1 Course Description & Objectives

Modern organizations large and small need computerized information systems to function and to maintain their competitive edge. Information systems should relieve organizations of the burden of slow and cumbersome manual paper-based processes and enable them to conduct business more efficiently and effectively. Information systems analysis is an important step before implementing any computerized information system. Mistakes during the analysis stage will significantly affect the later stages of system development and cost time and money to correct.

Competence in information systems analysis is crucial to every modern Information Technology professional, including those professionals highly demanded by the market such as Systems Analysts, Business Analysts, Web Developers, Information Architects, Database Administrators, Network Administrators or Software Engineers. This centrality is why courses in Information Systems Analysis are the core of IT programs worldwide.

IST 654 is an introductory course, covering the concepts and techniques of information systems analysis and design (SA&D), including analysis skills as well as managerial issues. The course covers techniques used by modern systems analysts and gives extensive practice with structured methodologies and object-oriented techniques.

The course will emphasize:

1. Experiential learning through assignments and projects
2. Collaborative learning of the important concepts, techniques and skills with peers through class discussions, assignments and projects

Upon completion of the course, students are expected to be able to:

1. Define various systems analysis and design concepts and terminologies,
2. Describe the stages of the system development life cycle model,
3. Describe different methodologies and state-of-the-art developments in SA&D techniques and methods,
4. Compare, use and synthesize different conceptual modelling techniques for systems analysis (including ERDs, DFDs and UML),
5. Apply logic modelling techniques (decision tree/table, structured English),
6. Address the managerial issues involved in SA&D,
7. Model the importance of collaboration and communication during SA&D.
2 Course materials

Text (available through the University Bookstore)


Software


NB. Use of a CASE tool is required for assignments. Visible Analyst and Qsee will be demonstrated in class, but if you prefer you can use a different tool after consulting with the instructor.

3 Assessment

This course provides knowledge and hands-on experience in Systems Analysis. To gain practice and technical skills, class members will engage in discussions, collaborative and individual assignments and group projects. Discussions will assist in the ability to reflect about practical issues and discuss these with colleagues. Collaborative assignments will compliment individual ones as critical skill building exercises. A group project will be the culmination for the course material and provide students opportunities to integrate their knowledge and to learn from each other. The following table indicates the assignments.

<table>
<thead>
<tr>
<th>Type</th>
<th>Assignment</th>
<th>Who</th>
<th>Week due</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Project</td>
<td>Proposal</td>
<td>Group</td>
<td>2</td>
<td>20</td>
</tr>
<tr>
<td>Discussion</td>
<td>Systems analyst careers</td>
<td>Individual</td>
<td>3</td>
<td>20</td>
</tr>
<tr>
<td>Project</td>
<td>Requirements</td>
<td>Group</td>
<td>4</td>
<td>30</td>
</tr>
<tr>
<td>Problem set</td>
<td>Use case</td>
<td>Individual</td>
<td>5</td>
<td>100</td>
</tr>
<tr>
<td>Project</td>
<td>Interface</td>
<td>Group</td>
<td>6</td>
<td>40</td>
</tr>
<tr>
<td>Project</td>
<td>Use case</td>
<td>Group</td>
<td>7</td>
<td>30</td>
</tr>
<tr>
<td>Problem set</td>
<td>ERD</td>
<td>Individual</td>
<td>8</td>
<td>100</td>
</tr>
<tr>
<td>Report</td>
<td>Team dynamics report</td>
<td>Individual</td>
<td>8</td>
<td>5</td>
</tr>
<tr>
<td>Participation</td>
<td>First half</td>
<td>Individual</td>
<td>8</td>
<td>100</td>
</tr>
<tr>
<td>Project</td>
<td>ERD</td>
<td>Group</td>
<td>9</td>
<td>40</td>
</tr>
<tr>
<td>Problem set</td>
<td>DFD</td>
<td>Individual</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>Project</td>
<td>DFD</td>
<td>Group</td>
<td>11</td>
<td>50</td>
</tr>
<tr>
<td>Project</td>
<td>Feasibility</td>
<td>Group</td>
<td>12</td>
<td>40</td>
</tr>
<tr>
<td>Project</td>
<td>Architecture</td>
<td>Group</td>
<td>13</td>
<td>20</td>
</tr>
<tr>
<td>Project</td>
<td>Presentation</td>
<td>Group</td>
<td>14</td>
<td>30</td>
</tr>
<tr>
<td>Project</td>
<td>Final report</td>
<td>Group</td>
<td>15</td>
<td>150–400</td>
</tr>
<tr>
<td>Report</td>
<td>Team report</td>
<td>Individual</td>
<td>15</td>
<td>5</td>
</tr>
<tr>
<td>Participation</td>
<td>Second half</td>
<td>Individual</td>
<td>15</td>
<td>150</td>
</tr>
</tbody>
</table>

