

MACQUARIE
UNIVERSITY



FACULTY OF
BUSINESS AND ECONOMICS

ACCG812
Information Technology
Management

Semester 2, 2010

Department of Accounting and Finance

**MACQUARIE UNIVERSITY
FACULTY OF BUSINESS AND ECONOMICS
UNIT OUTLINE**

Year and Semester:	Second Half Year, 2010,
Unit Moderator:	Yvette Blount
Unit Convenor:	Michael Matthew
[Prerequisites / Corequisites:]	None
Credit points:	4

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

- 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 increased productivity, the streamlining of business processes by cutting costs and being able to get a product or service to market more quickly than their 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

- **Unit Coordinator :**

Mr. Michael Matthew

Email: mandm@bigpond.net.au

Phone: 0402 409 454

The unit is taught by visiting lecturer Michael Matthew.

Michael is contactable before or after lectures as well as via email and phone at other times.

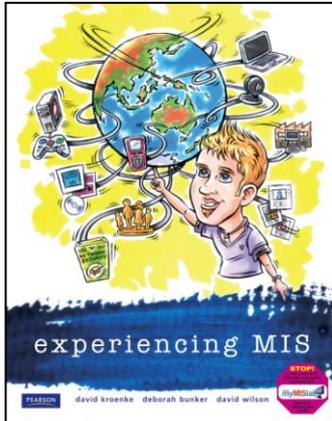
He is also contactable via the Mail feature within the unit's Blackboard site

CLASSES

- There is one class per week that consists of a mix of interactive lectures and tutorials.
- Class Structure: 13 x 3 hour classes, mainly 2 hour lecture and 1 hour for Case Study Seminar and Discussion
- Semester 2, 2010 Thursday 18:00 – 21:00 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

- **Prescribed Text**



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.

Kroenke et al. (2010) is the main textbook for this course and is available in the Macquarie University Co-op Bookshop. Note that the American or other international editions of Kroenke et al, *Experiencing MIS* have different content and should not be used for this unit.

The textbook covers all the essential topics in information technology and information systems.

- **Recommended texts, articles, publications, etc,**

In addition to the textbook, students are strongly encouraged to read widely in the area and to particularly use the World-Wide Web as a powerful source for research in this subject.

Students should be aware that apart from the conventional business, IT and marketing journals, there are many online journals and websites covering the latest developments in information technology and information systems.

TECHNOLOGY USED AND REQUIRED

In addition to the website referred to below this unit makes extensive use of the student support materials for the text contained within the Pearson myMISlab.

This includes assessable weekly quizzes.



www.mymislabs.com

Within myMISlab, each **Part** of the text contains:

1. **3 Chapters**
2. **Review of Application Exercises with myitlab training**

Each **Chapter** Contains:

1. e-book reading assignments (will be Australian)
2. PPT Lecture slides (will be Australian)
3. Tutorial Videos (done by David Kroenke and specific to key issues students will encounter in the chapter readings (tied to the book and are relevant to the Aus Edn)
4. Collaboration Exercises (will be Australian)
5. Case Study Video specific to content in the chapter (videos for chapters 1 & 12 will not relate directly to Aus Edn)
6. Chapter Quiz
7. Chapter Test

All **Reviews of Application Exercises with myitlab training** contain:

1. Microsoft Excel 2007 Training Lessons (with exercises selected from GO! Grauer, Office 2007 and pedagogically tied to the key ideas in the three chapters which are covered.
2. Microsoft Access 2007 Training Lesson with exercises selected from GO! Grauer, Office 2007 and pedagogically tied to the key ideas in the three chapters which are covered.
3. Application Exercises Data Files used to complete the exercises contained in the Australian adaptation of Kroenke Experiencing MIS
4. Excel Exercise (assessable if desired)
5. Access Exercise (assessable if desired)

In addition to the above you have:

1. **Student Study Tools**- student study tools contain flashcards and e-book
2. **Video Library**- Video Library Contains Tutorial Videos, Case Videos and Scenario Videos (not tied to Aus Edn)
3. **Instructor Resources**-Instructor Resources contains Instructor's manual, PPT and notes regarding chapter extensions
4. **myitlab for Office 2007**- complete coverage of Word, PowerPoint, Access and Excel. myitlab contains all the exercises from Skills for Success, GO! Office 2007 Introductory, GO! Office 2007 Volume 1, Exploring Office 2007 Volumes 1&2, a transition guide to Office 2007 (
5. **Question Banks**-Question banks contain questions for the chapters and all the extensions as well as all the case study videos

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.

Students log into Blackboard using their Student ID Number and myMQ Portal Password.

Click on ACCG812 to access this unit's resources.

This site contains copies of all the lecture notes / presentations.

It also contains other relevant presentations and other information.

In addition, it contains i-Lectures which are the actual 'face to face' lectures (audio only) which will be recorded during 2nd semester 2010.

These will be recorded during our classes on Thursdays and should be available to students by the following day (Friday).

