graduate Attributes, as identified by the University. The example in brackets will indicate in part where in the Unit the attribute is developed and/or assessed.

1. 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.
  - a. Apply appropriate technical and information skills (*Workshop 4*);
  - b. Use a wide range of academic skills, including analysis and synthesis (*report recommending appropriate methodology*);
  - c. Identify, evaluate and implement personal learning strategies (*individual learning from unit resources*);
  - d. Learn both independently and cooperatively (*most workshop sessions*);
  - e. Learn new skills and apply learning to new situations (*case studies*).
2. Graduates will be able to communicate effectively across a range of contexts
  - a. Demonstrate oral and written communication (*assignments and workshops*);
  - b. Present well-reasoned arguments (*assignments, workshops and examination*);
  - c. Access, organise and present information, particularly through technology-based activity (*most assessment activities*);
  - d. Listen to and evaluate the views of others (*workshops*).
3. Graduates will be effective problem-solvers, capable of applying logical, critical and creative thinking to a range of problems. They will have developed competencies in information literacy.
  - a. Identify critical issues in systems development (*most sessions; most assessment activities*);
  - b. Conceptualise problems and formulate a range of solutions (*case studies and assignments*);
  - c. Work effectively with others (*workshop activities*);
  - d. Find, acquire, evaluate, manage and use relevant information in a range of media (*most assessment activities, readings*).

4. Graduates will act ethically, with integrity and social responsibility
  - a. Acknowledge the social and ethical implications of their actions (*in referencing in some assessment tasks*);
  - b. Appreciate the impact of social change (*through Soft Systems Methodology*).

## Prior knowledge &/or skills

- **Skills needed to be able to access the information on, and use the tools associated with, Vista. For assistance refer to:**  
<http://www.utas.edu.au/tlo/browse.htm?L2=students>

- Skills needed to be able to access and send emails, using the email tool on Vista. For assistance refer to:  
<http://www.utas.edu.au/itr/email/>

Please be aware, that you should only email the Unit Co-ordinator using the **EMAIL FUNCTION IN VISTA**. It is possible that emails sent to the Unit Co-ordinator in another way will not be read.

- Word processing skills. For online training refer to:  
[http://www.utas.edu.au/it\\_training/msoffice/index.html](http://www.utas.edu.au/it_training/msoffice/index.html)
- Harvard referencing skills. The School of Information Systems requires adherence to the Harvard referencing style, as outlined at:  
<http://www.utas.edu.au/library/assist/gpoa/gpoa2.html>
- Knowledge of report structure. The following report structure is required for reports submitted in this unit:

1. Title page
2. Table of contents
3. Executive summary
4. Introduction
5. Body (usually with multiple sections)
6. Conclusions
7. Recommendations
8. Appendices
9. List of references

**Reports should include headers and footers commencing at the executive summary, and all section headings need to be hierarchically numbered. The table of contents should be automatically generated within Microsoft Word.** The text by Dwyer (2006) listed above is a useful resource for assistance in the development of specific sections of a report.

- Web searching skills. Free online training for students on using a web browser can be accessed from a link at the following page:  
[http://ramsey.its.utas.edu.au/ittrain/Internet Explorer 6/Introduction - 1674%7Edemolaunch.html](http://ramsey.its.utas.edu.au/ittrain/Internet%20Explorer%206/Introduction-1674%7Edemolaunch.html)

- Basic case study analysis skills. Please advise the Unit Coordinator by email by the start of Workshop 3 if you consider you do not have basic case study analysis skills. Note that a case study will be considered during Workshop 2.
- An awareness of the nature of plagiarism. Please refer to the statement later in this document about plagiarism, as well as :  
<http://www.utas.edu.au/plagiarism/>
- Time management, organisational and other self-study skills.
- Competence in speaking, listening, reading and writing English appropriate for an undergraduate program. Please advise the Unit Co-ordinator in writing by the start of Workshop 3 if you consider you do not have the level of English language competence needed for this Unit.
- Library skills. For further assistance refer to the resources at:  
<http://www.utas.edu.au/library/assist/index.html>
- Basic groupwork skills. For assistance refer to Dwyer (2006) listed earlier in this document.

## Further learning resources required

### Non-text resources

Online learning materials prepared for the Unit form an integral part of the resources for this unit. You will be advised on how to access these materials.

