



UNIVERSITY
OF TASMANIA

School of Information Systems

Faculty of Business

BSA 201
Systems Analysis & Design

Semester 1, 2007

Unit Outline

Ying Chen

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Unit summary

Unit code	BSA201
Unit title	Systems Analysis and Design
Unit description	The unit covers various aspects of information systems analysis and design including systems requirements analysis, systems theory, systems modelling and systems design strategies.
Special notes	None
Teaching staff	Ying Chen, Bill Morgan
Campus & mode	Hobart and Launceston internal
Unit weight	12.5%
Teaching pattern	One hour for lecture and two hours for workshop per week.
Pre and Corequisites	BSA101
Mutual exclusions	None
Assessment	Two written assignments; continuous assessment of workshop participation and contribution; one final examination. Details of assessment can be found in the Assessment section of this unit outline and later in assignment specifications to be published in the unit web site.
Required texts, etc	Valacich, J. et al Essentials of Systems Analysis and Design 3 rd Edition Prentice-Hall, 2006

Recommended reading	<p><i>Recommended for all Information Systems units</i></p> <ol style="list-style-type: none"> 1. Dwyer J. <i>The Business Communication Handbook</i> 3rd Ed, Prentice-Hall, 2003 or 2. Dwyer J. <i>Communication in Business</i> Prentice-Hall, 1999 <p><i>Recommended Reading</i></p> <ol style="list-style-type: none"> 1. Bocij, P. et al. <i>Business Information Systems: technology, development and management</i>, Pitman Publishing, 1999, Chapters 10 & 11 2. Checkland P. & Holwell S. <i>Information, Systems and Information Systems</i>, Wiley, 1998 3. Harris D. <i>Systems analysis and design: a project approach</i> Dryden Press, Fort Worth, 1995 4. Hawryszkiewicz, I. <i>Introduction to Systems Analysis and Design</i> 5th ed, Prentice-Hall, 2001 5. Kendall, K. & Kendall, J. <i>Systems Analysis and Design</i> 5th ed, Prentice-Hall, 2002 6. Patching, D. <i>Practical Soft Systems Analysis</i>, Pitman, London, 1990
Further Learning resources	<p>www.prenhall.com/valacich Click the Student option to access various online resources including some online test items.</p>
Technical skill requirements	Working knowledge of Microsoft Office suite and the ability to browse the Internet.
Software requirements	Microsoft Visio, Microsoft Office suite, Internet browser which are all available in the allocated computer labs for the unit.
Access to information technology	<p>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.</p> <p>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 IT Services lab D004.</p>
Courses	C3C, C3S, C3L, R3M, C3X, L3K, F3R, C6P, C3Z, G3B, G3C, C5S, R3K
Faculty web site	www.utas.edu.au/business/

Unit Description

The unit has a coverage over determining systems requirements; modelling systems; types of information systems in organisations; analysing and designing systems; problem solving; systems management; roles of systems analysts ; use of electronic information resources; analytical note taking and observation ; systems modelling.

Aim

1. To understand the basic concepts related to information systems, particularly in the systems analysis and design phases;
2. To learn the basic skills and techniques employed by a professional system analyst in systems analysis and design;
3. To practise the use of information systems modelling and design tools;
4. To cover the topics and extend the skills mentioned in the above unit description.

Learning outcomes and evidences

Upon completion of this unit, a student should:

1. Understand the core concepts of information systems, mainly in the systems analysis and design phases.

Assessment criteria:

HD	Demonstrate a deep understanding of the theories and core concepts of information systems and application of them in systems analysis and design.
DN	Demonstrate an extensive understanding of the main theories and concepts of information systems and application of them in systems analysis and design.
CR	Demonstrate a good understanding of the main theories and concepts of information systems and application of them in systems analysis and design.
PP	Be able to provide a basic description of some theories and concepts of information systems and apply some of them in systems analysis and design.
NN	Inability to provide a basic description of the theories and concepts covered in the unit and failure to apply them in systems analysis and design.

2. Understand the overall systems development process, systems theory and the problem solving processes involved in systems analysis.

Assessment criteria:

HD	Demonstrate an indepth knowledge and in-depth understanding of the overall systems development process and application of systems theory in problem solving and analysis of systems.
DN	Demonstrate an extensive knowledge and understanding of the overall systems development process and application of systems theory in problem solving and analysis of systems.
CR	Demonstrate a good understanding of the overall systems development process and be able to describe systems theory and its impact on systems analysis and problem solving.
PP	Demonstrate a basic description of the overall systems development process and the relationship between systems theory and systems analysis.
NN	Inability to demonstrate an understanding of the overall systems development process and the relationship between systems theory and systems analysis.

