



UNIVERSITY
OF TASMANIA

School of Information Systems

Faculty of Business

BSA206

Database Management Systems

Semester 1, 2007

Unit Outline

Dr Douglas Newlands

CRICOS Provider Code: 00586B

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Unit summary

Unit code	BSA206
Unit title	Database Management Systems
Unit description	The technical aspects of database management systems are investigated, including advanced SQL querying, database application development, 4GL interface development, the maintenance of data dictionaries, the specification and enforcement of integrity and security constraints, transaction integrity and concurrency control, and tasks and responsibilities in the administration of database management systems. Object data stores and document databases are introduced.
Teaching staff	Dr Douglas Newlands
Campus & mode	Hobart, day.
Unit weight	12.5%
Teaching pattern	2 hrs lectures, 1-hr tutorial/workshop weekly
Pre and Corequisites	BSA102, Information Modelling and Infrastructures.
Mutual exclusions	
Assessment	Continuous assessment (100%)
Required texts, etc	Casteel, J., Oracle 10g, SQL, Thomson Course Technology

**Access to
information
technology**

Hobart, IS PC Labs, Information Systems Building

Students will have access to either the computer laboratories during the academic year or the research area on the 3rd floor. Proximity cards have to be used to gain access to laboratories.

Notes:

Login codes are printed on the student's Statement of Fees and Enrolment. Use of these login codes is based on the assumption that each student has read and agreed to abide by the Ethics Agreement form.

Courses

[C3C, C3S, G3C, G3F, R3A, R3K, S3V](#)

Faculty web site

www.utas.edu.au/business/

Unit Description

The technical aspects of database management systems are investigated, including advanced SQL querying, database application development, 4GL interface development, the maintenance of data dictionaries, the specification and enforcement of integrity and security constraints, transaction integrity and concurrency control, and tasks and responsibilities in the administration of database management systems. Object data stores and document databases are introduced.

Aim

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

Learning outcomes and Evidences

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

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

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

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

Assessment

HD level:

DN level:

CR level:

PP level:

Evidence:

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

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

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

Demonstrate an ability to maintain and manipulate a relational database management system.

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

Assessment

HD level:

Evidence:

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

DN level:

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

CR level:

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

PP level:

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

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

Assessment

HD level:

Evidence:

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

DN level:

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

CR level:

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

PP level:

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

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"> ▪ 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"> ▪ 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"> ▪ 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"> • 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

BSA102 is a prerequisite for study of this unit.

Learning resources required

Requisite texts

Casteel, J., 2007, Oracle 10g: SQL, Thomson Course Technology, Boston, Mass.

Recommended reading

Dwyer, J., 2005, The Business Communication Handbook, 7th edition, Prentice-Hall, Sydney, Australia.

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

Note that “Morris-Murphy, Lannes L., 2003, Oracle 9I : SQL with an Introduction to PL/SQL, Thompson Course Technology, Boston, Mass.” is the prior edition of this prescribed text.

E- (electronic) resources

WebCT

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

Computer hardware & software

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

Hobart, IS PC Labs, Information Systems Building

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

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

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

Unit-specific software

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

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

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

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

Arts203 – Lecture Theatre

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

Tutorials

See workshops.

Workshops/seminars

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

Workshops will be held as follows:

Hobart: Room IS214, Monday 12:00 - 12:50 and 13:10 - 14:00.

Online activities

Normal Vista activity only.

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 No.	Face-to-face Lectures	Virtual Lectures	Workshop	Assignments
Prior Study		Chapter 1 Overview of Database Concepts Chapter 2 Basic SQL Select statements		
1: (26 Feb)	Lecture 01 Introduction to Oracle Lecture 02 Oracle SQL*Plus	Chapter 3 Restricting rows and sorting data Chapter 4 Joining tables		
2: (5 Mar)		Chapter 5 Selected single-row functions Chapter 6 Group functions	Workshop 01 Single table SELECT statements	
3: (12 Mar)	Lecture 03 Further SQL Lecture 04 Database administration	Chapter 7 Subqueries	Workshop 02 Multiple table SELECT statements	
4: (19 Mar)		Chapter 8 Table creation and management Chapter 9 Constraints	Workshop 03 Single row and group functions	Notional start of Assignment 1
5: (26 Mar)		Chapter 10 Data manipulation	Workshop 04 SQL subqueries	
6: (2 Apr)		Chapter 11 Views	Workshop 065 SQL table management and constraints	Assignment 1 due this week.

Break				
7: (16 Apr)	Lecture 05 Oracle PL/SQL basics Lecture 06 Transaction integrity and concurrency	Chapter 12 Additional database objects Chapter 13 User creation and management	Workshop 06 SQL data manipulation and views	Notional start of assignment 2.
8: (23 Apr)		Chapter 14 Formatting readable output	Workshop 07 Additional Oracle database objects	
9: (30 Apr)	Lecture 07 Further PL/SQL Lecture 08 Oracle - the BIG picture	Chapter 15 Introduction to PL/SQL	Workshop 08 Formatting Oracle output	
10: (7 May)		Chapter 16 Cursors and Exceptions	Workshop 09 Introduction to PL/SQL	Assignment 2 due this week.
11: (14 May)	Lecture 09 4GL interface development Lecture 10 Web databases		Workshop 10 Oracle cursors and exception handling.	Notional start of assignment 3.
12: (21 May)	Lecture 11 Object Oriented DBMS Lecture 12 Sharing Enterprise Data		Workshop 11 Oracle Certified Professional Practice Exams	
13: (28 May)			Workshop 12 Alternative Database Models & Systems	Assignment 3 due this week.

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	30%	Friday 6 th April 5pm
Assignment 2	40%	Friday 11 th May 5pm
Assignment 3	30%	Friday 1 st June 5pm

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 assignments 1 & 2 of the unit; and

Achieve a total of at least 45% in assignment 3 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 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	Database design
Task length	4 to 6 pages of ER diagrams and related material.
Links to unit's learning outcomes	Designing a relational database for a new application.
Assessment criteria / guidelines	Design a relational database structure from a textual description of business requirements and constraints.
Due Date	April 6 th at 5pm

Assessment task 2

Task description	Construct and use a relational database.
Task length	5 to 10 pages of SQL code.
Links to unit's learning outcomes	Establishing and maintaining a relational database for an existing application.
Assessment criteria / guidelines	Construction and manipulation of a database using SQL. Production of well-formatted reports using SQL*Plus.
Due Date	May 11 th at 5pm

Assessment task 3

Task description Design extension to current relational database system.

Task length 2,000 word report.

Links to unit's learning outcomes Establishing or extending a relational database for a new application. Considers and selects options from various approaches to a solution.

Assessment criteria / guidelines Design an extension to an existing applications choosing amongst relevant options on the basis of user requirements.

Due Date June 1st at 5pm

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.