



MACQUARIE UNIVERSITY  
FACULTY OF BUSINESS AND ECONOMICS  
UNIT OUTLINE

**ACCG812 INFORMATION TECHNOLOGY MANAGEMENT**

**Year and Semester: 2010 Semester 1**

**Unit convenor: Dr Yvette Blount**

Students in this unit should read this unit outline carefully at the start of semester. It contains important information about the unit. If anything in it is unclear, please consult one of the teaching staff in the unit.

**ABOUT THIS UNIT**

- Credit Points: 4
- This unit enables students to understand information systems and technologies from a managerial perspective. Whether you work in accounting, marketing, finance, operations, human resources or any other business specialty, you will need to have the knowledge and skills to be able to utilise information technology to achieve competitive advantage. Information systems can facilitate a number of business benefits including increased productivity, streamlining of business processes, getting a product or service to market more quickly than competitors as well as other benefits.
- Information systems, including new technologies such as social networking, mobile devices and networks underpin business processes and interactions with customers. Organisations will become increasingly virtual, jobs will change and the way employees interact with customers will largely be facilitated by ubiquitous and sophisticated technologies. Successful business innovations will need information technologies to succeed.
- Knowledge of information systems will be crucial to your success in business. This unit will assist in providing the expertise in information systems to be able to help businesses achieve their goals and objectives.

## TEACHING STAFF

- Convenor Dr Yvette Blount
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## CLASSES

- There is one class per week that consists of a mix of interactive lectures and tutorials.
- Semester 1, 2010 Thursday 14:00 – 17:00 E4B 314
- The timetable for classes can be found on the University web site at: <http://www.timetables.mq.edu.au/>

## REQUIRED AND RECOMMENDED TEXTS AND/OR MATERIALS

The required text is:

**Kroenke D, Bunker D, Wilson, L(2010): *Experiencing MIS*, Pearson and Carlton, D(2010): *Experiencing Cases in MIS* Pearson** from the Co-op Bookshop. These two books are bundled together as one package.

## UNIT WEB PAGE

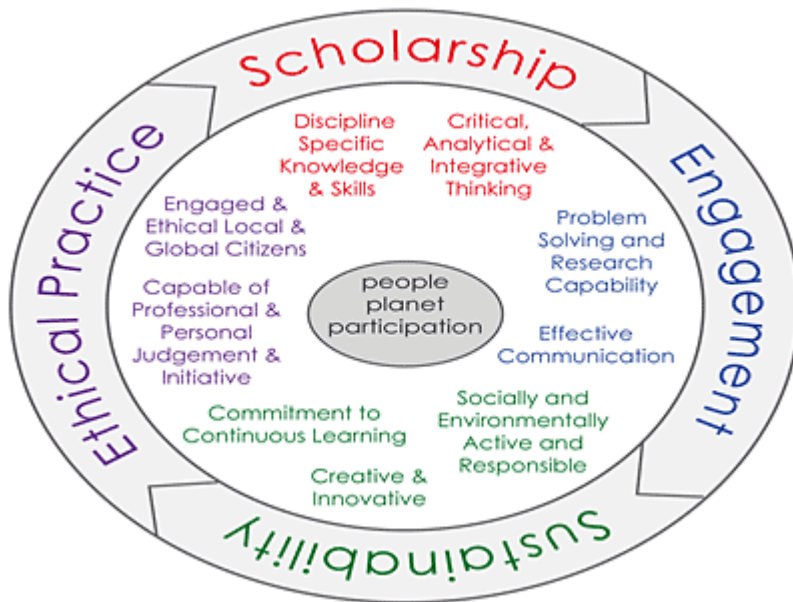
- The web page for this unit can be found at: <http://learn.mq.edu.au/>. Consult the web page frequently. You will find important information posted there.

## LEARNING OUTCOMES

- The learning objectives of this unit are to:
  - Explain how successful business professionals use information systems to achieve organisational goals and objectives.
  - Explain how information systems support business processes.
  - Evaluate how organisational strategy informs decisions about information systems structure.
  - Interpret competitive strategy, the value chain and how information systems provide competitive advantage in specific contexts.
  - Explain business process management in the context of information systems and service-orientated architecture (SOA).

- Summarise the complexities involved in Web 2.0 as well as business benefits.
- Recall the characteristics of business intelligence and data warehouses including the business purpose of these systems.
- Explain the usefulness of the systems development life cycle (SDLC), its benefits and limitations.
- Explain the IT function in an organisation, the IS functions and how organisations make decisions about investment in technology.
- Be able to review security threats and the measures organisations can take to mitigate these threats.
- The learning outcomes of this unit are:
  - Analyse how organisations make decisions about information systems.
  - Critique the role information technology plays in organisational competitive strategy.
  - Explain how knowledge and skills relating to information systems can assist your business career.