3. Understand and apply various techniques for gathering systems requirements and use different techniques and tools for modelling systems process and data.

Assessment criteria:

HD	Demonstrate indepth knowledge and a deep understanding of the various techniques for gathering systems requirements and application of them in the most appropriate circumstances and use the techniques and tools for modelling systems processes and data in a highly professional manner.
DN	Demonstrate extensive knowledge and understanding of the various techniques for gathering systems requirements and application of them in applicable circumstances and use the techniques and tools for modelling systems processes and data in a rather professional manner.
CR	Demonstrate good knowledge and understanding of some techniques for gathering systems requirements and application of them in different circumstances and be able to use the techniques and tools for modelling systems processes and data in an acceptable manner.
PP	Demonstrate a basic description of various techniques for gathering systems requirements but limited undertanding of them in real applications and be able to use different techniques and tools for modelling systems processes and data..

NN Inability to demonstrate a basic description of various techniques for gathering systems requirements and failure to use different techniques and tools for modelling systems processes and data.

4. Understand systems design issues and learn to apply good design practices.

Assessment criteria:

HD Demonstrate indepth knowledge and in-depth understanding of systems design issues and apply good design practices in the design of a system.

DN Demonstrate an extensive understanding of systems design issues and apply some good practices in the design of a system.

CR Demonstrate good knowledge of systems design issues and produce an acceptable design of a system.

PP Demonstrate a basic description of systems design issues and be able to produce a basic design of a system.

NN Inability to demonstrate a basic description of systems design issues and failure to produce a basic design of a system.

5. Understand the various use and management of information systems in organizations and be familiar with the different roles of major stakeholders and the required skills of these people in systems analysis and design.

Assessment criteria:

HD Demonstrate indepth knowledge and deep understanding of the various uses and management of information systems in organizations and roles of key personnel in systems analysis and design.

DN Demonstrate an extensive understanding of the various uses and management of information systems in organizations and roles of key personnel in systems analysis and design.

CR Demonstrate a good understanding of the various uses and management of information systems in organizations and roles of key personnel in systems analysis and design.

PP Demonstrate a basic descriptions of the various uses and management of information systems in organizations and roles of key personnel in systems analysis and design.

NN Inability to demonstrate a basic description of the various uses and management of information systems in organizations and inability to identify the roles of key personnel in systems analysis and design.

Generic graduate attributes

Attribute	Descriptor	Unit Specifics (Exemplars)
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"> ○ Acquire the knowledge of information requirements engineering techniques and tools ; ○ Acquire the knowledge of business process modelling techniques and tools ; ○ Acquire the knowledge of data modelling techniques and tools ; ○ Acquire the knowledge of the information system development life cycle and how various activities fit into the big picture of the systems development process; ○ Apply technical and information skills appropriate to their discipline or professional area; ○ Use a wide range of academic skills (research, analysis, synthesis etc); ○ Understand the limitation of, and have the capacity to evaluate, their current knowledge; ○ Develop a broad knowledge base and respect the contribution of other disciplines or professional areas; ○ Identify, evaluate and implement personal learning strategies; ○ Learn both independently and cooperatively; ○ Learn new skills and apply learning to new and unexpected situations; ○ Recognise opportunities.
Communication Skills	Graduates will be able to communicate effectively across a range of contexts.	<ul style="list-style-type: none"> ○ Understand how to produce business reports, memos and letters and be able to use a variety of communication forms. ○ Demonstrate oral, written, numerical and graphic communication; ○ Use the medium and form of communication appropriate for a given situation; ○ Present well-reasoned arguments, using technology as appropriate; ○ Access, organise and present information, particularly through technology-based activity; ○ Listen to and evaluate the views 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"> ○ Solve a range of business problems through case study analysis and group discussion ; ○ Identify critical issues in the discipline or professional area; ○ Conceptualise problems and formulate a range of solutions; ○ Work effectively with others; ○ Find, acquire, evaluate, manage and use relevant information in a range of media.

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"> ○ Demonstrate an awareness of the local and global context of their discipline or professional area; ○ Function in a multicultural or global context.
Social Responsibility	Graduates will act ethically, with integrity and social responsibility	<ul style="list-style-type: none"> ○ Demonstrate a global perspective and an awareness of the range of ethical, legal and cultural issues relevant to professionals in information systems ; ○ 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

Students are assumed to have acquired the skills as taught in BSA101 and BSA102.

