School of Information & Library Science
University of North Carolina, Chapel Hill
INLS 382, Information Systems Analysis & Design, Spring 2015
COURSE SYLLABUS

Time: 6:00-8:45 p.m., Tuesday
Instructor: Dr. Ryan Urquhart (ryanu@email.unc.edu)
Required text and readings: Hoffer, George & Valacich (2011). *Modern Systems Analysis and Design*. 7th Edition.Additional readings are required, as posted on the course website
Course Website: http://uncspr2015.web.unc.edu.
Sakai: Student grades are available through Sakai
Office hours: There are many different avenues to address any concerns you may have about the course. For instance, we can talk via Skype, email or IM. Or, we could set-up a time for a face-to-face. Whichever works best for you, just let me know whenever the need arises.

COURSE OVERVIEW

Information technology is ubiquitous. The challenge we face is to build effective systems that are both reliable and flexible, and to do so in a timely way. This course addresses that need through in-depth study of best practices in system development. The course focuses on systems analysis and design methods, techniques, and tools. We combine theory with practice for the overall purpose of understanding and improving systems development. We address the inherent tension between standards and rapid adaptability through use of such methods as iterative development, incremental development, and the idea of growing systems. We compare, contrast, and practice a variety of perspectives embodied in different system development methods.

You, the student, are expected to bring knowledge from other courses and your own experience into this course. The topics in this course build on and relate to topics in other courses. You are expected to apply your knowledge, to practice with different tools and techniques, to examine a variety of points of view, to critique the reading and each others' views, to stretch your thinking, and ultimately to learn. Hopefully, you will finish the course with a clear recognition that there is no "one right way" to engineer and implement an information system, but some ways are better than others. It is your job to understand the "who, what, when, where, why, and how" of those better ways. *That* is the fundamental challenge underlying effective systems analysis and design.

EXAMS

The midterm and final exams will cover assigned readings, lectures, projects, and in-class discussions and exercises. The midterm exam will be an in-class, closed-book, closed-notes exam that emphasizes techniques and basic knowledge. It will include a variety of question formats, e.g., multiple choice, problem solving, case analysis, short answer, and/or essay. The final exam will be a take-home exam that includes both material from the second half of the course and some cumulative questions. The focus in the final exam will be on integration of material and extension and application of your thinking and judgment capabilities in the context of the course. The exam may include case analysis, model development, and/or essay questions.

TEAM PROJECT

You will apply the methods, techniques, and tools learned during the semester to a systems analysis and design project. The project has four deliverables: a problem statement (not graded), a project proposal, a final written report, and in-class presentations. The instructor will assign the topic and date of the in-class presentations once teams are formed. The first presentations illustrate the 3 application of systems development techniques to your team project via a walkthrough of a system development deliverable. The final presentations give you the opportunity to show what you accomplished in your project. More information about the team project can be found here http://uncspr2015.web.unc.edu/

CLASS PARTICIPATION/QUIZZES/HOMEWORK

You are expected to contribute regularly to class, both voluntarily and when I call on you. Everything we know about learning says that engagement is essential. Engagement is evident in participation—in exposing your opinions to the rest of the class and developing your knowledge through articulation. Class meetings will be working sessions, devoted to discussion and practice of the concepts and techniques of systems development, using the tools we have at our disposal.

Instead of passive absorption of wisdom handed down by the instructor, prepare for active involvement in the topic to be mastered at each class meeting. Expect to learn from your peers and provide learning to them, as well as from and to the instructor. I expect you to come prepared to class, and I will call on you to provide an informed opinion. I encourage you to ask questions about and discuss the material. Material that supplements the readings will be placed on the class website. Homework may include various exercises, virtual or otherwise, related to systems analysis and design. Most classes will start with a brief quiz that covers basic concepts in the readings assigned for that day. You cannot make up a quiz (even for an excused absence such as illness), but you can drop your lowest grade in one of the quizzes during the semester.

COURSE POLICIES

This course will be conducted in a manner consistent with official policies of the University of North Carolina at Chapel Hill and in a spirit of professionalism and integrity. Please read and follow the Student Code of Conduct at https://studentconduct.unc.edu/students/honor-system-module. In addition, the following points deserve special emphasis.

Grading:

Written assignments (4) - 20% each (5% each)
Midterm - 25%
Class Presentations – 10%
Class participation - 20%
Final exam - 25%

Grades will be posted in the Sakai gradebook.

ACADEMIC INTEGRITY

The web has made it all too easy to copy material from all over the world and include it in your own reports and writing. Be aware that you must cite your web sources just as you would sources from printed material. To copy another's ideas or writing and pass them off as your own is *plagiarism*. It is unethical and illegal. Dishonest students suffer the risk of failing this course and being expelled from the university. Remember, if you copy material verbatim *from any source*, including web sources, you must put quotation marks around the verbatim material and provide a citation to its source. Merely changing a word or two, so that the material is no longer verbatim, still is not enough to make those ideas your own. ***YOU MUST ALWAYS CITE THE SOURCE***.

Cheating or copying will not be tolerated. You are expected to do your own work on the assignments. If you turn in another person's work as your own, you will receive an F for the course.

ROLE OF THE INSTRUCTOR

The instructor is your teacher, supervisor, guide, motivator, and colleague in learning. He must provide enough structure to this experience so that you actually accomplish your objectives, while simultaneously supporting flexibility and creativity. With over 10 years experience, your professor knows a lot of stuff. He has actually worked on teams (and still does work on teams) that has developed systems (large and small) and continues to stay in contact with other people in the field. However, he does not know everything and is not afraid to say so. If we view our model for this course as an apprenticeship, then everyone learns from everyone else. Each of us knows something that another person does not know, and the best thing about knowledge is that you can give it away while still retaining it yourself. One of the instructor's most important tasks is to make sure we all share our knowledge effectively. Another task is to get everyone involved—to communicate a sense of excitement about the

tremendous importance of effective systems development processes in the organizations of the 21st century.

YOUR ROLE

All these other components come down to one thing and that is YOU. If you do not invest *yourself* in what we are doing, then we all lose. You must be present not only physically, but mentally and emotionally. The meaning of being present physically is obvious. Being present mentally means being prepared for every class meeting. Being present emotionally means caring about what you do—and showing it in your work. One of the most common complaints from recruiters is that they simply cannot find enough people of quality. People of quality are people who care about what they do—who do their best work with the best tools available and put a piece of themselves into everything they do. So there is our challenge—to work together, learn something, and have fun doing it! Evening classes present special challenges for staying alert and staying connected. We are fortunate to have technology these days that helps with the latter, so let's put it to good use.