



UNIVERSITY  
OF TASMANIA

## **School of Information Systems**

**Faculty of Business**

### **BSA 751**

## **Management of Information Systems**

**Semester 1, 2007**

# **Unit Outline**

**Lecturer**

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CRICOS Provider Code: 00586B

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# Unit summary

<b>Unit code</b>	BSA751
<b>Unit title</b>	Management of Information Systems
<b>Unit description</b>	<p>This unit covers issues relevant to management information systems. More specifically it examines the:</p> <ul style="list-style-type: none"><li>• key issues in MIS</li><li>• role of IS Managers</li><li>• understanding the IS organisation</li><li>• strategic alignment of IT and business</li><li>• stages of planning information infrastructure &amp; managing the IS portfolio</li><li>• measurement of the IS function</li><li>• outsourcing and contract negotiation</li><li>• globalisation of IS</li><li>• IS security and control</li><li>• IT and changing business processes</li></ul>
<b>Teaching staff</b>	Judy Young
<b>Campus &amp; mode</b>	Hobart
<b>Unit weight</b>	12.5%
<b>Teaching pattern</b>	Workshops weeks 3-12, Tuesday 9am – midday, Room IS215 <b>Plus</b> a minimum of 18 hours self-study
<b>Pre and Corequisites</b>	None
<b>Mutual exclusions</b>	None
<b>Assessment</b>	<ol style="list-style-type: none"><li>1. Assessment workshop presentations (continuous)</li><li>2. Report</li><li>3. Report</li><li>4. 9 hour take home exam (further explained later in this outline)</li></ol>
<b>Required texts, etc</b>	Pearlson, K & Saunders, C. (2006) <i>Managing and Using Information Systems: A Strategic Approach</i> . Wiley International, New York. (This book will available from reserve in the Science and Morris Miller libraries).
<b>Recommended reading</b>	Some initial readings will be provided. It is also a requirement that students will read more widely by seeking related articles in IS journals.
<b>Technical requirements</b>	None

**Software requirements**

None

**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**

MIS

**Faculty web site**

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

## Unit Description

- This unit seeks to provide students with an understanding of many of the key issues in management information systems;
- It seeks to equip students with the ability to address issues that may arise in the course of their professional careers in an information systems arena; and
- It also aims to develop the level of professionalism and confidence of students in a range of forms of communication in relation to management information issues.

## Aim

To further develop understanding, critical and creative thinking skills in the resolution of issues in a management of information systems environment.

## Learning outcomes and Evidences

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

1. Demonstrate an understanding of a wide range of issues highly relevant to management information systems in the modern business environment;
2. Apply the principles and concepts of information systems management to workplace/organisational issues and problems;
3. Function more effectively as a critical colleague and team member, and constructively evaluate the work/contributions of both yourself and other classmates.
4. Critically search, interpret and evaluate a range of sources (journal articles, books, web sites etc.) and explain their significance in a variety of ways (orally, in written form, and/or multimedia presentation);
5. Write professional standard reports; and
6. Demonstrate skills to effectively analyse case studies.

## Evidences

Your performance on the assessment tasks will serve as evidence of achievement of the learning outcomes – see the criteria for assessment of each task for further details about the evidence that will be sought.

## Generic graduate attributes

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

1. Graduates will have an in-depth knowledge in their chosen field of study and the ability to apply that knowledge in practice. They will be prepared for life-long learning in pursuit of personal and professional development
  - a. Apply appropriate technical and information skills (*in case studies*);
  - b. Use a wide range of academic skills, including analysis and synthesis (*in the examination*);
  - c. Identify, evaluate and implement personal learning strategies (*individual learning in reviewing and presenting the literature*);
  - d. Learn both independently and cooperatively (*most workshop sessions*);
  - e. Learn new skills and apply learning to new situations (*case studies*).
2. Graduates will be able to communicate effectively across a range of contexts
  - a. Demonstrate oral and written communication (*through continuous assessment and in workshops*);
  - b. Develop skills in formal report writing (*assignments*)
  - c. Present well-reasoned arguments (*presentations, during group discussion during workshops and in the examination*);
  - d. Access, organise and present information, particularly through technology-based activity (*most assessment activities*);
  - e. Listen to and evaluate the views of others (*during discussion and presentations during the workshops*).
3. Graduates will be effective problem-solvers, capable of applying logical, critical and creative thinking to a range of problems. They will have developed competencies in information literacy
  - a. Identify critical issues (*most sessions; most assessment activities*);
  - b. Conceptualise problems and formulate a range of solutions (*case studies and continuous assessment activities*);
  - c. Work effectively with others (*workshop activities*);
  - d. Find, acquire, evaluate, manage and use relevant information in a range of media (*most assessment activities, readings*).
4. Graduates will act ethically, with integrity and social responsibility
  - a. Acknowledge the social and ethical implications of their actions (*in referencing in some assessment tasks*);
  - b. Appreciate the impact of social change (through considering the drivers for the introduction of IT control).

