

School of Information Management

INFO 301
STRATEGIC INFORMATION SYSTEMS MANAGEMENT

Trimester Two 2011

COURSE OUTLINE

Names and Contact Details

Course Coordinator **Dr Jocelyn Cranefield**
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Office hours: Mondays 4.30-5.30 & Tuesdays 10.00- 2.00

Senior tutor Xiao Yi Guan
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Office hours: Monday – Friday 12 pm – 4 pm

Trimester Dates: Monday 11 July – Friday 14 October

Lecture Times/Venue: Mondays 14.40-16.30 GBLT4

Tutorials Times (provisional):

Room	Start	Finish	Wednesday	Thursday	Friday
RWW414	11:30	12:20	√		
RWW414	14:40	15:30	√		
GBG05	14:40	15:30	√		
RWW129	15:40	16:30		√	
RWW129	13:40	14:30			√
RWW129	14:40	15:30			√

Participation in weekly tutorials is required. Preliminary tutorial times are given above, but please note that sessions may be added or deleted once the number of students enrolled is more accurately known. The procedure for joining a particular tutorial group will be advised

in the first lecture (week 1) and a notice placed on Blackboard. Numbers in each tutorial are limited with places awarded on a 'first registered basis'. No pre-bookings are permitted.

Withdrawal from Course

1. Your fees will be refunded if you withdraw from this course on or before 22 July 2011.
2. The standard last date for withdrawal from this course is 23 September. After this date, students forced to withdraw by circumstances beyond their control must apply for permission on an '*Application for Associate Dean's Permission to Withdraw Late*' including supporting documentation. The application form is available from either of the Faculty's Student Customer Service Desks.

Course Content

A study of the strategic significance of IS and IT within organisations. The course examines the ways in which information technology and systems can be deployed to serve an organisation's strategic goals.

Course Learning Objectives

On completion of this course, student will be able to:

1. Articulate the relationship between the business and its information systems at strategic, tactical, and operational levels.
2. Describe how information technology and systems impact organisations, individuals within organisations, and business processes
3. Explain the link between information systems strategy, architecture and infrastructure.
4. Discuss issues relating to the ethical use of information systems and information technology.
5. Describe and discuss strategies, tactics, and operational approaches used by organisations to manage their IT resource, including funding, organisation, governance, project and portfolio management, and best practice.

Course Delivery

Lectures: Lecture sessions will offer all or some of: discussions, cases, web examples, guest speakers, and lectures. Only key points from lectures will be published on Blackboard; usually after the lecture.

Tutorials: Tutorial sessions operate as *seminars* with student discussion and analysis of articles, case studies, or other material which complements the lecture by highlighting particular aspects or of a topic. Some tutorials will include skills related to course assignments.

Blackboard: Key course material will be posted on Blackboard, including the course outline and copies of all material required for course assignments.

Expected Workload

You should expect to spend around 150 hours of time working on this course: this averages 8 hours of work per week in addition to the lectures and tutorials. You should plan to spend time on pre-lecture reading, preparation for weekly tutorials and assessments, as well as time working on assignments and meeting your groups.

Group Work

The group research project (outlined in the assessment section) will be discussed in tutorials and some time will be allowed within tutorials to set up this project. Additional group meeting time outside of class will be required for this assignment, possibly between 6 and 10 hours depending upon how the group decides to allocate and perform the work, and how they plan to merge ideas into a unified submission. Equal contributions to the group project are expected from each student.