A diverse range of resources addressing the assumed skills for the Unit have been listed in the previous section. A useful guide to finding Information Systems resources can be found at:

<http://www.utas.edu.au/library/info/subj/infosys.html>.

### Technical requirements

For details on the technical requirements to access the Vista resources, please refer to:

<http://www.utas.edu.au/coursesonline/software.htm>

### Access to information technology

Facilities are available in the computer laboratories at SFU to complete the assessed tasks, to access the online materials and to use Vista for this unit.

## Details of teaching arrangements

### General

Note that there is only one lecture for BSA202 in 2006. The lecture will take one hour. ***It is expected that students will need to spend approximately three hours a week completing the readings and activities provided associated with the***

***online materials, as well as completing the assignments.*** This time is in addition to the time required to attend the one lecture and the workshops.

## Workshops

The times and venues of the workshops and the lecture will be advised. Each workshop will run for two hours.

As many of the workshops will involve group activities, your attendance and active participation during these times will be required.

## Online activities

It is a requirement in this unit that students participate in an assessable small group discussion at least once weekly using WebCT. Each student will need to take turns in leading the discussion sessions, and reporting on the outcomes. This process will be managed by each small group, and NOT by the Unit Co-ordinator or the Tutor.

## Unit schedule; note that dates and times will be advised

| <i>Focus of Online Readings and Supporting Vista Small Group Discussions</i>   | <i>Format</i> | <i>Topic of Lecture or Workshop</i>  |
|--|---------------|--|
| Week 1 Introduction to BSA202  | Lecture       | Overview of the unit   |
| Week 1 Need for systems development methodologies; introduction to systems development methodologies<br>Week 2   | Workshop 1    | Reviewing unit outline; groupwork strategies: organisational versus technical systems development issues |
| Week 2 Themes in systems development   | Workshop 2    | Organising WebCT discussion groups; systems thinking; preview of Assignment 1                            |
| Week 3 The traditional systems development life cycle as an early systems development methodology  | Workshop 3    | Application of approaches of systems development to a case study   |
| Week 4 Techniques for systems development  | Workshop 4    | SSM modelling techniques   |
| Week 5 Tools for systems development; "guest interview"  | Workshop 5    | <b>IN LAB</b><br>SSM modelling techniques (continued); use of some draw and groupware tools              |
| Week 6 Organisational-oriented methodologies including Soft Systems Methodology<br><br><b>Assignment 1 due Monday, 9<sup>th</sup> April, at 12 mid-night</b> | Workshop 6    | Development of an implementation plan; preview of Assignment 2   |
| Week 7 Blended methodologies   | Workshop 7    | <b>IN LAB</b><br>CASE tools  |
| Week 8 Process-oriented methodologies<br><br>Week 9 <b>starting April 30 Holiday week SFU</b>  | Workshop 8    | Identifying a systems development methodology appropriate for a case study                               |
| Week 10 Object-oriented methodologies; people-oriented methodologies ( <b>part holiday week at UTas</b> )  | Workshop 9    | <b>IN LAB</b><br>Systems to support OO/people-oriented methodologies                                     |
| Week 11 Rapid development methodologies; alternatives to systems development ( <b>part holiday week at UTas</b> )  | Workshop 10   | <b>IN LAB</b><br>Systems to support rapid development methodologies                                      |
| Week 12 Content, philosophy & purpose of methodologies; "guest" interview<br><br><b>Assignment 2 due Monday, 21<sup>st</sup> May, at 12 mid-night</b>        | Workshop 11   | Overview of methodologies  |
| Week 13 Methodology evaluations for appropriate choice to reduce systems failure; evaluation frameworks  | Workshop 12   | Completion & review of past exam paper   |
| Week 14 Unit review  | Workshop 13   | Unit review; responding to any questions; SETL   |

# 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.*

In accordance with the University of Tasmania Codes of Conduct, Guidelines and Policies, under the section dealing with *Code of Conduct for Teaching and Learning- Responsibilities of students to the University*, the following should be noted:

*For the unit in which they are enrolled, students should make themselves aware of all subject or unit information made available in the appropriate handbook, and in the first week of the academic timetable should raise any questions or concerns with the appropriate academic staff member in a timely manner.*

It is further expected that students will regularly consult email sent to their University email address for any notices relating to the administration of the Unit. During the semester it is expected that students will read and respond to email where appropriate at least once a day, using the email function in Vista to respond.

