## Section 1 - Course Information

<table>
<thead>
<tr>
<th><strong>Professor</strong></th>
<th>Allen Corbett, CDP</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Class Meeting Times</strong></td>
<td>Tuesday and Thursday, 12:30 p.m.-1:45 p.m.</td>
</tr>
<tr>
<td><strong>Class Meeting Room</strong></td>
<td>Room 204, the William Close Building</td>
</tr>
<tr>
<td><strong>Laboratory Room</strong></td>
<td>To be announced</td>
</tr>
<tr>
<td><strong>Professor’s E-Mail</strong></td>
<td><a href="mailto:fsu00019@moore.sc.edu">fsu00019@moore.sc.edu</a></td>
</tr>
<tr>
<td><strong>Office Telephone Number</strong></td>
<td>(803) 777-2945</td>
</tr>
<tr>
<td><strong>Office Location</strong></td>
<td>Room 723, the William Close Building</td>
</tr>
<tr>
<td><strong>Professor Office Hours</strong></td>
<td>To be announced</td>
</tr>
<tr>
<td><strong>Other Materials</strong></td>
<td>Internet-based journal articles, special reports, news items, corporate news releases, and other resources as appropriate</td>
</tr>
<tr>
<td><strong>Computer Laboratories</strong></td>
<td>There is a well-equipped laboratory on the first floor of the Hipp Building. This facility, known as the James C. Self Computer Center, will post its operating hours on the front-door entrance.</td>
</tr>
</tbody>
</table>
| **Other Available Resources** | 1. Blackboard, a state-of-the-art AI-based software system available for student use, will serve as the basic tool by which this section of MGSC-490 will be managed. It allows continuous, real-time communication between the student and professor at all times and also supports communication among students.  
2. McGraw-Hill/Irwin has several web sites available for student use. They will be used to provide student access to a variety of materials related to the course. |
## Section 2 - Instructor Information

<table>
<thead>
<tr>
<th>Name</th>
<th>Allen P. Corbett</th>
</tr>
</thead>
</table>
| Degrees            | B.S., American University, Washington, DC  
MBA, University of South Carolina, Columbia, South Carolina  
Certificate in Data Processing, Institute for the Certification of  
Computer Professionals (Chicago, Illinois) |
| Teaching Experience| Three decades of experience in teaching undergraduate and  
graduate courses in such areas as Management Information  
Systems, Systems Analysis and Design, Information Systems  
Implementation, Database Architectures and Design, Computer  
Programming for Engineers, Data Communications and  
Telecommunications Networks, e-Commerce Systems Design. |
| Work Experience    | Management Science Department, University of South Carolina  
Computer Science Department  
South Carolina Employment Security Commission  
Federal Aviation Administration  
Georgetown University Medical Center |
| Research Interests | Strategic information systems, information systems analysis and  
design methodologies, cost/benefit aspects of database  
structures and information systems, global supply chain  
management systems, and cost/benefit analysis of information  
system technologies, and voice recognition technology |
| Teaching Philosophy| My purpose is to effectively serve as a mentor and leader in  
guiding your ongoing efforts to acquire new skills and  
knowledge in the field of information technology. My approach  
in doing this is to engage you continuously in the class and to  
secure your complete involvement in the topic that is being  
discussed. By such involvement, your acquisition of new skills  
and knowledge will be dramatically enhanced. It is also  
important for students to interact with each other as a way of not  
only sharing ideas but acquiring new ones. In this way, you and  
I become partners in the acquisition of knowledge that will be of  
value to you for life. My commitment is to ensure your  
acquisition of knowledge, critical thinking and analytic skills,  
and sound communication skills with the expectation that your  
commitment is to give your best effort in this course. With this  
mutual commitment, we become partners of a winning team. |
Section 3 - Course Description

MGSC-490, Information Systems Analysis and Design, is a course required of all business students majoring in the BIM (Business Information Management) major offered through the Management Science Department. It is a course which prepares you for the rigor of the topics covered in a traditional systems analysis and design class.

Although programming is not a prerequisite for MGSC-490, it is strongly recommended that you be familiar with the concepts of problem-solving techniques inherent in computer programming.