## Prior knowledge &/or skills

This Unit assumes computer literacy skills as well as skills in finding and using information in a paper-based and electronic form. Graduate level skills in written and spoken English are assumed, along with some competence in analysis and synthesis. The core concepts from BSA303 (or equivalent) are assumed, including those relating to strategic and change issues. A pre-workshop session will be offered in Week 2 where students can develop/upgrade their information searching skills.

## Learning resources required

### Requisite texts

Pearlson, K & Saunders, C. (2006) *Managing and Using Information Systems A Strategic Approach*. Wiley International, New York.

### Recommended reading

(Report Writing):Dwyer, J. (2006) *The Business Communication Handbook*, Pearson Education Australia, Frenchs Forest. Available Morris Miller Library with multiple earlier versions available Morris Miller and Science Libraries.

### WebCT Vista

To access WebCT Vista from your own computer you will need the appropriate software, and hardware to run that software. See **UCONNECT : Student Resources** at <http://uconnect.utas.edu.au/> 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 the web site **Learning Online** for information on how to access your Vista unit and use the various tools – at <http://www.utas.edu.au/coursesonline/>

[See under ‘Help & Support>Vista support – self-help sheets]

# Details of teaching arrangements

## Unit schedule

Week	Topic	Reading
3 13 <sup>th</sup> March	Personal introductions Group allocations Unit outline Plagiarism & academic integrity Paper Analysis Key issues in IS PhD student presentation	(Bring passport size photo of yourself – photocopy OK) Supplied Handout supplied Luftman, Kempaiah & Nash (supplied)
4 20 <sup>th</sup> March	Presentation by IS Manager  Role of IS Manager  Report writing	Nagy Wassif ICT Manager Children and Families, DHHS Pearlson & Saunders Intro Wu, Chen & Lin (2004) Developing a set of management needs for IS managers: a study of necessary managerial activities and skills. <i>Information &amp; Management</i> , 41:413-429. Handout supplied
5 27 <sup>th</sup> March	PhD student presentation Understanding the MIS organisation Presentation Group 1	Pearlson & Saunders Ch 9
6 3 <sup>rd</sup> April	PhD student presentation Strategic alignment of IT and business Presentation Group 2	Pearlson & Saunders Ch 1
April 5-11 <sup>th</sup>	Easter Break	
7 17 <sup>th</sup> April	Case study analysis Stages of planning information infrastructure/ managing the IS portfolio Presentation Group 3	Handout supplied Pearlson & Saunders Chs 6, 10
24 <sup>th</sup> April	<b>Assignment 2 (Report) due 1pm</b>	
8 24 <sup>th</sup> April	PhD student presentation Measurement of the IS function Presentation Group 4	Pearlson & Saunders Ch 10
9 1 <sup>st</sup> May	Outsourcing and contract negotiation Presentation Group 5	Pearlson & Saunders Ch 9
10 8 <sup>th</sup> May	PhD student presentation Globalisation of IS Presentation Group 6	Pearlson & Saunders Chs 9 & 12
11 15 <sup>th</sup> May	PhD student presentation IS security & control Presentation Group 7	Pearlson & Saunders Ch 8
15 <sup>th</sup> May	<b>Assignment 3 (Report) due 1pm</b>	
12 22 <sup>nd</sup> May	Review of examination IT & changing business processes Presentation Group 8	Pearlson & Saunders Ch 5

## **Occupational health and safety (OH&S)**

The University is committed to providing a safe and secure teaching and learning environment 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)

## **Access to information technology**

Hobart graduate area, Information Systems Building

Students will have 24-hour 7 day a week access to the graduate area during the academic year. You will need a Proximity Card to gain access to the graduate area.

