



## 1. General Course Information

### 1.1 Course Details

<b>Course Code:</b>	<b>1803ICT</b>
<b>Course Name:</b>	<b>Information Systems Foundations</b>
<b>Trimester:</b>	<b>Trimester 1, 2022</b>
<b>Program:</b>	Diploma of Information Technology
<b>Credit Points:</b>	10
<b>Course Coordinator:</b>	Joy Galaige
<b>Document modified:</b>	9/12/2021

### Course Description

Information Systems Foundations 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 teacher/s can be contacted via email as below:

You will also find their email in the Teacher's tile on your Course Site.

Name	Email
Joy Galaige	<a href="mailto:joga@portal.griffithcollege.edu.au">joga@portal.griffithcollege.edu.au</a>

## 1.3 Meet with your teacher

Your teacher is available each week to meet outside of normal class times. This is called consultation. Times that your teacher will be available for consultation will be found on the Teacher's tile on your Course Site.

## 1.4 Timetable

Your timetable is available on the Griffith College Digital Campus at My Apps, Timetable.

## 1.5 Technical Specifications

All students must have access to a computer or suitable mobile device such as desktop, laptop, or tablet. In addition, up-to-date browser access, a reliable high-speed internet connection with enough upload and download capacity, a webcam and headset including microphone are needed.

## 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 among data, information, knowledge, and the relevance to decision-making;
- The study of information systems involves a consideration of both people and technologies
- That Human Activity Systems (HAS) comprise people, processes, and technology.
- 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 in accessible language key concepts such as systems thinking, open systems, information systems, organisations, human activity systems, and decision making in organisations
2. Use tools of soft systems methodology such as rich pictures, activity system models and process models to explore and gain insights into complex issues/situations presented in case studies and scenarios reflective of real-world situations requiring information systems
3. Apply the lens of theoretical frameworks and analytical tools such as Porter's five forces, porter's value chain, system success model, and IS impact frameworks, to gain insights into the information system requirements of organisations from the perspective of maintaining competitiveness and the perspective of value creation, and to assess the adequacy of information systems in organisations
4. Analyse a business case in order to generate a proposal for an information system, justifying how the information system will support the creation of value in the organisation.



## 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\\_2CmrtXFj91mJetCvxe3oCDTCKfvJb3UMqUxoCWwQQAvD\\_BwE](https://www.vitalsource.com/en-au/products/introduction-to-business-information-systems-valacich-v9781488618833?duration=perpetual&gclid=CjwKCAjw2a32BRBXEiwAUcugiKCMFrKzZrawEtCcbB_2CmrtXFj91mJetCvxe3oCDTCKfvJb3UMqUxoCWwQQAvD_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

### 3.3 College Support Services and Learning Resources

Griffith College provides many facilities and support services to assist students in their studies. Links to information about 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.
- [Study Toolbox](#) – there is a dedicated website for this course on the Griffith College Digital Campus.
- Academic Integrity - Griffith College is committed to ensuring academic integrity is understood and maintained by all staff and students. All students learn about academic integrity through engagement with Academic Integrity online modules within the Academic and Professional Studies course.
- [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

#### Preparation and Participation in Learning

You need to prepare before attending your scheduled learning experience. Work through the learning content prepared by your teacher which is found on the course site. 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 teacher's attention; respond to questions to test your knowledge and engage in discussion to help yourself and others learn.

#### Attendance

You are expected to actively engage in all learning experiences 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.

#### 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 the course site. The learning materials are arranged in Modules. In each Module you will find Learning Content, Learning Experiences and Learning Activities. **Learning Content** will be engaged with prior to the scheduled **Learning Experience (your weekly class)**. This will ensure you are prepared for the scheduled Learning Experience by being aware of the content to be covered and therefore will be able to actively participate in the session. **Learning Activities** are accessed after the scheduled session for purposes of review, consolidation of learning, and preparation for the Evidence of Learning Tasks in the course.

In addition, **Anytime Anywhere** learning material is provided in the course. This learning material provides support, interactive tools and directions for students who occasionally cannot attend the weekly scheduled Learning Experience (either in person or on Zoom) perhaps due to illness or other commitments. The Anytime Anywhere learning material should also be used in conjunction with Learning Content and Learning Activities resources.

### 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 teacher. 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 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%, students are engaged in their learning 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 teachers. You are encouraged to provide your thoughts on the course and teaching, both positive and critical, directly to your teacher or by completing course and teacher evaluations via Griffith College's evaluation tool whenever these are available.



