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BMIS 373.01: Business System Analysis and Design

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Course Information

Times:	MW 9:30 – 10:50 am
Venue:	Gallagher Business Building (GBB) 226
Credits:	3
Grading Mode:	Traditional letter grade
Final Exam:	None
Pre-requisites:	Satisfactory completion of all lower core courses Junior or Senior standing

Professor Information

Professor:	Dr. Clayton A. Looney
E-mail:	clayton.looney@umontana.edu
Office:	GBB 307
Office Hours:	Book an appointment at: https://looney.bookafy.com

Mission Statement and Assurance of Learning

The University of Montana's School of Business Administration is a collegial learning community dedicated to the teaching, exploration, and application of the knowledge and skills necessary to succeed in a competitive marketplace.

As part of our assessment process and assurance-of-learning standards, the School of Business Administration has adopted the following learning goals for our undergraduate students:

Learning Goal 1: SoBA graduates will possess fundamental business knowledge.

Learning Goal 2: SoBA graduates will be able to integrate business knowledge.

Learning Goal 3: SoBA graduates will be effective communicators.

Learning Goal 4: SoBA graduates will possess problem solving skills.

Learning Goal 5: SoBA graduates will have an ethical awareness.

Learning Goal 6: SoBA graduates will be proficient users of technology.

Learning Goal 7: SoBA graduates will understand the global business environment in which they operate.

Course Description & Objectives

This course provides a comprehensive presentation of the concepts, procedures, and tools necessary for building computer-based information systems. The primary objective is to develop skills necessary throughout the systems development cycle, including project management, data collection, analysis, design, testing, and documentation. In addition, the course is designed to familiarize students with the current literature pertaining to management issues surrounding information systems initiatives.

Students will learn modeling and application development techniques that can be employed across a wide range of existing and future technologies to design and develop a prototype system for a client organization.

A secondary objective of this class is to gain an understanding of the dynamics associated with team-oriented systems development efforts. Virtually all contemporary development projects of any size are done in a team environment. As part of the course, students will learn to organize and manage teams in the context of a real-world development project. Through this process, students will be required to balance course and project requirements with individual, team, and client constraints. By taking responsibility for their own experience in the course, students will begin the process of lifelong learning about emerging technologies and systems development that will be useful throughout their career.

Teaching Philosophy

The primary objective of this course is to develop knowledge and skills to assist students in their upcoming careers. The professor will make every attempt to tailor course materials and the classroom setting to a real-world business environment. Students should come to sessions prepared to discuss relevant issues, proactively participating in the learning experience. A variety of learning techniques will be employed during class time including lectures, in-class discussions, case studies, hands-on exercises, videos, guest speakers, and team presentations.

The professor prefers to interact with students in a friendly, informal, and professional manner. The professor views his relationship with the student as a typical relationship between a consulting manager and new consultant, where the consulting manager is responsible for providing the necessary tools for developing the required skills needed in the new consultant.

Should students have any questions concerning the course material, the professor welcomes students to schedule an appointment and/or communicate with the professor via electronic mail. The professor will make every reasonable effort to assist students in the learning experience and respond to student inquiries.

Textbook

- *Modern Systems Analysis and Design*, 7th Edition, Jeffrey A. Hoffer, Joey F. George, and Joseph S. Valacich, Prentice Hall (optional)

Moodle

The professor makes extensive use of the Moodle system, which can be located at <http://umonline.umt.edu/>. Course materials (announcements, course schedule, assignments, grades, etc.) will be posted on Moodle. If you experience difficulties accessing Moodle, please visit the help desk (located in GBB 209) for assistance.

Course Grading

Student performance will be measured along three (3) distinct achievement criteria, broken down as follows:

<i>Criterion</i>	<i>Percentage</i>	<i>Points</i>
Team Project	50.0%	100
Midterm Examination	37.5%	75
Assignments	12.5%	25
	<u>100.0%</u>	<u>200</u>

Grades will be conferred on a \pm basis and comply with the ranges shown below. Please note that the College of Business requires students to attain a C- or better in all core classes.