1See explanation below
The following table shows the breakdown of the grade by the type of assignment and the party responsible for the assignment.

<table>
<thead>
<tr>
<th>Type</th>
<th>Assignment</th>
<th>Who</th>
<th>Week due</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Report</td>
<td>Peer project evaluation</td>
<td>Individual</td>
<td>15</td>
<td>10</td>
</tr>
<tr>
<td>Report</td>
<td>Reflective paper</td>
<td>Individual</td>
<td>15</td>
<td>10</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td></td>
<td></td>
<td><strong>1000</strong></td>
</tr>
</tbody>
</table>

Note that many of the skills taught in this course will be reinforced through several alternative presentations: an initial demo, an in-class pair-and-share exercise, an individual problem set and a team project assignment. The goal of these repetitions is to provide several repetitions for you to master particularly important skills.

Each of the assessments is discussed in more detail in the remainder of this syllabus.

### 3.1 Problem sets  
300 points total

Three problem sets will be assigned during the semester: one each on use cases, entity-relationship diagrams and data flow diagrams. These problem sets provide an opportunity to practice the particular skill. The problem sets will be worth 100 points each. Problem sets must be completed individually and without reference to web resources.

### 3.2 Project  
400 points total

The term project provides an opportunity for in-depth investigation of a specific systems analysis case, as well as a vehicle for you to exercise and receive feedback on your communication and investigative skills. The goals are to become familiar with the techniques of systems analysis and design and to expand your written communication skills. Each team will work collaboratively on the systems analysis of a new system based on user requirements.

Due to the large amount of work involved in a complete project, joint projects with other members of the class are encouraged (teams should be 4–5 students). Of course, you must be prepared to deal with the inevitable coordination problems inherent in managing team work. Teams may decide to assign specialist roles to particular members, such as project manager, design specialist, writer or research coordinator. However, it should be kept in mind that the object of the course is for students to experience as many aspects of the ISAD
process as possible. In some cases, it may be most beneficial for students to aspire to roles for which they feel least prepared.

Different components of the project will be due on a regular schedule throughout the semester. The intent of the frequent submissions is to keep your project team on schedule, to provide an opportunity to practice the skills being discussed in class and to provide an opportunity for frequent feedback. To achieve these goals, deadlines for the components will be strictly enforced—late components will not be accepted.

3.2.1 Project proposal 20 points

Each team must provide a brief proposal for the project stating the purpose of the proposed system, the planned sources of information about the topic and the members of the team. Ideally the project will be a real (small scale) problem in one member’s organization, for which other organization members can serve as information sources.

3.2.2 Requirements report 30 points

Your team will prepare a report describing the system requirements for your project. The report must be based on original research about the proposed project, not just your current understanding. The report should include a description of the organization, the problem to be addressed and requirements for the system. The assignment will be graded based on the following criteria:

- Requirements accurately describe the project selected.
- Completeness of requirements.
- Correct format of requirements.
- Data collection approach specified (e.g., interviews with organization members or review of documents).
- Quality of writing.

