

School of Information Management

INFO 301
STRATEGIC INFORMATION SYSTEMS MANAGEMENT

Trimester Two 2012

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 (or by appointment)

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Tutors Stephanie Isaac & Indrani Roy

Trimester Dates: Monday 16 July – Friday 19 October

Lecture Times and Venue: Mondays 14.40-16.30 GBLT3

Withdrawal from Course

1. Your fees will be refunded if you withdraw from this course on or before Friday 27 July 2012.
2. The standard last date for withdrawal from this course is Friday 28 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.

Tutorials Times and Venues (provisional):

From Week 2, participation in a one-hour weekly tutorial is required. In the first class information will be provided about tutorial times, venues and bookings. This information will also be placed on Blackboard. Numbers in each tutorial are limited, so places will be awarded on a 'first registered basis'. No pre-bookings are permitted. You will be assigned work to do before each tutorial. This will include participating in a blog discussion (posting at least one reflective comment by 1p.m. the previous Monday) and preparing a brief case analysis assignment (due at the start of your tutorial). Please note that in Week 9 (September 24-28) the tutorials will run for two hours to allow time for group presentations.

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, students will be able to:	LG	MA
1	Articulate the relationship between the business and its information systems at strategic, tactical, and operational levels.	LG1	MA1
2	Clearly describe and communicate how information technology and systems impact organisations, individuals within organisations, and business processes	LG2	MA1, MA2
3	Using appropriate models and frameworks, critically analyse, evaluate and communicate the role of information systems (including emerging technologies) in relationship to organisational issues and strategy.	LG1 LG2	MA3, MA4
4	Describe and discuss strategies, tactics, and operational approaches used by organisations to manage their IT resource, including funding, organisation, governance, project and portfolio management, sourcing, ethics, and best practice.	LG4	MA1 MA4 MA7

Course Delivery

Lectures: Lecture sessions will offer all or some of: discussions, cases, web examples, guest speakers, and lectures. Key points from lectures will be published on Blackboard; usually after the lecture. In the lectures in weeks 5,6, 10 and 11, guest speakers from businesses will introduce material on which assignments will be based.

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.

Online discussions: Each tutorial group will have a blog for discussing readings and assignments. Students in the relevant tutorial group will be required to post weekly comments on the blog as part of the course assessment requirements.

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

Note: 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.

Expected Workload

You should expect to spend around 150 hours of time working on this course: this averages 9 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. A suggested break-down of this additional weekly time follows. (However, you should expect your workload for the major assignments to vary across the course.)

Preparing assigned readings	1.5 hours
Participation in blog discussion (includes reading others' comments)	1 hour
Preparing weekly case assignments	2 hours
Major assignments (group work, test preparation, individual research report)	4.5 hours

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. Time will also be allocated for discussing issues and supporting groups in the Week 9 lecture. Additional group meeting time outside of class will be required; possibly around six 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, unless otherwise agreed between the group and the course supervisor.

Materials and Equipment

Regular computer/internet access is required.

Readings

Course readings are split between the textbook and additional material that is available from INFO 301 electronic course reserves (see below) or Blackboard (BB). Please check BB each Friday after 1p.m. for up-to-date instructions on required readings, links, case analysis questions and preparation requirements for classes, tutorials and assessments. A preliminary reading list follows the weekly schedule below.

Course Textbook:

The textbook is Pearlson, K.E. & Saunders, C.S. (2010). *Managing and Using Information Systems: A Strategic Approach* (4th Edition). New York, Wiley. A custom version of this book (containing only the chapters that will be used in this course) can be purchased from VicBooks for \$56.99. It is Strategic Information Systems Management: Selected readings. Pearlson & Saunders. INFO 301. Wiley. Alternatively you may purchase the full textbook for approximately \$92 (limited copies are available from VicBooks) or rent an e-version (available for 180-day digital rental on the John Wiley site for \$45.99). Note that only two pages can be printed at a time from the e-version.