This course focuses on four areas:

1. **Context of Systems Development Projects.** This area involves an overview of the field of systems analysis in terms of rationale, historical perspective, and the dynamics of Information Technology. In particular, the following topics are discussed:
   b. Information Systems Building Blocks.
   c. Information Systems Development.
   d. Project Management

2. **Systems Analysis Methods.** This area focuses on the detailed and highly documented effort to examine a current system as a means of thoroughly understanding the five components of an information system: Inputs, Outputs, Processing, Data Structures, Controls, and Network Constructs. The following topics are discussed:
   a. Systems Analysis.
   b. Fact-finding Techniques for Requirements Discovery.
   c. Modeling System Requirements with Use Cases.
   d. Data Modeling and Analysis.
   e. Process Modeling.
   f. Object-Oriented Analysis and Modeling Using the UML.
   g. Feasibility Analysis and the System Proposal.

3. **Systems Design Methods.** This area is concerned with the final design of the five components of an information system: Inputs, Outputs, Processing, Data Structures, Controls, and Network Constructs. The following topics are discussed:
   a. Systems Design.
   c. Database Design.
   d. Output Design and Prototyping.
   e. Input Design and Prototyping.
   f. User Interface Design.
   g. Object-Oriented Design and Modeling Using the UML.
4. **Beyond Systems Analysis and Design.**

Because MGSC-390 (Information Systems) is a prerequisite to MGSC-490, some of the topics covered in the above outline will be treated lightly because you are likely already familiar with them. In this way, it should be possible to cover at least 18 of the 20 chapters of the text over the semester. This works out to about one chapter per week.

Systems work in the real corporate world - especially in global corporations - requires excellent communications skills, both verbal (i.e., writing) and oral (i.e., speaking to others both formally and informally). For this reason, strong emphasis will be placed on the quality of your writing in terms of the use of good English grammar as well as solid content. Since one of your requirements will be a semester-long case requiring regular documentation modules, you are encouraged to pay careful attention to the quality of your writing, especially in terms of spelling and grammar. Do not rely 100% on spell checkers to detect mistakes in spelling. Read your own work carefully and correct accordingly. This perspective on written communication skills will serve you well in your career path.

Because of a lingering global recession, whose end is not readily in sight, it is imperative that each of you prepare yourself for the marketplace so that you can be competitive with anyone in the world. Currently, there are 10 or more applicants for every single job opening in the United States, which means that you must do everything possible to enhance your competitive edge. The skills that you will develop in this course should provide a sharp edge in making you more competitive. But you must make the effort.

**Section 4 - Course Objectives**

This course is designed for the Moore School of Business student who needs to fully understand the role, and potential contributions, of Information Technology (IT) to the domestic and global business firm. As such, this course should assist you in understanding and utilizing the methodologies which have been developed to facilitate the analysis and design of contemporary global information systems. These skills will be invaluable to you, whether as a user of Information Technology or in fact a systems professional whose career is devoted to the development of modern business systems that are sustainable, cost-effective, efficient, and secure.

With these thoughts in mind, the prime objectives of this course are the following:

1. To promote an understanding of human communication skills in information technology, particularly the analysis phase of systems development.

2. To review the theoretical and practitioner concepts of the System Development Life Cycle (SDLC) methodology for the development, implementation and evaluation of information systems.
3. To examine the activities that are critical in systems analysis and feasibility studies (i.e., personal interviewing, examination of documentation, comparative research, observation, workflow analysis, Internet searches, and the like).

4. To review the systems tools which are an integral part of the systems development process. Among such tools are Object Diagrams, Data Flow Diagrams (DFDs), Entity Relationship Diagrams (ERDs), and system flowcharts.

5. To give each student an opportunity to gain systems experience by making a management presentation on the basis of a semester project that will be assigned to student teams.

6. To understand the use of research techniques and skills essential for the development and enhancement of information systems at national and global levels.

7. To analyze the multiple dimensions of information systems design and implementation, with strong emphasis on strategies, methodologies, and cost/benefit analysis.

8. To examine the technical and managerial activities associated with the implementation, support and evaluation of business information systems.

9. To explore the social, economic, cultural, and political issues pertinent to information technology at the global level.

10. To present the framework for object-oriented design in the design, implementation, and evaluation of contemporary business information systems.

11. To expose to student to the structure and use of the Uniform Modeling Language (UML) as a tool for modeling existing and proposed information systems.

12. To expose the student to a variety of business cases which demonstrate important concepts of systems analysis and design.

13. To cultivate students’ sensitivity to the critical importance of being able to communicate effectively both verbally and in the written word. Communications is the essence of good systems analysis and design work.

This comprehensive introduction provides the knowledge and skills to contribute effectively to the design of robust, future-proof software systems.

