

ITM 320 Systems Planning & Analysis SYLLABUS

Dr. Rob Anson, Spring 2009

Course Syllabus

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Instructor Contact

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Official Office Hours:

Mon and Wed 3:00–4:00 pm & Appointment or Drop-In

Office Hours are times that I will definitely be available to meet you on a drop-in basis. However, I am usually around 5 days a week. Email me for an appointment, or just drop in. I am quite flexible about times.

Class Sections

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ITM320 Section 001 Meets: Mon & Wed 4:40pm - 5:55pm Room: Bus 215

Required Textbook and Readings

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Writing Guide [COBE Writing Guide](#), Boise State University, 8/2007

You are responsible for downloading your own copy of the current COBE Writing Guide.

It can be found on the Internet at <http://cobe.boisestate.edu/COBEwritingguide/>. Also, see sample paper at <http://cobe.boisestate.edu/COBEwritingguide/sampleaparesearchpaper.htm>

Other Readings

We will use many other articles as required reading. These can be accessed from the BIBLIOGRAPHY section of Blackboard. They are not “extra reading”—they are required

PLEASE CONTACT THE INSTRUCTOR EARLY IN THE SEMESTER IF ACCOMMODATIONS ARE NEEDED DUE TO DISABILITIES.

Learning Objectives

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This course is intended to help you develop the core mindsets, skillsets, and toolsets of a Systems Analyst and Business Analyst.

The **mindsets** are those belonging to a Systems/Business Analyst and an IS Professional. A Systems/Business Analyst sees systems as impacting people, as means to accomplish organizational ends, as process versus product; as something far more than technology nuts and bolts. When systems are viewed as both Social and Technical in nature, we must view the Systems Analyst role similarly. The Analyst must have a broad and innovative skillset to visualize, describe, confirm,

manage, and communicate systems and processes for both users and developers.

The **skillsets** are those involved in planning an IS development project, eliciting requirements from users, analyzing the requirements that a system needs to be able to accomplish in order to be able to design an effective system. All these specific IS skills are based on the ability to communicate well: listen accurately, interview effectively, write concisely.

The **toolsets** are for planning and managing IS development projects and building models to clarify requirements. We will focus on the object oriented approach based on the emerging Universal Modeling Language (UML) standard.

After completing this course, you should be able to demonstrate the following:

I. Systems Analysis and Design Generic Skillsets

1. Be able to discuss the role and competencies of a Systems Analyst/Business Analyst.
2. Be able to communicate analysis and design concepts, orally and in writing, to technical and non-technical people.
3. Be able to write clear, readable, unambiguous technical documents.
4. Be able to work effectively and responsibly in a team.

II. Planning and Project Management

5. Be able to describe the activities and deliverables of each phase of the Systems Development Life Cycle.
6. Be familiar with the system development methodologies, such as Waterfall, RAD, Iterative, Prototyping, Agile, etc., and be able to determine when each should be used and its implications.
7. Be able to plan an iterative project schedule for developing an IS.
8. Be able to define the business value, feasibility, risks and stakeholders of an IS development project.
9. Be able to apply solid project management approaches and best practices to estimating, prioritizing, scheduling, and tracking a systems development project.

III. Requirements Analysis

10. Be able to plan an appropriate process for gathering requirements from users using a variety of techniques.
11. Be able to model system requirements using use cases.
12. Be able to model system requirements using standards-based, UML modeling techniques.
13. Be able to write requirements statements that are clear, unambiguous, and testable.
14. Be able to model a business process workflow.

IV. Design and Implementation

15. Be able to identify and apply major user interface design principles.
16. Be able to transform Use Case requirements into system objects and interactions using Sequence and Class Diagrams.
17. Be able to create and implement a test plan, and document results, for a prototype.
18. Be able to identify critical design, implementation and quality assurance activities and issues.

Course Website

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Blackboard at <http://blackboard.boisestate.edu/>

Always check the WEEKLY SCHEDULE and this week's folder. All updated exercises, things due, lecture notes, reminders, etc. will be placed there or it will tell you where to go to get them. Visit the site at least 2-3 times per week.