<i>Overall Points</i>	<i>Overall Percentage</i>	<i>Letter Grade</i>
points \geq 233	pct \geq 93%	A
232 \geq points \geq 225	93% > pct \geq 90%	A-
224 \geq points \geq 218	90% > pct \geq 87%	B+
217 \geq points \geq 208	87% > pct \geq 83%	B
207 \geq points \geq 200	83% > pct \geq 80%	B-
199 \geq points \geq 193	80% > pct \geq 77%	C+
192 \geq points \geq 183	77% > pct \geq 73%	C
182 \geq points \geq 175	73% > pct \geq 70%	C-
174 \geq points \geq 168	70% > pct \geq 67%	D+
167 \geq points \geq 150	67% > pct \geq 60%	D
149 \geq points	60% > pct	F

Team Project (50%)

The primary purpose of the team project is to provide an opportunity for each student to gain experience working directly with a client on the rapid development of a prototype for a real world information system. Specific learning objectives for the team project include:

- Project management (including interpersonal communication)
- Requirements analysis
- System design
- Prototype development
- Quality assurance (including testing)
- Documentation

Teams will be assigned by the professor. The scope of the project should be kept as tightly controlled as possible, with an estimated time per student approximating 40 total hours. Design requirements for the final prototype will be decided collaboratively between teams and their sponsor. *Both the professor and the client sponsor will evaluate project deliverables*, with an emphasis placed on meeting (and exceeding when possible) system requirements.

The team project will consist of four main deliverables as follows:

1. **Project Workbook.** The project workbook provides formal, written documentation describing the client and project specifications. Teams are responsible for keeping two copies of the project workbook – one for the client and one for the professor. Additional information regarding specific deliverables and deadlines will be made during class.
2. **Website Prototype.** Teams will build a working model of the website, which demonstrates the structure, content, navigation, and page layout.
3. **Team Presentation:** Each group will present their project to the client, the professor, and other teams working on their project.
4. **Peer Evaluation:** Students are required to submit a peer evaluation at the end of the semester. Each student will be asked to rate the performance of each team member on the project. Peer evaluations will be based on participation, contribution, willingness to help, and quality of work. All peer evaluations will be kept confidential. If desired, students may submit peer evaluations in a sealed envelope to ensure confidentiality.

Peer evaluations will be used as a basis for adjusting individual scores on team projects. Each team project will be given a total team score. For each student, scores will be adjusted based on the quality of evaluations that the professor receives from the student's teammates. Students receiving the highest marks on their evaluations will be eligible for 100% percent of the team score. In contrast, students that receive sub-optimal evaluations will be eligible for only a percentage of the team score. For example, a student who puts forth an 80% effort on a team project will only receive 80% of the team score for that project. Therefore, *it is extremely important that students fully participate in team projects.*

Midterm Examination (37.5%)

One examination will be given during the course of the semester. The examination will cover material presented in the assigned readings, lectures, classroom discussions, in-class exercises, and assignments. A preparation guide, which describes the requisite knowledge and examination format, will be distributed prior to the scheduled examination.

Students must take exams on their regularly scheduled days unless they can provide documentation of an extenuating circumstance. Extenuating circumstances include (1) University-approved absences, (2) health emergencies, (3) civil service such as military duty or jury duty, and (4) other emergencies deemed appropriate by the professors. In all cases, the professors must be notified prior to the exam.

Here are some additional rules to be aware of:

- Examinations are closed-book, meaning that study materials such as textbooks, notes, lecture slides, or websites cannot be used while completing the examination.
- Classroom doors will be locked precisely when class starts. If you arrive late for an examination, you will not be allowed into the classroom and will receive an automatic zero.
- While completing the examination, students may not leave the classroom for any reason. Doing so will result in the conclusion of the student's examination.
- Only pre-approved foreign language dictionaries are allowed.

Assignments (12.5%)

Assignments will be given throughout the semester. Each assignment will be assigned a point value, depending on the complexity and effort required to complete the assignment. Specifications, due dates, and point values will be provided upon distribution. No late submissions will be accepted.