In addition to the discipline-based learning objectives, all academic programs at Macquarie seek to develop students' capabilities and skills in a range of areas. These are referred to as graduate capabilities.



One of the aims of this unit is that students continue to develop their skills in all of these areas. More specifically in ACCG812 the following capabilities and skills are developed:

- Discipline specific knowledge and skills
- Critical, analytical and integrative thinking
- Problem solving and research capability
- Effective communication
- Commitment to continuous learning
- Capable of professional and personal judgement and initiative

### TEACHING AND LEARNING STRATEGY

The unit is taught by lectures, case studies, interactive discussion and assignments that engage the student in the topics taught including a research based assignment. “Learning” means different things to different people. Säljö (1979)<sup>1</sup> classified the conceptions held by respondents in his interview-based study into five categories:

1. Learning as a **quantitative increase in knowledge**. Learning is acquiring information or “knowing a lot”
2. Learning as **memorising**. Learning is storing information that can be reproduced.
3. Learning as acquiring facts, skills and methods that can be **retained and used** as necessary.
4. Learning as **making sense** or abstracting meaning. Learning involves relating parts of the subject matter to each other and to the real world.
5. Learning as interpreting and **understanding reality in a different way**. Learning involves comprehending the world by re-interpreting knowledge.<sup>2</sup>

What we aim to achieve in ACCG812 is deep (as opposed to surface) learning. It has been argued that 1, 2 and 3 are views which underpin surface learning strategies, while 4 and 5 relate to deep learning. The aim in this unit is for you to be able to make sense of the issues and concepts and be able to apply them in the real world – a deep learning approach.

Students participate in the unit by attending lectures, preparing for and taking part in discussions, completing assessment tasks and a final exam.

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<sup>1</sup> SÄLJÖ R (1979) "Learning in the Learner's Perspective: 1: some commonplace misconceptions" *Reports from the Institute of Education*, University of Gothenburg, 76

<sup>2</sup> ATHERTON J S (2005) *Learning and Teaching: Deep and Surface learning* [On-line] UK: Available: <http://www.learningandteaching.info/learning/deepsurf.htm> Accessed: 14 July 2008

## LECTURE SCHEDULE

Week		Lecturer	Topic
1	25 February	Yvette Blount	IS in the life of Business Professionals Chapter 1(Kroenke et al., 2010:pp2-18)
2	04 March	Yvette Blount	Business Processes, Information and Information Systems Chapter 2(Kroenke et al., 2010:pp22-38)
3	11 March	Yvette Blount	Organisational Strategy, Information Systems and Competitive Advantage Chapter 3(Kroenke et al., 2010:pp42-59)
4	18 March	Yvette Blount	Part 1 Review – The International Dimension (Kroenke et al., 2010:pp62-59)
<b>Assignment 1 Due</b>			
5	25 March	Yvette Blount	Business Process Management Chapter 7 (Kroenke et al., 2010:pp158-186)
6	01 April	Yvette Blount	E-Commerce and Web 2.0 Chapter 8 (Kroenke et al., 2010:pp190-210)
<b>MID SEMESTER BREAK 05 April – 16 April</b>			
7	22 April	Yvette Blount	Chapter Extension 14: Social Networking and User- Generated Content (UGC) (Kroenke et al., 2010:pp517-527)
8	29 April	Yvette Blount	Business Intelligence and Information Systems for Decision Making and the International Dimension: Global Information Systems Chapter 9 (Kroenke et al., 2010:pp214-236)
9	06 May	Yvette Blount	Information Systems Development Chapter 10 (Kroenke et al., 2010:pp244-267)
<b>Assignment 2 due</b>			
10	13 May	Yvette Blount	Information Systems Management Chapter 11 (Kroenke et al., 2010:pp270-285)
11	20 May	Yvette Blount	Chapter Extension 19: Outsourcing and Chapter Extension 20: Financing and Accounting for IT Projects (Kroenke et al., 2010:pp579-285)

12	27 May	Yvette Blount	Information Security Management Chapter 12 (Kroenke et al., 2010:pp288-319) Revision
13	03 June	Yvette Blount	Final Exam

### RELATIONSHIP BETWEEN ASSESSMENT AND LEARNING OUTCOMES

There are assessable weekly quizzes from week two to week eleven. The quizzes will evaluate a student's basic understanding of the topic area. The feedback from these quizzes should guide students into seeking additional help if required.