Lecture Notes will be posted just before class.

Assignments and readings will be posted at least 48 hours before the class they are due.

Group Work

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Team project work is required in this course, as it is with most IS work. Teams will be self-managing. You will periodically assess your team member contributions to improve yourselves. Also, the instructor will review assessments to adjust individual team member grades. If you do not do your fair share, you will not receive full points for the team's product and you may be "fired" by your team.

Grading

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Grading Scale: I follow approximately a 90 – 80 – 70 grading scale, including plus/minus grading applied by dividing each grade percentage range in thirds. However, I reserve the right to divide the major letter grades by using the natural gaps between grade clusters. I will not go beyond 2 percent points above or below the formal cut off percentages. If in doubt, your individual scores on exams and the final exam merit will push you up or down.

% of Total Points	Grade	% of Total Points	Grade	% of Total Points	Grade
98 or higher	A +	93 – 96	A	90 – 92	A -
88 - 89	B +	83 – 86	B	80 – 82	B -
78 – 79	C +	73 – 76	C	70 – 72	C -
69 -- 60	D	Below 60	F		

There are no separate extra credit assignments. However, on given assignments or exams I regularly give some extra credit for insightful test answers, or project work that is above and beyond expectations.

These Point totals and percentages will be subject to change of the semester.

<u>Grading Items</u>	<u>Total Points</u>	<u>Percent</u>	<u>Special Notes</u>
Exercises	100 (aprox)	14%	Homework and in-class exercises, small quizzes, etc. 5-25 points each
Interview Project	50	7%	
Big Fat Project	250 (aprox)	34%	Includes group products, individual products and individual participation in your team; submitted in 4 "milestones".
Mid-Term Exams	200	28%	Mostly short answer and essay questions that emphasize application of concepts to real world problems.
Final Exam	125	17%	You must receive a 60% or better score on the final exam to pass the course. Exam is comprehensive.
Total Points	725	100%	

General Submission Policies

- If you have more than 3 late submissions, you will lose your ability to submit late work for receive partial credit.
- Except where noted, if something is late I will subtract 10% off the top if submitted by the next class. After that, it loses 50%.

Homework

Concept: Homework is intended to help you practice certain techniques or concepts and receive feedback. I attach from 5-25 points to each to encourage you to do the practice. Most of their value, however, is in improving your understanding or skill in order to perform better on exams or projects (the big money).

Logistics: Usually these are assigned to be done in class or to take home and due the next class period. They can be handwritten or typed, I don't care about grammar, etc. I am looking to see if you "get" the idea, model or skill.

Late Policy: No Late Submissions allowed. Must be turned in at the very start of class for full credit. Usually we review solutions in class together. **If You Will Miss Class:** You must get it to me BEFORE class starts--via email, or dropping it off.

Quizzes

Concept: Quizzes are intended to check your reading and understanding of the more conceptual material. Usually quizzes are on assigned articles. These are worth 5 to 15 points each.

Logistics: Quizzes will be announced—and usually the questions posted--on Blackboard at least 40 hours before class. These are usually quick 4-5 minute writing on a question or two at the very start of class.

Late Policy: No Late Submissions allowed. These must be taken at the very start of class for full credit. NO MAKEUPS. **If You Will Miss Class:** You must send me your answers BEFORE class starts via email. I will accept only two emailed quizzes from you for the semester.

Interview Report

Concept: This is a chance to go out and interview someone with experience in an IS development project. The purpose is to help you relate what we are learning in class to the real world. Both the content and the form of your writing is important. Make extensive use of the COBE Writing Style Guide--I will also be looking at the quality of your writing for 20% of the points.

Logistics: You will need to find an interesting person to talk with. (See me if you can't find someone.) I'll give you the interview questions. You will need to write up a summary of the interview, and do some analysis to contrast interviewee experiences with issues from our class and readings and in class—i.e. how theory maps to reality.

Late Policy: If late and submitted by the next class I will subtract 10% (-5 points) Later than that, it loses 50%.