By the end of this course, you will learn how to:

- Analyze user requirements
- Design robust, change-tolerant software using UML
- Select the best software architecture for the evolving needs of business
• Design a robust core of stored data/information for new or existing legacy requirements
• Control complex behavior for effective decision making and user interaction
• Adopt a development process that ensures robust database and Web-enabled systems
• Achieve optimum quality systems through UML techniques and supporting CASE tools

Section 5 - Instructional Approaches

There are a variety of approaches that can be used by an instructor to make a course interesting, exciting and intellectually rewarding. But for this to take place, a team effort must exist and it must remain at an active level throughout the semester.

There are a variety of teaching/pedagogical approaches that will be used in this course and here they are:

1. **Traditional Classroom Instruction**
   For hundreds of years among the most traditional ways of instructing students is through a classroom lecture together with whatever audio/visual aids may be useful or appropriate. Sparing use will be made of PowerPoint slides. Listen carefully, ask questions (and do so at any time because there is no such thing as a dumb question), and take notes. The best word processor is your brain. The best printer is a ballpoint pen in your right hand with a sheet of paper in your left hand.

2. **Collaboration**
   This takes place when there is a high level of interaction among groups of students (call them project teams) as well as the instructor. You are expected to participate in these collaborative efforts with enthusiasm and assertiveness.

3. **Preparation of Milestone Materials**
   The case method, to be used throughout this course, involves individual students, groups of students (i.e., project teams known as ALPHA teams), and the instructor. A semester-long case will be used as the basis for applying the concepts taught in class to a business-related problem area. There will be a total of 12 such Milestone papers to compose; the totality of these milestones comprises the case itself. The case selected for this semester will focus on a set of unique IT issues. You as an individual and as a member of your Alpha team must address these issues in a specific manner. Systems analysis forms the crux of this approach, proving the basis of securing evidence essential for designing a new system. From such facts you must develop, through critical thinking and analysis, a set of feasible solutions. From this set, you must choose the preferred solution and defend your choice. You will be asked to present your preferred solution in the form of the various case Milestones as well as a final paper which is due at the end of the semester. In large measure, this work represents the actual steps that would be followed in developing a feasible solution for real world business problems.
4. **Competition**  
A sense of competitive spirit will be encouraged by fostering divergent views among students as a means of crystallizing concepts and problem solutions. The goal of such a competitive spirit is to bring out the best in each student. This paradigm is widely used not only in traditional business but medical research, military strategy and other areas.

5. **Conversations**  
Casual, informal communication between students and between students and instructor will be encouraged as a means of affirming new ideas and concepts in the classroom.

6. **Creativity**  
Creativity involves the design of new methods, theories, paradigms, and solutions to business problems involving information technology. Such creativity will be encouraged not only by the projects which are assigned but also by providing fresh insights through case discussions.

**Section 6 - Course Requirements**

To achieve the objectives set forth for this course, the student must perform well in several areas. Performance in these areas correlates with the achievement of course objectives. Although a variety of approaches can be used for this type of core curriculum course, we focus on the following student requirements:

1. **Examinations**

   To demonstrate your understanding and mastery of the topics which have been covered in class, you must take three scheduled examinations. All of the exams are multiple-choice and based on material from the text. To facilitate consistency and fairness to students in grading all exams, the following schedule will be followed:

   a. EXAM 1 will be given on Thursday, September 23. Worth 132 points, it will cover chapters 1, 2, 3, 4, 5 and 6 of the text.

   b. EXAM 2 will be given on Thursday, November 04. Worth 132 points, it will cover chapters 7, 8, 9, 10 and 11 of the text.

   c. EXAM 3 will be given on Friday, December 10 at 2:00 p.m. This will be treated as your final exam. Worth 136 points, it will cover chapters 12, 13, 14, 15, 16, 17, 18, 19 and 20 of the text.

As you can see, these three exams are worth 400 points for the semester, or 40% of the total number of points for the course. Refer to Section 8 (Grading Methodology) for details. Each test should take an average of 65 minutes.

Remember this: The examinations are not cumulative. In other words, each exam covers
certain material and that is all. Material covered in a specific exam will not be covered again in another exam.

You as the student are 100% responsible for reading all materials assigned from both the text and other sources. The role of the professor is to serve as a resource in the event that you have difficulty understanding certain material. Otherwise, you have to learn requisite skills – especially UML constructs and techniques - on your own. After all, this is the way it is done in business. Our goal is to prepare you for a successful career in business.

2. Project Milestones

Over the course of the semester, and there will be 12 Project milestones which must be completed as amended as written work. Each milestone will be graded as an ALPHA Team assignment. Under this scheme, each milestone will be graded and a numeric value assigned to each member of the project team. The project teams will be identified as ALPHA-1, ALPHA-2, and so forth. Each ALPHA Team will consist of two students operating on the “buddy” system. Eight of the milestone assignments are worth 30 points each; four of the assignments (see Section 8) are worth 35 points each. Therefore, the total point value of the milestone assignments is 380 points, accounting for 38% of your grade.

