IS401—Systems Analysis and Design — Fall 2018

Class time: TTH(F) 9:30-10:45 or 2:00-3:15 210 TNRB
Instructor: Dr. Name
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Office hours: T/TH 3:30-4:30; or by appointment
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      Section 1 – Xxxxxxx Xxxxxxx: IS401BYU+1@gmail.com
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Slack Messaging: is401.slack.com
      Join here:
https://join.slack.com/t/is401/shared_invite/enQtMjUzNTE1NDU1MDExLWI1OTMxMzJlZGR
kNDJjYjA0ZWU4YTQ1YzAwNTUyY2I1Y2E5OGZmMmYzNzY4Njk4MmIyMzExMmYxMjc
wNzQ2YTM
Assignments submitted through Learning Suite

Description

This course covers systematic techniques for analyzing business problems or opportunities, determining if technology can be used to address them, and specifying solutions.

Course Purpose

The purpose of this course is for students to become competent systems analysts (aka IS Business Consultants) by acquiring related soft and technical skills.

Learning Outcomes

- LO1: Understand frameworks for designing and implementing systems

- L02: Create a business case for a systems project

- L03: Effectively interview system stakeholders to understand a business system and elicit requirements

- L04: Create professional quality models (diagrams) of an existing or proposed system

- L05: Create professional quality mockups of a proposed system

- L06: Effectively present findings or artifacts from the process of system analysis and design

Course Sequence of Topics

The full schedule of topics and assignments is listed in learning suite, but here is an overview of the order of course topics:

Week 1: Junior Core Scheduled Activity

Week 2: Syllabus and Course Project, SDLC (L01)

Week 3: Interviewing (L03), Activity Diagrams (L04)

Week 4: Data Flow Diagrams (L04)

Week 5: Use Case Diagrams, Class Diagrams (L04)

Week 6: Exam Review and Exam

Week 7: Sequence Diagrams and UI (L04, L05)

Week 8: UI and Planning (L05, L02)

Week 9: Planning and Design (L02,L04)

Week 10: Design Patterns (L04), Presenting Findings (L06)

Week 11: Presentations (L01)

Week 12: No class (Holiday)

Week 13: Exam Review and Exam 2

Week 14: Integrative Exercise (L01-L06)

Week 15: Deployment and Support (L01) and Final Exam Review

Week 16: Final

Text

Systems Analysis and Design, Distilled. Free ebook. Name. 2018.

Also, assigned readings from additional sources that will be posted on Learning Suite.

Primary Assessments

In order to gauge your progress with respect to the learning outcomes in the course, you will first learn about a new concept and then progress from formative through summative assessments. Formative assessments are initial tests of your understanding in which you will receive feedback on performing a skill, usually without any deductions, and summative assessments are typical percentage-based assignments and exams. Formative assessments in this class are comprised of open-book quizzes, class exercises, and homework assignments (full points given for completion). Summative assessments will be as follows: Three exams spread throughout the course, one semester-long group project, and the one-week-long integrative exercise. All three exams will include true/false, multiple choice, short answer questions. The first two exams will also include a take home portion that challenges you to solve a problem.

Grade Categories

Grades will be assigned based on achievement in the categories below.

Description	Percent of Grade
Homework, Reading Quizzes	10%
Participation	10%
Exam 1	15%
Exam 2	15%
Final Exam	15%
Semester Project	20%
Integrative Exercise	15%

Homework and Reading Quizzes: Homework will be primarily completion-based and reviewed in class. Typical homework assignments will involve reading a story problem and then creating an assigned type of diagram from that problem. Quizzes will be open book and related to the readings. They are meant to prepare you for class discussions.

Participation: Each student will automatically be assigned 80% for participation at the beginning of the semester. To have the grade go higher, a student must do the following:

- Do a short group presentation on failed software projects

- Discuss your individual homework solution at least once in class

- Actively contribute to course discussions (ask questions, share experiences, be social)

- Participate in the semester-long group project presentation

- Support other students in their learning and outside of class

On each exam I will ask you to report on what you perceive to be your participation efforts as it relates to this list. I'd also like to take a moment to announce that your verbal (not just physical presence) participation in my class and others will weigh heavily into the discussions that occur about MISM program admissions. Speaking frankly, I think the MISM is of more value to someone that is a clear future leader as evidenced by their class and overall program participation than someone who gets perfect grades but never opens their mouth. Also, one of the highest percentages of jobs for IS graduates is in consulting (a direct off-shoot of this course), and so being willing to interact socially about IS topics is critical.