Learning resources required

Requisite texts

Valacich, J. et al Essentials of Systems Analysis and Design 3rd Edition Prentice-Hall, 2006

Recommended Reading

Recommended for all Information Systems units

- Dwyer J. *The Business Communication Handbook* 3rd Ed, Prentice-Hall, 2003 or
- Dwyer J. *Communication in Business* Prentice-Hall, 1999

Other recommended Reading

- Bocij, P. et al. *Business Information Systems: technology, development and management*, Pitman Publishing, 1999, Chapters 10 & 11
- Checkland P. & Holwell S. *Information, Systems and Information Systems*, Wiley, 1998
- Harris D. *Systems analysis and design: a project approach* Dryden Press, Fort Worth, 1995
- Hawryszkiewicz, I. *Introduction to Systems Analysis and Design* 5th ed, Prentice-Hall, 2001
- Kendall, K. & Kendall, J. *Systems Analysis and Design* 5th ed, Prentice-Hall, 2002

- Patching, D. *Practical Soft Systems Analysis*, Pitman, London, 1990

Electronic resources

All electronic resources in relation to the unit will be provided in the unit website in Vista.

Computer hardware & software

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

Hobart, InfoSys 214.ComLab, Information Systems Building; Launceston NH.D130.CompLab.

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

Lectures/Intensive sessions

One lecture per week will be delivered in Hobart in SB.SocSci 209 at 4:10pm (Thursday), and in Launceston in LT6 at 3:10pm (Tuesday).

Tutorials/workshops

All students are expected to attend workshops for a total of 2 hours per week for weeks 2 –12. Participation and active contribution of all students in their allocated workshop will be monitored for assessment purposes (see section on Assessment Summary).

Note: Allocations for workshops will be emailed to students during the first week of semester. Viewing and changing workshop allocations can be made through the electronic booking system available via the School's web page: www.utas.edu.au/infosys.

Occupational health and safety (OH&S)

The University is committed to providing a safe and secure teaching and learning environment. In addition to the 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

Unit Schedules

Lecture schedule

Week	Date beginning	Lecture	Readings / Resources
1	26 Feb, 2007	Introduction to the course	
2	5 March, 2007	The systems environment Systems theory	Valacich et al 2006 – Chapter 1 Patching David’s “Practical Soft Systems Analysis” – Chapter 2: Systems concept
3	12 March, 2007	Managing information systems projects Systems planning	Valacich et al 2006 – Chapter 2 Valacich et al 2006 – Chapter 3
4	19 March, 2007	Determining systems requirements	Valacich et al 2006 – Chapter 4
5	26 March, 2007	Process modelling	Valacich et al 2006 – Chapter 5
6	2 April, 2007	Data modelling	Valacich et al 2006 – Chapter 6
Easter Break 5 – 11 April, 2007			
7	16 April 2007	Selecting alternative design strategies	Valacich et al 2006 – Chapter 7
8	23 April, 2007	Systems design: user interface, output & dialogue design	Valacich et al 2006 – Chapter 8
9	30 April, 2007	Alternative approaches to systems development: Prototyping , JAD, BPR	Valacich et al 2006 – Chapter 1
10	7 May, 2007	RAD & CASE tools	Valacich et al 2006 – Appendix B
11	14 May, 2007	Object oriented analysis	Valacich et al 2006 – Appendix A
12	21 May, 2007	Roles and skills of the systems analyst	Valacich et al 2006 – Chapter 1
13	28 May, 2007	Revision	

