

---

School of Information Management

## **INFO 201 – Introduction to Information Systems Management**

Trimester One 2012

### **COURSE OUTLINE**

---

#### **Contact Details**

	<b>Staff</b>	<b>Room</b>	<b>Email &amp; Telephone</b>	<b>Contact</b>
<b>Course Co-ordinator &amp; Lecturer</b>	David Johnstone	RH431	<a href="mailto:david.johnstone@vuw.ac.nz">david.johnstone@vuw.ac.nz</a> Ph. 463-5877	By appointment
<b>Senior Tutor</b>	Alex Zhang	RH502	<a href="mailto:alex.zhang@vuw.ac.nz">alex.zhang@vuw.ac.nz</a> Ph. 463-6998	10am – 4pm, Mon - Thurs

#### **Dates, Times and Room Numbers**

**Credit Value:** 15 points

**Prerequisite:** INFO101

**Teaching Period:** Monday 5 March – Friday 8 June, 2012

**Study Period:** Monday 11 June – Thursday 14 June 2012

**Examination Period:** Friday 15 June – Wednesday 4 July (inclusive) 2012

**Lectures:** Thursday, 10:30 – 11:20am RHLT1

Friday, 10:30 – 11:20am RHLT1

**Tutorials:** See **Tutorial Signup Instructions**

# Course Schedule

INFO 201 – Lectures & Tutorials		2012 / 1
Date	Topic	Notes
<b>WEEK 1: Introduction</b>		
8 March	1. Course welcome / Introduction to IS Management	Sign up for tutorials using S-Cubed.
9 March	2. Value of IT	
<b>WEEK 2: The IT function: structure and management</b>		
12-14 March	<b>Week 2 Tutorial: Developing a research essay</b>	
15 March	3. Organising the IT function	
16 March	4. IT leadership and the CIO	
<b>WEEK 3: The IT function: governance and risk</b>		
19-21 March	<b>Week 3 Tutorial: Organising the IT function</b>	
22 March	5. IT governance	
23 March	6. IT risk management	
<b>WEEK 4: IS Strategic management</b>		
26-28 March	<b>Week 4 Tutorial: IT governance</b>	
29 March	7. IS strategy	
30 March	8. IS / business alignment	
<b>WEEK 5: Customer relationship management (CRM)</b>		
2-4 April	<b>Week 5 Tutorial: IS / business alignment</b>	
5 April	9. [GUEST LECTURE] Customer relationship management (CRM) systems	Assignment 1 (essay) due Thursday, 5 April, 2pm
6 April	<b>NO LECTURE (Good Friday)</b>	
<b>WEEK 6: Managing IT-related change</b>		
23-25 April	<b>NO TUTORIAL</b>	
26 April	10. IT-related change	
27 April	11. Planning, development, implementation and benefits management	
<b>WEEK 7: Managing users</b>		
30 Apr-2 May	<b>Week 7 Tutorial: Analysing a case study</b>	
3 May	12. Managing the IS-user relationship	
4 May	13. Managing perceptions of IT	
<b>WEEK 8: Managing outsourcing of the IT function</b>		
7-9 May	<b>Week 8 Tutorial: Managing the IS-user relationship</b>	
10 May	14. IT outsourcing	
11 May	15. Managing the outsourcing relationship	
<b>WEEK 9:</b>		
14-16 May	<b>Week 9 Tutorial: IT outsourcing</b>	
17 May	16. Current issues facing IS managers	Assignment 2 (case study) due Thursday, 17 May, 2pm
18 May	17. [GUEST LECTURE] e-Government	
<b>WEEK 10: Managing new technologies</b>		
21-23 May	<b>Week 10 Tutorial: Current issues</b>	
24 May	18. [GUEST LECTURE] Cloud computing	
25 May	19. Managing new technologies: Web 2.0	
<b>WEEK 11: Managing IT security &amp; disaster recovery</b>		
28-30 May	<b>Week 11 Tutorial: New technologies</b>	
31 May	20. Security & privacy	
1 June	21. Disaster recovery	
<b>WEEK 12:</b>		
4-6 June	<b>NO TUTORIAL</b>	
7 June	22. IS stakeholders: culture, politics and conflict	
8 June	23. Exam revision	

## Course Learning Objectives

The course objectives are expressed in the table below. Note that they are also linked to **graduate attributes** (those attributes that a graduate with a BCA should possess) and **major attributes** (those attributes that a graduate with a major in *Information Systems* should possess).