Exam 1: In-class portion (keywords, concepts, rules) as well as an applied diagramming portion (solve a problem as you would in the real world).

Exam 2: In-class portion (keywords, concepts, rules) as well as an applied diagramming portion (solve a problem as you would in the real world).

Final Exam: Testing center. Keywords, concepts, rules.

Semester Project: Opportunity to demonstrate fulfillment of course purpose by utilizing all course skills.

Integrative Exercise: Opportunity to demonstrate fulfillment of course purpose by utilizing all course skills.

Grading

The Marriott School mandates that the course average may not be higher than 3.6. Usually I raise grades at the end of the semester to meet this average. This semester I've made it easier to get 100% on homework and quizzes, so it is possible that I will round down to meet the GPA requirement.

Consequently, I can't say definitively what the letter grade/percentage breakdown will be. However, I will use the following grade rules as my starting point (prior to any curve adjustments):

A, A-	94-100%, 90-93.9%
B+, B, B-	87-89.9%, 84-87.9%, 80-83.9%
C+, C, C-	77-79.9%, 74-76.9%, 70-73.9%
D+,D,D-	67-69.9%, 64-66.9%, 60-63.9%
E	0 – 59.9%

If you ever have concerns about how I'm grading you, please visit with me about it.

Extra Credit

I encourage you to participate in SONA research activities. You can apply up to 4 research credits at 5 points each (out of an estimated 600 points in this category) to the Homework/Quizzes portion of the class. Hence, you can add up to 20 points to the homework/quiz section.

Additional extra activities will be announced as available. Last semester 5 points were awarded to Homework/Quizzes by following BYU IS on instragram: Instagram.com/byu_is

Class Mechanics

Each week in class will focus on a new topic related to you becoming a systems analyst (IS business consultant).

- *Before class*: Typically, each new topic will involve one or more readings and an open book quiz

- *In class*: We will discuss the quiz, discuss concepts from the readings, and do activities (typically in groups) that relate to applying the concepts learned in the readings and class discussion. We will end class with a sample question that could be on an exam based on that day's activities

- *After class*: Typically, there will be a homework assignment that provides practice related to the topic discussed in class. This homework assignment will be reviewed the next day of class.

Course Tools

Students in the BSIS program can participate in the Microsoft Academic Alliance called Imagine. This means that all MS development software is free for student use – both in the lab and on your home personal computer. To download, follow the links at dreamspark.byu.edu. You must be registered in an IS course to have access to this software.

Drawing Tools: All diagrams created in this course must be submitted in a computer drawn format. You may use any drawing tool, but I recommend learning Lucidchart. We will also learn Microsoft Visio because it has historically been the market leader for software and business modeling.

Project Tools: We will use Microsoft Project to develop project schedules for your project. It is expected that you will receive training on this in your project management course, but I also have tutorials available. MS Project is available in the lab and via Imagine.

Homework Policies

Late Assignments: Late homework will not be accepted. It is like the public bus, if you miss it, you have to wait for the next one. With 120 students, I get several daily notices saying "I forgot" for quizzes and homework. Due dates will be clearly posted and consistent. The only exceptions are for major life issues like hospitalization, death in the family, etc.

Working Together: Daily homework assignments are to be done individually. You are welcome—and even encouraged—to discuss the concepts. This discussion will often increase your understanding of the course material. However, each person should write his/her own homework using his/her own computer and having his/her own hands on the keyboard. Do not make copies (electronic or paper) of each other's assignments to turn in.

Marriott School Policies

Please visit http://marriottschool.byu.edu/students/classroompolicies for a current description of all Marriott School classroom policies. Some of the highlights include:

Academic Honesty: No cheating, do your own work, or discipline will be applied

Grade Distributions: There are required GPAs listed that depend on the type of class (e.g. junior core)

Laptops: Use only when instructor leads you to so as not to distract others

Phones: Not allowed outside of bags/pockets during class

Name - Information Systems Department
Citizenship Project Proposal

Below, I list specific goals I would like to accomplish by the end of the FDS program and that are congruent with my longer-term faculty development plan.