Workshop schedule

Week	Date beginning	Topic	Readings / Resources	Further information
1	27 Feb, 2007	No workshop this week		
2	06 March, 2007	Lego Managing information systems project	Valacich et al 2006 – Chap 2: BEC case study	
3	13 March, 2007	Systems planning and selection	Valacich et al 2006 –Chap 3: BEC case study	
4	20 March, 2007	Systems requirements gathering techniques	Valacich et al 2006– Chap 4: BEC case study	Assignment 1 briefing
5	27 March, 2007	Process modeling	Valacich et al 2006 – Chap 5: BEC case study	
6	3 April, 2007	Lab session on process modeling with Visio	Valacich et al 2006 – Chap 5: BEC case study	Assignment 1 due date: Friday 6 April, 2007
Easter Break 13 – 19 April, 2007				
7	10 April 2007	Conceptual data modelling	Valacich et al 2006 – Chap 6: BEC case study	Assignment 2 briefing
8	24 April, 2007	Mapping process model and data model Data dictionary	Valacich et al 2006 – Chap 5 & 6: BEC case study	
9	1 May, 2007	Designing human computer interaction	Valacich et al 2006 – Chap 7: BEC case study Valacich et al	
10	8 May, 2007	Selecting alternative designs	Valacich et al 2006 – Chap 8 : BEC case study	Assignment 2 due date: Wednesday 11 May, 2007
11	15 May, 2007	Appendix A on OO Revision	Valacich et al 2006 –Appendix B	
12	22 May, 2007	Problem solving & systems analyst role	Valacich et al 2006 –Appendix A	
13	29 May, 2007	Q&A session on exam		

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 have all appropriate course material available electronically (on a week-by-week basis) via the University WebCT or Vista systems.
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 student performance within the unit.
3. Subject to availability, to be able to discuss such issues in person with the lecturer or tutor.
4. That assignments will be marked and the marks will be returned with 3 weeks of due dates.
5. 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

Participation and the active contribution of all students in their allocated workshop will be monitored for assessment purposes (see section on Assessment details).

Assessment summary

Component	Weight/Value	Due date
Assignment 1	25%	Friday, April 7 2007
Assignment 2	25%	Friday, May 12, 2007
Workshop participation & contribution	10%	Continuing weeks 2-12
Final exam	40%	TBA

How your final result is determined

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

- Achieve a total of at least 45% in the 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. For BSA201 all assignments are to be submitted via WebCT/Vista. No email submissions will be accepted. Students are to name their files in the following manner: <username>_Assignment<Number>. **For example: bloggsj_Assignment1.**

Notes:

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 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

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.

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/HANDDBOOKS/UTASHANDBOOKS/RULES/RULE111.html>

http://www.admin.utas.edu.a/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.

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:

<http://www.utas.edu.au/library/assist/gpoa/gpoa2.html>.

For information on presentation of assignments, including referencing styles:

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

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 or copying another student's work.

In fact the intentional copying and submission of someone else's work as one's own is a serious offence tantamount to academic fraud. It is a University offence punishable by a range of penalties that may range from a fine or deduction/cancellation of marks and, in the most serious of cases, exclusion from a unit, a course, or the University. **When in doubt consult your lecturer or tutor.** Details of penalties that can be imposed are available in the Ordinance of Student Discipline or at: <http://www.utas.edu.au/plagiarism>

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://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.

Assessment details

Assessment task 1 (25%)

Task description:	This is a group assignment that requires a report to demonstrate understanding of core information systems concepts, including systems concepts and systems thinking, various techniques used in systems planning and systems requirements analysis. It also requires application of the concepts in a given case study.
Task length	Approximately 4000 words
Links to unit's learning outcomes	Expected learning outcomes: 1, 2, 3, 5
Assessment criteria / guidelines	A business report based on a case study which allows students to demonstrate knowledge of the topics covered in the above task description. Details of the assessment will be released in Week 2 of Semester 1.
Due Date	Friday, 6 April 2007

Assessment task 2 (25%)

Task description	This is a group assignment requiring a report to demonstrate knowledge of the techniques used for process and data modeling and understanding of good systems design practices through application in the case study used for assessment task 1.
Task length	Approximately 4000 words
Links to unit's learning outcomes	Expected learning outcomes: 1, 3, 4, 5
Assessment criteria / guidelines	A business report with more technical details based on a case study which allows students to demonstrate knowledge of the topics covered in the above task description. Details of the assessment will be released in

in Week 5 of Semester 1.

Due Date Friday, 11 May 2007

Assessment task 3 (10%)

Task description Continuous monitoring of students' participation and contribution in workshops

Task length N/A

Links to unit's learning outcomes Expected learning outcomes: 1, 2, 3, 4, 5

Assessment criteria / guidelines Workshop attendance, participation and contribution to activities and group work planned for workshops and the quality of contributions

Due Date N/A

Final exam (40%)

Description / conditions Combination of short answer questions and a mini case study to evaluate understanding of systems analysis and design concepts and application skills.

Date The final exam is conducted by the University Registrar in the formal examination period. See the *Current Students* homepage on the University's website.

Appendix 1 - 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

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<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 - Achieving and maintaining 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 – Danger in lacking 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.