It is expected that students will submit assignments for the Unit by the specified dates and times, to be advised, 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 further expected that assignments will be submitted in the stipulated format.

Note that these expectations are in addition to those specified in relevant University regulations.

## **Students' expectations of the unit**

Students enrolled in BSA202 may reasonably expect the following:

- To have course materials available online, with the exception of some case studies which will be distributed during the workshops
- To be able to contact a tutor or other staff member associated with the unit, with notice, to discuss issues arising in the unit, either relating to the content or their performance within the unit

- That assignments will be marked and returned within 5 weeks of the submission date
- That assignments will be marked both qualitatively, in terms of grades and comments, and also quantitatively in terms of a final mark for each assignment
- That all relevant notices regarding the administration of the unit, including any necessary changes, will be communicated to students enrolled in the unit during the lecture, workshops and/or 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 contact the Unit Co-ordinator by email.

If you will be using WebC Vista for the first time and would like some information on how to use Vista, refer to the following guide:

[http://www.otl.utas.edu.au/content/get\\_around\\_stepguide.doc](http://www.otl.utas.edu.au/content/get_around_stepguide.doc)

## Specific attendance/performance requirements

A substantial amount of self-study is required for this unit. Please note there is an expectation of a minimum of 39 additional hours of self-study during the semester, in addition to attendance and participation in the lecture and the workshops. Reading the online unit resources, participating in Vista small group discussions and activities and undertaking the other set readings associated with a particular week form essential activities for the Unit. Students will not be able to make an effective contribution to the workshops and make progress in the Unit unless this self-study has been done.

As there is only one lecture for this unit and the delivery of the other sessions is in a workshop style, students are expected to attend the lecture and all workshops, and be available to work with fellow students for the specified duration of the lecture and workshops.

On-line discussion provides opportunity for deeper, more reflective responses on issues. It also allows everyone to be heard, even the more reserved. Students will be allocated to small groups at random. A topic for discussion will be posed weekly from the second week for the Unit, linked to the readings, to be considered in the Vista small group discussions.

**Each group will nominate a leader for each week, who will take responsibility for managing the small group discussion for that week. The leader will synthesise the discussion and post a brief summary to a discussion group that can be viewed by all BSA202 students, following the following deadlines:**

- **Each student will need to log on to the discussion groups at least twice a week, once from Monday at 9am to make a written contribution to the**

**on-line discussion for completion by Wednesday at 12 noon of each week.**

- **Students will be required to log on the discussion groups a second time, which must be between 9am on Friday of the same week and 9am on Monday the following week, to read the summaries from the leaders of all the small groups.**
- **Leaders will need to summarise the discussion from their group for all students enrolled in BSA202 between Wednesday 12 noon and record it on-line, to be completed by 9am on Friday of the same week. The group will ensure that the summaries are submitted by a leader each week.**

It is expected that students will spend at least 30 minutes each week participating in the discussion group activities when they are not the leader, and longer when they are the group leader. Note that just reading the WebCT discussion posts is not adequate; students are required to write at least one relevant response of at least 50 words each week to the small group discussion when not group leader.

The Unit Co-ordinator will monitor both the small and the large group discussion groups, but is unlikely to participate in the discussion apart from where moderation is required. **Where a student or group leader makes a written contribution to discussion outside the specified period, the contribution may be disregarded for assessment purposes, to consolidate effective time management skills.** Similarly, where a student reads the summaries outside the specified period, this may also be disregarded for assessment purposes.

## How your final result is determined

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 (i.e. at least 27 marks out of 60 marks);

Achieve a total of at least **45%** in the examination component of the unit (i.e. at least 18 marks out of 40 marks) and

Achieve a total mark of at least **50%** in the total assessment of the unit.

In exceptional circumstances the above expectations may be relaxed by the School Meeting of Assessors.

## Submission of assignments

It is **mandatory** that students submit assignments for the unit by the specified dates and times, unless prior approval has been granted at least 24 hours before the assignment is due to be submitted. Electronic submission of assignments must be made through Vista, and instructions on how to do so will be advised, even though a paper-based submission is also required.

Note that by submitting the assignment you are asserting that: *The assignment details and the final submission are my own work, and these have not been released to any other student, either in electronic or written form.*

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

## Requests for extensions

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

- Employment related issues: Arrangements for an extension must be made with the tutor prior to the assignment due date.
- Illness: A medical certificate must be presented to the tutor either prior to the due date or as soon as possible after the due date.
- The tutor will address any extraordinary extension falling outside of these criteria.