The amount of work for each assignment is extensive. Even so, it will be the goal of the course to cycle through all 12 milestones over the course of the 15 week semester. This is roughly equivalent to one milestone per week. Though demanding, this achievement level is workable.

Each milestone assignment correlates with material covered in class and is designed to give you additional insight into the topics discussed. As well, it provides an opportunity to critically analyze a problem area and devise a recommended solution. For each milestone assignment that is graded, the textbook solution will be provided. Rather than going back and modifying the original milestone paper, you are advised to use the solution sheet as the "correct" construct for the milestone and proceed from that point. Thus, you have two papers by which to compare your work: your submitted milestone versus the milestone solution suggested by the text.

Normally, milestone assignments homework will be assigned on Thursday and must be returned the following Tuesday at the beginning of the class. The graded milestone assignment will be returned (and posted on Blackboard) the following Thursday, thus creating a one-week cycle for all milestone homework.

4. Late Milestone Assignments

Any milestone assignment is considered late if it is not submitted in hard-copy or electronic form on or before the due date. Late assignments are subject to a late penalty (four points for each day of delay) as an incentive to submit them on time. Exceptions may be made in serious cases if a legitimate excuse is provided and the professor is notified in advance. The professor will determine at his sole discretion, on a case-by-case basis, what constitutes an
“acceptable excuse”. Late assignments will not be accepted more than one week late or after the last class of the semester, except in documented cases of a legitimate emergency or serious health problems.

5. Semester Case

There is a Project Case which extends over the entire semester and which will be utilized as the basis for a project report to be submitted near the end of the semester. However, as particular topics are discussed in class during the semester, those topics will be correlated with the case so that the student will have a clear understanding of the relationship between the concept itself and the manner in which it relates to a practical business situation. This case project – known as the Cohesion Case – is worth 100 points. This is 10% of the total number of points for the course. The details of the structure of the report will be provided in a separate document.

6. Project Report Presentation

The class will be composed of two-person teams called System Project Teams. Teams will be identified as ALPHA-1, ALPHA-2, and so on. Each ALPHA team must make a class presentation (near the end of the semester with a specific date to be announced) which is related to the project paper. The problem paper focuses on a particular IT problem area from the semester case. This presentation is worth 60 points, or 6% of the total points for the course.

7. Attendance and Participation

Participation in is measured by the extent to which a student communicates an interest in the course to the professor, such as messages on Blackboard, class participation, attendance, and presentations. This will account for 60 points for the semester, or 6% of the total number of points for the course.

8. Retention of Student Work

All returned student course work including - but not limited to - graded homework assignments, exams, quizzes, projects, in-class assignments, and the like, must be retained by the student until an official grade is received and confirmed. By not retaining possession of all graded and returned course work, the student waves his/her right to challenge the official grade if there is a dispute over assigned grades. Graded materials and documentation will be retained by the professor for at least 30 days after the semester ends. Any challenges of the final grade must be directed to the professor within 30 days of the end of the semester in which the course was taken.

Section 7 - Course Policies
With all private and state universities across the United States, there are a variety of official policies - as well as instructor designed policies - which govern the manner in which the course is to be taught and the conduct of students. These policies have been devised for your benefit and are designed to instill a strong sense of self-discipline and focus in your work as a means of ensuring success in your academic career.

The policies to which each of you must adhere are summarized below.

Section A: Class Attendance

According to the USC Bulletin, students are obligated to complete all assigned work promptly, to attend class regularly, and to participate in whatever class discussion may occur. Absence from more than 10 percent of the scheduled class sessions, whether excused or unexcused, is excessive and the instructor may choose to exact a grade penalty for such absences.

The instructor's attendance policy should be ascertained by the student at the beginning of the semester. It is of particular importance that a student who anticipates absences in excess of 10 percent of the scheduled class sessions receives prior approval from the instructor before the last day to change schedule as published in the academic and refund calendars on the registrar's Web site.

It must be emphasized that the "10 percent rule" stated above applies to both excused and unexcused absences. Faculty members should notify classes specifically of the attendance policy which they intend to follow in each class.

According to this policy, you must be present in every class in absence of a reasonable excuse (e.g., illness, death in the family, an injury, or the like) for not attending class. If you have an appointment (such as an athletic event if you are on the University=s athletic program, or a physician=s appointment, or some other similar scheduled event), you must notify the instructor at least one week ahead of time.