INFO 301 Electronic Course Reserves

Additional required readings for each week will be available in Course Reserves from the VUW library website. (Click on the "Course Reserves" link under popular and Recommended pages on the library homepage. Then enter the course code.) The required weekly readings will be listed on a week-by-week basis on the Blackboard INFO 301 site (under Course Materials). Please check for any updates on the Friday lunchtime prior to each class.

The Blackboard INFO 301 site will outline week-by-week requirements for readings and tutorial preparation (such as mini case study assignments and questions for your tutorial's blog). It will also provide links to items such as additional readings, electronic reserves and web-based resources. Please check the site each Friday after 12.30p.m. for updates. 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.

Proposed Schedule

A provisional schedule for the course follows. Please check Blackboard for weekly instructions.

Week 1 16 July Overview, Business Strategy & the Digital Revolution
Prepare Roche case for discussion in class; Book tutorial group, Sign up to tutorial blog (No tutorials)
Week 2 23 July Strategic use of Information Systems, Analytical Frameworks
Blogpost due by Mon 23rd, 1p.m. First week of tutorials. Case analysis 1 (TAL) due at start of tutorial
Week 3 30 July Organisational Impacts and the Design of Work
Blogpost due by Mon 30 th , 1p.m. Case analysis 2 (FBI) due at start of tutorial
Week 4 6 August Changing Business Processes
Blogpost due by Mon 6 th , 1p.m. Case analysis 3 (Zara) due at start of tutorial Groups for research projects will be set up in tutorials this week
Week 5 13 August IS Sourcing
Guest Speaker: Philippa Bowron: Senior Strategy Advisor, Wellington City Council Scenarios outlined in this presentation will form the basis of the individual/group research assignment
Blogpost due by Mon 13 th , 1p.m. Case analysis 4 (Globshop) due at start of tutorial
Week 6 20 August Enterprise Architecture, Cloud Computing
Guest Speaker: Paul Reid, Group Manager Innovation & Strategy, NZ Post Scenarios outlined in this presentation will form the basis of the individual/group research assignment
Blogpost due by Mon 20 th , 1p.m; Case analysis 5 (Johnson & Johnson) due at start of tutorial. Some tutorial time this week will be spent planning for the test and group assignments
Mid-Trimester Break: 27th August – 9th September
Week 7 10 September Strategic IS Management in Context: Big Data
Guest Speaker on Big Data analytics: TBC
Blogpost due Mon 10 th , 1p.m. Case analysis 6 (Target/ LA) due at start of tutorial Some lecture and tutorial time will be spent planning for the test and group assignments.
Week 8 17th September In-Class test (open book)
An open book test will take place in the usual lecture time. For space reasons, the class will be split into two halves for this test. Please check Blackboard for the venue. Test preparation: Please revise the Week 1-7 cases, frameworks and readings. Also prepare the three short ZipCar readings (see readings). Part of the test will be about the Zipcar case, linking it to models studied.
Group project blogpost (update on progress) due by Mon 17 th , 1p.m. No tutorial this week.
Week 9 24 September Strategic IS Management in Context: The Social Web
Part of today's lecture time will be dedicated to group work/support for projects Group presentations will take place in tutorials this week – note that the tutorials will run an extra hour
Blogpost due by Mon 24 th , 1p.m; Case analysis 7 (Culnan) due at start of tutorial
Week 10 1 October Strategic Governance – Part 1
This two--week module will include guest spots from Vaughan Harrison, Senior Manager PWC & Murray Wills, Governance consultant. Case 8 will be based on material presented/discussed in the Week 10 & 11 lectures.
Blogpost due by Mon 1 st , 1p.m. Tutorial preparation: see Blackboard for details
Week 11 8 October Strategic Governance - Part 2
This two--week module will include guest spots from Vaughan Harrison, Senior Manager PWC & Murray Wills, Governance consultant. Case 8 will be based on material presented/discussed in the Week 10 & 11 lectures.
Blogpost due by Mon 8 th , 1p.m. Case analysis 8 due at start of tutorial
Week 12 15 October Making a Case for Strategic IS Investments
The finals of the group presentations (top four groups) will be held in today's lecture time Tutorial time will be available for discussion/ support for the final individual assignments. Final report: Due on Friday 19 th October (5p.m.)