3.2.3 Use case diagram 30 points

Your team will prepare use case diagrams for your project following the model of the individual problem set. The diagrams must be prepared in a CASE tool. The assignment will be graded based on the following criteria:

- Diagrams accurately describe the project selected.
- Diagrams conform to the recommended guidelines and format.
- All elements are correctly labelled.

3.2.4 System input, output and interface design 40 points

Your team will design an interface for your proposed system. Submit a document that shows the design of inputs and outputs (e.g., input screens or reports) and of the user interface (e.g., screens and the pathways through them) and that presents the rationale for your interface design choices. The assignment will be graded based on the following criteria:

- The interface is suitable for the project selected.
- Conformance with interface design principles.
- Rationale for design.
3.2.5 E-R diagram 40 points

Your team will prepare an entity-relationship diagram and a data dictionary for your project following the model of the individual problem set. The diagrams must be prepared in a CASE tool. The assignment will be graded based on the following criteria:

- Diagrams accurately describe the project selected (i.e., each data item in the DFD matches the ERD and vice versa).
- Diagrams conform to the recommended guidelines and format.
- All elements are correctly labelled.
- Diagrams are titled.

3.2.6 Data flow diagram 50 points

Your team will prepare the top-level and detailed data flow diagrams for your project following the model of the individual problem set. The diagrams must be prepared in a CASE tool. The assignment will be graded based on the following criteria:

- Diagrams accurately describe the project selected.
- Diagrams conform to the recommended guidelines and format.
- All elements are correctly labelled.
- Diagrams are titled.

This report will also include a formal description of the system logic for some part of your project. The assignment will be graded based on the following criteria:

- Logic is correct for the project selected.
- Clear which part of project is being modeled (i.e., by referring to a particular part of the DFD).
- Completeness of logic.
- Diagrams conform to the recommended guidelines and format.
- Rationale for choice.

3.2.7 Feasibility report 40 points

Your team will develop a feasibility report discussing the feasibility of your system and proposing a possible option. The assignment will be graded based on the following criteria:

- Report accurately describe the project selected
- Completeness of analysis
- Depth of analysis
- Quality of writing

3.2.8 Architecture report 20 points

Your team will develop a report describing the proposed architecture for your system. The assignment will be graded based on the following criteria:

- Report accurately describe the project selected
- Diagrams conform to the recommended guidelines and format.
- All elements are correctly labelled.
3.2.9 Final presentation  

The final day of class will be devoted to in-class presentations of the projects.

3.2.10 Final project report  

The final project report will include at a minimum:

- An executive summary
- Analysis of the existing system or service
- Business overview of the proposed system
- Methods used for requirements definition
- Requirements analysis (based on the reports above)
- System design (based on the reports above)
- Alternative solutions considered

The report will incorporate revised versions of the systems analysis documents you created and handed in during the semester, but note that these documents support your report, rather than replacing it. An extended outline will be made available along with examples of exemplary reports from prior years. Grading of the final report will be based on:

- Accuracy and completeness of the analysis and design (hint: correct any problems identified from previous submissions)
- Challenge of system chosen by team
- Timely submission of work
- Evidence of collaborative team effort
- Quality of writing

The final report will be worth the difference between the total points for the project (400) and the points you earned during the semester for the various submissions. That is, you need not hand in any of the intermediate project assignments, in which case the final paper will count for all 400 points. Alternately, if you receive a perfect score on the intermediate assignments, the final report will be worth only the remaining points. Of course, for most teams, the outcome will be somewhere in between. As a good final report will be sufficient to earn all points for the project, intermediate components will not be regraded.

3.3 Reports  

Four short reports are required at different points in the course.

3.3.1 Project progress reports  

Two individual reports on your team process are required.

**Team dynamics report.** At midsemester, you should individually submit a one-page report describing the dynamics within your team. This report is intended to help me identify individuals and teams that are having trouble working together before it is too late to intervene. The points for the report are given for submission.