INFO 301 2011 Proposed Schedule

WEEKS 1-6	
Week 1 – 11 July	Course Overview, Business Strategy and the Digital Revolution
Readings: Text chapters 1 & 2; Roche case (text pp 41-43), Porter (1996) What is Strategy? <i>Harvard Business Review</i> (see BB)	
Assessments: N/A	
Week 2 – 18 July	Strategic Use of Information Systems; Analytical Frameworks
Readings: Text chapter 2; Porter (2008) The 5 Competitive Forces that Shape Strategy. <i>Harvard Bus Rev</i> (see BB); Cusak (2011) The e-Revolution in Traditional Airlines. Kroenke & Hooper (eds) Using MIS. Pearson. (Qs 1-3) Course Notes.	
Assessments: Blogpost(s) due Monday 18 th at 12.00p.m; Analysis of Cusak case due at start of tutorial	
Week 3 – 25 July	Organisational Impacts of IS
Readings: Text chapters 3 & 4; Weerakkody and Currie (2003) Integrating BPR with IS Development. <i>Business Process Management</i> , LNCS 2678 (Course Notes); Farhoomand (2005) TAL Apparel Ltd: Stepping Up the Value Chain. ACRC(Course notes)	
Assessments: Blogpost(s) due Monday 25 th at 12.00p.m.; Analysis of TAL case due at start of tutorial.	
Week 4 – 1 August	Information as a Change Agent
Readings: Text chapter 5 Data, Data Everywhere: A Special Report on Managing Information. <i>The Economist</i> (Feb 27, 2010) (see BB) Gallaughier (2008) Zara: Fast Fashion from Savvy Systems. Course Notes	
Assessments: Blogpost(s) due Monday 1st at 12.00p.m; Analysis of Zara case due at start of tutorial	
Week 5 – 8 August	Case Analysis Test
Readings: Revise readings from weeks 1-4 Bernoff & Schadler. (2010) Empowered. <i>Harvard Business Review</i> , July-Aug. (see BB)	
Assessments: In-class test. Blogpost(s) due Monday 8th at 12.00p.m; No written case analysis Groups for Research projects to be set up in tutorials this week	
Week 6 – 15 August	IS Sourcing and Global Issues
Readings: Text chapter 7 Ranganathan and Balaji (2007). Critical Capabilities for Offshore Outsourcing of Information Systems. <i>MISQ Executive</i> 6 (3), 147-164. Course Notes. Ranganathan et al. (2007). Crafting and Executing an Offshore IT Sourcing Strategy: GlobShop's Experience. <i>Journal of Information Technology</i> 22, 440-450. Course Notes	
Assessments: Blogpost(s) due Monday 1st at 12.00p.m; Globshop case analysis due at start of tutorial	
BREAK	20 August – 4 September