## **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 consult email sent to their University email address and/or the unit's WebCT Vista web site 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; and

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 or WebCT Vista.

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

## Learning strategies

If you need assistance in preparing for study please talk to your lecturer.

You will also find useful advice and tips at the following web site:

- Induction materials for transnational UTAS students:  
<http://www.utas.edu.au/tl/transnational/students.html>  
[Note: appendix 1 contains materials from this web site.]

You are encouraged to explore available knowledge sources. You are urged to work together, and to share and enhance each other's knowledge, provided that assessment and examination submissions are your own efforts with the exception of the group presentations.

To gain the most from the workshops please become actively engaged and interact within your own group and the wider group activities. The aim is to allow you to develop skills and knowledge in a mutually supportive environment.

Within the Masters unit a workshop has been set up to develop/up-skill your searching abilities. It will be conducted during Week 2 and you will be reminded by e-mail and on WebCT.

For this unit, the workshops will have sessions to enable you to develop/up-skill your analysis of academic papers and also a practice case-study will feature as a group activity.

## Specific attendance/performance requirements

As the delivery of the sessions is in a workshop style, you are expected to attend all workshops and be available to work with fellow students for the specified duration of the workshops. Note that performance on assessment Task 1 requires your continued attendance.

## Assessment Summary

Component	Weight/Value	Due date
1. Group presentations	30%	Continuous (weeks 5-11)
2. Report	15%	24 <sup>th</sup> April, 1pm
3. Report	20%	15 <sup>th</sup> May, 1pm
4. 9 hour take home exam	35%	To be advised

# Assessment Marking Details

The following criteria will be applied when marking assessments.

## 1. Continuous assessment (30%)

### (a) Group presentation (15%)

	Poor	Adequate	Good	Very Good	Outstanding
<b>Quality of slides (30%)</b>	Inappropriate use of technology	Sufficient, but limited use of technology	Good quality slides	Very good slides with appropriate choice of background	A professional presentation of the report
<b>Content of presentation (30%)</b>	Lacking any real logical structure	Sufficient but some logical issues, minor grammar, spelling defects	Good, logical content	A good, well argued presentation	Excellent content of a very high standard
<b>Presentation (30%)</b>	Little audience contact, poor volume, read from overheads	Barely sufficient, some audience, spoke too fast	A good presentation but open to improvement	A good, clear, well delivered presentation	An excellent and professional presentation delivery
<b>Timing (5%)</b>	Failed to keep within the project time frame of the presentation	Sufficient attention to timing but needed to hurry towards the end	Good timing with only some minor issues	Timing well paced	Timing very well paced
<b>Ability to field questions (5%)</b>	Unable to answer questions	Some attempt to answer questions	A good attempt at answering questions	Questions very well handled	Excellent and insightful response to questions

### (b) Audience Questions & why chosen (10%)

	Poor	Adequate	Good	Very Good	Outstanding
<b>Appropriateness</b>					
<b>Question 1 (25%)</b>	No thought demonstrated in question posed	Some attempt to pose appropriate question	A good attempt to post appropriate question	A very good attempt to pose appropriate question	Excellent and appropriate question
<b>Question 2 (25%)</b>	No thought demonstrated in question posed	Some attempt to pose appropriate question	A good attempt to post appropriate question	A very good attempt to pose appropriate question	Excellent and appropriate question
<b>Justification for setting questions (40%)</b>	No justification	Some justification	Good justification	Very good justification	Excellent justification
<b>References (10%)</b>	None supplied	Supplied-poorly	Supplied adequately	Supplied and a good	Excellent references &

(c) Individual group feedback (5%)

Team number:

	Name (1)	Name (2)
	/10	/10
Contribution to the team		
Contribution to the development of the presentation		
Contribution to the presentation		
Comments:		

