1. General Course Information

1.1 Course Details

Course Code:	**1410ICT**
Course Name:	**Introduction to Information Systems**
Trimester:	**Trimester 3 2019**
Program:	Diploma of Information Technology
Credit Points:	10
Course Coordinator:	Jo-Anne Clark
Document modified:	21/8/2019

Course Description

Introduction to Information Systems is a 10 credit point course within the Diploma of Information Technology. The course is situated within the first semester of the program. The Diploma of Information Technology is designed to provide students with a pathway to further university study in Information Technology and related degrees; or employment opportunities within the IT industry.

Assumed Knowledge

There are no prerequisites for this course.

1.2 Teaching Team

Your lecturer/tutor can be contacted via the email system on the portal.

Name	Email
Jo-Anne Clark	jocl@staff.griffithcollege.edu.au
Dr Shahzrad Saremi	shsa@staff.griffithcollege.edu.au

1.3 Staff Consultation

Your lecturer/tutor is available each week for consultation outside of normal class times. Times that your lecturer/tutor will be available for consultation will be given in the first week of lectures. A list of times and rooms will be published on the Griffith College Portal under the "Support and Services/Teacher Consultation Times" link.

1.4 Timetable

Your timetable is available on the Griffith College Portal at Class Timetable in Student and Services.

1.5 Technical Specifications

All students must have access to a computer or suitable mobile device.

2. Aims, Outcomes & Generic Skills

2.1 Course Aims

The course aims to provide students with a balanced understanding of Information Systems (IS) and their organisational environments. It gives students a broad introduction to Information Systems by introducing them to key ideas of contemporary IS practice and exposing them to the main areas that define this terrain, namely **socio-technical systems development, implementation and use, and a new mind-set of focusing on IT delivered services and value**.

The course content and teaching methods are designed to develop your life-long learning skills. Problem-solving and the analysis and critical-evaluation of available information are essential for successfully completing assessments in this course and directly relate to employment in the IT industry.

A better understanding and appreciation of Information Systems in context is achieved by looking at different types and uses of IS in a variety of rich contexts, followed by an introduction to common IS management challenges and evaluating IS efforts.

The central theme of the course is that a successful information system must be aligned with the organisational context in which it exists. The central question of the course is "*How can we ensure that the resulting system is aligned with the organisation's needs, objectives and delivers value to the organisation?*"

At the conclusion of this course students will appreciate that managing and understanding the use of information and Information & Communication Technology (ICT) in context is central to Information Systems. Students will also understand the need to manage Information Systems as a combination of people and technical issues, within their broader organisational and social context.

The course aims to instil an understanding of the following:

The difference between data, information, knowledge, and decision-making;

The study of information systems involves a combination of both people and technical issues;

That Human Activity Systems (HAS) comprise people, processes, technology, and suppliers;

That modern IT departments have a cultural shift from focusing on technology to focusing on services;

How to model systems using Business Process modelling;

How to capture the concerns of all stakeholders (using tools such as rich picture);

Why human and organisational factors (not technical reasons) are the primary reason for success or failure of information systems implementations;

How to evaluate the success of a new information system implementation, and apply measures of system success;

That information systems aligned with organisational strategy provide a competitive advantage.

2.2 Learning Outcomes

After successfully completing this course you should be able to:

1. Explain the role of information systems within organisations.
2. Model basic information systems using standard business process modelling notation and diagrams.
3. Analyse and justify the effect and impact of information systems on organisations.
4. Evaluate characteristics of the practice and careers in information systems and how these differ from other academic disciplines.
5. Describe the relevance and usefulness of an IT services management framework to be able to define key concepts.
6. Analyse a business case in order to generate a report on what is of value to stakeholders.

2.3 Generic skills

For further details on the Generic Skills please refer to the Graduate Generic Skills and Capabilities policy.

Griffith College aims to develop graduates who have an open and critical approach to learning and a capacity for lifelong learning. Through engagement in their studies, students are provided with opportunities to begin the development of these and other generic skills.

