
MIS 363

SYSTEMS ANALYSIS AND DESIGN
FOR BUSINESS MANAGERS

SUMMER SESSION II, 2002
MCCLELLAND HALL, ROOM I23
I:00-2:45PM, M-F

<http://www.u.arizona.edu/~mcquaid/mis363>

textbook: Kendall & Kendall, 5th Ed.

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I CATALOG DESCRIPTION

This course explores the process of identifying and analyzing a business process. It also exposes students to the skills of gathering user requirements into a formal specification for a computer designer, as well as the basics of project management.

The above description appears in the University catalog and corresponds roughly to the first fourteen chapters of your textbook. The instructor's commitment to recruiters is that students of this course have had the opportunity to learn these topics.

II GRADING

The final grade is based on a 100 point scale, where 90 is an A, 80 is a B, 70 is a C, 60 is a D. If in the instructor's judgement, too few students score well on this system, grading will be changed to a bell curve system.

Sixty-five percent of the final grade is based on exams. Thirty-five percent of the final grade is based on the final exam. Thirty percent of the final grade is based on the better of the two midterm exam grades. The lower midterm grade is not used. A student could actually skip one or the other of the midterm exams. Exams are cumulative, so skipping a midterm exam could make the final exam tougher.

Twenty percent of the final grade is based on class participation. The class participation grade is intended to encourage attendance. The instructor will call on students twenty times during the course of five weeks, either individually or in the form of pop quizzes. Each call offers the opportunity for zero, one-half, or one point, depending on the quality of the participation. Absence when called leads to a zero. Altogether there should be opportunities for up to twenty points. Answering for an absent student or turning in any work for an absent student leads to punishment for cheating for both students according to the University's code of conduct.

Fifteen percent of the final grade is based on an in-class presentation. Each student must speak for 8-10 minutes on a topic related to class. The speaker must provide a one-page annotated bibliography to everyone in class (speaker is responsible for providing enough paper copies for each person present in class). The bibliography is worth 0-3 points depending on quality. The information content of the talk is worth 0-6 points. This grade depends on research done to prepare the talk. The organization and presentation of the talk is worth 0-6 points. This grade depends on structuring and presenting the talk to make a compelling case for the relevance and importance of the material. This grade can also suffer if the speaker is unfamiliar with speaking in front

of a group and loses audience attention by stumbling over notes written too small or too disorganized. The speaker may use slides or other visual aids, but these must not push the total time over ten minutes, nor pad a minimum time of less than 8 minutes, and will not improve the grade and are probably best avoided. Students who successfully rebut an argument made in a presentation can earn an extra class participation point.

III PRESENTATIONS

You must speak for 8 to 10 minutes on your topic. You may use media, but it will not help your grade and it should not affect the length of your presentation. Your grade will be based on what you say, and a typed, one-page bibliography of your sources, which you will copy for distribution to the entire class (make enough copies for everyone to have a copy). Organize what you say so that there is a clear depiction of the important issues, a persuasive statement that we should care about these issues, a description of systems analysis and design as it relates to these issues, and an argument (you must take a side) about the application of systems analysis and design principles and techniques to these issues. If a student can successfully refute your argument in question and answer, that student can earn 1 class participation point.

Two students may take the same topic without penalty iff they argue opposite sides. This implies that they use different source material.

Following are some sample topics, phrased as assertions. You would argue for or against the assertion—not present a balanced view. If your arguments are weak, another student may obtain class participation points by coming to class prepared with some source material to refute your position, winning class participation points in the process. (File names in parentheses are files I can provide to help you get started.)

(1) A system can be designed to satisfy both consumer groups and the MPAA to allow consumers to copy media

such as movies, tv shows, and music. (See analog-hole.pdf, anti-analog-hole.pdf, boston-strangler.pdf)

(2) The Enron debacle could have been averted by better systems, either within Enron, government agencies, or both.

(3) Extreme programming (XP) could solve most software development problems, if implemented properly. (See extreme-programming.pdf)

(4) Microsoft can easily modify its systems to alleviate concern about its illegal practices.

(5) Systems development can be moved offshore (e.g., to India or Ireland) without any significant loss to the USA economy.

(6) CRM systems are the most important type of software in American business today and likely to remain so for many years.

(7) It is usually better for American businesses to buy shrinkwrapped software than to develop software in house.

(8) It is better to work with open standards / proprietary standards in systems (like Java, Linux, .NET, Palladium, XML, CORBA, ASP) than to work against them or ignore them. (These are only examples—you should choose one or two standards but not more than two from among any that you wish to cover.)

(9) The University of Arizona should adopt an ERP system and force all departments to comply in order to save money.

IV FAQ

I am asked many unique and relevant questions, but there are a few questions that come up so frequently that it may help to answer them before we begin. There is some cynicism in the following answers, but this cynicism is only about the aggregate. I respect the inquiries of individuals, but over time repeated questions, for instance, “what is on the exam?” can promote cynicism. I also understand that during lecture, it is not possible to pay attention all the time. You may ask a question I have just answered while you were

poring over your notes. I have seen students embarrassed into permanent silence by the guffaws that accompany such an incident, so I suggest that we proceed by individual respect, while acknowledging that the following frequently asked questions may promote cynicism.