Section B: Honor Code

1. Does the University of South Carolina have an academic integrity policy?
2. Why does the University of South Carolina have an academic integrity policy?
3. What is considered a violation of the Honor Code?
4. What do I do if I think a student has violated the University=s Honor Code?
5. How long does the process take?
6. What if my student who reported the alleged violation wishes to remain anonymous?
7. May I simply fail the student without going through the Honor Code process?
8. What are the possible sanctions for a violation of the University of South Carolina = Honor Code?
9. What role do I play in determining the sanction for a violation in my class?
10. Will a student who attends the Academic Integrity Workshop receive academic course credit?
11. What do I need to cover in my initial meeting with a student about an alleged violation of the Honor Code?
12. What can I do to promote academic integrity at the University of South Carolina?
13. Where can I find more information?

1. Does the University of South Carolina have an academic integrity policy?
Yes, the University of South Carolina has an academic integrity policy. It is called the USC Honor Code, and it prohibits cheating, plagiarizing, and all other forms of academic dishonesty. The Honor Code details the procedures the University uses to resolve academic dishonesty cases. You can read the full text of the Code in the Carolina Community on the University of South Carolina Web page.

2. Why does the University of South Carolina have an academic integrity policy?
The University of South Carolina is an institution dedicated to learning and to the ideals set forth in the Carolinian Creed. As a community of scholars, we affirm the principle that students must be evaluated on their academic merits; the work that students present for evaluation must therefore be their own. Integrity, honesty, and fairness are the foundation of the educational process. Academic dishonesty violates these principles, and demeans not only the student committing the act of dishonesty, but the entire University community.

3. What is considered a violation of the Honor Code?
All forms of academic dishonesty are prohibited. These include cheating, plagiarism, lying in academic matters, fraud, bribery, unauthorized access to tests and examinations.

4. What do I do if I think a student has violated the University’s Honor Code?
You should begin by gathering as much evidence as you can and consulting with any designated officials in your department (e.g., department chair, undergraduate director, graduate director.) You should then contact the Office of Academic Integrity to report the alleged violation of the Honor Code. We also strongly encourage you to meet with the student to discuss the allegation. This is an opportunity for you to have an educational discussion with the student and may assist you in determining any academic penalty.

5. How long does the process take?
The length of the process varies. If the student admits the violation, the process may take one to two weeks. Over 90% of the University’s Honor Code cases are resolved in this way. If the student does not admit the violation, and a hearing is convened, the process may take several weeks longer. If this occurs, the Office of Academic Integrity will represent the University and the faculty member becomes a witness.

6. What if my student who reported the alleged violation wishes to remain anonymous?
That may be possible, if that report leads to additional evidence. However, you should not
make any promises to maintain anonymity.

7. May I simply fail the student without going through the Honor Code process?
   No. Simply assigning a failing grade or imposing a grade penalty for a suspected violation without initiating the disciplinary process may leave you in an untenable position. If you believe a violation has occurred, the student should have the opportunity to address the charge and avail him or herself of the due process afforded by the University’s Honor Code. You must report the suspected violation to the Office of Academic Integrity. Also, it is important to report suspected violations to discourage serial violations. The University must maintain accurate records of violations so that appropriate sanctions can be applied for subsequent offenses.

8. What are the possible sanctions for a violation of the University of South Carolina Honor Code?
   Penalties range from a warning (first offense only) to suspension for a definite period of time (not less than one semester) to permanent expulsion. Combinations of penalties are possible. Additional educational sanctions are also given to help the student learn from this offense and prevent future behavior.

   The above are disciplinary penalties. The professor of the course may exact a grade penalty of his or her choosing, including assigning an “F” grade for the course or assignment.

9. What role do I play in determining the sanction for a violation in my class?
   Based on your understanding of the student and the case, you may recommend a non-academic sanction. As the course instructor, you may exact a grade penalty of your choosing. The final authority for the evaluation of the academic work rests with you.

10. Will a student who attends the Academic Integrity Workshop receive academic course credit?
    No.

11. What do I need to cover in my initial meeting with a student about an alleged violation of the Honor Code?
    Please refer to the Meeting with Students section at: http://www.sc.edu/academicintergrity/meeting.html for more information.