Objective	On completion of this course, students will be able to:	Graduate Attributes	Major Attributes
a	Explain the role of the Information Systems and Technology (IST) function within the management activities of a firm.	LG 1, LG3, LG5	MA 1, MA2, MA7
b	Identify the forces that impact on organisations and discuss the role of the IST function in responding to them.	LG 1, LG3, LG5	MA 1, MA4, MA6, MA7
c	Summarise and discuss the management issues facing Information Systems professionals when working within complex environments subjected to constant change.	LG 1, LG 3	MA 1, MA2, MA4, MA7
d	Research an IST topic or issue and present their findings in written form.	LG 1, LG2	MA 1, MA2, MA4, MA5, MA7
e	Describe and discuss professional behaviour in IST management.	LG 3, LG 5	MA 1, MA7

## Delivery Method

Learning materials for this course are delivered in three complementary ways: through (i) lectures and tutorials; (ii) readings from Student Notes; and (iii) resources on the (Blackboard) course website. Each method is both important and necessary to achieve the course objectives.

## Expected Workload

As a 15-point course, students are expected to invest approximately 150 hours worth of effort to complete the course successfully. These hours include time preparing for and participating in: lectures, tutorials, and tests. They include time spent at the university and any time spent on the course off campus.

## Use of Blackboard

### *Course Material*

Occasionally course material will be published on Blackboard, including assessment information. **Students are expected to download these materials from Blackboard.**

### *Announcements*

The Blackboard Announcements Page for the course will be used to distribute course announcements. It will be updated periodically. Students are expected to check the announcements regularly.

## Readings (via Student Notes)

There is no textbook for this course. Instead, students are expected to purchase the set of readings for the course, which are available through VicBooks (ground floor of Rutherford House).

## Assessment Details

Course assessment will be based on the following:

	<u>Learn Objectives</u>		<u>Date</u>
Tutorial submissions	b, c, e	18%	Every week except for Weeks 1, 6, 12
Assignment 1 (research essay)	d	16%	5 April (2pm)
Assignment 2 (case study report)	b, c	16%	17 May (2pm)
Examination	a, b, c, e	50%	tba (exam period)
<b>TOTAL</b>		<b>100%</b>	

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.*

## Examinations

Students who enrol in courses with examinations are obliged to attend an examination at the University at any time during the formal examination period.

The final examination for this course will be scheduled at some time during the period from Friday 15 June – Wednesday 4 July (inclusive).

## Mandatory Course Requirements

To pass, students enrolled in this course must:

1. Participate in at least seven out of nine designated tutorials;
2. Obtain an average of at least 50% across all assessments; and
3. Obtain at least 40% of the possible marks in the final examination.

**Please note:** *Tutorial participation means more than simply attendance – students will be expected to prepare for the tutorials and actively engage in discussion. Furthermore, do not take chances by missing tutorials unnecessarily – you may later become ill or be otherwise forced to miss some tutorials.*

## Penalties

In fairness to other students, assignments submitted after the deadline will incur a 10% penalty (of the marks achieved for the assignment) for each working day late (i.e. weekends are excluded).

In the event of bereavement or prolonged illness affecting your ability to meet the deadline, discuss your situation with the Senior Tutor or Course Coordinator. You must verify your claim, e.g., produce a medical certificate. Extensions will only be granted under these conditions.

### Important Notes:

- No extension is possible based on a student's workload. You are expected to manage your workload to ensure there is sufficient time to complete assessments as required.
- You are expected to back up your work – From time to time files are lost, computers crash, etc., so it is critical that you get into the habit of backing up important files (on a USB drive, for example).
- Do not leave submitting your work to the last minute – technology problems do occur (especially on the day an assignment is due). There may be queues for the printers. Be smart and submit it in plenty of time. Extensions will not be granted due to problems with submitting work.

- *Working together* – You are encouraged to discuss aspects of your assignments with others. However, when it is time to *develop your solution*, **the work must be ENTIRELY your own**. In this way, we will have *your perspective on the topic* - not someone else's!

## Scaling

To obtain a fair and consistent distribution of marks relative to assessment difficulty, scaling of marks may be employed on some or all assessments.

## Tutorials

For each tutorial, students are required to submit their tutorial exercises to the tutors at the beginning of the tutorial. Each submission is worth 1% of your final grade.

### ***Tutorial Sign-up***

Students are required to register for one 1-hour tutorial. The opportunity to sign up for tutorials will begin **immediately after Thursday's lecture in Week 1**. Please sign up for a tutorial session by **5pm, Sunday** as tutorials will start in Week 2. The tutorial signup system is called S-cubed (see <https://signups.victoria.ac.nz/> for details). Instructions are available on Blackboard.

### ***Tutorial hopping is not permitted***

Tutorial hopping is not allowed. If you need to temporarily change to another tutorial, please print and fill out the Tutorial Change Form (can be found under Course Information tag on Blackboard).