What is the cardinal rule of grading? Answer: It is that acting sooner has a stronger positive effect than acting later. If you have a problem with your presentation and don't approach the instructor until 5 minutes before class on the day of the presentation, your grade can never be as good as if you approach the instructor the day before. Similarly, asking for help works better than giving an excuse. Once a low grade has been given, chances of changing it for the better are remote. Giving an excuse (even a really juicy one) can never lead to as good a result as asking for help before a due date.

Can I take a make-up exam? I really, really have a serious emergency / wedding / medical surgery that prevents me from showing up on the exam day(s) and I have to graduate immediately or you will have personally ruined all my plans for the future. Answer: No. No make-up exams will be given. Five weeks is such a short period of time that if you have a genuine emergency, it will likely take up too much time for you to really complete the required work. You should just take an incomplete or drop the class or fail the class. If you have scheduled a wedding or other thing that can't be moved, you should take the class at another time or not take the class.

Can I make up class participation grades for dates I have to be absent due to jury duty / jail time / surgery? Answer: No. The previous instructor simply failed anyone who missed attending 3 classes. My policy is intended to be softer but not completely mushy. If you don't show up, you don't participate and the class is deprived and your grade is lower. The allocation of responsibility for your absence is not relevant unless I suddenly attain godhood and can tell whether you are being truthful. I have actually heard licensed physicians admit to giving bogus excuses to student friends / rel-

atives. Show up or face a lowered grade.

Can I drop the final instead of one of the midterms? I really know the material but I cave on finals. Answer: No.

Why can't you change your idiotic policy on X, Y, or Z? You should know that students really, really hate it. Answer: Yes, I know that students really, really hate it. The UA MIS Department is currently struggling to remain one of the top five MIS departments in the US. Unfortunately, benevolence is not rated. We are rated by recruiters, who do not want to hear excuses. They want to know that our grads can blow everybody else out of the water. Period. Hence, we need to be a little stricter than a department struggling to maintain a top 50 or top 200 rating. Although you will suffer more now, successful graduates find that they receive a first-job salary premium worth thousands of dollars over graduates of other departments and schools. As a non-major, it is harder to earn this premium, but it will be easier if we can convince recruiters that our successful non-majors are more than tourists.

Do I really have to buy the textbook? It really, really sucks and I already know the material. I'm just taking this class due to an administrative glitch, anyway and the textbook is too expensive. Also, can I use an older edition or one that a really famous person / your boss / my dad said was better? Also, why is the textbook so heavy / long / boring / full of cartoons / rectangular? Answer: Arizona law or university policy compells me to cover three topics in this course. There are only two textbooks in print that cover them all. Coincidentally, they are the two most expensive textbooks in the field. I could use a cheaper one and a reading packet or two cheaper ones, but the total cost would be about the same on average and the use of multiple texts would increase the complexity for students. The exams will be written using my copy of the textbook. If you don't get it, or borrow someone's, or use an older edition, you may suffer from incorrect exam answers that are your responsibility.

What do you mean when you say we cover three topics in

this course? Answer: the three topics are (1) identifying and analyzing business processes, (2) transforming user requirements into a formal specification, and (3) project management. These could really be considered 4 topics or 5 topics or however many topics you want to divide them into. They correspond to the first fourteen chapters of the textbook.

What's going to be on the exam? Answer: Everything in the reading list from the textbook, as well as everything in lecture except the student presentations, any guest speakers, and the "break" videos, is fair game. Anything that is included in class that is not going to be on the exam is intended to have some relevance to your future professional or academic career or to cover the need for a break in the middle of a 2.5 hour lecture.

How should I study for the exam? What kinds of questions will be on the exams? Answer: Each exam will have about 25–35 multiple choice questions each worth 1 point and 1 or 2 essay questions, each worth 5 points. The midterm exams will be designed to last for about half of a class period, while the final exam will take the entire class period.

Can I do basically the same presentation as somebody else? I really can't think of anything to do myself. Answer: Okay, if you and the other person are willing to accept maximum grades of 7.5 instead of 15. Try to think about how you might be able to help other members of the class get on top of relevant problems and you may be able to think of something.

Why do you take off for poor English in presentations and exam essays? This isn't an English class, you know. Answer: Actually, this is an English class, like every class you take in this business school. I have seen executives turn away from new faces due to poor English in the initial interaction. You face the very real possibility of being ignored for poor English in the workplace. Recruiters do not want to struggle to understand you. Accept my standards as incentive to help you overcome this relevant hurdle.

Why are you such a hard grader? Can't you go easier on

me because it's summer school, or because I'm good looking, or because you basically just blow? Answer: What is your student ID number?

V CALENDAR

- 7/08 Syllabus; Chapter 1
- 7/09 Chapter 2
- 7/10 Chapter 3
- 7/11 Chapter 3
- 7/12 Chapter 4
- 7/15 Review
- 7/16 First Midterm Exam, Chapters 1–4
- 7/17 Chapter 5
- 7/18 Chapter 6
- 7/19 Chapter 7
- 7/22 Chapter 8
- 7/23 Chapter 9
- 7/24 Chapter 9
- 7/25 Review
- 7/26 Second Midterm Exam
- 7/29 Chapter 10
- 7/30 Chapter 10
- 7/31 Chapter 11

8/01 Chapter 12

8/02 Chapter 13

8/05 Chapter 14

8/06 Review

8/07 Final Exam