**2. Report (15%)**

	Poor	Adequate	Good	Very Good	Outstanding
<b>Demonstrated understanding of the issues</b> (30%)	Almost no understanding demonstrated	Sufficient, but limited understanding	Good understanding	Very good understanding	Outstanding understanding demonstrated
<b>Prioritisation of issues</b> (25%)	No prioritisation	Some prioritisation but little justification	Good prioritisation with some minor problems	Very thought through level of prioritisation	Excellent prioritisation very well thought through
<b>Appropriate level of presentation of issues</b> (20%)	Not pitched at intended audience	Sufficient level of presentation but some IS jargon	Good level of presentation but open to improvement	Very good level of presentation with some minor problems	Excellent level of presentation
<b>Report</b> (15%)	Barely followed report format	Some evidence of report format but lacking attention to detail	Good report format with some minor problems	Very good report format	Excellent professional report format
<b>References</b> (10%)	None supplied	Supplied-poorly presented	Supplied adequately presented	Supplied and a good presentation	Excellent references & format

### 3. Report (20%)

	<b>Poor</b>	<b>Adequate</b>	<b>Good</b>	<b>Very Good</b>	<b>Outstanding</b>
<b>Interpretation of case study</b> (30%)	Identified only few relevant details from the case study	Identified some but missed important issues	Good interpretation of the case study with some minor problems	Very good analysis of the case study	Excellent and thoughtful identification of the issues presented in the case study
<b>Identification of barriers to alignment</b> (25%)	Failed to propose any potential barriers	Proposed only few barriers and missed some major ones	Good proposal of barriers with some room for improvement	Very good proposal of potential barriers	Excellent and well thought out potential barriers
<b>Advantages &amp; disadvantages of alignment</b> (20%)	Failed to consider any disadvantages & advantages	Proposed some advantages but failed to consider any disadvantages	Good proposal of the advantages and disadvantages with some minor problems	Very good proposal of the advantages and disadvantages	Excellent insight into the proposed disadvantages and advantages
<b>Report</b> (20%)	Barely followed report format	Some evidence of report format but lacking attention to detail	Good report format with some minor problems	Very good report format	Excellent professional report format
<b>References</b> (10%)	None supplied	Supplied-poorly presented	Supplied adequately presented	Supplied and a good presentation	Excellent references & format

# Assessment Details

## 1. Continuous assessment

### Task description

Group PowerPoint Presentation

### Task length

25 Minutes (including 10 minutes question time)

### Links to unit's learning outcomes

1, 2, 3 and 4

### Assessment criteria / guidelines

At the first workshop three students will be randomly allocated to presentation groups numbering 1-7.

The presentations will be marked by the audience including the lecturer.

(a) From week 5, in accordance with the unit schedule each group is to research and present a 25 minute PowerPoint presentation to the rest of the class of the topic indicated for that workshop. This should be based on the recommended workshop text and at least three academic papers sourced through self-study. This implies that each student needs to find one additional paper each and the group then works together in developing and delivering the presentation in the appointed workshop. This will account for 15% of the mark for this portion of the assessment.

(b) Non-presenters are also required to familiarise themselves with the topic through the recommended workshop text and at least two academic papers sourced through self-study. They need to prepare two questions that potentially might be put to the presenters along with a paragraph for each question that describes their reason for asking it. The two papers sourced must be referenced. This document needs to be uploaded to WebCT by 1pm on the Monday preceding each presentation. This will enable the presenters to view the range of questions that might be posed in the workshop so that they can think about their responses. Members of the presentation audience are required to bring a hard copy of their WebCT question posting to the presentation and hand it to the lecturer at the conclusion of the workshop. This will account for 10% for this portion of the assessment.

(c) In addition presenters within each group will be required to provide feedback (in the form of a supplied presenter marking sheet) on the members in their presentation group. This will be strictly confidential and must be handed to the lecturer prior to the workshop within which their presentation takes place. This will represent the final 5% individual mark for this form of

assessment.

In determining these marks for each portion they will be aggregated and averaged.

Marking sheets for this purpose will be provided in the workshops.

**Due Date**

Continuous

## **2. Assessment**

**Task description**

Written report.

Note : The following report structure is used in this School:

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

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

(Report writing will be discussed in Workshop 4).