Attendance

As with any business profession, attendance is extremely important to succeed. Attendance is mandatory, meaning that students are expected to attend all class meetings and complete all assignments for this course. Class will start on time. Students are expected to be seated when class begins.

Students do not need to contact the professors to explain an absence. If you are absent, it is your responsibility to obtain missed material from your peers, so establish contact with other students in the class immediately.

Although attendance will not be formally taken, the professor will randomly provide opportunities for students to earn extra credit during the class session. To incentivize student attendance, in-class activities, extra credit opportunities may not be made up. If you are not in class when an extra credit opportunity is offered, you will not be eligible to receive extra credit. If you need to leave class early, which is not recommended, please notify the professor at the beginning of class. Failure to do so may result in the loss of extra credit for that day.

In the case of examinations and assignments, the professor might consider, for example, an official doctor's note (the veracity of which may be checked by a phone call to the writer of the note) as sufficient reason to offer make-ups to students, when it can be accomplished in a manner consistent with the educational goals of this course.

The professors understand there will be times when personal issues, such as medical issues and family emergencies, are unavoidable and take priority. Therefore, each student will be allowed to miss three (3) extra credit opportunities without penalty. Since students are allowed three absences, there is no such thing as an "excused" absence. If for any reason (including health issues supported by a doctor's note) more than three absences occur during the course of the semester, the student will forego any extra credit points earned during the semester. In extreme cases, the student may receive a penalty, up to one full letter grade, at the professor's discretion.

Expectations for Professional Conduct

Beyond imparting the course material, the professor strives to prepare students to become business professionals. Consequently, the professors expect students to exhibit professional behavior at all times. Students should treat class sessions like actual business meetings and conduct themselves according to the SoBA Code of Professional Conduct, which can be accessed at the following website:

<http://www.business.umt.edu/Soba/SoBAEthics/CodeofProfessionalConduct.aspx>

Students enrolled in SoBA, as well as SoBA faculty and staff, pledge to uphold these values. Students are expected to be familiar with the SoBA Code of Professional Conduct and adhere to each value. Students who fail to follow the guidelines may lose attendance credit and/or be asked to leave the class.

Academic Misconduct

All students must practice academic honesty. Academic misconduct is subject to an academic penalty by the course instructor and/or a disciplinary sanction by the University. The University of Montana Student Conduct Code specifies definitions and adjudication processes for academic misconduct and states, “Students at the University of Montana are expected to practice academic honesty at all times.” (Section V.A., available at http://www.umt.edu/vpsa/policies/student_conduct.php). It is the student’s responsibility to be familiar the Student Conduct Code.

The School of Business Administration endorses academic honesty as a pillar of integrity crucial to the academic institution. Academic honesty is an important step towards developing an ethical backbone needed in a professional career. Failure to practice academic honesty is considered academic misconduct. Academic misconduct will be penalized to the fullest extent. Students are expected to:

- Be knowledgeable of activities that are considered academic misconduct, as defined in section V.A. of the UM Student Conduct Code,
- Practice academic honesty on all exams, quizzes, homework, in-class assignments, and all other activities that are part of the academic component of a course,
- Encourage other students to do the same.

Confusion may arise in what is and is not academic misconduct. Students should ask if they are unsure if a behavior will be viewed as academic misconduct. A good rule of thumb is that any credit-earning activity in a course should represent the true skills and ability of the person receiving the credit. A partial list of situations that are considered academic misconduct is in the SoBA Professional Code of Conduct. If at any point a student is unsure whether a particular activity is permissible, that student should contact the instructor before doing so.

Electronic Mail Communications

Faculty may only communicate with students regarding academic issues via official UM electronic mail (e-mail) accounts. Accordingly, students must correspond with their professors using authorized UM accounts (e.g., umconnect.edu). E-mail received from non-UM accounts may be flagged as spam and deleted without further response. Due to privacy and security issues, ***confidential information (including grades and course performance) will not be discussed via e-mail.***

The professor will try to be timely when responding to e-mail messages. If you send an e-mail during normal business hours, you will almost always receive a response within one business day. However, messages must be well-written and grammatically correct. Furthermore, messages should begin with a proper salutation and end with a thank you. Be sure to include your full name when communicating with the professor via e-mail.