These will prove useful should e.g. a student miss a lecture / want to revisit the lectures.

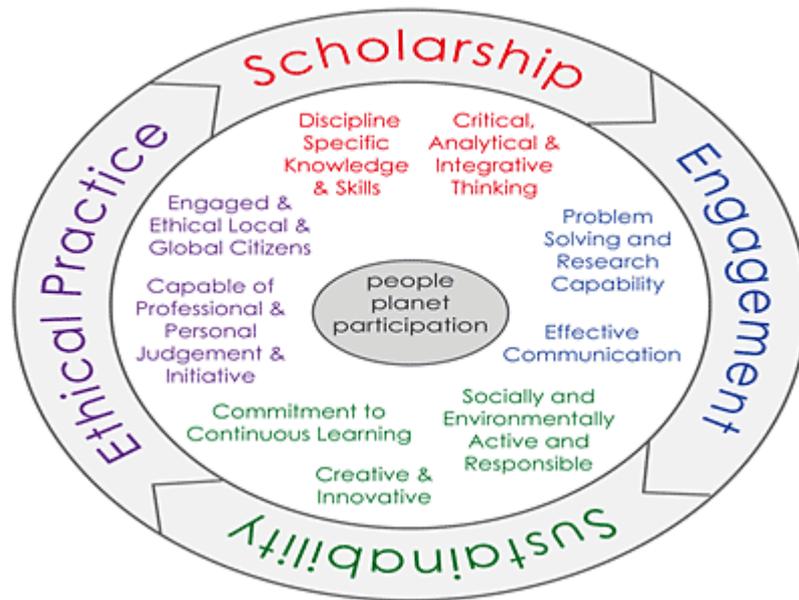
LEARNING OUTCOMES

- 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:
 1. Analyse how organisations make decisions about information systems.
 2. Critique the role information technology plays in organisational competitive strategy.
 3. Explain how knowledge and skills relating to information systems can assist your business career.

GRADUATE CAPABILITIES

In addition to the discipline-based learning objectives, all academic programs at Macquarie seek to develop the capabilities the University's graduates will need to develop to address the challenges, and to be effective, engaged participants in their world.

These are referred to as graduate capabilities.



This unit contributes to this by developing the following graduate capabilities:

- 1 Discipline Specific Knowledge and Skills
 - a) developing computer and technology literacy to be able to better accomplish business goals and objectives in a business environment
 - b) developing an appreciation of critical issues such a privacy and security relating to managing and administering the Information Technology function
- 2 Critical, Analytical and Integrative Thinking
- 3 Problem Solving and Research Capability
- 4 Creative and Innovative
- 5 Effective Communication
- 6 Engaged and Ethical Local and Global citizens
- 7 Socially and Environmentally Active and Responsible
- 8 Capable of Professional and Personal Judgement and Initiative
- 9 Commitment to Continuous Learning

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)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.
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 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.

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

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

LECTURE SCHEDULE

Week		Kroenke Chapter	Topic
1	5 August	1 CE 1 CE 2	IS in the life of Business Professionals Improving Your Collaboration Skills Using Collaboration Information Systems
2	12 August	2 CE 3	Business Processes, Information and Information Systems Information Systems and Decision Making
3	19 August	3 CE 4 Part 1	Organisational Strategy, Information Systems and Competitive Advantage Knowledge Management and Expert Systems The International Dimension: The Global Economy
4	26 August	4 5 6	Hardware and Software Database Processing Data Communications
Assignment 1 Due			
5	2 September	7 CE 11	Business Process Management Functional Processes, Applications and Systems
6	9 September	CE 12 CE 13	Cross-Functional Processes, Applications and Systems Interorganisational Processes: Supply Chain Management
7	16 September	8 CE 14	E-Commerce and Web 2.0 Social Networking and User-Generated Content (UGC)
MID SEMESTER BREAK 20 September – 3 October			
8	7 October	9	Business Intelligence and Information Systems for Decision Making The International Dimension: Global Information Systems

9	14 October	CE 15 CE16 Part 3	Database Marketing Reporting Systems and OLAP The International Dimension: Global Information Systems
10	21 October	10 CE17 CE 18	Information Systems Development Systems Development for Small Business System Development Project Management
Assignment 2 due			
11	28 October	11 CE 19 CE 20	Information Systems Management Outsourcing Financing and Accounting for IT Projects
12	4 November	12 Part 4	Information Security Management The International Dimension: International IT Development and Management
13	11 November	n/a	Special lectures: <ul style="list-style-type: none"> • IS Development • IT Operations Unit revision

RELATIONSHIP BETWEEN ASSESSMENT AND LEARNING OUTCOMES

There are assessable weekly quizzes from week two to week twelve. The quizzes are accessed through the text book's myMIS lab. 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 is no formal submitted individual homework but in order to contribute to class discussions students should have performed the indicated tasks at the end of each lecture.

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 ten 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.

Groups of students (3) will also be expected to present a case study to the class using the supplemental text: *Experiencing Cases in MIS*. This presentation will also include the previous week's assigned class activities.