WEEKS 7-12	
Week 7 – 5 September	Disruptive Information Systems and Technologies
<p>Readings: Barlow & Li (2010) <i>Disruptive Technologies and Applications</i>. Chapter 4 in Grant et al. <i>Strategic IS Management</i>, Cengage (see BB), Flickr Case (Qs 1&2); Bughin et al. (2010) <i>Clouds, Big Data and Smart Assets: Ten Tech-Enabled Business Trends to Watch</i>. <i>McKinsey Quarterly</i>, August (online; see BB)</p> <p>Supplementary readings: Daneels (2004). <i>Disruptive Technology Reconsidered: A Critique and Research Agenda</i>. <i>Product Innovation Management</i> 21, 246-258. (Course Notes); Kleiner (2011). <i>A Long Wave Theory on Today's Digital Revolution</i>. Interview with Elin Whitney-Smith. <i>Strategy & Business</i>. May 16 (Course Notes)</p> <p>Assessments: Blogpost(s) due Monday 5th at 12.00p.m; Flickr case analysis due at start of tutorial</p>	
Week 8 – 12 September	Strategic IS Management in Context: Government & SMEs
<p>Readings: Duncan et al. (2010) <i>Strategic IS/IM in Context</i>. Chapter 6 in Grant et al. <i>Strategic IS Management</i>, Cengage (see BB); Moon et al. (2010). <i>Innovation in IT Outsourcing Relationships: Where is the Best Practice of IT Outsourcing in the Public Sector?</i> <i>Innovation, Management, Policy and Practice</i>, 12 (217-226). Course Notes. Thrun et al. (2010). <i>From Data to Knowledge to Action: Enabling a Revolution in New Transportation</i>. Computing Community Consortium. Version 5. (Course Notes) Lips et al. (2011). <i>The Police Act Review Wiki</i>. In Kroenke & Hooper (eds) <i>Using MIS</i>. Pearson (Course Notes). See Qs on Blackboard</p> <p>Assessments: Blogpost(s) due Monday 12th at 12.00p.m; Lips et al. case analysis due at start of tutorial</p>	
Week 9 – 19 September	Strategic IS Management in Context: The Social Web
<p>Readings: Culnan et al. (2010) <i>How Large U.S. Companies Can use Twitter and Other Social Media to Gain Business Value</i>. <i>MISQ Executive</i> 9 (4), 243-259. (Course Notes); Gangi et al. (2010) <i>Getting Customers' Ideas to Work for You: Learning from Dell How to Succeed with Online User Innovation Communities</i>. <i>MISQ Executive</i> 9 (4) (Course Notes). King & Brown (2007). <i>Fix My Street or Else: Using the Internet to Voice Local Public Service Concerns</i>. <i>ICEGOV</i>, Macao. ACM. (Course Notes.) Questions on BB.</p> <p>Assessments: Blogpost(s) due Monday 19th at 12.00p.m; Fix My Street analysis due at start of tutorial</p>	
Week 10 – 26 September	Big Data
<p>Readings: Bryant et al. (2008) <i>Big-Data Computing: Creating Revolutionary Breakthroughs in Commerce, Science and Society</i>. Computing Community Consortium. V8. (Course Notes); Manyika et al. (2011) <i>Big Data: The Next Frontier for Innovation, Competition, and Productivity</i>. McKinsey Global Institute, May. Summary Report. (online, see BB); Bollier (2010). <i>The Promise and Peril of Big Data</i>. Aspen Institute (20-25; Course Notes.) Global Intelligence for the CIO. (2011) <i>Converting Data into Business value at Volvo</i> (Course Notes)</p> <p>Assessments: Blogpost(s) due Monday 26th at 12.00p.m; Group presentations (in tutorials)</p>	
Week 11 – 3 October	Strategic Knowledge Management
<p>Readings: Text chapter 12; Halawi et al. (2006). <i>Knowledge Management and the Competitive Strategy of the Firm</i>. <i>The Learning Organization</i>, 13 (4), 384-397. (Course Notes) Teo et al. (2011) <i>Leveraging Collaborative Technologies to Build a Knowledge Sharing Culture at HP Analytics</i>. <i>MISQ Executive</i> 10 (1), 1-18. (Qs on BB)</p> <p>Assessments: Blogpost(s) due Monday 3rd at 12.00p.m; HP Analytics analysis due at start of tutorial</p>	

Week 12 – 10 October Making a Case for Strategic IS Investments; IT Careers

Readings: Text chapter 10;
Ward et al. (2008). Building Better Business Cases for IT Investments. *MISQ Executive* 7 (1), 1-15. (Course Notes)

Assessments:

Blogpost(s) due Monday 10th at 12.00p.m; No case analysis this week
Individual Research Report due Friday 14th October (5p.m.)

Readings**Course Textbook:**

Pearlson, K.E. & Saunders, C.S. (2010). *Managing and Using Information Systems: A Strategic Approach* (4th Edition). New York, Wiley (Available from VicBooks for \$91.99).

INFO 301 Student Notes. Contains additional prescribed readings (research articles, technology forecasts and cases). Please purchase this from VicBooks, Pipitea Campus.

The **Blackboard** INFO 301 site will provide links to a few additional readings, electronic reserves and web-based resources. Blackboard will outline the week-by-week requirements for readings and tutorial preparation. Please check Blackboard regularly for up-to-date information. You are expected to bring a copy of relevant readings and case studies to tutorials, along with notes and annotations that will help you contribute to discussions of weekly topics.

A preliminary list of prescribed weekly readings, tutorial events and deliverables follows. Any changes will be announced on Blackboard. It is your responsibility to ensure you access your student e-mail to receive course alerts, or to set up a redirection from the VUW student e-mail account.

Materials and Equipment

Regular computer/internet access is required. No other additional requirements.