Written communication skills are extremely important to succeed in business. Therefore, students should be aware that the professors will reject e-mails that do not comply with the above specifications. In particular, the professors will not respond to your inquiry directly, but rather advise you to reformat and resubmit the correspondence. As a result, sending unacceptable e-mails will impair your ability to receive a timely response.

Personal Electronic Devices

It is considered rude, distracting, and unprofessional to use personal electronic devices (e.g., cell phones, iPads, iPods) during business meetings. Therefore, personal electronic devices are prohibited during class. Putting your device, for instance, on “vibrate” or “silent” mode is insufficient, as it is difficult to avoid the temptation to check your device. ***Prior to entering the classroom, turn off and stow all personal electronic devices. Keep your devices off at all times.***

First-time offenders will receive a strict warning and lose any points (e.g., extra credit) earned that day. At the professor’s discretion, repeat offenders might receive a one full letter grade deduction. Students using a personal electronic device during an examination will automatically receive a zero and be subject to an academic misconduct review.

Student Resources

Writing Center

For students who wish to improve their written communication skills, the Writing Center offers free, one-on-one tutoring to undergraduate and graduate students in all disciplines. The center provides “a comfortable environment where students can engage in supportive conversations about their writing and receive feedback on their works in progress. Our professional tutors help students at any point during a writing process and with any writing task.” For additional information, please visit the Writing Center’s website at <http://www.umt.edu/writingcenter>.

Disability Services for Students

Students with disabilities may request reasonable modifications by contacting the professor. The University of Montana assures equal access to instruction through collaboration between students with disabilities, instructors, and Disability Services for Students (DSS). “Reasonable” means the University permits no fundamental alterations of academic standards or retroactive modifications. For other options, please refer to <http://www.umt.edu/disability>.

Drops and Incomplete Grades

This course follows published university policies, which can be found at the following website, on drop dates and incomplete grades <http://www.umt.edu/registrar/students/dropadd.php>. After 45th instructional day, students must petition to drop the course. Please note drops are not allowed unless an extraordinary circumstance (e.g., illness) beyond the student’s control prevails. Circumstances must be fully documented and acceptable to the professor. ***Low grades or their consequences are not an acceptable reason for a petition approval.***

Regarding incomplete grades, the university catalog states: “Incomplete grades are not an option to be exercised at the discretion of a student. In all cases it is given at the discretion of the instructor within the following guidelines. A mark of incomplete may be assigned students when (1) the student has been in attendance and doing passing work up to three weeks before the end of the semester, and (2) for reasons beyond the student's control and which are acceptable to the instructor, the student has been unable to complete the requirements of the course on time. *Negligence and indifference are not acceptable reasons.*”

NetID Password '

All students must change their NetID passwords at least every 365 days. Otherwise, passwords expire for security purposes. If your password expires, you will be unable to access the course materials posted on Moodle. Therefore, students are encouraged to change their passwords at the beginning of the semester to avoid any potential logon issues. Students can change their passwords online at <http://onestop.umt.edu>. To maximize security, students are encouraged to create complex passwords including a combination of alpha, numeric, and symbolic characters (minimum of six characters).

Grievance Procedures '

Although conflicts between students and professors are rare, they do occasionally occur. Please be aware that the standard operating procedure for dealing with such conflicts within the School of Business Administration is as follows:

1. Try to resolve the conflict directly with the professor.
2. If you feel that the conflict cannot be resolved between yourself and the professor, contact the Chair of the Management Information Systems department, Dr. Clayton A. Looney.
3. If, after speaking with the department chair and the professor, you still feel that the conflict has not been resolved, contact the Associate Dean of the School of Business Administration, Dr. Terri Herron.

Course Schedule '

Since the course schedule is tentative and subject to change throughout the semester, it has been posted as a separate document on Moodle. The course schedule can be located on Moodle under *Course Schedule*. Please refer to the course schedule on a weekly basis to stay abreast of upcoming course events, lecture materials, and assigned readings.