Quality Policy: If the writing quality is below expectations, I will ask you to revise and resubmit the report in order to receive a grade. If your revised paper meets expectations, and submitted within one week of its return, I will subtract 10%. Expected quality is that the paper has very few spelling or grammatical errors, it follows the formatting guidelines, and is written in a professional tone.

Big Fat Project (BFP)

Concept: The BFP helps you link concepts and apply techniques across a whole IS development project. Many students find the resulting notebook to be a valuable reference for use in their future career work.

Logistics: This will be broken up and turned in across four Milestones. I review each submission, provide extensive feedback, and a progress grade. You will have opportunities to make revisions before submitting the final entire notebook for the full grade.

Late Policy: If late and submitted by the next class I will subtract 10% of possible points. After that, it loses 50%.

Mid-Term Exams

Concept: Exams assess how well you individually grasp the core concepts and skills from each module of the course. Usually exam questions ask you to explain and apply major concepts and techniques in the context of a scenario. They will focus on making sure you get the basic idea and can explain or do it.

Logistics: There are two mid-term exams.

Late Policy: Make ups will only be allowed because of a documented conflict, **BUT YOU MUST TELL ME AT LEAST 4 DAYS IN ADVANCE.** Please try to schedule your travel around the exam date.

Final Exam

Concept: The final is required and comprehensive. The good part is that I give you the specific questions a week in advance. At the exam, I give you a scenario to apply the questions to when answering. It is intended as an opportunity to put it all together, one last time. It also serves a quality control function: **everyone takes it, and if they don't pass it, they take the class over again.**

Logistics: The final exam period is on the Weekly Schedule. If you have a conflict, or have more than 2 total exams on that day, talk to me well in advance. We can work out a better time.

Late Policy: The final is required. If you can not take it during the time it is offered, see me well in advance to set up another time.

Communication Standards

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Standards for All Written Deliverables

Writing is an integral part of all of our disciplines, and especially ours. Developing an effective style of writing to convey your thoughts and ideas is one of the most important skills you should attain in college.

I grade your written submissions according to professional technical writing standards. Projects and large point assignments should be done on the computer (unless specifically noted), and grading will consider grammar, formatting, spelling and reference citation in addition to content. Look at any document I give you in class. You will see section headings and bullets used; you will see paragraphs that make sense as a whole unit and begin with a topic sentence. Pay attention to your writing!

The COBE Writing Guide (known as “the GUIDE”) will be the writing standard we use in this class. The GUIDE was developed by your College of Business and Economics faculty to communicate our expectations for your written work. It lays out a set of basic writing standards that will be used across all courses in the College. These standards are subset of rules about good writing taught in English and Communications courses emphasizing professional communications in the workplace.

In our class, about 15% of your grade on writing assignments will be based on meeting the standards in the GUIDE plus any specific amendments that I add for our class.

Special Notes About E-mailing Instructor

Email is a great way to contact me to ask questions, request an appointment, give me feedback on the class, or for whatever purpose. But please, remember the following:

1. **SUBJECT LINE --start with ITM320** (if it is class related), then clearly state the nature of the message. For example, “ITM320 Request an appointment”, or “ITM320 HELP I’m Stuck !!!” I receive 40-50 emails per day so I use the subject line to prioritize which ones I answer when.
2. **MESSAGE --always include your name.** I often can’t tell from the email address.
3. **Replying --**When you reply to an email, ALWAYS add your note to the trail of prior messages. Include the message trail so I know the context of your reply.
4. **If you are requesting an appointment,** give me choices for times that work for you in the e-mail. Add a phone number if necessary so we can schedule something quickly.

5. **ATTACHMENTS are great to use.** If you want feedback on something, attach it whether it is a Word Doc, an Enterprise Architect model or an Access Database.

Class Attendance

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Attendance is expected at every class session. While I do not take role, I do know who is attending and who is not. Understand that there is **no makeup for any in-class points** because we usually discuss the answers after doing it. Any class period is an opportunity for the instructor to assign in-class points, whether it is stated in the schedule or not.

If an assignment is due for a class that you will not be able to make it to, you may email it to me so that I receive it before the class. This will count as one of your 3 late assignments, but I will not take off points.