**Team report.** At the end of the semester, you will submit an evaluation of your fellow team members contributions to your project team. The assessments of your fellow team members will be taken into account in determining your project grade. An individual
who in the opinion of the majority of other team members contributes less to the project will receive less credit for the project (including the possibility of no credit in the case of no contribution). The points for the report are given for submission.

3.3.2 Peer project evaluation 10 points

Once the final project reports are submitted, you will select one to read and comment on. The goal is to provide students with an audience for their reports beyond just the instructor. Evaluations will be graded according to the rubric for discussions shown below.

3.3.3 Reflective paper 10 points

Finally, a portion of learning comes from reflection. Many times we do not realize all that was learned (or not learned) until we take the time to review the good and the uncomfortable. For this purpose, at the end of the course you will submit a one to two page essay reflecting on the learning and experiences that includes:

- Reasons for taking the course in the first place;
- Objectives for learning (what you wanted to learn, expectations);
- Did you learn what you wanted to learn;
- Most valuable thing you learned;
- Least valuable thing you learned (and why);
- What you learned that will help you in your next group project; and
- What you learned that you will definitely not do in your next group project.

I suggest you record the first items early in the semester so they are not distorted by your later experiences. You may find it helpful to keep a diary that you update weekly so you can see what you've learned and how your view of the subject evolves. The points for the report are given for submission. Please note: your essay will be the last item I read before I assign your final grade.

3.4 Class participation 250 points

Participation in general discussion is included in this portion of the grade. It is important that you make a good faith effort to contribute to class discussions. This means that you need at least a substantive contribution to the discussion during every week of the class to receive full credit for participation. Non-attendance in class for part of the semester will be reflected in a decrease in this grade (and most likely in other grades as well). Part of the participation grade will be assigned at midsemester (100 points) and the remainder for the second part of the semester (150 points). Contributions to discussion will be graded based on the following rubric from Palloff, R. M., & Pratt, K. (2003). The Virtual Student. San Francisco: Jossey-Bass.
<table>
<thead>
<tr>
<th>Grade</th>
<th>Level of participation</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 points</td>
<td>No participation</td>
</tr>
<tr>
<td>10 points</td>
<td>All discussion on Level I</td>
</tr>
<tr>
<td>12 points</td>
<td>At least one contribution above Level I</td>
</tr>
<tr>
<td>15 points</td>
<td>At least one contribution above Level I and at least one above Level II</td>
</tr>
<tr>
<td>20 points</td>
<td>At least two contributions above Level I with at least one above Level III</td>
</tr>
</tbody>
</table>

**Evaluation of levels of thinking in discussions**

<table>
<thead>
<tr>
<th>Critical thinking</th>
<th>Level I</th>
<th>Elementary clarification</th>
<th>Introduce a problem; pose a question; pass on information without elaboration.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Level II</td>
<td>In-depth clarification</td>
<td>Analyze a problem; identify assumptions.</td>
</tr>
<tr>
<td></td>
<td>Level III</td>
<td>Inference</td>
<td>Make conclusions based on evidence from prior statements; generalizing.</td>
</tr>
<tr>
<td></td>
<td>Level IV</td>
<td>Judgement</td>
<td>Express an opinion about a conclusion or the relevance of an argument, theory, or solution.</td>
</tr>
<tr>
<td></td>
<td>Level V</td>
<td>Strategy</td>
<td>Propose a solution; outline requirements for its implementation.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Information processing</th>
<th>Level I</th>
<th>Surface</th>
<th>Repeat information; make a statement without justification; suggest a solution without explanation.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Level II</td>
<td>In-depth</td>
<td>Bring in new information; show links, propose a solution with explanation; show evidence of justification; present a wider view.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Skills</th>
<th>Level I</th>
<th>Evaluation</th>
<th>Question your ideas or approach to a task; for example, “I don’t understand”</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Level II</td>
<td>Planning</td>
<td>Show evidence of organizing steps needed and prediction of what is likely to happen.</td>
</tr>
<tr>
<td></td>
<td>Level III</td>
<td>Regulation</td>
<td>Evidence of implementing a strategy and assessing progress; for example, “I have done”</td>
</tr>
<tr>
<td></td>
<td>Level IV</td>
<td>Self-awareness</td>
<td>For example, “I believe” or “I have found”</td>
</tr>
</tbody>
</table>