Assessment Requirements

This course uses continuous assessment. The goal is to promote learning through ongoing engagement, reflection, discussion and application of key themes and concepts. **For a detailed breakdown of marking schemes see the rubrics at the end of this document.**

Assessment item	Learning Outcomes	%	Breakdown	Due
Weekly tutorial work	1,2,3,4,5	45%	Mini- analyses of cases (30%) Weeks 2,3,4,6,7, 8,9 & 11 [best six]	Start of each tutorial
			Participation (on tutorial group blog and face-to-face) (15%)	12p.m. each Monday (blog posts)
In-class test: case analysis	1,2,5	20%	Short and long answers based on Week 1-4 themes	8 August (Week 5)
Research Project	1,2,3,4,5	35%	Group presentation and reference list (15%)	Presentations in week 10 tutorials (26-30 Sept); Report 14 Oct
			Individual report (20%)	

(a) Weekly Tutorial Work (45%)

Tutorials are a key part of this course. Participation is critical if you are to successfully meet the course objectives. In the tutorials we will discuss assigned readings and cases, student questions and forthcoming assessments. Each tutorial group will have its own blog for discussion of weekly readings and themes. Two deliverables are due each week:

(i) Blogposts (due Mondays at 12.00) and tutorial participation 15%

The weekend before each lecture you should prepare a reflective, critical blogpost based on the readings, cases, or other work set by your tutor. This will be a constructive response to your tutor's questions about assigned readings/themes/cases, and to other students' comments. Your blogposts must be uploaded to your tutorial blog by 12p.m. each Monday. You are expected to read the other comments on your tutorial blog and be ready to discuss these at your tutorial. **Participation in the tutorial group is worth 15% of the final mark (with equal weighting for blog and face-to-face participation). Refer to rubrics attached.**

(ii) Case analyses (due at the start of tutorials) 30%

Prior to tutorials in weeks 2,3,4,6,7, 8,9 & 11 you will prepare a typed mini-analysis of the assigned case. This analysis will address questions set out on Blackboard and may be in bullet-point format. (Please use A4 paper, 2.5 margins top, bottom, left, right, single-spaced, Times New Roman 12 pt font; two-page maximum). These assignments will be accepted **only** from those attending the full tutorial. Because of the nature of this assessment there will be no extensions. Your mark for this component will be the sum of the best 6 of these mini-analyses. Exemplar answers will be posted on Blackboard early in the course. Refer to rubric attached for marking scheme.

(b) Case Analysis Test 20%

In week 5 there will be a test in the Monday lecture time. You will analyse a case study according to the weekly themes and readings from weeks 1-5, based around a series of questions.

(c) Research Project 35%

The research project has a group and an individual component. You will explore and predict the possible future impact of a new information technology/trend on a specific business setting (business or industry), applying one or more analytical models and frameworks from the course to guide the analysis. The project will include a brief description of the technology or trend, a specific business problem which the technology can address, an exploration of how the technology could change the existing business models, and a discussion of the key issues to be considered by the business(es) in adopting the technology. Critical reflection and robust argument is expected. Refer to rubric attached.

(i) Group Presentation 15%

In the week 10 tutorial each group will give an original ten-minute presentation on their findings/ projections using Powerpoint slides and/or video (e.g. YouTube). They will also provide a list of references used, including at least 5 academic sources. Five minutes will be allowed for questions. Refer to rubric attached.

(ii) Individual Report 20% (Due Friday 14th October, 5p.m.)

Individuals will prepare a 2000 word report expanding on the ideas from the group presentation and taking into account any feedback received, as well as presentations from other groups. The report may elect a narrower focus than the group presentation (for

example, it might be about a specific organisation rather than a sector or industry), or it may draw a different conclusions. Marks will be awarded according to the rubric provided, based on quality of analysis, the structuring of arguments and the substantiation of any claims made and appropriate application of models and frameworks from the course. Refer to rubrics.

Standards:

The Research Project and Case Study are to be presented to a standard appropriate to a management document, that is, concise, precise, typed, good English (spelling checked), logical structure, and high quality tables and graphics (where used). All work submitted for assessment is to be your own (or your group's). To earn a passing mark, you will need to start these two exercises early.

Note: Your assessed work may also be used for quality assurance purposes, such as to assess the level of achievement of learning objectives as required for accreditation and audit purposes. The findings may be used to inform changes aimed at improving the quality of FCA programmes. All material used for such processes will be treated as confidential, and the outcome will not affect your grade for the course.