12. What can I do as a faculty member to promote academic integrity at the University of South Carolina?
    There are a number of things that you can do to promote academic integrity:

    * Be familiar with the University’s Honor Code.
    * Include the University’s Honor Code and the Carolinian Creed in your written syllabus.
    * Articulate potential consequences for violations.
* Set expectations for academic integrity in all aspects of the course, including guidelines for group work.
* Model integrity in your academic behavior, e.g., citing sources in lectures, talking with your students about intellectual honesty and its importance to you as a scholar and teacher.
* Remind students of your expectations when making assignments, and be clear about which resources are permitted.
* Pay particular attention to the benefits and dangers of Internet sources. Teach students to determine the legitimacy and credibility of Internet materials.
* Re-examine your teaching methods to reduce opportunities for plagiarism by assigning writing projects that require students to submit successive drafts and avoiding the use of generic paper topics. Change tests and examinations from semester to semester.
* Proctor tests and examinations, and devise a system to ensure that students write in clean blue books.
* Keep student papers, projects, and disks secure.
* Be sure to discuss appropriate documentation techniques for your discipline. Be familiar with resources to which you can refer students, e.g., the Writing Center.
* Act on suspected violations of the University’s Honor Code.
* If an Honor Code case is not resolved at the end of the semester, you may submit an NR grade until the matter is resolved.

(Adapted from Duke University)

“The measure of a man's real character is what he would do if he knew he never would be found out.”

- Thomas Babington Macaulay

Section C: In-Class Conduct

The rules for conduct while you are in class are simple and must be complied with. Here they are:

1. No eating and drinking during class. Take care of these activities before you
come to class or in the morning before you come to the University.

2. No cell phones, iPhones, Bluetooth, laptop computers, or other technological devices.

3. It is not acceptable, during the class, to simply get up and leave the room for a period of time. Take care of bathroom breaks just before class. If you have a compelling reason to leave the classroom (e.g., to take medication), notify the instructor at the beginning of the class. Otherwise, you must sit tight for one hour and 15 minutes - and learn.

Section D: Blackboard

Most course materials will be available on Blackboard which you can access with blackboard.sc.edu quite easily. Included in Blackboard is access to such resources as course lecture notes, homework assignments, project notes, changes in materials, general announcements, and grades. Announcements regarding the course will also be available. It is your responsibility to read the course announcements page frequently, as additional information regarding the course (e.g., clarifications regarding the assignments) will be given there. Your login for Blackboard is your USC user ID and password which were assigned to you during the registration and enrollment process.

THE CAROLINIAN CREED

The community of scholars at the University of South Carolina is dedicated to personal and academic excellence.

Choosing to join the community obligates each member to a code of civilized behavior.

As a Carolinian...

◆ I will practice personal and academic integrity;
◆ I will respect the dignity of all persons;
◆ I will respect
the rights and property of others;

I will discourage bigotry, while striving to learn from differences in people, ideas and opinions;

I will demonstrate concern for others, their feelings, and their need for conditions which support their work and development.

Allegiance to these ideals requires each Carolinian to refrain from and discourage behaviors which threaten the freedom and respect every individual deserves.

Section 8 - Grading Methodology

Final grades will be determined according to the following scheme:

<table>
<thead>
<tr>
<th>Area</th>
<th>Point Value</th>
<th>Subtotal</th>
<th>% of Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exam 1</td>
<td>132</td>
<td></td>
<td></td>
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<tr>
<td>Exam 2</td>
<td>132</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Exam 3</td>
<td>136</td>
<td>400</td>
<td>40</td>
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<tr>
<td>Project Milestones</td>
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<td>380</td>
<td>38</td>
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<tr>
<td>Project Report</td>
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<td>100</td>
<td>10</td>
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<td>Project Team Presentation</td>
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<td>60</td>
<td>6</td>
</tr>
<tr>
<td>Attendance</td>
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<td>60</td>
<td>6</td>
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<tr>
<td>Total Points</td>
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<td>1,000</td>
<td>100</td>
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### Point Value of Project Milestones

<table>
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<tr>
<th>Milestone No.</th>
<th>Description of Milestone</th>
<th>Point Value</th>
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<tbody>
<tr>
<td>1</td>
<td>Scope Definition</td>
<td>30</td>
</tr>
<tr>
<td>2</td>
<td>Problem Analysis</td>
<td>30</td>
</tr>
<tr>
<td>3</td>
<td><strong>Modeling System Requirements</strong></td>
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</tr>
<tr>
<td>4</td>
<td>Data Modeling</td>
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<td>5</td>
<td><strong>Data Model Normalization</strong></td>
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<td>6</td>
<td>Process Modeling</td>
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<td>7</td>
<td>Object Analysis</td>
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<td>8</td>
<td><strong>System Proposal</strong></td>
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<tr>
<td>9</td>
<td>Application Architecture</td>
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<tr>
<td>10</td>
<td>Database Design</td>
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<td>35</td>
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<tr>
<td>12</td>
<td>Object Design</td>
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</tbody>
</table>