**3.5 Discussions**  
20 points

In addition to the general class discussions, there will be one separately graded discussion during the course: a discussion of systems analyst careers. Preparation and participation in the discussion will be worth 20 points.
4 Course policies

4.1 Prerequisites

This course has no prerequisites.

4.2 IST Statement on Academic Integrity

The academic community of Syracuse University and of the School of Information Studies requires the highest standards of professional ethics and personal integrity from all members of the community. Violations of these standards are violations of a mutual obligation characterized by trust, honesty and personal honor. As a community, we commit ourselves to standards of academic conduct, impose sanctions against those who violate these standards, and keep appropriate records of violations. The academic integrity statement can be found at: http://supolicies.syr.edu/ethics/acad_integrity.htm.

Academic dishonesty includes but is not limited to plagiarism, cheating on examinations, unauthorized collaboration, multiple submission of work, misusing resources for teaching and learning, falsifying information, forgery, bribery, and any other acts that deceive others about one’s academic work or record. Students should be aware that standards for documentation and intellectual contribution may depend on the course content and method of teaching, and should consult instructors for guidance.

Sanctions for academic dishonesty may include but are not limited to the following:

• requiring students to re-produce work under the supervision of a proctor;
• rejecting the student work that was dishonestly created, and giving the student a zero or failing grade for that work
• lowering the course grade
• giving a failing grade in the course
• formal reprimand and warning
• disciplinary probation
• administrative withdrawal from the course
• suspension from the University
• or expulsion from the University.

For IST 654, you are permitted and encouraged to discuss course material with your classmates, especially regarding group assignments. However, individual assignments should not be worked on in a collaborative manner.

4.3 Disabilities

If you believe that you need accommodations for a disability, please contact the Office of Disability Services (ODS), http://disabilityservices.syr.edu, located in Room 309 of 804 University Avenue, or call (315) 443-4498 for an appointment to discuss your needs and the process for requesting accommodations. ODS is responsible for coordinating disability-related accommodations and will issue students with documented disabilities Accommodation Authorization Letters, as appropriate. Since accommodations may require early planning and generally are not provided retroactively, please contact ODS as soon as possible.
4.4 Religious observances policy

SU’s religious observances policy, found at http://supolicies.syr.edu/emp_ben/religious_observance.htm, recognizes the diversity of faiths represented among the campus community and protects the rights of students, faculty and staff to observe religious holy days according to their tradition. Under the policy, students are provided an opportunity to make up any examination, study or work requirements that may be missed due to a religious observance provided they notify their instructors before the end of the second week of classes. For fall and spring semesters, an online notification process is available through MySlice/Student Services/Enrollment/My Religious Observances from the first day of class until the end of the second week of class.

4.5 Ownership of student work

This course may use course participation and documents created by students for educational purposes. In compliance with the Federal Family Educational Rights and Privacy Act, works in all media produced by students as part of their course participation at Syracuse University may be used for educational purposes, provided that the course syllabus makes clear that such use may occur. It is understood that registration for and continued enrollment in a course where such use of student works is announced constitutes permission by the student. After such a course has been completed, any further use of student works will meet one of the following conditions: (1) the work will be rendered anonymous through the removal of all personal identification of the work’s creator/originator(s); or (2) the creator/originator(s)’ written permission will be secured. As generally accepted practice, honors theses, graduate theses, graduate research projects, dissertations, or other exit projects submitted in partial fulfillment of degree requirements are placed in the library, University Archives, or academic departments for public reference.