There will be three class activities randomly selected that will be allocated marks. The purpose is to evaluate students' engagement with the topic areas and provide immediate feedback. This will develop communication and problem-solving skills

The assignment due in week four provides an early diagnostic that provides students with the skills required to undertake the research project due in week nine. This provides an opportunity for students to develop their critical analysis skills, problem-solving skills and creative thinking skills that will be required to undertake the research assignment. . It will also provide the unit teaching staff with feedback on students that may require further assistance to be successful in the unit.

The research assignment due in week nine will provide the opportunity for students to apply what they have learnt in class. Students should be able to make sense of the concepts and re-interpret knowledge to provide well-considered responses to questions. This provides further opportunity for students to develop their critical analysis skills, problem-solving skills and creative thinking skills from the case study assessment.

All assessment tasks further develop problem solving, information technology and communication skills.

#### *Assessment summary*

Item	Description	Value	Date Due
1	Weekly quizzes/questions on MyMISlab weeks 2 to 11 (10 weeks)	1% each Total: 10%	Each week from weeks 2 to 11
2	In-class activities	2% each Total 6%	Three randomly allocated throughout the semester
3	Assignment 1: Competitive Strategy	14%	Due in class in week four – 18 March
4	Assignment 2: Is Twitter Better than Facebook?	20%	Due in class in week nine: 6 May
5	Final Examination	50%	
Total		100%	

- The final grade will be determined after consideration of performance in all aspects of the course. Students must attempt all assessment tasks for performance to be

satisfactory. It is essential for students to pass the final examination in order to achieve a passing grade.

- Instructions for the tutorial activities, assignments are available on the unit website.
- Marking Guides that set out the criteria and the standards (assessment rubrics) are available on the unit website.
- The assignments will be returned to students within two weeks of submission with detailed feedback. The marks will be available under MyGrades at Learn@MQ.
- Students are to submit their assignments at the start of the class. If the assignment is handed in after the start of the class it will be marked late (that is, 10 minutes past the hour).
- Work that is submitted late will be penalised at the rate of 10 percent of marks per day or part thereof.
- Extensions are only granted by the unit convenor before the assessment task is due. The tutorial activities are random and if the student is not in class that particular day, marks will not be allocated.
- A two and a half hour (plus 10 minutes reading time) final examination for this unit will be held during the last week of semester. Students must pass the final exam to pass the unit.

The only exception to not sitting an examination at the designated time is because of documented illness or unavoidable disruption. In these circumstances you may wish to consider applying for Special Consideration. Information about unavoidable disruption and the special consideration process is available at <http://www.reg.mq.edu.au/Forms/APSCon.pdf>

If a Supplementary Examination is granted as a result of the Special Consideration process the examination will be scheduled after the conclusion of the official examination period.

You are advised that it is Macquarie University policy not to set early examinations for individuals or groups of students. All students are expected to ensure that they are available until the end of the teaching semester, that is the final day of the official examination period.

## **PLAGIARISM**

The University defines plagiarism in its rules: "Plagiarism involves using the work of another person and presenting it as one's own." Plagiarism is a serious breach of the University's rules and carries significant penalties. You must read the University's practices and procedures on plagiarism. These can be found in the *Handbook of Undergraduate Studies* or on the web at: <http://www.student.mq.edu.au/plagiarism/>

The policies and procedures explain what plagiarism is, how to avoid it, the procedures that will be taken in cases of suspected plagiarism, and the penalties if you are found guilty. Penalties may include a deduction of marks, failure in the unit, and/or referral to the University Discipline Committee.

## **UNIVERSITY POLICY ON GRADING**

Academic Senate has a set of guidelines on the distribution of grades across the range from fail to high distinction. Your final result will include one of these grades plus a standardised numerical grade (SNG).

On occasion your raw mark for a unit (i.e., the total of your marks for each assessment item) may not be the same as the SNG which you receive. Under the Senate guidelines, results may be scaled to ensure that there is a degree of comparability across the university, so that units with the same past performances of their students should achieve similar results.

It is important that you realise that the policy does not require that a minimum number of students are to be failed in any unit. In fact it does something like the opposite, in requiring examiners to explain their actions if more than 20% of students fail in a unit.

The process of scaling does not change the order of marks among students. A student who receives a higher raw mark than another will also receive a higher final scaled mark.

For an explanation of the policy see  
<http://senate.mq.edu.au/rules/Guidelines2003.doc> or  
<http://senate.mq.edu.au/rules/detailedguidelines.doc>.

## **STUDENT SUPPORT SERVICES**

Macquarie University provides a range of Academic Student Support Services. Details of these services can be accessed at <http://www.student.mq.edu.au>.

See also Postgraduate Information for the division that can be accessed at:  
<http://www.efs.mq.edu.au/PG/quicklinks>