Final letter grades will be assigned according to these point spreads:

- **A@** = 900-1000
- “B” = 800-899
- **C@** = 700-799
- **D@** = 600-699
- “F” = 599 or less

---

Section 9 - Course Calendar
<table>
<thead>
<tr>
<th>Class Week (1 thru 16)</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
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<tbody>
<tr>
<td>1</td>
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<td>08-24-10</td>
<td>08-26-10</td>
<td>Class #1</td>
<td>Class #3</td>
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<td>09-09-10</td>
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<td>09-07-10</td>
<td>Class #10</td>
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<td>09-14-10</td>
<td>Class #8</td>
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<td>09-21-10</td>
<td>Class #12</td>
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<td></td>
<td>09-23-10</td>
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<tr>
<td>7</td>
<td>09-28-10</td>
<td>Class #14</td>
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<td>09-30-10</td>
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<td>10-05-10</td>
<td>Class #16</td>
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<td>10-07-10</td>
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<td>9</td>
<td>10-12-10</td>
<td>Mid-Point=&gt;</td>
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<td>10-14-10</td>
<td>Fall Break</td>
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<tr>
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<td>10-19-10</td>
<td>Class #17</td>
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<td>10-21-10</td>
<td>Class #18</td>
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<td>10-26-10</td>
<td>Class #19</td>
<td></td>
<td>10-28-10</td>
<td>Class #20</td>
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<tr>
<td>12</td>
<td>11-02-10</td>
<td>Election Day</td>
<td>11-04-10</td>
<td>EXAM 2</td>
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<tr>
<td>13</td>
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<td>Class #22</td>
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<td>11-11-10</td>
<td>Class #23</td>
</tr>
<tr>
<td>14</td>
<td>11-16-10</td>
<td>Class #24</td>
<td></td>
<td>11-18-10</td>
<td>Class #25</td>
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<td>15</td>
<td>11-23-10</td>
<td>Class #26</td>
<td>11-24-10</td>
<td>Thanksgiving Holiday</td>
<td>11-25-10</td>
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<td>11-30-10</td>
<td>Class #27</td>
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<td>12-02-10</td>
<td>Class #28</td>
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<td>17</td>
<td>12-07-10</td>
<td>Pearl Harbor</td>
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<td>12-10-10</td>
<td>EXAM 3</td>
</tr>
</tbody>
</table>
NOTE: EXAM 3 (the “Final”) will be given on Friday, December 10 at 2:00 pm, Room 204.

Academic Calendar - Summary
Fall 2010

Aug. 19  Classes begin
Aug. 25  Last day to drop/add without a grade of “W” being recorded (Session C002)
Sept. 6  Labor Day holiday - no classes
Sept. 9  Last day to apply for December graduation
Oct. 7  Last day to drop a course or withdraw without a grade of “WF” being recorded (Session C002)
Oct. 7  Midpoint in semester
Oct. 14-15  Fall break-no classes
Nov. 2  General Election Day- no classes
*Nov. 9  Undergraduate students: pre-registration appointments begin. Open registration - Graduate students
*Nov. 17  Open registration - Undergraduate students
Nov. 24-28  Thanksgiving recess-no classes
Dec. 3  Last day of classes (Session C002)
Dec. 4  Reading day
Dec. 6-13  Final Examinations – includes exams on Saturday (see exam schedule here)
Dec. 13  Commencement Exercises (see schedule here)