For IST 654, exemplary projects may be retained as examples for future classes.

4.6 Organization of class time

I am hoping to limit the amount of time spent lecturing, sometimes defined as, “the process by which the contents of the professor’s notes are transferred to the students’ notebooks, without passing through the minds of either”. Instead, I hope to answer any questions you may have about what you’ve read, highlight the key issues and discuss the pros and cons of different approaches to these issues. However, such an approach requires more commitment from you, as you will have to read and think about the material before class and come prepared to question and discuss. It is thus essential for your learning that you complete assigned readings prior to class. Some passages in the text may have to be read several times to gain clarity. You may also find it helpful to complete review questions at the end of each chapter to ensure that you have understood the material.

During class, I may call on people to answer a question. If you do not want to be called on during a given class for any reason, please let me know at the beginning of that class. Ask questions. It is important for the student to be an active participant in the educational process. Classes will include exercises to be done by your project team as a group. Therefore, it will be advantageous if you sit together as a team.
4.7 Attendance

Regular class attendance is obligatory. Students who have two unexcused absences during the first two class meetings of the semester may be dropped from the course at the discretion of the instructor. The instructor or the department offering the course will notify the Registrar of this action. However, students should not assume that they have been dropped from a class just because the first two classes were missed. It is ultimately the responsibility of the student to drop a course that they are not planning to attend by the deadline published in the College calendar. An instructor may recommend that a student be dropped from a course at any time for poor achievement due to excessive absence. A student who is dropped after the deadline for dropping courses may be assigned a grade of F. Students who will miss class to participate in University sanctioned events must make prior arrangements and give ample notice. For more information about the Syracuse University Attendance Policy, please see http://www.syr.edu/policies/rules_regs.html.

4.8 Communications

Communication outside of class time will be via email from me to you using your syr.edu email account. Please be sure to check your email account for class assignments and announcements on a regular basis. If you prefer to read your email in another system, be sure to have your syr.edu email account forwarded to that account (see for http://cms.syr.edu/email/aliasing/ for details). Failure to receive class email announcements will not be considered a suitable excuse for not being informed. Use of meaningful subject lines (e.g., including IST 654) will make your emails easier to answer.

4.9 Conduct of discussions

It is expected that students will behave professionally both in language and attitude when commenting or responding to discussions. Public disparagement of your fellow students in this course is unacceptable and may result in disciplinary action. Additionally, discussions should model your ability to think critically about course topics and articulate ideas clearly. Responses should be detailed and explanatory. Simple unconstructive replies such as “I agree (or disagree) with the previous comment” will not be considered valid unless elaborated upon. If you have any concerns regarding the suitability of a comment (yours or another’s), please contact the instructor.

4.10 Service level agreement

Unless announced otherwise, I will respond to questions by the same time on the next business day (there will be some posted exceptions when I am travelling). Project assignments submitted by the due date will be graded within 1 week. Because of the number of problem sets, they take longer to grade, but I will endeavour to return them within 2 weeks (and hopefully more quickly). Assignments submitted late will receive lower priority and so will take longer to grade.
4.11 Guidelines for preparing assignments

Prepare a professional document. Include tables and graphs that support your content where appropriate.

When you prepare assignments or post on the discussion boards be sure to provide proper bibliographical information for any sources referenced, for direct quotations and for the source of key concepts or ideas. It is critical to include quotation marks and citations when you cut and paste from any source. Any citation format is acceptable (I personally use APA format), as long as it provides sufficient information for a reader to find the source (i.e., authors names, title of article or book, title, volume and issue of journal (if appropriate), page numbers, publisher, date of publication). If you cite a webpage, be sure to indicate the URL and the date on which you accessed the page, as pages do change. Failure to cite sources is considered plagiarism and subject to sanctions ranging from being required to redo the assignment through expulsion (see above). If you have any questions about what must be cited or how to cite, please feel free to ask.