**This form must be signed by the Senior Tutor or Course Co-ordinator. You will only get attendance from the replacement tutorial if you show the tutor of the class the signed change form at the beginning of the tutorial.**

## 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

All formal notices relating to this course will be posted on the Blackboard website - you are expected to log on and check for announcements on a regular basis, at least two or three times a week. The INFO201 website can be accessed at: <http://blackboard.vuw.ac.nz>

## Withdrawal from Course

1. Your fees will be refunded if you withdraw from this course on or before **Friday, 16 March 2012**.
2. The standard last date for withdrawal from this course is **Friday, 18 May 2012**. 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' form, including supporting documentation.  
The application form is available from either of the Faculty's Student Customer Service Desks.

## Academic Integrity and Plagiarism

Academic integrity is about honesty – put simply it means **no cheating**. All members of the University community are responsible for upholding academic integrity, which means staff and students are expected to behave honestly, fairly and with respect for others at all times.

Plagiarism is a form of cheating which undermines academic integrity. Plagiarism is prohibited at Victoria.

The University defines plagiarism as follows:

Plagiarism is presenting someone else's work as if it were your own, whether you mean to or not.

*'Someone else's work' means anything that is not your own idea, even if it is presented in your own style. It includes material from books, journals or any other printed source, the work of other students or staff, information from the Internet, software programmes and other electronic material, designs and ideas. It also includes the organization or structuring of any such material.*

**Plagiarism is not worth the risk.**

**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](http://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](http://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/avcadademic/default.aspx](http://www.victoria.ac.nz/home/about_victoria/avcadademic/default.aspx)

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

[http://www.victoria.ac.nz/home/about\\_victoria/avcadademic/Publications.aspx](http://www.victoria.ac.nz/home/about_victoria/avcadademic/Publications.aspx)

### Faculty of Commerce and Administration Offices

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

### Te Putahi Atawhai

#### Maori and Pacific Mentoring Programme

<http://www.victoria.ac.nz/tpa/>

## Appendix 1: Guidance Rubric for Assignment 1 – Research Essay

This rubric provides general guidance for developing *Assignment 1: Research essay*. It should not be treated as the marking rubric contained in Appendix 2. The approximate percentage of the word count in the rubric is for high-level essay planning; it is not indicative of potential marks allocated.

Criteria	Approximate Percentage of Total Word Count
<p><b>Introduction</b></p> <ul style="list-style-type: none"> <li>• The topic is clearly stated;</li> <li>• Objectives are articulate;</li> <li>• Key concepts or terms are unambiguously defined; and</li> <li>• The structure of the essay is clearly outlined.</li> </ul>	10%
<p><b>Analysis and discussion</b></p> <ul style="list-style-type: none"> <li>• Analysis and discussion is related to the chosen topic;</li> <li>• Analysis and discussion is from a managerial perspective;</li> <li>• Analysis and discussion is based on 3 credible academic articles which have been cited appropriately;</li> <li>• Analysis and discussion demonstrates insights;</li> <li>• Solid understanding of the topic is evident;</li> <li>• The underlying logic is coherent; and</li> <li>• Ideas and arguments are synthesised and convincing.</li> </ul>	80%
<p><b>Conclusion</b></p> <ul style="list-style-type: none"> <li>• Conclusion is drawn from the main analysis or arguments;</li> <li>• Conclusion is logical; and</li> <li>• Conclusion is concise.</li> </ul>	10%
<p><b>Reference list</b></p> <ul style="list-style-type: none"> <li>• A reference list is provided after Conclusion;</li> <li>• The reference list is complete; and</li> <li>• The reference list is accurate according to APA 6<sup>th</sup>.</li> </ul>	Required but not included in the total word count

Figure 1. Guidance Rubric for Assignment 1: Research Essay

## Appendix 2: Marking Rubric for Assignment 1 – Research Essay

The following rubric indicates how your research essay is assessed.

Criteria	Exemplary	Satisfactory	Unsatisfactory
<b>Structure and organisation of ideas or arguments</b>	Well organised; good use of headings and paragraphs to present ideas or arguments; ideas or arguments are easy to follow.	Could have been clearer; the use of headings and paragraphs is satisfactory; ideas or arguments are mostly logical and reasonably easy to follow.	Messy organisation of ideas or arguments; lack of headings or paragraphs; ideas or arguments are confusing due to the lack of logic.
<b>Introduction</b>	Articulate.	Could have been clearer.	Ambiguous; inappropriate for academic audience.
<b>Main analysis or discussion</b>	Ideas or arguments are focused and insightful; sound logic is evident; analysis or discussion demonstrates excellent command of the knowledge related to the topic.	Could have been more focused or insightful; analysis or discussion is occasionally illogical; analysis or discussion demonstrates some knowledge related to the topic.	Largely off the mark; does not demonstrate appropriate levels of analysis; filled with false logic or contradictions.
<b>Conclusion</b>	Logical outcome; highlights the main assertions.	Plausible; reasonably relevant to the main analysis and discussion.	Dubious; mostly irrelevant.
<b>References and in-text citation</b>	Complete and accurate.	Minor flaws.	Poor or non-existent.
<b>Use of credible academic sources</b>	Excellent.	Good.	Inadequate or non-existent.
<b>Language and punctuation</b>	Flawless; concise; scholarly in tone.	Minor flaws; occasionally wordy; mostly scholarly in tone; the use of language could have been better.	Poor; extremely wordy; careless; numerous spelling and punctuation mistakes; little or no sign of academic writing.
<b>Holistic judgement</b>	Excellent on most or all criteria, particularly the main analysis and discussion.	Good with some room for improvement.	Poor; substantial revision is required.