1. Organize two department socials
2. Attend informal lunches with colleagues on a monthly basis
3. Participate in at least one research project with a colleague in the department
4. Begin support of department efforts to host a conference in Salt Lake City in 2020
5. Complete term as president of the Association of Business Information Systems
6. Observe the teaching of several colleagues and discuss what I learn

FACULTY DEVELOPMENT PLAN

I. Self-assessment on Teaching

Strengths:

Respectful: I respond with interest and respect in all interactions with students

Compassionate: I organize student socials each semester and work hard to support students individually in labs. They recognize how much I care for them as noted in course evaluations

Knowledgeable: I have a rich professional background in many areas of IS which covers technical skills as well as management of people within that domain.

Enthusiastic: I convey a sense of excitement for the topics that I teach

Creative: I am able to create engaging activities related to course concepts

Organized: I carefully structure courses based on expected learning outcomes. The topics selected are sequenced strategically and each day of class is scripted carefully in a way that resembles the way that a play has a script

Self-assessment of Improvement Opportunities:

Subject Matter Expertise: Some classes I teach currently are well within my capability to master but they are new to me and so I am still developing competence in them

Course Material Selection and Organization: I need to better vet and select learning materials I assign to students

Knowing Students: Although I try to know the name of every student, there are many that I forget after initially learning their names, and they feel like I don't care about them individually. I can do better in this area.

Integrating Gospel: I have not attempted to integrate the gospel into my courses on a large scale. Having learned how to do that recently, I can now attempt this.

Student Engagement: During class I need to have better activities and questions that will engage them with content and not simply familiarize them with definitions or concepts.

Lecture Quality: My lectures focus too much on PowerPoints currently, and they need to involve more demonstrations, working through problems, alternative media, and student activities.

Confidence: I have projected a lack of confidence during many lectures in the first year as I've struggled with understanding what the students want from their instructor as well as feeling uncertain about how to teach content that I haven't taught before.

Goals:

Goals	Plans

Improve Subject Matter Expertise	1. For courses that I teach in the areas of IT infrastructure, I will improve my expertise by:
	   a. Studying for and receiving an industry certification in one of the topic areas (e.g. Azure Cloud, Network+)
	   b. Take at least one mini-course (e.g. Udemy) related to the topics I teach
	   c. Read industry news weekly related to this content
	   d. Evaluate new course content for each day of lecture (e.g. videos, websites)
	   e. Do tutorials on my own related to key topics such as routing with Cisco networking equipment.
	Measures for these plans:
	   a. Receive at least once certification
	   b. Report on number of mini-courses taken
	   c. Report on efforts to read weekly news
	   d. Report on quantity of new content reviewed
	   e. Report on quantity and type tutorials completed

Improve Course Material Selection and Organization	1. Develop a Systems Analysis and Design ebook. The books in this area are widely panned by both students and faculty. I plan to create my own set of readings for each key topic in this subject area that I feel is important for my students and then to refine it each year with expanded content, problem sets, etc. *Measures for this plan*: Approximately 12 written chapters for this book, at least 5 pages per chapter. 2. Evaluate each and every reading selection for my three current classes (which currently can be as many as 10 per lecture in the data comms class) and re-select/refine readings for each day of class. *Measures for this plan*: A statement for each class explaining how many readings or what percentage of readings were updated for each course as well as a report from course evaluations measuring improvement in student perception of course materials organization related to enhancing learning. I will keep course evaluation numbers in a spreadsheet for each course I teach to facilitate comparisons across semesters.
Know Students Better	1. Will attempt to memorize all student names each semester 2. In course discussions I will identify students by name when they interact publicly with the class (e.g. when they ask/answer questions, etc.).

