



UNIVERSITY  
OF TASMANIA

**School of Information Systems**

**Faculty of Business**

**BSA303**  
**IS Strategic Planning and**  
**Management**

**Semester 1,2007**

**Unit Outline**

**Leonie Ellis**

CRICOS Provider Code: 00586B

# Contact details

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## Unit summary

<b>Unit code</b>	BSA303
<b>Unit title</b>	IS Strategic Planning and Management
<b>Unit description</b>	This unit is a third year unit in the Bachelor of Information Systems. It is designed to prepare students to critically analyse the environment and identify potential usage for strategic information systems within an organisation.
<b>Teaching staff</b>	Leonie Ellis,
<b>Campus &amp; mode</b>	Hobart
<b>Unit weight</b>	12.5%
<b>Teaching pattern</b>	1 hour lecture WEEK ONE ONLY 2 hour workshop – weekly weeks 2-13
<b>Pre and Corequisites</b>	BSA203
<b>Mutual exclusions</b>	None
<b>Assessment</b>	100% continuous assessment
<b>Required texts, etc</b>	None
<b>Recommended reading</b>	As per the list of references
<b>Technical requirements</b>	None
<b>Software requirements</b>	None

**Access to information technology**

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.

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**

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

**Faculty web site**

[www.utas.edu.au/business/](http://www.utas.edu.au/business/)

## Aim

This unit introduces the concepts of Information Systems strategic planning in a business environment. It examines what is meant by a Information Systems strategic planning and how it can be used in business to help achieve business goals. The unit explores the role of an IS manager, IS function and the development of IS policies.

Themes include Information Systems Strategic planning and current issues for an IS manager.

## Learning outcomes and Evidences

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

## Intended Learning outcomes and evidences

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

1. *Be capable of developing an IS strategic plan;*

**Assessment**

**Evidence:**

HD level: Produce a professional IS Strategic Plan to an extremely high standard.

DN level: Produce a professional IS Strategic Plan to a high standard.

CR level. Produce a professional IS Strategic Plan to a reasonable standard

PP level: Produce a standard IS Strategic Plan.

2. *Be capable of developing a vision and mission statement for an organisation;*

**Assessment**

**Evidence:**

HD level: Have a deep understanding and in-depth knowledge and be able to produce vision and mission statements

DN level: Have an extensive knowledge and be able to produce vision and mission statements

CR level: Have a sound knowledge vision and mission statements

PP level: Have a satisfactory knowledge of vision and mission statements

3. *Have an understanding of the range of skills and knowledge required for IS management;*

**Assessment**

**Evidence:**

HD level: Have a deep understanding and in-depth knowledge of the range and skills required for IS management

DN level: Have an extensive knowledge of the range and skills required for IS management.

CR level: Have a sound knowledge of the range and skills required for IS management

PP level: Have a satisfactory knowledge of the range and skills required for IS management.

4. *Be capable of critically analysing relevant case studies, both individually and in small groups;*

**Assessment**

**Evidence:**

HD level: Able to undertake an in-depth critical analysis demonstrating insight, a deep understanding and completeness

DN level: Able to undertake a critical analysis demonstrating all important insights

CR level: Able to undertake a critical analysis demonstrating most important insights and understanding

PP level: Able to undertake a critical analysis to a basic level demonstrating key understandings

5. *Be capable of effectively engaging in group problem solving and presentation of appropriate solutions;*

**Assessment**

**Evidence:**

HD level: Facilitate effective group processes to critically evaluate the solutions to problems, be able to monitor, evaluate and seek opportunities for improvement

DN level: Facilitate effective group processes to evaluate the solutions to problems, be able to monitor, evaluate and seek improvement

CR level: Assist in group processes to seek the solutions to problems, be able to improve processes

PP level: Assist in group processes and help solve simple problems.

6. *Be capable of developing and presenting a written IS feasibility plan*

**Assessment**

**Evidence:**

HD level: Produce a professional feasibility plan to an extremely high standard.

DN level: Produce a professional feasibility plan to a high standard.

CR level. Produce a professional feasibility plan to a reasonable standard

PP level: Produce a standard feasibility plan.

## Generic graduate attributes

Attribute	Descriptor	Unit Specifics
<b>Knowledge</b>	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"> <li>▪ Use a wide range of academic skills (research, analysis, synthesis etc) to evaluate organisational information;</li> <li>▪ Understand the limitation of strategic planning</li> <li>▪ Develop a broad knowledge base and respect the contribution of other disciplines or professional areas relating to ICT;</li> <li>▪ Identify, evaluate and implement personal learning strategies;</li> <li>▪ Learn both independently and cooperatively;</li> <li>▪ Learn new skills and apply learning to new and unexpected situations;</li> <li>▪ Recognise opportunities.</li> </ul>
<b>Communication Skills</b>	Graduates will be able to communicate effectively across a range of contexts.	<ul style="list-style-type: none"> <li>▪ Demonstrate both oral and written communication;</li> <li>▪ Identify and use the medium and form of communication appropriate for a given situation;</li> <li>▪ Present well-reasoned arguments to justify a decision</li> <li>▪ Access, organise and present information, particularly through technology-based activity;</li> <li>▪ Listen to and evaluate the views of others.</li> </ul>
<b>Problem-solving Skills</b>	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"> <li>▪ Identify critical issues in the problem area</li> <li>▪ Conceptualise problems and formulate a range of solutions;</li> <li>▪ Work effectively with others;</li> <li>▪ Find, acquire, evaluate, manage and use relevant information in a range of media.</li> </ul>
<b>Global Perspective</b>	Graduates will be able to demonstrate a global perspective and inter-cultural competence in their professional lives.	<ul style="list-style-type: none"> <li>• Demonstrate an awareness of the local and global context of their discipline</li> <li>• Function in a multicultural or global context.</li> </ul>