Penalties

In fairness to other students, work submitted after the stipulated deadlines will incur a penalty of 5% (of the mark awarded) for each day or part-day it is overdue. Late assignments must be submitted to staff in the SIM office for stamping and verification of receipt. In the event of bereavement or prolonged illness affecting your ability to meet a deadline, discuss your situation with the Course Coordinator. You must verify your claim, e.g., produce a medical certificate. In doing so, you consent to your supporting documenting being checked by the Course Coordinator. Extensions will be granted only under these conditions.

Quality Assurance Note

Your assessed work may also be used for quality assurance purposes, such as to assess the level of achievement of learning objectives as required for accreditation and audit purposes. The findings may be used to inform changes aimed at improving the quality of FCA programmes. All material used for such processes will be treated as confidential, and the outcome will not affect your grade for the course.

Mandatory Course Requirements

In order to pass the course students must attend a minimum of 9 tutorials (and submit work as required for these tutorials) and must gain a mark of 40% or higher in the case analysis test.

Class Representative

A class representative will be elected in the first class, and that person's name and contact details made available to VUWSA, the Course Coordinator and the class. The class representative provides a communication channel to liaise with the Course Coordinator on behalf of students.

Communication of Additional Information

Additional information and any information on changes will be communicated to students via Blackboard. Announcements on Blackboard will be reproduced as e-mail alerts.

Use of Turnitin

Student work provided for assessment in this course may be checked for academic integrity by the electronic search engine <http://www.turnitin.com>. Turnitin is an on-line plagiarism prevention tool which compares submitted work with a very large database of existing material. At the discretion of the Head of School, handwritten work may be copy-typed by the School and subject to checking by Turnitin. Turnitin will retain a copy of submitted materials on behalf of the University for detection of future plagiarism, but access to the full text of submissions will not be made available to any other party.

For the following important information follow the links provided:

Academic Integrity and Plagiarism

<http://www.victoria.ac.nz/home/study/plagiarism.aspx>

General University Policies and Statutes

Find key dates, explanations of grades and other useful information at

www.victoria.ac.nz/home/study

Find out about academic progress and restricted enrolment at

<http://www.victoria.ac.nz/home/study/academic-progress.aspx>

The University's statutes and policies are available at www.victoria.ac.nz/home/about/policy, except qualification statutes, which are available via the Calendar webpage at

<http://www.victoria.ac.nz/home/study/calendar.aspx> (See Section C).

Further information about the University's academic processes can be found on the website of the Assistant Vice-Chancellor (Academic) at

www.victoria.ac.nz/home/about_victoria/avcacademic/default.aspx

AVC (Academic) Website: information including: Conduct, Academic Grievances, Students with Impairments, Student Support

http://www.victoria.ac.nz/home/about_victoria/avcacademic/Publications.aspx

Faculty of Commerce and Administration Offices

<http://www.victoria.ac.nz/fca/studenthelp/>

Te Pūtahi Atawhai

Maori and Pacific Mentoring Programme

http://www.victoria.ac.nz/st_services/tpa/index.aspx

Name: _____ ID: _____

Trait	Exemplary (4-5)	Satisfactory (2-3)	Unsatisfactory (0-1)	
<p>Problem identification and framing: <i>Identifies the nature of key problems, issues & situations (with respect to course themes and topics), using course theory, framework or model appropriately</i></p>	<p>Succinctly and accurately explains and summarises all key elements of the specific situations required by questions Uses theory, model, framework or technique appropriately for the task, context, and information</p>	<p>Explains and summarises most significant key elements of the specific situations required by questions. Use of theory, model, framework or technique is largely appropriate for the task, context and information Some material not explained, inaccurately explained or not completed</p>	<p>Many key elements of the specific situations required by questions are missing from problem identification and/or are inaccurately explained. Problems identified lack relevance to weekly themes, topics and models Use of theory, model, framework or technique is largely inappropriate for the task, context and information, or is not well applied</p>	<p>/5</p>
<p>Analysis, solution & communication of argument: <i>Conducts thorough analysis by selecting, applying, combining and interpreting evidence to build convincing arguments</i></p>	<p>Selects, interprets and combines relevant evidence accurately, convincingly and systematically Solutions and/or results are sensible, appropriate, well justified and follow logically from argument/analysis Communication is clear and well structured</p>	<p>Selects, interprets and combines relevant evidence accurately and convincingly Offers some sensible and justified solutions/results, generally in line with analysis Communication is generally clear Structure leaves room for improvement Some evidence omitted, not well explained, or partially synthesised</p>	<p>Significant omissions and/or inaccuracies in selection and combination of evidence. Interpretation of evidence is incomplete, inaccurate, or distorted Solutions are poorly defined, poorly justified, illogical, inappropriate &/or misaligned with analysis Communication lacks clarity and/or structure is unclear</p>	<p>/5</p>
				<p>/10</p>

