

MET CS 682

Information Systems Analysis and Design

Dr. Victor Shtern

Course Description

This course describes modern object-oriented methods of information systems analysis and design for organizations with data-processing resources. It introduces the discovery process for system feasibility, and it describes stakeholder analysis and information requirements analysis. The course explains "use cases" and the manner in which they are applied to requirements analysis. It covers project management, control, and risk analysis. Develop vs. purchase trade-offs for software is discussed. The Unified Modeling Language (UML) for describing system designs is discussed. Data flow diagrams and activity models are integrated with the analysis and design coverage. The course covers most popular systems architectures and approaches to detailed design.

The following general areas will be covered:

- System feasibility
- Project management and control
- Information requirements analysis
- The use of "use cases" for requirements modeling
- The use of Unified Modeling Language for modeling and design
- System architectures
- Detailed design, testing, and installation

Here's how these areas will break down into the week-by-week topics:

Week 1 - Introduction and Process

- Types of business systems
- Participants in systems analysis
- A systems analysis example
- Introduction to system process
- How much process is needed for success

Week 2 - System Development Processes, Risk and System Design Trade-offs

- System development processes

- Formal and agile processes, their advantages and disadvantages
- Team inter-personnel issues
- Risk management
- Project scheduling
- ATAM Design and Trade Off Analysis

Week 3 - System and Requirements Analysis

- The meaning of "requirements"
- System-level requirements
- Detailed requirements
- Functional requirements
- Non-functional requirements

Week 4 - Modeling with UML

- Classes
- Class relationships
- Use cases
- QFD
- Sequence diagrams
- Data flow diagrams
- Activity diagrams

Week 5 - System Architectures

- Design purposes
- Software frameworks
- ATAM Design and Tradeoffs
- Categorizing system architectures
- Component technology

Week 6 - Object-Oriented Designs

- Design in the Unified Development Process
- Designing against component interfaces
- Specifying classes and functions
- Standards for detailed design

Week 7 - Final Exam

This week will allow students to complete their semester work by taking the final exam. The proctored final exam is available from **Wednesday, October 14 at 9:00 AM ET to Saturday October 17 at 11:59 PM ET.**

File: Course Objectives

Course Objectives

This course is designed to enable you to:

- Discriminate among types of business systems
- Explain and summarize a proposed systems analysis project
- Assess and critique the issues of working in a team
- Distinguish between system- and low-level requirements
- Distinguish between architectural and detailed designs
- Rank the goals of good system design

Learning Outcomes

By reading the lectures and completing the assignments in this course, you will be able to:

- Better predict and deal with risks
- Plan and design a project schedule
- Develop written functional and non-functional requirements
- Create written use cases and scenarios
- Integrate the use of classes in Object-Orientation
- Relate one class to another through inheritance, aggregation and association
- Create sequence diagrams and other UML diagrams
- Construct system architectures and detailed designs

File: Weekly Overview

Weekly Overview

Each week you will need to:

- Read the online lectures
- Read assigned pages in the textbook (listed below)
- Participate fully in the discussion topics. This includes submitting your own comments and reading submissions from other students.
- Complete the homework assignment(s)
- Complete the quiz.

Module Textbook Readings

Assignments

- | | | |
|---|---|---|
| 1 | Whitten & Bentley,
Chapters 1 and 2
pages 5-65 | Discussion Topic
Homework Assignment
Quiz |
| 2 | Whitten & Bentley,
Chapters 3 and 4
pages 67-155 | Discussion Topic
Homework Assignment
Quiz |
| 3 | Whitten & Bentley,
Chapters 6 and 7
pages 206-267 | Discussion Topic
Homework Assignment
Quiz |
| 4 | Whitten & Bentley,
Chapters 9 and 10
pages 315-411 * | Discussion Topic
Homework Assignment
Quiz |
| | * Don't get too bogged down in the
textbook's extraordinary elaborate
use cases. | |
| 5 | Whitten & Bentley,
Chapters 12 and 13
pages 444-515* | Discussion Topic
Homework Assignment
Quiz |
| | * Some of this voluminous material
elaborates on topics already covered.
One good way to review it is to
focus on each figure and see if it
adds new perspective for you.
Figure 13-11 should be one such
figure. | |
| 6 | Whitten & Bentley,
Chapter 18
pages 646-679 | Discussion Topic
Homework Assignment
Quiz |
| 7 | Review Online Lectures

Prepare for the Final | Final Exam
(see important note below) |

Assignment Notes:

- Each week of this course starts on a **Monday**.
- Discussions should **start no later than Wednesday** of each week.

- Written assignments are **due on the following Monday** at 6:00 AM ET
- Quizzes are **due on the following Monday** at 6:00 AM ET
- University or other holidays do *not* affect these due dates.

Important Note on Final Exam

Please be aware that part of the final exam for this course will be proctored.