Studies in this course will give you opportunities to begin to develop the following skills:

Generic Skills	Taught	Practised	Assessed
Written Communication	Yes	Yes	Yes
Oral Communication		Yes	
Information Literacy		Yes	Yes
Secondary Research			
Critical and Innovative Thinking	Yes	Yes	Yes
Academic Integrity		Yes	Yes
Self Directed Learning			
Team Work		Yes	
Cultural Intelligence			
English Language Proficiency			

3. Learning Resources

3.1 Required Resources

Details of your Required Learning Resources are available from the Griffith College Portal.

3.2 Recommended Resources

Details of your Recommended Learning Resources are available from the Griffith College Portal.

3.3 College Support Services and Learning Resources

The College provides many facilities and support services to assist students in their studies. Links to information about College support resources that are available to students are included below for easy reference.

Digital Library – Databases to which Griffith College students have access to through the Griffith Library Databases.

MyStudy – there is a dedicated website for this course via MyStudy on the Griffith College Portal.

Academic Integrity Tutorial - this tutorial helps students to understand what academic integrity is and why it matters. You will be able to identify types of breaches of academic integrity, understand what skills you will need in order to maintain academic integrity, and learn about the processes of referencing styles.

Services and Support provides a range of services to support students throughout their studies including personal support such as Counselling; Academic support; and Welfare support.

Jobs and Employment in the Student Hub can assist students with career direction, resume and interview preparation, job search tips, and more.

IT Support provides details of accessing support, information on s numbers and internet access and computer lab rules.

3.4 Other Learning Information

Attendance

You are expected to attend all lectures and tutorials and to actively engage in learning during these sessions. You are expected to bring all necessary learning resources to class such as the required textbook and /or Workbook. In addition, you may BYOD (bring your own device) to class such as a laptop or tablet. This is not a requirement as computer lab facilities are available on campus, however, the use of such devices in the classroom is encouraged with appropriate and considerate use principles being a priority.

Preparation and Participation in Class

In order to enhance learning, prepare before lectures and tutorials. Read the relevant section of your text book before a lecture, and for a tutorial read both the textbook and the relevant lecture notes. If you have been given tutorial exercises, make sure you complete them. Active participation in lectures and tutorials will improve your learning. Ask questions when something is unclear or when you want to bring some issue to your lecturer or tutor's attention; respond to questions to test your knowledge and engage in discussion to help yourself and others learn.

Consultation Sessions

Teachers offer extra time each week to assist students outside the classroom. This is known as 'consultation time.' You may seek assistance from your teacher on email or in person according to how the teacher has explained this to the class. Attendance during consultation time is optional but you are encouraged to use this extra help to improve your learning outcomes.

Course Materials

Lecture notes will be made available to you in MyStudy on the Griffith College Portal and you are advised to either print these out and bring them to each class so that extra notes can be added or BYOD (bring your own device) and add extra notes digitally.

Self-Directed Learning

You will be expected to learn independently. This means you must organise and learn the course content even when you are not specifically asked to do so by your lecturer or tutor. This involves revising the weekly course material. It also means you will need to find additional information for some assessment items beyond that given to you in textbooks and lecture notes, and to construct your own response to a question or topic. All of this requires careful planning of your time. Expect to spend, on average, at least 10 hours per week including class time for each of your courses.

Program Progression

You are reminded that satisfactory Program Progression requires that attendance in classes is maintained at equal to or greater than 80%, and that GPA is maintained at equal to or greater than 3.5 [please see Griffith College Policy Library - Program Progression Policy - for more information].

