1. General Course Information

1.1 Course Details

Course Code:	**1410ICT**
Course Name:	**Introduction to Information Systems**
Trimester:	**Trimester 2, 2020**
Program:	Diploma of Information Technology
Credit Points:	10
Course Coordinator:	Joy Galaige
Document modified:	28/05/2020

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. This course introduces students to the concepts of information, information systems, and value generated from these systems. In this course, students will explore ways in which information systems are now critically important for managing business activities and relationships with customers and suppliers.

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
Joy Galaige	joga@portal.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 found on the Moodle Course Site.

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 concepts of systems thinking, information systems, and decision making in organisations
2. Model business processes using business process modelling techniques and explain how information systems can help organisations create value and gain competitive advantage
3. Evaluate the success and failure of information systems in organisations.

2.3 Generic Skills and Capabilities

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 and Capabilities		Taught	Practised	Assessed
Acquisition of discipline knowledge and skills with critical judgement			✔	✔
Communication and collaboration		✔	✔	✔
Self-directed and active learning			✔	✔
Creative and future thinking			✔	✔
Social responsibility and ethical awareness			✔	
Cultural competence and awareness in a culturally diverse environment			✔	

3. Learning Resources

3.1 Required Learning Resources

Business Information Systems, Beynon- Davies 2nd Ed. Publisher: Palgrave Macmillan (UK) Edition: 2nd Print
ISBN: 9781137265807, 1137265809 eText ISBN: CSM19781137307774
The e-copy can be bought from this link:
https://www.vitalsource.com/en-au/products/introduction-to-business-information-systems-valacich-v9781488618833?duration=perpetual&gclid=CjwKCAjw2a32BRBXEiwAUcugiKCMFrKzZrawEtCcbB_2CmrtXFj9
1mJetCvxe3oCDTCKfvJb3UMqUxoCWwQQAvD_BwE

3.2 Recommended Learning Resources

Experiencing MIS, David M. Kroenke; David Wilson; Wayne Brookes
Published date: 2016
Publisher: Pearson Australia
Edition: 4e
ISBN: 9781486019281

The e-copy can be bought from this link: http://www.pearson.com.au/9781486020614

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 academic advice and assignment help from Student Learning Advisors, and personal and welfare support from Student Counsellors.

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 Information about your Learning

Attendance

You are expected to actively engage in all learning experiences and learning activities which underpin the learning content in this course. You are expected to engage with the learning content and learning activities outside of timetabled class times. This requires you to be an active agent of your learning. You are expected to bring all necessary learning resources to class such as the required textbook and /or Workbook. In addition, you are encouraged to 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 Learning

In order to enhance your learning, you need to prepare before participating in the learning experiences. Absorb the learning content and complete the learning activities that are provided online before you attend the scheduled learning experiences. Make sure you complete the learning activities set each week, they are designed to support your learning. Active participation in your learning will enhance your success. 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 Learning Materials

Learning materials are made available to you in MyStudy on the Griffith College Portal. The learning materials are arranged in Modules. In each Module you will find the learning content, learning activities and learning experiences. Actively working your way through these course learning materials together with your lecturer or tutor will prepare you to succeed when completing the evidence of learning (assessment).

Self-Directed Learning

You will be expected to learn independently. This means you must organise and engage with the course learning content even when you are not specifically asked to do so by your lecturer or tutor. The weekly guide will be helpful to organise your learning. This involves revising the weekly course learning material and completing the learning activities. It also means you will need to find additional information to evidence your learning (assessment) beyond that given to you, 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].

Teacher and Course Evaluation

Your feedback is respected and valued by your lecturers and tutors. You are encouraged to provide your thoughts on the course and teaching, both positive and critical, directly to your lecturer and tutor or by completing course and lecturer evaluations via Griffith College's evaluation tool whenever these are available.

