EBUS 5100/7100 - Systems Analysis and Design
Spring Semester 2003

Location & Schedule

Rivers Crossing 143
Thursdays; 4:30 – 7:15 p.m.
Final Examination – Thursday, May , 4:30 – 7:15 p.m.
Course web site – http://www.coe.uga.edu/~rhill/ebus5100
Note: The course syllabus is a general plan for the course; deviations announced to the class by the instructor may be necessary.

Instructor

Name: Roger B. Hill, Ph.D.
Office: 209 River's Crossing
Office Hours: by appointment
Phone: 542-4100 FAX: (706) 542-4054
Email: rbhill@uga.edu

Required Textbooks

Course Kit -- ISBN 0-6191-9622-X containing the following textbooks:

Shelly, G. B., Cashman, T. J., & Rosenblatt, H. J. (2001). Systems analysis and design (4th ed.). Boston, MA: Course Technology. ISBN 0-7895-5957-9.

Shelly, G. B., Cashman, T. J., Pratt, P. J., & Last, M. Z. (2002). Microsoft Access 2002: Complete concepts and techniques. Boston, MA: Course Technology. ISBN 0-7895-6281-2.

Other Required Materials

3.5" HD floppy disks; Zip Disk, CD-R, or CD-RW media

Description of Course

Provides technical background and knowledge for teaching information system development and implementation in occupational studies. Instructional strategies for project management, documentation standards, hardware and software considerations, organizational change and personnel factors, needs analysis, feasibility studies, systems design, and structured applications development.
This course includes a small group service-learning project that is completed as the term progresses. The exercises associated with this project provide opportunities for students to acquire information system development skills within a real-world context. The products produced as a part of this process will be delivered to clients at the end of the term and should be appropriate for implementation at that point.

Objectives of the Course

Students who successfully complete this course will be able to:
1. Integrate systems development principles into their instructional practice and content. (2, 3, 6)
2. Explain the typical components of office and end-user information systems. (1, 4)
3. Describe the System Development Life Cycle (SDLC) as applied to development of computer information processing systems. (2, 3, 4, 5, 6, 7, 8)

4. Teach others how to analyze organizational computer system needs and develop appropriate solutions. (2, 3, 4, 10)
5. Demonstrate the use of computer applications to solve systems design tasks. (5, 7, 10, 12)
6. Describe the social and interpersonal elements essential to the development and implementation of information systems. (1, 4, 8, 11)
7. Implement appropriate instructional strategies for teaching information systems analysis and design courses. (2, 10, 11, 12)

Additional Graduate Level Objectives

8. Employ systems development principles in the design and implementation of research activities. (2, 13)
9. Describe the theoretical base for social and interpersonal components of instructional activities in systems analysis and design. (4, 11, 14)
10. Identify and describe alternative instructional models for teaching information systems analysis and design courses. (10, 11, 12, 14, 15)
11. Design instructional activities that correspond to a specified instructional model for systems analysis and design instruction. (10, 12, 14, 15)

Note: Numbers in parentheses correspond to topics covered that are applicable to that objective.

Topics Covered

1. Overview of office and end-user information systems.
2. Systems models and problem solving.
3. The Systems Development Life Cycle (SDLC).
4. Systems analysis.
5. Systems development.
6. Principles of planning and data flow diagrams (DFD).
7. File and database design and normalization.
8. Systems implementation and evaluation.
9. Information systems application development.
10. Designing instructional activities for MS Access.
11. Group and interpersonal characteristics in systems instruction.
12. Portfolio development for instruction in systems analysis and design.

Additional Graduate Level Topics

13. Application of systems analysis and design principles to research activities.
14. Theoretical constructs applicable to systems analysis and design instruction.
15. Assessment and implementation of alternative instructional models and methodology for systems analysis and design instruction.

Student Activities

1. Study of assigned readings.
2. Completion of assigned exercises, projects, and problems.
3. Participation in class discussions.
4. Completion of periodic papers and examinations.

Evaluation - 5100

Class participation.....5%
Notebook.....5%
Assigned case studies and learning activities.....30%
Mid-Term examination.....30%

Final examination (comprehensive exam).....30%

Evaluation - 7100

Class participation.....5%
Notebook.....5%
Assigned case studies and learning activities.....25%
Graduate Student Project..... .....5%
Mid-Term examination.....30%
Final examination (comprehensive exam).....30%
Grading Scale: A ---------- 90-100
B ---------- 80-89
C ---------- 70-79
D ---------- 60-69
F ---------- 0-59

Class Participation

Punctuality and attendance are important to successful completion of requirements for this course. For that reason, attendance will be taken at each class meeting. The class participation portion of the course evaluation will be based on punctual attendance to all class meetings, participation in class discussions, and appropriate care of computer equipment.

Note: Students with disabilities who require reasonable accommodations in order to participate in course activities or meet with course requirements should contact the instructor during regular office hours or by appointment.

Notebook

The materials developed in fulfilling case studies and other assignments should be carefully labeled and organized, along with a table of contents, and placed in a notebook to be submitted near the end of the term.

Case Studies and Learning Activities

A variety of case studies and other assigned activities will be utilized throughout the term to provide problem solving experience and opportunities for enriching the content covered in class. All written work should be prepared using appropriate word processor and printing technology and should be checked for correct spelling, punctuation, grammar, and usage.

A key part of the activities completed under this heading will be the small group information systems development project. Working in groups of three or four, students will identify a real-world client with a need that can be resolved using an MS Access based computerized information system. Students will process the various stages of the Systems Development Life Cycle as project development is completed.

Graduate Student Project

A graduate student project will be completed to fulfill additional course objectives for EBUS 7100. This project allows students investigate and develop strategies for implementing study of systems and database content in Business Education programs. Details of this project will be discussed and arranged in consultation with the instructor.

Examinations

There will be two (2) examinations during the term, a midterm (covering material from

the first class meeting to the date of the exam) and a final (a comprehensive exam related to any/all material covered during the term).

Late Assignments

Completed case studies, learning activities, and papers should be submitted by the end of the class period on the date they are due. Late assignments are generally penalized 10% for each day they are late unless arrangements are made to submit the materials at a later time.

Dishonesty

All academic work must meet the standards contained in *A Culture of Honesty*. Each student is responsible to be informed about those standards before performing any academic work.

Dishonesty of any type, related to completion of course assignments, examinations, or other required activities is a serious offense. Should such an instance occur, it will be handled in accord with University regulations as described in the current edition of the *Graduate Bulletin*.

Drop Policy

The drop policy is described in the Spring Semester *Schedule of Classes*. If circumstances arise that will prevent a student from adequately fulfilling course requirements, it is important to address procedures to drop the class prior to March 7th, the mid-point of the semester.