4. Learning and Teaching Activities

4.1 Weekly Learning Activities

Week	Topic	Activity	Readings	Learning outcomes
1	Introduction to Information Systems (IS) and HAS	Lecture	Textbook Chapter 1 Course Outline	1
	Introduction to course	Tutorial		
2	Business Process & IS, Stakeholders and Rich picture	Lecture	Textbook Chapter 2	2,6
	Tutorial exercise	Tutorial		
3	Business Process Modelling and BPMn	Lecture	Textbook Chapter 2	2
	Tutorial exercise	Tutorial		
4	Data, Information, Knowledge and Decision-making	Lecture	Textbook Chapter 3	1,3
	Tutorial exercise	Tutorial		
5	IS, Competitive Advantage, and Value	Lecture	Textbook Chapter 7	3, 4, 6
	Tutorial exercise	Tutorial		
6	Assignment Briefing	Lecture	Readings on course site	1, 2, 3, 4, 5, 6
	Tutorial exercise	Tutorial		
7	IS Assessment and Impact	Lecture	Readings on course site	5
	Tutorial exercise	Tutorial		
8	IT Services Management	Lecture	Textbook Chapter 9	3
	Tutorial exercise	Tutorial		
9	Organisations and IS	Lecture	Textbook Chapter 2	1,3,4
	Tutorial exercise	Lecture		
10	Successful IS Practice	Lecture	Textbook Chapter 13 Readings on course site	3, 6
	Tutorial exercise	Tutorial		
11	The IS/IT Industry	Lecture	Readings on course site	4
	Tutorial exercise	Tutorial		
12	Exam preparation	Lecture		1, 2, 3, 4, 5, 6
	Tutorial exercise	Tutorial		

5. Assessment Plan

5.1 Assessment Summary

Item	Assessment Task	Weighting	Learning Outcomes	Due Date
1	**Academic development holistic assessment** Weekly workshop exercises	20%	1,2,5,6	Weeks 2, 4, 6 & 8
2	**Assignment – Practice based assignment** Assignment	40%	1,2,3,5,6	Week 10
3	**Exam – constructed response** Final exam	40%	1,2,3,4,5,6	Examination period

5.2 Assessment Detail

Title: Assessed workshop exercises

Type: Academic development holistic assessment

Learning Outcomes Assessed: 1, 2, 5, 6

Due Date:

Weeks 2, 4, 6 & 8

Weight: 20%

Marked out of: 20

Task Description:

Attempt analytical exercises and producing diagrams, models or reports. There are 4 exercises (weeks 2, 4, 6, and 8).

Due dates:

Exercises are handed to the students in the workshop/lab in weeks 2, 4 ,6 and 8. The item is due before the next workshop/lab.

The exact deadlines as below:

Exercise 1:

Start: Your workshop/lab of week 2

In class submission. Deadline: before your workshop/lab of week 3 starts

Exercise 2:

Start: Your workshop/lab of week 4

In class submission deadline: before your workshop/lab of week 5 starts

Exercise 3:

Start: Your workshop/lab of week 6

In class submission deadline: before your workshop/lab of week 7 starts

Exercise 4:

Start: Your workshop/lab of week 8

In class submission deadline: before your workshop/lab of week 9 starts

Criteria & Marking:

Students need to demonstrate that the exercise set the previous week has been completed according to the detailed marking schema provided on 1410ICT course website

Submission: Details provided on 1410ICT course website

Title: Individual Assignment

Type: Assignment – Individual Practice-based Assignment

Learning Outcomes Assessed: 1, 2, 3 4, 5, 6

Submission: via Turnitin on the Course portal page.

Due Date:

Monday of Week 10 (2nd September, 2019) – due midnight

Weight: 40%

Marked out of: 40

Task Description:

The assignment final report is due in week 10 Monday (2nd September, 2019) at midnight. This assignment assesses the students' ability to interpret the material learnt and represent this material using tools, written opinion and diagrams, using skills learned and demonstrating their understanding of the material covered during the semester.

Criteria & Marking:

The detailed marking rubric which is based on Solo taxonomy is provided on 1410ICT course portal page.

Title: Final exam

Type: Exam - selected and constructed responses

Learning Outcomes Assessed: 1, 2, 3, 4, 5, 6

Due Date:

Examination Period

Weight: 40%

Marked out of: 40

Perusal: 15 minutes

Duration: 120 minutes

Format: Closed Book

Task Description:

Exam – selected and constructed responses.

Date/time:

Held in standard final examination period.

5.3 Late Submission

An assessment item submitted after the due date, without an approved extension from the Course Coordinator, will be penalised. The standard penalty is the reduction of the mark allocated to the assessment item by 5% of the maximum mark applicable for the assessment item, for each working day or part working day that the item is late. Assessment items submitted more than five working days after the due date are awarded zero marks.