Comments

(The final mark for the weekly analysis task will be the total of each student’s best six analyses, scaled to 30% of the final grade)

Application of an emerging/disruptive IT or information-related trend (15% of final mark)

Group members: _____

Topic: _____

	Exemplary	Satisfactory	Unsatisfactory	
Organisation of Content	5 Tightly focussed; all content covered Well structured, theme is clear; Message very clear; Good timing.	3-4 Mostly focussed; most of content covered Discernible theme; Message mostly clear; Keeps almost to time.	0-2 Rambling, unfocussed; Disorganised, unrelated; message is unclear; Runs over time or too brief.	/5
Delivery and Audience Engagement	5 Audience fully engaged; Convincing responses to questions; Smooth effective delivery; Good voice control; appropriate eye contact; Appears relaxed; no use of notes. Oral communications exceed standard. Excellent visual aids; Seamless use of visual aids.	3-4 Audience mostly engaged; Adequate response to questions; Appropriate language; Okay voice control; mostly appropriate eye contact; Appears mostly relaxed; uses notes occasionally. Satisfactory oral communications. Appropriate visual aids; Appropriate use of visual aids.	0-2 Audience not engaged; Inability to answer questions; Incorrect or inappropriate language; filler words, verbose; Problems with voice control; Inappropriate eye contact; Appears tense, nervous; Reads and/or relies heavily on notes; Unsatisfactory oral communication. Poor quality visual aids; Inept use of visual aids.	/5
Quality and application of references	5 5 or more scholarly references; strong evidence of use of content; accurate use Other sources appropriately selected and used	3-4 2-4 scholarly references with use of content evident; mostly accurate use Other sources appropriately selected and used	0-2 1-2 more scholarly references with use of content evident OR more references with poor/no use evident; inaccurate use Other sources inappropriately selected and/or used	/5
MARK & Comments				/ 15

INFO 301 Individual Research Report: Application of an emerging/disruptive IT or information-related trend (20% of final mark)

Name: _____ Topic _____ ID _____

	Exemplary 11-15	Satisfactory 6-10	Unsatisfactory 0-5	
Effectiveness of topic framing Understands and states the problem, issue, situation with reference to course concepts and themes (frameworks, research, theory)	Succinctly & accurately explains and summarises all key elements of the topic/theme using many appropriate terms, frameworks/theories &/or concepts from course. High focused.	Explains and summarises most key elements of the topic/theme using some appropriate terms, theories &/or concepts from course. Moderate focus	Many key elements missing and/or inaccurately explained. Limited use of appropriate terms, theories & concepts from course in explaining topic/theme. Lacks clear focus.	/15
Reflection and analysis Analyses/reflects on nature and potential significance of the new technology/trend in an insightful, critical way, with reference to organisations, individuals, systems, culture processes etc (as relevant to topic)	Comments in a structured, analytical and insightful way on relevant issues, limitations, opportunities etc; and/or strong reflective application of frameworks and/or theory to situation/issue	Makes a substantive analytical and reflective contribution addressing 3+ relevant issues, subthemes, theories, models, limitations, opportunities etc. Some reflective application of frameworks/theory to situation/issue	Limited or no attempt at analysis, Reflection with respect to fewer than 3 relevant issues; or only superficial analytical & reflective comments apparent.	/15
Quality and clarity of argument	Argument effectively and efficiently conveyed; highly focused on the question; easily understood. Logical flow. Draws thorough, appropriate conclusions demonstrating an ability to identify priority, significance and impact	Argument reasonably clear; occasionally misses the point but answers the question Understandable. Draws appropriate, justifiable conclusions addressing relevant key issues and outcomes	Argument confused/unclear. Irrelevant information; Poor transition between ideas. Unclear conclusion Conclusions do not follow from evidence and analysis, are far-fetched or trivial in scope.	/15
Structure and style: Document, paragraph and sentence structure, flow and layout, appropriate to audience.	Variety of sentence construction; logical flow; style and structure appropriate for task, audience and genre. Uses engaging delivery that enhances understanding.	Not overly repetitive; some variety in sentence construction; generally flows well; some awareness of audience and genre.	Overly repetitive or simplistic sentence structure; consistently disjointed, lack of flow; style/structure inappropriate for audience. Significantly over or under advised length.	/15