## 4. Learning Content, Learning Experiences and Learning Activities

### 4.1. Modules for Learning and Weekly Learning Content, Learning Experiences and Learning Activities

	Learning Content	Learning experiences	Learning activities	Evidence of learning	Learning outcome
					
<b>Module 1: Understanding Information Systems</b>					
<b>1</b>	Introduction to Information Systems (IS) and HAS Textbook Chapter 1	Homework, Online activities	Textbook readings, lectures, tutorials, watching YouTube & mini-lecture videos		1, 4
<b>2</b>	Data, Information, Knowledge and Decision-making Textbook Chapter 3	Homework, Online activities	Textbook readings, lectures, tutorials, watching YouTube & mini-lecture videos		1, 4
<b>Module 2: Modelling Information Systems in Organisations</b>					
<b>3</b>	Modelling Stakeholders: Rich pictures Textbook Chapter 2 Textbook Chapter 2	Homework, Online activities	Textbook readings, lectures, tutorials, watching YouTube & mini-lecture videos	In-class/online Quiz	2, 4

	<b>Module 2: Modelling Information Systems in Organisations</b>				
<b>4</b>	Business Process Modelling  Textbook Chapter 2	Homework exercises, Online activities	Textbook readings, lectures, tutorials, watching YouTube & mini-lecture videos		2, 4
<b>5</b>	Project Assignment Briefing			Assessed learning activity 1	1, 2, 3 & 4
	<b>Module 3: Information Systems in Practice</b>				
<b>6</b>	IS, Competitive Advantage, and Value (Part A)  Textbook Chapter 7	Homework exercises, Online activities	Lectures, tutorials, watching YouTube & mini-lecture videos		3, 4
<b>7</b>	IS, Competitive Advantage, and Value (Part B)  Textbook Chapter 7	Homework exercises, Online activities	Lectures, tutorials, watching YouTube & mini-lecture videos	Assessed learning activity 2	3, 4
<b>8</b>	IS Assessment and Impact  Readings on course site	Homework exercises, Online activities	Lectures, tutorials, watching YouTube & mini-lecture videos		3, 4
<b>9</b>	Successful IS Practice  Textbook Chapter 13 Readings on course site	Homework exercises, Online activities	Textbook readings, lectures, tutorials, watching YouTube & mini-lecture videos		3, 4
<b>10</b>	IT Services Management  Textbook Chapter 9	Homework exercises, Online activities	Textbook readings, lectures, tutorials, watching YouTube & mini-lecture videos		1, 2, 3 & 4
<b>11</b>	The Future of Information Systems	Homework exercises, Online activities	Lectures, tutorials, watching YouTube & mini-lecture videos		1, 2, 3 & 4
<b>12</b>	Exam preparation	Homework exercises, Online activities	Textbook readings, lectures, tutorials, watching YouTube & mini-lecture videos		1, 2, 3 & 4



## 5. Evidence of Learning

### 5.1 Evidence of Learning Summary

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

### 5.2 Evidence of Learning Task Detail

#### 1. Evidence of Learning Task 1: Assessed workshop exercises and quiz (20%)

**Task Type:** Quiz and exercises

**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

**Criteria and Marking:** Students are assessed on learning activity set the previous week has been completed and submitted online online.

**Submission:** Details provided on 1803ICT course website. 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

#### 2. Evidence of Learning Task 2: Individual Assignment (40%)

**Task Type:** Individual Practice-based Assignment

**Due Date:** Monday of Week 10

**Weight:** 40%, Marked out of: 40

**Length:** Between 3000-4000 words



**Task Description:** The assignment final report is due in week 10. 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 and Marking:** Students are assessed on the detailed marking rubric which is based on Solo taxonomy. This is provided on the 1803ICT course portal page.

**Submission:** Via Turnitin on the Course portal page.

### 3. Evidence of Learning Task 3: Final Examination (40%)

**Task Type:** Exam - selected and constructed responses

**Due Date:** Held in standard final examination period

**Weight:** 40%, Marked out of: 40

**Length:** Perusal: 15 minutes, Duration: 120 minutes

**Task Description:** The final exam assesses students' achievement of the four (4) learning outcomes.

**Criteria and Marking:** Students are assessed on the detailed marking guide based on the questions developed to assess students' achievement of the four (4) learning outcomes.

**Submission:** Online quiz/exam

In order to pass this Course, students must:

**A. Attempt all assessment items**

**B. demonstrate assurance of learning of all learning outcomes through graded Evidence of Learning Tasks.**

## 5.3 Late Submission

An Evidence of Learning Task submitted after the due date, without an approved extension from the teacher, will be penalised. The standard penalty is the reduction of the mark allocated to the Evidence of Learning Task by 5% of the maximum mark applicable for the Evidence of Learning Task, for each working day or part working day that the task is late. Evidence of learning tasks 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 task, 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 Evidence of Learning Tasks.

### Return of Evidence of Learning Tasks

1. Marks awarded for in-trimester evidence of learning tasks, except those being moderated externally with Griffith University, will be available on the course site within fourteen [14] days of the due date. This does not apply to the final evidence of learning task in this course (marks for this task will be provided with the final course result).
2. Students will be advised of their final grade through the Digital Campus. 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 tasks including the final exam (if applicable) will be recorded in the Course Site and made available to students through the Course Site.

*The sum of your marks of evidence of learning tasks 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 Evidence of Learning Tasks-related policies can be found in the [Griffith College Policy Library](#) which include the following policies:

[Assessment Policy](#), [Special Consideration](#), [Deferred Assessment](#), [Alternate Exam Sitings](#), [Medical Certificates](#), [Academic Integrity](#), [Finalisation of Results](#), [Review of Marks](#), [Moderation of Assessment](#), [Turn-it-in Software Use](#). These policies can be accessed 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 teachers 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 Evidence of Learning Tasks – The Disability Services policy**

The [Disability Services policy](#) (accessed within the [Policy Library](#)) outlines the principles and processes that guide the College in making reasonable adjustments to Evidence of Learning Tasks 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.

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