



MACQUARIE UNIVERSITY
FACULTY OF BUSINESS AND ECONOMICS
UNIT OUTLINE

ACCG822 INFORMATION SYSTEMS IN BUSINESS

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 gain an understanding of the implications and impacts of the Web revolution based on the basic principles of management information systems. The primary objective of this unit is to understand the concept of the digital economy, the impact business pressures play on the organisation and their responses and adaptations to these pressures and the role technology plays both inside and outside the organisation in the context of globalisation. The focus is on the creation of business value by enabling business processes through the use of information and communications technologies (ICTs). Achievement of the unit's objectives should enable students to play an effective role in information development, management, and use as well as be able to communicate effectively with ICT professionals.
- Managing information resources, new technologies and communications has become one of, if not the most important, critical success factors in the ability of organisations to survive and stay competitive. The major role of information technology is to facilitate an organisation's ability to achieve strategic competitive advantage. This unit takes a practical, managerial approach to how ICTs can enhance an organisation's competitive position.

TEACHING STAFF

- Convenor Dr Yvette Blount
 - Contact Details:
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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 18:00 – 21:00 E4B 316
- 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

There is an option to purchase either:

Turban E, Leidner D, Volonino, L: *Information Technology for Management: Improving Performance in the Digital Economy, 7th Edition, John Wiley & Sons* from the Co-op Bookshop. This includes the Wiley Plus registration card for free.

OR

Purchase the Wiley Plus version of the text from
[http://www.johnwiley.com.au/highered/engine.jsp?page=titleinfo&all\\$isbn13=9780470287910](http://www.johnwiley.com.au/highered/engine.jsp?page=titleinfo&all$isbn13=9780470287910) for approximately half the price of the hard cover text.

These options will be discussed in the first lecture. You will need to have access to both the **WileyPLUS** and the **Learn @ MQ** websites.

WileyPLUS

Access WileyPLUS through the link on the ACCG822 website at Learn @ MQ.

Students will be registered automatically. Once you have your registration details, your first task is to take ten minutes to complete Assignment Zero which is an ungraded assignment. By completing this assignment you will learn how to navigate your way through your WileyPLUS course and familiarise yourself with the different resources it contains.

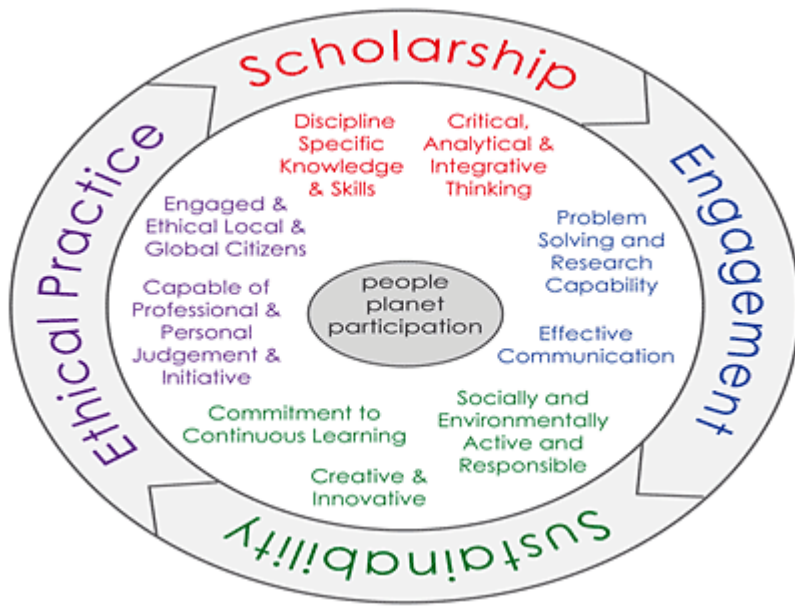
UNIT WEB PAGE

- 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:
 - Describe how that the way information resources are managed could potentially be the critical success factor that determines organisational success.
 - Explain the basic principles of management information systems in light of new technological innovations developed by companies such as Google, Apple and Yahoo.
 - Explain the complexities involved in the web revolution as organisations become digital enterprises.
 - Critically evaluate the role of information technology and the Web in facilitating competitiveness, effectiveness and profitability in organisations.
- The learning outcomes of this unit are:
 - Explain how to develop, execute or review and make recommendations or decisions about management information systems.
 - To be able to evaluate the role information technology plays both within and outside and organisation.
 - Describe the impact of competitive pressures on an organisation's response to changing technologies.

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 develop their skills in all of these areas. More specifically in ACCG822 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, tutorials and assignments that engage the student in the topics taught. “Learning” means different things to different people. Säljö (1979)¹ 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.

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

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.²

What we aim to achieve in ACCG822 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 preparing for class, attending class, completing assessment tasks and undertaking a final examination.

LECTURE SCHEDULE

Week		Lecturer	Topic
1	25 February	Yvette Blount	IT Supports Organisational Performance in Turbulent Business Environments Chapter 1(Turban and Volonino)
2	04 March	Yvette Blount	Social Networks in the Web 2.0 Environment Chapter 8 (Turban and Volonino) Note: 8:00pm to 9:00pm will be in E6A 116 Second Life Introduction
3	11 March	Yvette Blount	Information Technologies, Concepts, Types and IT Support Chapter 2 (Tuban et al.)
4	18 March	Yvette Blount	E-Business and E-Commerce Chapter 6 (Tuban and Volonino)
5	25 March	Yvette Blount	Mobile Commerce Chapter 7 (Turban and Volonino)
Assignment 1 due			
6	01 April	Yvette Blount	Transaction Processing, Functional Applications, and Integration Chapter 9 (Turban and Volonino)

^{2 2} 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

MID SEMESTER BREAK 05 April – 16 April			
7	22 April	Yvette Blount	Enterprise Systems, Supply Chains, ERP, CRM and KM Chapter 10 (Turban and Volonino)
8	29 April	Yvette Blount	Interorganisational, Large Scale and Global Information Systems Chapter 11 (Turban and Volonino)
9	06 May	Yvette Blount	Business Intelligence and Decision Support Systems Chapter 12 (Turban and Volonino)
10	13 May	Yvette Blount	IT Strategy and Planning Chapter 13 (Turban and Volonino)
Assignment 2 due			
11	20 May	Yvette Blount	Managing IT Projects, Process Improvement and Organisational Change Chapter 14 (Turban and Volonino)
12	27 May	Yvette Blount	Impact of IT on Enterprises, Users and the Environment Chapter 15 (Turban and Volonino)
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 in-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

Assignment one due in week five provides an early diagnostic that provides students with the skills required to undertake the research project due in week ten. This provides an opportunity for students to develop their critical analysis skills, problem-solving skills and creative thinking skills. 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 ten will provide the opportunity for students to apply what they have learnt in classes. 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 assessment tasks.

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

Assessment summary

Item	Description	Value	Date Due
1	Weekly quizzes/questions on WileyPLUS 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: Second Life: Is it Serious Business?	14%	Due in tutorials in week 5– 25 March
4	Assignment 2: Case Study Wal-Mart	20%	Due in tutorials in week 10 – 13 th 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, case study and research assignment 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 Online Learning @ MQ.
- Students are to submit their assignments to their tutor 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>