Please refer to the Griffith College website - Policy Library > Assessment Policy for guidelines and penalties for late submission.

5.4 Other Assessment Information

Retention of Originals

You must be able to produce a copy of all work submitted if so requested. Copies should be retained until after the release of final results for the course.

Requests for extension

To apply for an extension of time for an assignment, you must submit an Application for Extension of Assignment form to your teacher at least 24 hours before the date the assignment is due. Grounds for extensions are usually: serious illness, accident, disability, bereavement or other compassionate circumstances and must be able to be substantiated with relevant documentation [e.g. Griffith College Student Medical Certificate]. Please refer to the Griffith College website - Policy Library - for guidelines regarding extensions and deferred assessment.

Return of Assessment Items

1. Marks awarded for in-trimester assessment items, except those being moderated externally with Griffith University, will be available on the Student Portal within fourteen [14] days of the due date. This does not apply to the final assessment item in this course (marks for this item will be provided with the final course result).

2. Students will be advised of their final grade through the Student Portal. Students can review their exam papers after student grades have been published (see relevant Griffith College Fact Sheet for allocated times at Support> Factsheets). Review of exam papers will not be permitted after the final date to enrol.

3. Marks for **all** assessment items including the final exam (if applicable) will be recorded in the Moodle Course Site and made available to students through the Moodle Course Site.

    The sum of your marks overall assessment items in this course does not necessarily imply your final grade for the course. Standard grade cut off scores can be varied for particular courses, so you need to wait for the official release of grades to be sure of your grade for this course.

6. Policies & Guidelines

Griffith College assessment-related policies can be found in the Griffith College Policy Library which include the following policies:

Assessment Policy, Special Consideration, Deferred Assessment, Alternate Exam Sitting, Medical Certificates, Academic Integrity, Finalisation of Results, Review of Marks, Moderation of Assessment, Turn-it-in Software Use. These policies can be accessed using the 'Document Search' feature within the Policy Library

Academic Integrity Griffith College is committed to maintaining high academic standards to protect the value of its qualifications. Academic integrity means acting with the values of honesty, trust, fairness, respect and responsibility in learning, teaching and research. It is important for students, teachers, researchers and all staff to act in an honest way, be responsible for their actions, and show fairness in every part of their work. Academic integrity is important for an individual's and the College's reputation.

All staff and students of the College are responsible for academic integrity. As a student, you are expected to conduct your studies honestly, ethically and in accordance with accepted standards of academic conduct. Any form of academic conduct that is contrary to these standards is considered a breach of academic integrity and is unacceptable.

Some students deliberately breach academic integrity standards with intent to deceive. This conscious, pre-meditated form of cheating is considered to be one of the most serious forms of fraudulent academic behaviour, for which the College has zero tolerance and for which penalties, including exclusion from the College, will be applied.

However, Griffith College also recognises many students breach academic integrity standards without intent to deceive. In these cases, students may be required to undertake additional educational activities to remediate their behaviour and may also be provided appropriate advice by academic staff.

As you undertake your studies at Griffith College, your lecturers, tutors and academic advisors will provide you with guidance to understand and maintain academic integrity; however, it is also your responsibility to seek out guidance if and when you are unsure about appropriate academic conduct.

In the case of an allegation of a breach of academic integrity being made against a student he or she may request the guidance and support of a Griffith College Student Learning Advisor or Student Counsellor.

Please ensure that you are familiar with the Griffith College Academic Integrity Policy; this policy provides an overview of some of the behaviours that are considered breaches of academic integrity, as well as the penalties and processes involved when a breach is identified.

For further information please refer to the Griffith College website - Policy Library > Academic Integrity Policy

Reasonable Adjustments for Assessment – The Disability Services policy

The Disability Services policy (accessed using the Document Search' feature with the Policy Library) outlines the principles and processes that guide the College in making reasonable adjustments to assessment for students with disabilities while maintaining academic robustness of its programs.

Risk Assessment Statement

There are no out of the ordinary risks associated with this course.

Note: For all Diploma level programs, Griffith College acknowledges content derived from Griffith University.