All extensions must be applied for at least 24 hours before the due date in writing to the Tutor, setting out the reason, which must relate to one of the three conditions set out above. Verbal extensions will not be accepted.

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 懲罰

10% (of mark achieved) per day or part thereof, whether a working or non-working day, (excluding extensions) for late submissions of all continuous assessment tasks.

## Review of results and appeals

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 advise the Unit Co-ordinator by email of the specific section **of the marking criteria they are disputing and why they consider the mark is inappropriate.**
- b) Following this notification, 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.

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.utas.edu.au/universitycouncil/legislation/rule111.pdf>

or

[http://www.admin.utas.edu.au/ac\\_serv/flowchart\\_review\\_assessment.pdf](http://www.admin.utas.edu.au/ac_serv/flowchart_review_assessment.pdf)

## 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. .

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

## Plagiarism 抄袭 (剽窃)

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 <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 reserves the right to submit assignments to plagiarism detection software, and might then retain a copy of the assignment on its database for the purpose of future plagiarism checking.**

抄袭是一种欺骗行为。任何把别人的思想，作品和发明擅自占为己有的行为均被视为抄袭。比如，引用有关权威的词句而对未其出处进行必要的说明，或者引用有关作者思想未作必要的注释，或者拷贝其他学生的作业。

刻意抄袭别人的作品为己用，是一种严重的错误，也是一种学术欺诈。学校将视情节给予罚款，降低或取消成绩，或者严重者将取消学籍。**有任何疑问请与有关人员联系。**

For further information on this statement and general referencing guidelines, see <http://www.utas.edu.au/plagiarism/>

## 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 speak to the tutor about any problem you have with this unit first in the first instance.

If you need more assistance, contact the Unit Co-ordinator by email.

## Appendix 1 - Assessment Details

| Assessment Task 1                 |  |
|-----------------------------------|--|
| Task description                  | <b>A report incorporating the analysis and modelling of a systems development problem situation from a case study using Soft Systems Methodology (SSM) tools and techniques.</b> |
| Task length                       | <b>Approximately 2000 words, where “approximately” will be interpreted as plus or minus 10% of the word limit. Penalties may apply if the assignment exceeds the word limit.</b> |
| Links to unit’s learning outcomes | <b>Assesses intended learning outcomes 3 and 5.</b>  |
| Assessment criteria / guidelines  | <b>20% of the total unit assessment</b>  |
| Date due                          | <b>Monday 9<sup>th</sup> April 2007</b>  |
| Assessment Task 2                 |  |
| Task description                  | <b>A report evaluating the appropriateness of two systems development methodologies for the development of an information system based on a case study.</b>                      |
| Task length                       | <b>Approximately 2500 words, where “approximately” will be interpreted as plus or minus 10% of the word limit. Penalties may apply if the assignment exceeds the word limit.</b> |
| Links to unit’s learning outcomes | <b>Assesses intended learning outcomes 2, 3 and 4.</b>   |
| Assessment criteria / guidelines  | <b>25% of the total unit assessment</b>  |
| Date due                          | <b>Monday 21<sup>st</sup> May 2007</b>   |

| <b>Assessment Task 3</b>          |   |
|-----------------------------------|---|
| Task description                  | <b>Weekly small group discussions on WebCT, responding to set issues. Each student will take turns in leading the group and reporting on the outcomes.</b>  |
| Links to unit's learning outcomes | <b>Assesses intended learning outcomes 1, 2, 3, 4 and 5.</b>  |
| Assessment criteria / guidelines  | <b>15% of the total unit assessment, awarded for: adequately performing the role of small group leader (contributes 1/3 of the 15%) (awarded on a group basis) when appropriate, and regular and appropriate participation that meets the requirements when not a group leader (contributes 2/3 of the 15%). The group mark may be adjusted as a result of peer evaluation sought on the contribution of other group members.</b> |
| Date due                          | <b>weekly</b>   |
| <b>Final exam</b>                 |   |
| Description / conditions          | <b>Two-hour written, open-book examination that assesses all intended learning outcomes, and represents 40% of the total unit assessment.</b>   |
| Date                              | <b>To be advised.</b>   |