4. Learning Content, Learning Activities and Learning Experiences

4.1 Modules for Learning and Weekly Learning Content, Learning Activities and Learning Experience

	Learning Content	Learning activities	Learning experiences	Evidence of learning	Learning outcome
Module 1: Understanding Information Systems					
1	Introduction to Information Systems (IS) and HAS Textbook Chapter 1	Homework, Online activities	Textbook readings, lectures, tutorials, watching YouTube & mini-lecture videos		1
2	Data, Information, Knowledge and Decision-making Textbook Chapter 3	Homework, Online activities	Textbook readings, lectures, tutorials, watching YouTube & mini-lecture videos		1
3	Organisations and Information Systems Theory Textbook Chapter 2	Homework, Online activities	Textbook readings, lectures, tutorials, watching YouTube & mini-lecture videos	In-class/online Quiz	1
Module 2: Information Systems in Organisations					
4	Business Process & IS, Stakeholders and Rich picture Textbook Chapter 2	Homework exercises , Online activities	Textbook readings, lectures, tutorials, watching YouTube & mini-lecture videos		2
5	Business Process Modelling and BPMn Textbook Chapter 2	Homework exercises, Online activities	Textbook readings, lectures, tutorials, watching YouTube & mini-lecture videos	Assessed learning activity 1	2
6	IS, Competitive Advantage, and Value Textbook Chapter 7	Homework exercises, Online activities	Textbook readings, lectures, tutorials, watching YouTube & mini-lecture videos		2
7	Assignment Briefing			Assessed learning activity 2	1,2&3
Module 3: Information Systems Success and Failure in Practice					
8	IS Assessment and Impact	Homework exercises, Online activities	Lectures, tutorials, Watching YouTube & mini-lecture videos		3
9	Successful IS Practice Textbook Chapter 13 Readings on course site	Homework exercises , Online activities	Textbook readings, lectures, tutorials, watching YouTube & mini-lecture videos	Assessed learning activity 3	3

10	IT Services Management Textbook Chapter 9	Homework exercises , Online activities	Textbook readings, lectures, tutorials, watching YouTube & mini-lecture videos		3
11	The IS/IT Industry	Homework exercises , Online activities	Lectures, tutorials, watching YouTube & mini-lecture videos	Practice based assignment	1,2&3
12	Exam preparation	Homework exercises , Online activities	Textbook readings, lectures, tutorials, watching YouTube & mini-lecture videos		1,2&3

5. Evidence of Learning (Assessment Plan)

5.1 Evidence of Learning Summary

	Evidence of learning	Weighting	Learning outcome	Due Date
1	In-class/online Quiz	5%	1	Weeks 3
2	Two assessed learning activities	10%	2	Weeks 5 & 7
3	Assessed learning activity	5%	3	Week 9
4	Practice based assignment	40%	1,2&3	Week 11
5	Exam – constructed response	40%	1,2&3	Examination period

5.2 Evidence of Learning Task Detail

Title: Assessed workshop exercises and quiz

Learning Outcomes Assessed 1, 2 &3

Due Date:

Weeks 3, 5, 7 & 9

Weight: 20%

Marked out of: 20

Task Description:

Quiz and analytical exercises and producing diagrams, models or reports. There are 4 exercises (weeks 3, 5, 7, and 9).

The exact deadlines as below:

Exercise 1

Inclass/online quiz 1:

Done in-class/online in week 3

Exercise 2

Assessed learning activity 1:

Start: Learning Activity   for week 4

Online submission: before your week 5 starts

Exercise 3

Assessed learning activity 2:

Start: Learning activity for week 6

Online submission: before your week 7 starts

Exercise 4

Learning Activity 3:

Start: Learning activity for week 8

Online submission: before your week 9 starts

Criteria & Marking:

Students need to demonstrate that the assessed learning activity set the previous week has been completed and submitted online ontime

Submission: Details provided on 1410ICT course website

Title: Individual Assignment

Type: Assignment – Individual Practice-based Assignment

Learning Outcomes Assessed: 1, 2 & 3

Submission: via Turnitin on the Course portal page.

Due Date:

Monday of Week 11

Weight: 40%

Marked out of: 40

Task Description:

The assignment final report is due in week 11. 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 the 1410ICT   course portal page.

Title: Final exam

Type: Exam - selected and constructed responses

Learning Outcomes Assessed: 1, 2,& 3

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 evidence of learning (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. Evidence of learning 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 Information about Evidence of Learning

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 evidence of learning item, 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 Evidence of Learning Items

1. Marks awarded for in-trimester evidence of learning 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 evidence of learning 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 final exam papers after student grades have been published. Review of final exam papers will not be permitted after the final date to enrol.

3. Marks for **all** evidence of learning 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 of evidence of learning 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.