If you miss a class, check Blackboard! You are responsible for obtaining your own notes, lecture slides, assignment information, online discussions, etc. from the course web and/or other students.

Policy on Cheating and Plagiarism

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Plagiarism occurs when a person passes in another person's work as his or her own, or borrows directly from another's work, without clearly showing what was borrowed and from whom it was borrowed. Basically, it is plagiarism if the reader can't easily tell that something came from someone other than you.

Read the [COBE Writing Guide](#) for more information about plagiarism and how to avoid it. The Guide includes examples for how to correctly cite ideas and quotations from a variety of sources. I expect you to follow its standards. The excuse, "I didn't know..." will not work. Don't mess around with me on this!!!

For an individual assignment, I expect you to do it yourself. Usually it is fine to talk with other students, but the specific ideas and their expression must be yours and yours alone. If the ideas expressed on your paper are too similar to another student's—whose name is not on the paper--I will assume you were plagiarizing. The first time you will receive a warning and half credit or no credit, depending on the circumstances. Plus, the incident will be reported to the student conduct office. The second time will be an automatic F for the course.

For a group assignment, **if you do not contribute, then do not put your name on it!** If you put your name on the assignment with the other group members, I expect that you contributed a fair share of the work. **If you did not, or if you disrupted the contributions of others, you will receive a warning and less than 100% of the group's grade,** depending on the circumstances. The second warning will be an automatic F for the course.

Thoughts about how you can succeed in my class

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In a nutshell, here is my teaching philosophy....

* **Participate, Ask, Do**

Learning requires activity--talking, questioning, writing, and doing. Participating and asking questions--in and out of class--are equally important. Please, PLEASE ask questions, contribute your personal experiences that are relevant to the discussions, and respond to questions I pose to yourself or the class. Likewise, I do not assign busy work. If you do not see the relevance, ask me how it relates.

* **Your Own Work**

I expect you to help one another outside of class. You are not competing. But, when I ask you to do an individual assignment, I expect that the product you turn in will be uniquely your own. I want to hear your thoughts and ideas, and I want to hear what you have learned from others (correctly cited!) In fairness to other students, and to you, I will deal very harshly with plagiarism, copying other's work, and any other such acts that are counter to responsible individual learning.

* **Contacting Me**

I am usually around during my posted office hours, as well as most other times. E-Mail is always best, and I read it often. Or leave me a voice mail message. If you need to turn something in when I am not around, slip it under my office door B-308-B.

* **Your Schedule Conflicts:**

We are all human. Regarding skipping class or missing deadlines, I understand that time conflicts do occur. I am very open to working around such conflicts, but you must communicate with me. Tell me what's up ahead of time, and I will work with you. But if it happens repeatedly, I will doubt your sincerity about learning, and become less flexible or suggest you try again some other semester.

* **Give Me Feedback**

My goal--my reason for teaching--is to make this class a rewarding learning experience for you. I am always open to constructive feedback about my teaching style, the course design, etc.--anything that I can do to help you learn. So be frank with me, in or out of class, in person or in writing, and I will be the same with you.

* **Twister**

As we get into the semester, the schedule will shift in order to keep the class moving at an appropriate pace and to accommodate some guest speakers. I will make announcements in class and on CourseInfo. The grading policy and point awards are more firm, although I reserve the right to change them after discussing changes with the class.

* **How Much Time To Put In**

In general, for ANY university class, you should plan to spend 2 to 3 hours out of class for every 1 hour in class. A 3 credit course is 2 1/2 hours of in-class time, and so 5 to 7 1/2 hours outside of class. In ITM320, that is my expectation also-- this class would be at the upper end of your workload.

For a 'B' our class, I would expect you to spend, each week, about 1-2 hours reading (prior to the class it is discussed), 1/2 hour rewriting your notes AFTER class, and 1 - 1 1/2 hours on homework--exercises and project.

There are three phases the class goes through. The first part emphasizes heavier reading, including articles and quizzes. The second is on modeling, which requires more practice (and more homework). The third emphasizes the project--outside class--while picking up some topics through lecture and reading.