	Exemplary	Satisfactory	Unsatisfactory	
	8-10	5-7	0-4	
Technical writing skills: Spelling, capitalisation, punctuation, grammar, general proofreading.	Very few spelling errors, correct punctuation, grammatically correct, complete sentences.	Occasional lapses in spelling, punctuation, grammar, but not enough to seriously distract the reader.	Numerous spelling errors, non-existent or incorrect punctuation, and/or severe errors in grammar that interfere with understanding	/10
Vocabulary: Originality, breadth, appropriateness, variety.	Highly appropriate, well chosen, precise and varied vocabulary. Consistently uses correct word choice and discipline-specific terminology.	Generally appropriate vocabulary; not overly repetitive. Generally uses correct word choice and discipline-specific terminology.	Excessively limited or inappropriate or repetitive vocabulary. Misuses discipline-specific terminology.	/10
Academic Integrity: Appropriate use of references AND CITATIONS.	Appropriate use of others' work, acknowledged via in-text citations. Uses APA (or accepted alternative) referencing system consistently and correctly.	Other sources acknowledged. Generally uses APA (or accepted alternative) referencing system.	Unattributed work from other sources. 1 Does not attempt to use APA (or accepted alternative ²) referencing system.	/10
Holistic judgement:	Exemplary written communication.	Satisfactory written communication.	Unsatisfactory written communication.	/10
TOTAL	Grade & comments:			/100

The mark for this assessment will be scaled to form 20% of the final grade

¹ Note that Plagiarism will cause the entire document to be “Unsatisfactory” regardless of quality of remaining parts.

² APA is FCA standard. Occasionally lecturers may allow other referencing systems, providing guidance as needed.

INFO 301: Tutorial Group Participation – Blog and Face-to-Face contributions (15% of final mark)

An important component of the course is the interaction, sharing of ideas and perspectives during tutorials. Participation will be monitored carefully by your tutor, and the emphasis will lie on the quality of contributions. The following are examples of high value contributions: injection of a unique or original perspective into a discussion, inter-relating of various perspectives demonstrating critical thinking, and researching and presenting information beyond the confines of prescribed readings. Equal weighting will be given to your participation in both aspects of the tutorial discussion. The mark will be scaled to 15% of the total mark.

	0-1 Below expectations/needs work	2-3 OK/Good	4-5 Very good/ Excellent	Total
Critical thinking	Contributions are mostly superficial, echo others without adding value, and/or lack critical insight Does not demonstrate familiarity with readings	Comments sometimes display critical reflection and analytical thinking Comments whos familiarity with readings Ideas from course readings are exemplified but rarely extended	Regularly considers readings, questions and discussions in a strongly reflective, analytical way Comments show strong understanding of readings; Logically develops and/or extends ideas from readings/ class discussions	
<i>Blog</i>				/5
<i>FTF engagement</i>				/5
Leadership	Exhibits little or no thought leadership in discussions	Exhibits some thought leadership in discussions	Exhibits strong thought leadership in discussion	
<i>Blog</i>				/5
<i>FTF engagement</i>				/5
Collaborative engagement	Little or no interaction with the ideas of others	Some interaction with the ideas of others	Frequently interacts and builds productively on ideas of others	
<i>Blog</i>				/5
<i>FTF engagement</i>				/5
TOTAL				/30