	3. Will learn unique facts about them and demonstrate that I remember those facts during class discussions (e.g. "Yes, Jake, champion of the intramural basketball tournament, that is correct") *Measures for these plans:* Will give an estimate of the count/percentage in each of those categories for each course, each semester. The idea is to be able to compare those estimates across semesters for a given course. Will also provide relevant course evaluation numbers that relate to student perceptions of the instructor.
Integrate the Gospel	1. Will make a conscious effort during the preparation of each course lecture to identify ways to "bake in" gospel principles so that it meaningfully enhances student learning while also deepens testimonies. *Measures for this plan*: Qualitative and quantitative report for each class, each semester. E.g. "30% of the lectures in the second semester teaching this course had meaningful inclusions of gospel content" 2. Will hold weekly prayers. Measure for this plan will be a report that it was performed. 3. Will highlight and have a discussion of BYU devotionals following each devotional. Measure for this plan will be a report that is was performed.
Enhance Student Engagement	1. During preparation for each lecture, will seek for ways to engage the students by asking questions or designing activities that require students to apply what they have learned from lower level conceptual concepts (decision-based learning). E.g. "Imagine that you are in the following situation…what do you do…discuss with your group and then later with the class" *Measure for this plan*: Report on quantity/percentage of lectures containing these types of activities across semesters for courses. Also, will use evidence from course evaluations that capture the impact of these activities. 2. Invite faculty members to visit class or watch recorded videos of class and give feedback
Improve Lecture Quality	1. Read at least one book on teaching each year. Measure will be a report on completing this and what I gained from each book that changed how I teach. 2. Include more media and on the board diagramming in lectures. Measures will be a summary report on the degree to which such items are included in course lectures. Also, student evaluations will be compared to assess perceived improvement in lectures.

	3. Involve more student engagement (see previous goal and plans)
	4. Invite faculty members to visit class or watch recorded videos of class and discuss with me their feedback
	5. Use a SCOT consultant to evaluate lecture quality and engagement in each course I teach
Have more confidence	1. Will master subject matter (see first goal)
	2. Will organize content to just include readings/concepts that I think are important
	3. Will consciously focus on projecting confidence during lectures
	Measures for these plans: Be able to report that student comments in course evaluations related to confidence have reduced or disappeared.

II. Self-assessment on Citizenship and Professional Service

A. BYU Citizenship

As a new member of the department, I have limited opportunities for formal department, college, and university service work. Nevertheless, I enthusiastically pursue the current assignment I have related to conducting department socials. I also attend every department meeting possible and share feedback when I can contribute. I actively participate and prepare for admissions meetings for the undergraduate and master's programs. I attend informal departmental lunches organized by Dr. Gaskin whenever possible. I support our students by attending several AIS student club activities each year. I also support students in the capstone class by attending every presentation possible, even though I'm not required to be there. I attend graduation activities regularly and wear my regalia. I offer extra credit in my classes to have my students participate in research projects that support the Marriott School. I speak in the PhD prep seminar. Lastly, I actively support recruiting companies that come to campus in their efforts to connect with faculty and hire our students.

Possible areas for improvement: I need to look for ways to be a citizen to the BYU community by doing more than just taking on assigned roles and look for ways to serve the university in ways that are voluntary. I can also look for ways to directly support the research efforts of members of the department.

B. External Citizenship

I currently serve in leadership roles in an association called the Association of Business Information Systems. While at BYU I have served this association as Vice President, Program Chair, and President. Within this organization and its parent organization, the

Federation of Business Disciplines, I have been a positive and public representative for BYU. Although the association and its conference are not considered to be premiere, they (including the parent organization) have a large number of attendees. I have been a competent researcher and leader in their eyes, and my public association with BYU has enhanced their appreciation of our university and the Church of Jesus Christ of Latter-day Saints.

Areas for improvement: Our primary association, AIS, would benefit by having me serve and support it.

Goals:

Goals	Plans
Do more university service	1. Find a positive initiative to be a part of that is not formally assigned or directly solicited, such as regularly doing Y Serve projects. *Measure for this plan*: A report on activity performed
Play an active role in the department	1. Continue to organize department socials 2. Attend informal lunches with colleagues 3. Support the requests of faculty and students related to the IS lab. 4. Attend all department meetings 5. Support recruiter visits and collaboration 6. Collaborate with other Jr. Core faculty to enhance the experience of the Jr. Core courses 7. Invite colleagues to attend devotionals together *Measure for these plans*: A report on activity performed
Play an active role in the Business School	1. Attend all meetings and socials possible 2. Attend graduation exercises (in regalia) *Measure for these plans*: A report on activity performed
Support a colleague in research	1. Participate in at least one research project with a colleague in the department *Measure for this plan*: A report on activity performed
Serve in AIS (Association for Information Systems)	1. Attend AIS meetings/SIGs and find an area in which to serve *Measure for this plan*: A report on activity performed
Serve in the Association for Business Information Systems and in its parent the Federation of Business Disciplines	1. Continue serving as an officer for ABIS 2. Have one conference presentation per year at ABIS 3. Serve in a service or leadership role for the Federation of Business Disciplines *Measure for these plans*: A report on activity performed