70 Total class days
28 TTH class days, 42 MWF class days
### Section 10.1 – Milestone Assignments from the Whitten Text

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic or Area of Study</th>
<th>Reading from the Text</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Introduction to Case</td>
<td>None. Distributed by Prof.</td>
</tr>
<tr>
<td>3</td>
<td>Milestone 1- Scope Definition</td>
<td>Chapters 3 and 5</td>
</tr>
<tr>
<td>4</td>
<td>Milestone 2- Problem Analysis</td>
<td>Chapters 3, 5 and 6</td>
</tr>
<tr>
<td>5</td>
<td>Milestone 3- Modeling System Requirements</td>
<td>Chapters 6 and 7</td>
</tr>
<tr>
<td>6</td>
<td>Milestone 4- Data Modeling</td>
<td>Chapter 8</td>
</tr>
<tr>
<td>7</td>
<td>Milestone 5- Data Model Normalization</td>
<td>Chapter 8</td>
</tr>
<tr>
<td>8</td>
<td>Milestone 6- Process Modeling</td>
<td>Chapter 9</td>
</tr>
<tr>
<td>9</td>
<td>Milestone 7- Object Oriented Analysis</td>
<td>Chapter 7</td>
</tr>
<tr>
<td>10</td>
<td>Milestone 8- The System Proposal</td>
<td>Chapters 5 and 11</td>
</tr>
<tr>
<td>11</td>
<td>Milestone 9- Application Architecture</td>
<td>Chapter 12</td>
</tr>
<tr>
<td>12</td>
<td>Milestone 10- Database Design</td>
<td>Chapter 14</td>
</tr>
<tr>
<td>13</td>
<td>Milestone 11- User Interface Design</td>
<td>Chapters 15, 16 and 17</td>
</tr>
<tr>
<td>14</td>
<td>Milestone 12- Object Design</td>
<td>Chapters 7, 10 and 18</td>
</tr>
<tr>
<td>15</td>
<td></td>
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</tr>
</tbody>
</table>

NOTE: The professor reserves the right to alter the reading sequence listed in order to cover pertinent material in the class times available.

### Section 10.2 – Reading Assignments from the Whitten Text
<table>
<thead>
<tr>
<th>Week</th>
<th>Topic/Area of Study</th>
<th>Reading from Text</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The Context of System Analysis and Design Methods</td>
<td>Chapter 1</td>
</tr>
<tr>
<td>2</td>
<td>Information System Building Blocks, and Information Systems Development</td>
<td>Chapters 2, 3</td>
</tr>
<tr>
<td>3</td>
<td>Systems Analysis</td>
<td>Chapter 5</td>
</tr>
<tr>
<td>4</td>
<td>Fact-Finding Techniques for Requirements Discovery</td>
<td>Chapter 6</td>
</tr>
<tr>
<td>5</td>
<td>Modeling System Requirements with Use Cases</td>
<td>Chapter 7</td>
</tr>
<tr>
<td>6</td>
<td>Data Modeling and Analysis</td>
<td>Chapter 8</td>
</tr>
<tr>
<td>7</td>
<td>Process Modeling</td>
<td>Chapter 9</td>
</tr>
<tr>
<td>8</td>
<td>Feasibility Analysis and the System Proposal</td>
<td>Chapter 11</td>
</tr>
<tr>
<td>9</td>
<td>Systems Design</td>
<td>Chapter 12</td>
</tr>
<tr>
<td>10</td>
<td>Database Design</td>
<td>Chapter 14</td>
</tr>
<tr>
<td>11</td>
<td>Output Design and Prototyping</td>
<td>Chapter 15</td>
</tr>
<tr>
<td>12</td>
<td>Input Design and Prototyping</td>
<td>Chapter 16</td>
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<tr>
<td>13</td>
<td>User Interface Design</td>
<td>Chapter 17</td>
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<tr>
<td>14</td>
<td>Object-Oriented Design and Modeling Using the UML</td>
<td>Chapter 18</td>
</tr>
<tr>
<td>15</td>
<td>Application Architecture and Modeling</td>
<td>Chapter 13</td>
</tr>
<tr>
<td>16</td>
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</tr>
</tbody>
</table>

NOTE: The professor reserves the right to alter the reading sequence listed in order to cover pertinent material in the class times available.

Section 11 - Special Needs

It is the responsibility of the professor, and the University of South Carolina, to provide students with special needs with every assistance and courtesy, so that their education and experience on this campus will be productive and pleasant.

Although many students are reluctant to discuss any particular personal need they have, they are encouraged to have a private talk with the professor as soon as possible as a means of determining what assistance would be appropriate in the classroom. For example, hearing augmentation may be
necessary, and sign language support may be appropriate. The needs are unique and diverse for most students.

To help you understand what is available on this campus, attached is a web page from the university's web site and its office of Student Disability Services. You are encouraged to read this notice carefully and to let your professor know if you have special requirements.

Disability Affairs Committee

The purpose of this committee is to advise the Vice President of Student and Alumni Services on problems related to physically disabled students. In particular, the committee will: (1) Keep under continuing review policies and procedures concerning disabled students at the University and make recommendations as appropriate; (2) Receive from disabled students reports of and suggestions for, alleviating difficulties which they are experiencing; (3) Maintain liaison with non-University groups dealing with the problems of disabled students, such as the State Vocational Rehabilitation Department and the Commission for the Blind; and (4) Periodically visit University facilities and grounds and make recommendations which would facilitate the life of disabled students at the University.