Weekly Readings

A preliminary reading list follows. You may download these from INFO 301 Course Reserves or (for online readings) directly from the site. Changes will be announced on Blackboard.

Week 1 16 July Overview, Business Strategy & the Digital Revolution
Text: Introduction & chapter 1; Roche case (text & short article)
Anders, G. (2007) Fresh Start 2002: Roche's New Scientific Method. <i>Fast Company</i> , Dec 19.
Week 2 23 July Strategic use of Information Systems, Analytical Frameworks
Text chapters 1 & 2; TAL case
Lee et al. (2004) Innovation through supply chain reconfiguration[TAL] <i>MISQ Exec.</i> 3(3)131-42
Porter & Millar (1985). How information gives you competitive advantage. <i>Harvard Business Review</i> 63(4)149-60
Week 3 30 July Organisational Impacts and the Design of Work
Text chapters 3 & 4; FBI case (text & short article)
Holmes, A. (2005). Why the G-Men aren't IT Men. <i>CIO Magazine</i> (15 June, 42-45)
Week 4 6 August Changing Business Processes
Text chapter 5; Zara case (text and article)
Gallaughier (2008) Zara: Fast Fashion from Savvy Systems. [Case] Available at http://www.gallaughier.com/Zara%20Case.pdf
Week 5 13 August IS Sourcing
Text chapter 6: IS Sourcing (chapter 7 of source book)
Ranganathan and Balaji (2007). Critical Capabilities for Offshore Outsourcing of Information Systems. <i>MISQ Executive</i> 6 (3), 147-164.
Ranganathan et al. (2007). Crafting and Executing an Offshore IT Sourcing Strategy: GlobShop's Experience. <i>Journal of Information Technology</i> 22, 440-450. [Case]
Week 6 20 August Enterprise Architecture, Cloud Computing
Pearlson & Saunders,2010. Architecture & Infrastructure.Ch 6, Managing & Using Info Systems, Wiley
Ross, J. (2003). Creating a Strategic IT Enterprise Architecture Competency: Learning in Stages. <i>MISQ Exec.</i> 2 (1), 31-43 [Johnson & Johnson case]
Bradley et al. (2011). The Role of Enterprise Architecture in the Quest for IT Value. <i>MISQ Exec.</i> 10, 2, 73-80
Schuller, S. Private PAAS: The Convergence of Private Cloud & Enterprise Architecture. <i>CIO Magazine</i> Sept 13, 2011 [short article]
Mid-Trimester Break: 27th August - 9th September
Week 7 10 September Strategic IS Management in Context: Big Data
Duhigg, C. (2012) How companies learn your secrets. <i>New York Times</i> , Feb 16, 2012. [Target case]
Bryant et al. (2008). <i>Big Data Computing: Creating Revolutionary Breakthroughs in Commerce, Science and Society</i> . Computing Community Consortium. Version 8
Bollier (2010). <i>The Promise and Peril of Big Data</i> . The Aspen Institute. (excerpt, 20-25)
Hey. T. (2010) The Next Scientific Revolution: How Data Mashups can help save the world. <i>Harvard Business Review</i> , Nov. 2010, 57-63.
Heaton, B. (2012). Los Angeles County Uses Analytics to Stop Childcare Fraud [LA case]
Week 8 17th September In-Class test (open book)
Pratt, M. (2006). RFID: A ticket to ride. <i>ComputerWorld</i> (Dec. 18)
Aston, A. (2008). Zipcar: So Far, Profits are Zip. <i>Business Week</i> (28 August)
Garthwaite, J. (2009). Why Zipcar got into the Fleet Biz. <i>Business Week</i> (30 April).
Week 9 24 September Strategic IS Management in Context: The Social Web
Culnan et al. (2010) How Large U.S. Companies Can use Twitter and Other Social Media to Gain Business Value. <i>MISQ Executive</i> 9 (4), 243-259.
Weiss, Thorogood & Clark (2007). Three IT-Business Alignment Profiles: Technical resource, Business Enabler and Strategic Weapon. <i>Communications of the AIS.</i> , 18 (1), Article 33.
Week 10 1 October Strategic Governance - Part 1
Case 8 will be presented in this week's lecture. Please see Blackboard for readings.
Week 11 8 October Strategic Governance - Part 2
Case 8 will be presented in this week's lecture. Please see Blackboard for readings.
Week 12 15 October Making a Case for Strategic IS Investments
Text chapters 8 & 9: Funding IT & Managing Business Knowledge
Ward et al.(2008).Building Better Business Cases for IT Investments. <i>MISQ Exec</i> 7 (1), 1-15.