III. Statement on relationship between individual goals and department and university aspirations and needs

The Information Systems Department has aspirations and needs that complement those of the business school and the university. Specifically, its mission is to "develop leaders of faith and character who can use, design, implement, manage, and research information systems to make intelligent organizational decisions." I listed integrating the gospel into my courses and getting to know the students better as personal goals. These goals will help deepen student faith in the gospel of Jesus Christ which will in turn help them develop as leaders of faith. I also included many goals that emphasize the refinement of subject matter expertise and teaching skills. These goals will facilitate the latter half of the department mission which emphasizes student skill development within the Information Systems discipline.

IV. Resources needed to accomplish teaching/professional goals

Resources that I need to accomplish my personal goals at BYU:

- Funding for travel to conferences and relevant professional meetings. As an officer in an academic organization, I need modest funds to support travel. I also wish to serve in our primary association, AIS, which will also require travel funds.
- Software/hardware to support the creation of media related to the courses I teach. I typically make a lot of videos related to topics that I teach so that students can review them outside of class.
- Permission to visit the class of colleagues so that I can review their teaching styles
- Visits to my class by SCOT consultants as well as colleagues that can visit and review my class
- Use resources of faculty center including books (which I hear you can borrow)

V. Accomplishments so far in achieving goals

Initial progress related to my goals:

- I have visited the class of a colleague who is a two-time Bateman Award winner and learned a lot of good lessons that I can use for my teaching to increase engagement and integrate the gospel. I also have had multiple meetings with him to discuss my courses.
- I have written three chapters related to one of my classes that may be included in my proposed systems analysis book project.
- I have read half the book (Network+) for a certification I could pursue related to a class that I teach.

Goals for 2nd Semester Teaching Selected Course

Most of the following goals (except the first one), pulled from the faculty development plan, apply directly to the IS 401 Systems Analysis and Design course.

Goals	Plans

Improve Subject Matter Expertise	1. For courses that I teach in the areas of IT infrastructure, I will improve my expertise by:
	   a. Studying for and receiving an industry certification in one of the topic areas (e.g. Azure Cloud, Network+)
	   b. Take at least one mini-course (e.g. Udemy) related to the topics I teach
	   c. Read industry news weekly related to this content
	   d. Evaluate new course content for each day of lecture (e.g. videos, websites)
	   e. Do tutorials on my own related to key topics such as routing with Cisco networking equipment.
	Measures for these plans:
	   a. Receive at least once certification
	   b. Report on number of mini-courses taken
	   c. Report on efforts to read weekly news
	   d. Report on quantity of new content reviewed
	   e. Report on quantity and type tutorials completed

Improve Course Material Selection and Organization	1. Develop a Systems Analysis and Design ebook. The books in this area are widely panned by both students and faculty. I plan to create my own set of readings for each key topic in this subject area that I feel is important for my students and then to refine it each year with expanded content, problem sets, etc. *Measures for this plan*: Approximately 12 written chapters for this book, at least 5 pages per chapter. 2. Evaluate each and every reading selection for my three current classes (which currently can be as many as 10 per lecture in the data comms class) and re-select/refine readings for each day of class. *Measures for this plan*: A statement for each class explaining how many readings or what percentage of readings were updated for each course as well as a report from course evaluations measuring improvement in student perception of course materials organization related to enhancing learning. I will keep course evaluation numbers in a spreadsheet for each course I teach to facilitate comparisons across semesters.