## Learning resources required

### Requisite texts

None

### Extra reading and references

Applegate L, Austin R, McFarlan FW, *Corporate Information Strategy and Management*, McGraw Hill Higher Education, 2003.

Boar BH, *Strategic Thinking for Information Technology* John Wiley, 1997.

Burns B, *Managing Change*, Pitman Publishing, 1996.

De Bono E, *The use of lateral thinking*, London, J Cape, 1973

Dwyer J, *Communication in Business, Strategies and Skills*, 2<sup>nd</sup> Ed, Prentice Hall, 1997.

Frenzel CW, *Management of Information Technology* 3<sup>rd</sup> Ed, ITP, 1999.

Harrison N, Samson D, *Technology Management*, McGraw Hill Higher Education, 2002.

Lacity MC, Willcocks LP, *Global Information Technology Outsourcing*, John Wiley, 2001.

Laudon KC & Laudon JP, *Management Information Systems: Organization and Technology*, 4th Ed, Prentice-Hall, 1997.

Laudon KC & Laudon JP, *Information Systems and the Internet*, 4th Ed, Dryden, 1998.

Lewis G, Morkel A, Hubbard G, Davenport S, Stockport G, 2<sup>nd</sup> Ed, Prentice Hall, 1999.

Licker PS, *Management Information Systems: A Strategic Leadership Approach* Dryden, 1997.

Loehle C, *Thinking Strategically* Cambridge University Press, 1996.

McNurlin B & Sprague R *Information Systems Management in Practice* 4<sup>th</sup> Ed Prentice Hall, 1998.

Narayanan VK, *Managing Technology and innovation for Competitive Advantage*, Prentice Hall, 2001

Neumann S *Strategic Information Systems: Competition through Information Technology*, Macmillan, 1994.

Oz Effy, *Management Information Systems*, 2<sup>nd</sup> Ed, Thomson Learning, 2000

Rogers EM, *Diffusion of Innovations*, New York, the Free Press, 1995.

Senn JA, *Information Technology in Business*, 2<sup>nd</sup> Ed, Prentice Hall, 1998

Ward J & Whitmore P, *Strategic Planning for Information Systems*, 2<sup>nd</sup> Ed, Wiley, 1997.

## 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 hour lecture in WEEK ONE ONLY

In keeping with the University support for Flexible delivery, this unit will be delivered by two different modes.

- Lectures in Weeks 1 will be delivered in **Hobart IS216 at 9 am (Tuesday)**,
- Lectures in Weeks 2-12 will be available online via the Course site available through WebCT/Vista.

***Note: For weeks 1-13, students are expected to have listened to the recorded lecture material, completed the essential readings listed on the slides, and completed the module activities BEFORE attending the weekly workshop.***

## Workshops

One 2 hour workshop per week (weeks 2-13) IS216

For example all students are expected to attend one (1) 2-hour Workshop per week (weeks 2-13). Participation and the active contribution of all students in their allocated workshop will be monitored for assessment purposes (see section Assessment Summary).

## Online activities

All material for this unit will be made available through WebCT Vista Access to Vista is from the University homepage.

## Workshop schedule

Learning Modules	Learning Objects	References	Workshop Topic
1	Introduction to BSA303 (Lecture Week 1 only) Lateral Thinking Brainstorming Innovation Group Dynamics	De Bono Narayanan Dwyer	No workshop
2	Presentation Skills Critical Analysis Case Study Analysis	Dwyer Amos, Longview Szpiro	Lateral Thinking Learning Information Systems with cases Case Study analysis –
3	Feasibility Plan Structure Feasibility	Miller Ch1 Blackwell Horngren	Executive Summary Feasibility Studies
4	Time Transition Perspectives of Information Economy	Boar Chaps 1 & 2 Boar	SWOT GAP Scenario Analysis
5	Managing Horizons Strategic Paradox Challenges for IS Managers	Boar Ch 1 & 2, Frenzel, Chap 2 Boar Chap 1 Boar Ch 1	CSF
6	3 Era Model Technology Strategy Lifecycle of Technology CSFs Core Competencies	Ward & Whitmore Boar Ch 2 Boar Ch 2 Boar Ch 3, Neumann Boar Ch 3, Neumann	CA SCA
7	Competitive Advantage Strategic Competitive Advantage Strategic Thinking Strategic Models Strategic Configuration Dominant Logic	Boar Chap 1, Loehle Chap 2 Boar Chap 1  Boar Chap 1 Ward & Whitmore Ward & Whitmore Boar Ch 2, Neumann Ch 3	Immediate Plan
8	Planning for Strategic Planning Strategic Planning Structure of a Strategic Plan Methodology	Ward & Whitmore  Ward & Whitmore Ward & Whitmore  Ward & Whitmore Ward & Griffiths	Create a Strategic Plan for <i>Connect Financial</i>
9	Organisational Structure Systems Integration Organisational Integration	Robbins & Barnwell Ward & Whitmore Ward & Whitmore	Create a Strategic Plan for Connect Financial