AFTERTHOUGHT Interestingly, a higher ed research group (NSSE) found the average student spends 10 or less hours on homework per week, TOTAL. That is a pretty dramatic gap between what instructors expect and what students put in. It is no wonder some people do not receive the grades they believe they should be given!

SPRING 2009 SCHEDULE

Initial Tentative Schedule: Includes due dates for the major assignments and exams. Minor exercises and quizzes will be scheduled at least 48 hours before they are due.

WEEK 1 (1/21)

Last Updated- 1/15

MON: HUMAN RIGHTS DAY

WED: (Overview) Introduction to course and concepts **DUE:**



WEEK 2 (1/26, 1/28)

Last Updated -- 1/20

MON: (Overview) CHAOS, SDLC and Development Methodologies **DUE:**
QZ-Chaos, HW-Startup Exercise

WED: (Overview) *Continue*-Development Methodologies; Form BFP Teams

DUE: EX-Couch Potatoes, EX-Email instructor about person to Interview



WEEK 3 (2/2, 2/4)

Last Updated --

MON: (Initiation) Making the Business Case for a System Request **DUE:** ??

WED: (Initiation) From Project Vision to Scope **DUE:** ??



WEEK 4 (2/9, 2/11)

Last Updated --

MON: (Initiation) Determining Feasibility and Priorities **DUE:** QZ-Weiggers Principles;
BFP MS#1--Team Charter

WED: (BFP) Project Team Work Day **DUE:** HW-Vision-Scope Parts



WEEK 5 (2/18)

Last Updated --

MON: PRESIDENT'S DAY HOLIDAY

WED: (Project Mgmt) Developing the Project Schedule **DUE: Interview Project**



WEEK 6 (2/23, 2/25)

Last Updated --

MON: (Project Mgmt) Estimation and Control **DUE:** HW-Prepare for In-Class
Exercise

WED: EXAM 1



WEEK 7 (3/2, 3/4)

Last Updated --

MON: (Requirements) Writing Requirements **DUE:** ??

WED: (Requirements) Eliciting Requirements **DUE:** QZ-Wetherbe

Registrar: Last day to drop classes



WEEK 8 (3/9, 3/11)

Last Updated --

MON: (Use Cases) Use Case Diagramming **DUE: BFP MS#2--Vision/Scope Document**

WED: (Use Cases) Use Case Stories and Specs **DUE: ??**



WEEK 9 (3/16, 3/18)

Last Updated --

MON: (Use Cases) The Full Use Case Specification **DUE: ??**

WED: (Use Cases) Modeling Special Use Case Situations **DUE: BFP MS#3a--First Draft Use Cases**

FRI - DUE: BFP MS#3b--Final Use Cases



WEEK 10 SPRING BREAK



WEEK 11 (3/30, 4/1)

Last Updated --

MON: (Design) On To Design; Principles of User Interface Design **DUE: ??**

WED: (Design) Approaches to User Interface Design **DUE: ??**



WEEK 12 (4/6, 4/8)

Last Updated --

MON: (Design) Sequence Diagramming **DUE: ??**

WED: (Design) Sequence Diagramming **DUE: ??**



WEEK 13 (4/13, 4/15)

Last Updated --

MON: (Design) Class Diagramming **DUE: ??**

WED: (Design) Filling in Design **DUE: ??**



WEEK 14 (4/20, 4/22)

Last Updated --

MON: EXAM 2

WED: (Implementation) On To Implementation **DUE: ??**



WEEK 15 (4/27, 4/29)

Last Updated --

MON: (Implementation) Assuring Quality Products and Processes **DUE: ??**

WED: (Implementation) Assuring Quality Products and Processes **DUE: ??**



WEEK 16 (5/4, 5/6)

Last Updated --

MON: (BFP) Team Project Presentations **DUE: Submit Final Project 4 Notebook; Team Presentation**

WED: (BFP) Team Project Presentations; Review for Final Exam **DUE: Team Presentation**



WEEK 17 FINAL EXAM WEEK

FINAL EXAM: Monday May 11th, 8:15pm - 10:15pm (NOTE --> PM)