Know Students Better	1. Will attempt to memorize all student names each semester 2. In course discussions I will identify students by name when they interact publicly with the class (e.g. when they ask/answer questions, etc.). 3. Will learn unique facts about them and demonstrate that I remember those facts during class discussions (e.g. "Yes, Jake, champion of the intramural basketball tournament, that is correct") *Measures for these plans:* Will give an estimate of the count/percentage in each of those categories for each course, each semester. The idea is to be able to compare those estimates across semesters for a given course. Will also provide relevant course evaluation numbers that relate to student perceptions of the instructor.
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Improve Lecture Quality	1. Read at least one book on teaching each year. Measure will be a report on completing this and what I gained from each book that changed how I teach.

	2. Include more media and on the board diagramming in lectures. Measures will be a summary report on the degree to which such items are included in course lectures. Also, student evaluations will be compared to assess perceived improvement in lectures. 3. Involve more student engagement (see previous goal and plans) 4. Invite faculty members to visit class or watch recorded videos of class and discuss with me their feedback 5. Use a SCOT consultant to evaluate lecture quality and engagement in each course I teach
Have more confidence	1. Will master subject matter (see first goal) 2. Will organize content to just include readings/concepts that I think are important 3. Will consciously focus on projecting confidence during lectures *Measures for these plans*: Be able to report that student comments in course evaluations related to confidence have reduced or disappeared.

Course Development Project for IS 401 – Grant Proposal
Name

1. This first item in my course development plan is meant to improve teaching by having personal conversations with students over lunch about the course that I teach. The IS 401 class has rated less well than other courses in our department for decades. One way to address this is to have personal discussions with students to better understand how they are experiencing the content. In other words, a lunch meeting can be viewed as a weekly course assessment. I did a few of these from personal funds last year and found that it was highly effective. I teach 120 new students each fall in IS 401 and then have them for two or three consecutive semesters. I propose that $166.50 be allocated for Fall semester lunches, which will support 30 students.

2. One activity that I would like to do in class uses rubber balls to teach a technology framework concept called Scrum in which project estimation gets better over time. The activity is based on a published teaching case that I have in my possession. It involves hundreds of rubber balls. I propose to buy a total of 400 rubber balls at a cost of $38.00. before taxes.

3. I typically create many videos to teach concepts in my classes. I would like to purchase Camstasia at a cost of approximately $249.00 to help produce my videos. The balance of funds needed for this purchase will come from my "20" account that is available to make purchases for my classes and research.

Teaching Project – Name

Project Summary

Course Textbook for Systems Analysis and Design – First Draft

Introduction to Project

Although systems analysis and design textbooks have been around for decades, they are widely panned by faculty and students. Most faculty find the content of any given book to be significantly divergent from their own perspectives regarding what is important and how to explain it effectively. From the student perspective, they usually feel pulled in different directions on any given lecture day, with the book saying one thing and the faculty member saying that they significantly disagree with what the book says. The topics covered across all textbooks are generally the same, but the execution of each and every chapter is poor, as evidenced by the average review for all of the top textbooks listed on Amazon. Given my background which includes working professionally in this space, as well as having taught this exact course for nearly a decade, I think I have the necessary background to at least write up five or so pages for each chapter needed for my course.

Details of Project

There are about 12 major topics that I cover each semester in my systems analysis and design course. The topics generally involve a conceptual component as well as a practical/applied component. I propose to write at least five pages for each of the following major topics, giving relevant background to the topic and then explaining with examples how to do (and how not to do) a particular skill.

Major Topics Are:

Systems Development Life Cycle
Planning and Risk Analysis
Interviewing
Class Diagrams
Activity Diagrams
Use Case Diagrams
Sequence Diagrams
User Interface Design
Presenting Findings
Implementation Methodologies
Project Management

Project Strategy

I have several textbooks and a wealth of online materials from which to synthesize the content I wish to create for my book chapters.

I estimate that each 5+ page chapter will take 1-2 days to complete. I plan to focus my attention on this over the summer and have the bulk of this completed before the beginning of fall semester (because I have a new prep in the fall to account for so I won't have a lot of time for an extra project then).

Evaluation of Project

A draft of the systems analysis book will be completed by the end of the fall semester. I will solicit feedback from students using multiple methods, including personal interviews and mid-term and end of semester course evaluation surveys that ask specifically about the usefulness of the content in helping their learning and preparing them for summative assessments. I will also use the formative and summative assessments over the course of the semester to evaluate the effectiveness of the book materials and use that to create a plan for refinement the following summer.