10	Misuse of Strategic Plans Inappropriate Strategic Plans	Ward & Whitmore Ward & Whitmore	Presentation of Strategic Plan for Connect Financial
11	Outsourcing	Frenzel Ch 10	CSF for outsourcing
12	Change Management	Burns B, 1996	Strategic Plan InnKeepers

## **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](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 have all appropriate course material available electronically (on a week-by-week basis) via the University WebCT Vista system.
2. To be able to contact a lecturer or tutor by electronic mail, to raise issues arising in the unit, either relating to content or 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](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**

<b>Component</b>	<b>Weight/Value</b>	<b>Due date</b>
Feasibility Study	30%	Monday 19 <sup>th</sup> March 2007 Monday 16 <sup>th</sup> April, 2007
Case Study	20%	Monday 30 <sup>th</sup> April, 2007
IT Strategic Plan	30%	Monday 4 <sup>th</sup> June, 2007
Group Presentation	10%	Monday 4 <sup>th</sup> June 2007
Class and Vista participation in quizzes and discussion boards	10%	Continuing weeks 2-13

## **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 **each** piece of continuing assessment 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 **BSA303** 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](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/HANDBOOKS/UTASHANDBOOKS/RULES/RULE111.html>  
[http://www.admin.utas.edu.au/ac\\_serv/flowchart\\_review\\_assesment.pdf](http://www.admin.utas.edu.au/ac_serv/flowchart_review_assesment.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, 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.**

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](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.

### **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](http://www.admin.utas.edu.au/hr/ohs/pol_proc/ohs.pdf)

# Assessment Details

## Assessment task 1

<b>Task description</b>	Feasibility Plan
<b>Task length</b>	3000 words
<b>Links to unit's learning outcomes</b>	6 & 3
<b>Assessment criteria / guidelines</b>	<ul style="list-style-type: none"><li>• Prepare a written Feasibility Plan of about 2,500 words in length to establish an innovative business venture or apply ICT to an existing business with the view of securing financial backing. See assignment sheet for detailed information</li></ul>
<b>Due Date</b>	Monday 19 <sup>th</sup> March, 2007 – Part one Monday 16 <sup>th</sup> april, 2007 – Part two

## Assessment task 2

<b>Task description</b>	Case Study
<b>Task length</b>	2000 words
<b>Links to unit's learning outcomes</b>	4
<b>Assessment criteria / guidelines</b>	Analyse a case study using appropriate analysis tools. Identify CSF, CA and SCA. Prepare a written discussion of about 2000 words. Format of this discussion is flexible.
<b>Due Date</b>	Monday 30 <sup>th</sup> april, 2007

### **Assessment task 3**

<b>Task description</b>	IS Strategic Plan
<b>Task length</b>	2000 words
<b>Links to unit's learning outcomes</b>	1, 2, 4 & 5
<b>Assessment criteria / guidelines</b>	In groups prepare a strategic IS Plan for Connect Credit Union. Present the plan in an appropriate long report format.
<b>Due Date</b>	Monday 4th <sup>th</sup> June, 2006

### **Assessment task 4**

<b>Task description</b>	Group Presentation
<b>Task length</b>	15 minutes
<b>Links to unit's learning outcomes</b>	1, 2, 4 & 5
<b>Assessment criteria / guidelines</b>	Present your group strategic plan to Connect Credit Union. The presentation will be 15 minutes in length. Use appropriate technology to support your presentation.
<b>Due Date</b>	Monday 8 <sup>th</sup> June, 2006

## **Assessment task 5**

<b>Task description</b>	Class and Vista participation in quizzes and discussion boards
<b>Task length</b>	On going
<b>Links to unit's learning outcomes</b>	1, 2, 3, 4 & 5
<b>Assessment criteria / guidelines</b>	<p>Students are to contribute to the notice boards on Vista on a week basis. Students are to participate actively in class and be prepare to discuss posting to the notice boards at the beginning of each workshop.</p> <p>Students are to keep their postings brief. Students should take th time to review other students postings and be prepared to discuss other students thoughts each week.</p>
<b>Due Date</b>	Weeks 2-13 inclusive

## 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](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.

## 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

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## **Appendix 4 - What happens if I don't maintain academic integrity?**

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