In addition to punctuality, grammar, presentation and ability to follow instructions are very important, as in the real world. If your work does not meet professional standards, up to 30% of your score may be deducted. It is essential that you spell check and proofread your documents.

In assignments you may be asked to offer opinions. As with discussions, simply stating your opinion does not constitute a complete response. You must support any opinion with arguments and evidence.

4.12 Grades and grading

Assignments are due as defined in the syllabus unless otherwise specified. The penalty for late assignments will be 10% within the first 24 hours, and an additional 25% for each week thereafter. An exception to this rule is possible in an extreme circumstance in which there is no reasonable way to anticipate or control the situation. Computers crashing, viruses, lost files, etc. are specifically not grounds for an extension—at this point in your professional careers, you should know how to manage your technical infrastructure.

According to the grading policy of the School of Information Studies, a basic grade will be awarded for student performance that is judged to be satisfactory for the course level (undergraduate or graduate). All other grades will be determined in comparison with the standards of the basic grade. For graduate students the basic grade is B. Fulfilling the requirements for an assignment coupled with the absence of errors (in writing, arithmetic, formatting) will earn a grade no higher than B+. To earn an A- or A grade, the assignment must go beyond the minimum expected in terms of quality (e.g., insight, creativity, analysis, thoroughness, synthesis).

Failure to complete any course requirement will result in a course grade of B or lower, regardless of the grades received in other components.

An incomplete grade, I, can be given only if the circumstances preventing the on-time completion of all course requirements were clearly unforeseeable and uncontrollable. If an incomplete is required a written contract must be completed that specifies the missing work,
the date by which it will be completed, and the default grade that will be given if that
deadline is missed.

If you wish to discuss a grade, hand in a written explanation of your argument and arrange
for a private conversation. Except for unusual circumstances, no appeal for an individual
assignment or project will be considered more than two weeks after the graded paper is
returned. For final course grades, no appeal will be considered more than two months after
the final day of classes.

It is unfair to allow some students additional opportunities, such as extra credit as-
signments, without allowing the same options to all students. Accordingly, extra credit
assignments are not possible.

5 Course schedule

Note the course schedule is subject to change, that is, it is a plan rather than a contract.

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Readings</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>31 Aug</td>
<td>Ch 1–3</td>
<td>Course introduction, systems development</td>
</tr>
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<td>2</td>
<td>7 Sep</td>
<td>Ch 5</td>
<td>Systems analysis</td>
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<td>3</td>
<td>14 Sep</td>
<td>Ch 6</td>
<td>Fact-finding techniques for requirements discovery</td>
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<td>4</td>
<td>21 Sep</td>
<td>Ch 7</td>
<td>Modelling system requirements with use cases</td>
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<td>5</td>
<td>28 Sep</td>
<td>Ch 15–17</td>
<td>Interface design and prototyping</td>
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<td>6</td>
<td>5 Oct</td>
<td>Ch 8</td>
<td>Data modelling</td>
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<td>7</td>
<td>12 Oct</td>
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<td>Data modelling continued</td>
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<td>8</td>
<td>19 Oct</td>
<td>Ch 9</td>
<td>Process modelling</td>
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<td>10</td>
<td>2 Nov</td>
<td>Ch 11</td>
<td>Feasibility analysis and the system proposal</td>
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<td>11</td>
<td>9 Nov</td>
<td>Ch 12–13</td>
<td>Systems design, application architecture and modelling</td>
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<td>12</td>
<td>16 Nov</td>
<td>Ch 19–20</td>
<td>Systems construction, deployment and operations</td>
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<td>23 Nov</td>
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<td>No class—Thanksgiving break</td>
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<td>13</td>
<td>30 Nov</td>
<td>Ch 10 &amp; 18</td>
<td>Object-oriented analysis with UML</td>
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<td>14</td>
<td>7 Dec</td>
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<td>Final presentations</td>
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