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 12	Total: 10%	Each week from weeks 2 to 12
2	Assignment 1: Use of new technologies by traditional businesses.	10%	Due in class in week four: 26 August.
3	Group Assignment : Change Management	20%	Due in class in week ten: 21 October
4	Group case and in class activities presentation	10%	As per schedule allocated in week 2 (12 August)
5	Final Examination	50%	tba
Total		100%	

	Assessment Task 1	Assessment Task 2	Assessment Task 3	Assessment Task 4
Title/Name	Weekly Quizzes	Tutorial Activities / Case Studies	Individual Assignments	Final Exam
Description	Weekly quizzes/questions on MyMISLab	In-Class groupwork and associated presentation including case studies	<ol style="list-style-type: none"> 1. Assignment 1: Use of New Technologies by Traditional Businesses 2. Assignment 2: Change Management 	Covers all learning outcomes
Due date	Each week from weeks 2 to 12 (11 weeks)	Allocated throughout the semester	<ol style="list-style-type: none"> 1. Early diagnostic Week 4: 26 August 2. Week 10: 21st October 	Examination Period
% Weighting	Total: 10%	Total: 10%	<ol style="list-style-type: none"> 1. 10% 2. 20% 	50%
Grading method	Automated by MyMISLab	Refer to marking Rubric on unit Blackboard page	Refer to marking Rubric on unit Blackboard page	Final Examination Mark as per university policy and procedures (refer to handbook and faculty website)
Submission method	MyMISLab	In-class	Upload to Blackboard and submission in-class	As per university policy and procedures (refer to handbook and faculty website)
Feedback (<i>type, method, date</i>)	MyMISLab	Marking Rubric returned to students within two weeks	<p>Marking Rubrics returned to students within two weeks</p> <p>Physical copy of assignment will also be</p>	As per university policy and procedures (refer to handbook and faculty website)

	Assessment Task 1	Assessment Task 2	Assessment Task 3	Assessment Task 4
			returned with lecturer's comments etc.	
Estimated student workload (hours per week)	Reading chapter and taking quiz 2 hours	Preparation for class and tutorial 1 hour Presentation (once only) 2 hours	3 hours	Discretion of the student (continuous learning throughout the semester and additional study in the weeks before the exam)
Learning outcomes assessed				
1	√	√	√	√
2	√	√	√	√
3	√	√	√	√
Graduate capabilities assessed				
1a	√	√	√	√
1b	√	√	√	√
2		√	√	√
3		√	√	
4		√	√	
5		√	√	

- 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.
- It is expected that you attend all required classes and submit all required assessment tasks to be eligible to sit the final exam
- It is essential for students to pass the final examination in order to achieve a passing grade.
- The student numerical grade (SNG) is not a summation of the assessment components.

To be awarded a specific grade, students are required to perform at an equivalent standard in the final examination, as well as other assessments within the unit.

- ***All final grades in the Department of Accounting and Finance are determined by a grading committee and are not the sole responsibility of the Unit Coordinator***
- Examinations

A final examination is included as an assessment task for this unit to provide assurance that:

- i) the product belongs to the student and
- ii) the student has attained the knowledge and skills tested in the exam.

A two and a half (2.5) hour final examination for this unit will be held during the University Examination period.

The University Examination period in Second Half Year 2010 is from 17 November to 3 December.

You are expected to present yourself for examination at the time and place designated in the University Examination Timetable. The timetable will be available in Draft form approximately eight weeks before the commencement of the examinations and in Final form approximately four weeks before the commencement of the examinations. <http://www.timetables.mq.edu.au/exam>

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. The University's policy on special consideration process is available at http://www.mq.edu.au/policy/docs/special_consideration/policy.html

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.

The Macquarie university examination policy details the principles and conduct of examinations at the University. The policy is available at: <http://www.mq.edu.au/policy/docs/examination/policy.htm>

ACADEMIC HONESTY

The nature of scholarly endeavour, dependent as it is on the work of others, binds all members of the University community to abide by the principles of academic honesty. Its fundamental principle is that all staff and students act with integrity in the creation, development, application and use of ideas and information. This means that:

- all academic work claimed as original is the work of the author making the claim
- all academic collaborations are acknowledged
- academic work is not falsified in any way
- when the ideas of others are used, these ideas are acknowledged appropriately.

Further information on the academic honesty can be found in the Macquarie University Academic Honesty Policy at:

http://www.mq.edu.au/policy/docs/academic_honesty/policy.html

SPECIAL CONSIDERATION

The University is committed to equity and fairness in all aspects of its learning and teaching. In stating this commitment, the University recognises that there may be circumstances where a student is prevented by unavoidable disruption from performing in accordance with their ability. A special consideration policy exists to support students who experience serious and unavoidable disruption such that they do not reach their usual demonstrated performance level. The policy is available at: http://www.mq.edu.au/policy/docs/special_consideration/procedure.html

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>