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 Objectives	%	Breakdown	Due
Weekly tutorial work	1,2,3,4,5	45%	8 case analysis assignments (30%) Cases 1-3 & 5-7: 3% each. Cases 4 & 8: 6% each	Start of tutorials in Weeks 2-7, 9 & 11
			Participation (on tutorial group blog and face-to-face) (15%)	1p.m. Mondays (blog posts) & at tutorial
In-class test: case analysis	1,2,5	20%	Short and long answers based on Week 1-7 themes	17 th September (Week 8)
Research Project	1,2,3,4,5	35%	Group presentation and reference list (15%)	Presentations in week 9 tutorials (24-28 Sept); Report 19 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%*

Before each lecture you will be asked to post 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 1p.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 the tutorials in weeks 2,3,4,6,7, 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). Note that Cases 4 and 8 carry twice the value of the other cases (see above table). Case 8 will be based on a presentation made in lecture time. These assignments will be accepted **only** from those attending the full tutorial. Because of the nature of this assessment there will be no extensions. Exemplar answers will be posted on Blackboard early in the course. Refer to the rubric attached for the marking scheme.

(b) Case Analysis Test 20%

In week 8 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 1-7, and the Week 8 Zipcar readings, 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 in relationship to a specific business setting, applying one or more analytical models and frameworks from the course to guide the analysis. The business setting will be based on one of the scenarios (strategic issues/goals) outlined by the guest speakers in Week 5 or 6. 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% (Due in Week 9 tutorial – two-hour sessions)

In the week 9 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 19th 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. It should include concise, good quality English (with spelling and grammar checked), have a logical structure, and include 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.

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

To be eligible to pass the course students must participate in 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/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

Faculty of Commerce Office <http://www.victoria.ac.nz/vbs/studenthelp>

Te Putahi Atawhai

Maori and Pacific Mentoring Programme <http://www.victoria.ac.nz/tpa/>

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 scaled to 30% of the final grade. Cases 4 & 8 are each worth 6% of the final mark. The other cases are each worth 3% of the final mark.)

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

Group members: _____

Topic: _____

	Exemplary	Satisfactory	Unsatisfactory	
Organisation of Content	5	3-4	0-2	/5
	Tightly focussed; all content covered Well structured, theme is clear; Message very clear; Good timing.	Mostly focussed; most of content covered Discernible theme; Message mostly clear; Keeps almost to time.	Rambling, unfocussed; Disorganised, unrelated; message is unclear; Runs over time or too brief.	
Delivery and Audience Engagement	5	3-4	0-2	/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.	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.	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.	
Quality and application of references	5	3-4	0-2	/5
	5 or more scholarly references; strong evidence of use of content; accurate use Other sources appropriately selected and used	2-4 scholarly references with use of content evident; mostly accurate use Other sources appropriately selected and used	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	
MARK & Comments				/ 15

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

Name: _____ Topic _____ ID _____

	Exemplary	Satisfactory	Unsatisfactory	
	11-15	6-10	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
	8-10	5-7	0-4	

	Exemplary	Satisfactory	Unsatisfactory	
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 show 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