Figure 2. Marking Rubric for Assignment 1: Research Essay



### Appendix 3: Guidance Rubric for Assignment 2 – Case Study Report

The following rubric provides general guidance for producing Assignment 2: Case study report. It should not be treated as the marking rubric, contained in Appendix 4. The approximate percentage of the word count in the rubric is for high-level planning; it is not indicative of potential marks allocated.

Criteria	Approximate Percentage of Total Word Count
<p><b>Executive summary</b></p> <ul style="list-style-type: none"> <li>• A concise executive summary is provided; and</li> <li>• The executive summary highlights the main findings of the analysis.</li> </ul>	<p>Not included in the total word count but required for this assignment.</p>
<p><b>Pertinent organisational background</b></p> <ul style="list-style-type: none"> <li>• A high-level summary of the case organisation’s background and the context where the case organisation is situated is present; and</li> <li>• The structure of the report is clearly outlined.</li> </ul>	<p>10%</p>
<p><b>Issue identification and description</b></p> <ul style="list-style-type: none"> <li>• A core issue is unambiguously identified; and</li> <li>• The core issue is clearly described.</li> </ul>	<p>15%</p>
<p><b>Issue analysis</b></p> <ul style="list-style-type: none"> <li>• The analysis of the identified issue is highly focused;</li> <li>• The analysis exhibits sound logic; and</li> <li>• The analysis is insightful.</li> </ul>	<p>50%</p>
<p><b>Recommendations</b></p> <ul style="list-style-type: none"> <li>• Recommendations are drawn from the main analysis;</li> <li>• Recommendations are logical and sound; and</li> <li>• Recommendations exhibit business acumen and feasibility for the case organisation.</li> </ul>	<p>25%</p>
<p><b>Reference list</b></p> <ul style="list-style-type: none"> <li>• A full reference list is provided after Recommendations;</li> <li>• The reference list is complete; and</li> <li>• The reference list is accurate according to APA 6<sup>th</sup>.</li> </ul>	<p>Not included in the total word count. A reference list is not usually expected in a case study report. However, a full, accurate, reference list must be provided if external sources other than the case description are used to assist your analysis.</p>

Figure 3. Guidance Rubric for Assignment 2: Case Study Report

## Appendix 4: Marking Rubric for Assignment 2 – Case Study Report

The following indicates how your case study report is assessed.

<b>Criteria</b>	<b>Exemplary</b>	<b>Satisfactory</b>	<b>Unsatisfactory</b>
<b>Executive summary</b>	Concise; highlights the main points.	Wordy; misses some key points.	Reads like an introduction or non-existent.
<b>Pertinent organisational background</b>	Succinct and relevant.	Mostly relevant; could have been more focused.	Mostly irrelevant.
<b>Issue identification and justification</b>	Clear; easy to follow.	Could have been clearer; reasonably easy to follow.	Very ambiguous; confusing.
<b>Issue analysis</b>	Focused; logical; insightful.	Could have been more focused; analytical logic is occasionally flawed.	Mostly inaccurate; illogical; irrelevant.
<b>Recommendations</b>	Sound recommendations; demonstrate solid understanding of the organisation and business acumen.	Reasonable but need further consideration.	Baseless; illogical; lack of business acumen.
<b>Language and punctuation</b>	Flawless; professional; concise.	A bit wordy; could have been more concise; some issues with appropriate language or grammar.	Full of grammatical or punctuation errors; lacks professionalism.
<b>Report structure</b>	Well organised; good use of headings and paragraphs; ideas or arguments are easy to follow.	Could have been clearer; the use of headings and paragraphs is satisfactory; ideas or arguments are reasonably easy to follow.	Messy structure; lack of headings or paragraphs; ideas or arguments are confusing and hard to follow.
<b>Holistic judgement</b>	Polished and professional; presentable to business executives.	Could be presentable to business executives with refinement.	Unprofessional; unsuitable to be presented to business executives.

Figure 4. Marking Rubric for Assignment 2: Case Study Report