**Task length**

2000 words

**Links to unit's learning outcomes**

1, 2, 4 and 5

**Assessment criteria / guidelines**

Assuming the role of an IS manager you need to prepare a report for the business section where you report on the issues you have identified and prioritised as critical issues in management information systems. You need to explain these in plain terms (bearing in mind management may not be aware of IS acronyms and jargon) and support why each has been chosen.

**Due Date**

24<sup>th</sup> April, 2007 at 1pm

### 3. Assessment

<b>Task description</b>	Written report
<b>Task length</b>	2,500 words
<b>Links to unit's learning outcomes</b>	1, 2, 4, 5 and 6
<b>Assessment criteria / guidelines</b>	Read and analyse the case study provided by the lecturer on the strategic alignment of IT and business. In preparing this report for the board, the aim is to explain to them any potential barriers that might be faced with attempting this alignment. You also need to inform them about the advantages and disadvantages that might result from undertaking this alignment.
<b>Due Date</b>	15 <sup>th</sup> May, 2007 at 1pm

### 4. Assessment

<b>Task description</b>	Exam
<b>Task length</b>	9 hour take home – The examination paper can be collected from the lecturer at 9am on the appointed day or alternatively it will be available on WebCT. The exam needs to be either uploaded to WebCT or handed to the lecturer by 6pm on the day of the exam.
<b>Links to unit's learning outcomes</b>	1,2, 4 and 6
<b>Assessment criteria / guidelines</b>	The paper will contain a case study and a section about general knowledge related to MIS issues. Both sections require two questions to be answered.
<b>Due Date</b>	To be advised

## How your final result is determined

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

- Achieve a total of at least 45% in continuing assessment of the unit (i.e. assessment tasks 1-3 inclusive); 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, 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.

For assessment 1, members of the audience on specific presentation days must upload a copy of their two potential questions to WebCT along with a paragraph describing why they asked a particular question about the MIS topic under examination. This needs to be lodged by 1pm on the Monday preceding the Tuesday presentation. These students are also required to take a hard copy of this document to the presentation that they need to hand in to the lecturer at the conclusion of the workshop.

For assessments tasks 2 and 3 both a hard copy and electronic submission are required. Hard copies must include a submission declaration sheet and be submitted in the box provided outside IS222 by 1pm on the due day. Individual cover sheets can be downloaded from the following URL:

<http://www.utas.edu.au/infosys/students/forms/AssignmentCoverSheet.pdf>

The electronic copy is to be uploaded to WebCT by 1pm on the appointed day.

For Assessment 4 answers to the examination paper can be uploaded to WebCT or a hard copy can be left with the lecturer by 6pm on the appointed day.

**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](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. For purposes of applying penalties each day of the week is taken into account.

## 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 No. 2:Academic

Assessment, clause 22.1). This remark will be undertaken, where practicable, by an alternative assessor.

2. Under clause 23 of Rule No. 2 students 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.

To access Rule No. 2: Academic Assessment, see:  
<http://www.utas.edu.au/policy/alpha.html>

For Clause 23 see:  
[http://www.admin.utas.edu.au/ac\\_serv/flowchart\\_review\\_assesment.pdf](http://www.admin.utas.edu.au/ac_serv/flowchart_review_assesment.pdf)

## 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.

### 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 Harvard. The lecturer will provide information when Assignment 2 is distributed and the requirements discussed.

For information on presentation of assignments, including referencing styles, see the following:

‘A guide to the presentation of assignments’ at:  
<http://www.utas.edu.au/library/assist/gpoa/gpoa.html>

‘Referencing’ in Appendix 1 of this Unit Outline (printed from ‘Induction materials for transnational UTAS students’ at:  
<http://www.utas.edu.au/tl/transnational/students.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.**

Source: <http://www.utas.edu.au/plagiarism/>

*It is important that you read and understand about academic integrity and plagiarism. The lecturer will outline and discuss these issues during Workshop 1.*

## **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/>

## **Appendix 1: Extracts from Induction Materials for Transnational UTAS Students**

- Learning in a new culture
- Critical thinking and Western learning
- Plagiarism
- Referencing

Source: <http://www.utas.edu.au/tl/transnational/students.html> where a full set of student resources is available.