You will be responsible for setting up your own appointment with an ACT testing center or an independent proctor. This exam will be 3 hours in length and will cover material from the entire course. Further information about the testing centers will be forthcoming from the exam coordinator. The proctored final exam is available from **Wednesday, October 14 at 9:00 AM ET to Saturday October 17 at 11:59 PM ET.**

File: Study Guide

Module 1 Study Guide and Deliverables

Course Readings: Read the online lectures
Module 1: Whitten and Bentley, pages 5-65

Discussions: Discussion 1 postings due by September 6 at 6:00 AM ET

Assignments: Assignment 1 due by September 7 at 6:00 AM ET

Quizzes: Quiz 1 due by September 8 at 6:00 AM ET

Module 2 Study Guide and Deliverables

Course Readings: Read the online lectures
Module 2: Whitten and Bentley, pages 67-155

Discussions: Discussion 2 postings due by September 12 at 6:00 AM ET

Assignments: Assignment 2 due by September 14 at 6:00 AM ET

Quizzes: Quiz 2 due by September 15 at 6:00 AM ET

Module 3 Study Guide and Deliverables

Course Readings: Read the online lectures
Module 3: Whitten and Bentley, pages 206-267

Discussions: Discussion 3 postings due by September 19 at 6:00 AM ET

Assignments: Assignment 3 due by September 21 at 6:00 AM ET

Quizzes: Quiz 3 due by September 22 at 6:00 AM ET

Module 4 Study Guide and Deliverables

Course Readings: Read the online lectures
Module 4: Whitten and Bentley, pages 315-411

Discussions: Discussion 4 postings due by September 26 at 6:00 AM ET

Assignments: Assignment 4 due by September 28 at 6:00 AM ET

Quizzes: Quiz 4 due by September 29 at 6:00 AM ET

Module 5 Study Guide and Deliverables

Course Readings: Read the online lectures
Module 5: Whitten and Bentley, pages 445-515, 614-645

Discussions: Discussion 5 postings due by October 3 at 6:00 AM ET

Assignments: Assignment 5 due by October 5 at 6:00 AM ET

Quizzes: Quiz 5 due by October 6 at 6:00 AM ET
Module 6 Study Guide and Deliverables
Course Readings: Read the online lectures
Module 6: Whitten and Bentley, pages 646-679
Discussions: Discussion 6 postings due by October 10 at 6:00 AM ET
Assignments: Assignment 6 due by October 12 at 6:00 AM ET
Quizzes: Quiz 6 due by October 13 at 6:00 AM ET

File: Instructor Biography

Instructor Biography - Dr. Victor Shtern

Office Hours

Office Location:

Boston University, Metropolitan College
808 Commonwealth Avenue
Boston, MA 02215

Office Hours: Prof. Shtern will not hold in-person office hours, but will be available in the class web site's chat room whenever he is online. If necessary, you can schedule individual chat or telephone discussions with Prof. Shtern at any mutually agreeable time.

E-Mail: Use email through Vista to contact Prof. Shtern at any time. If, for some reason, there is a need to contact Prof. Shtern outside of Vista, please use shstern@bu.edu.

Biography

Prof. Shtern has been a full-time Associate Professor at Metropolitan College since 1980. He's taught a variety of courses at MET, including the courses on C++ and Java Programming, Systems Analysis and Design, Software Engineering, Design Patterns, and many others.

Dr. Shtern also has more than a thirty year history as a systems analyst and software engineer in industry in Russia and in USA at companies including Honeywell, ATEX (Kodak) , DEC, Prime Computer, and Wang.

File: Who's Who: Roles and Responsibilities

Who's Who: Roles and Responsibilities

You will meet many BU people in this course and program. Some of these people you will meet online, and some you will communicate with by email and telephone. There are many people behind the scenes too, including instructional designers, faculty who assist with course preparation, and video and animation specialists.

People in your online course in addition to your fellow students

Your Facilitator. Our classes are divided into small groups, and each group has its own facilitator. We carefully select and train our facilitators for their expertise in the subject matter and their excellence in teaching. Your facilitator is responsible for stimulating discussions in pedagogically useful areas, for answering your questions, and for grading exercises, discussions, term projects, and any manually graded quiz or final exam questions. If you ask your facilitator a question by email, you should get a response within 24 hours, and usually faster.

Your Professor. The professor for your course has primary responsibility for the course. If you have any questions that your facilitator doesn't answer quickly and to your satisfaction, then send your professor an email in the course, with a cc to your facilitator so that your facilitator is aware of your question and your professor's response.

Your Manager of Student Services, Jen Sullivan. Jen is here to ensure you have a positive online experience. You will receive emails and announcements from Jen throughout the semester. Jen represents Boston University's university services and works for the Office of Distance Education. She prepares students for milestones such as course launch, final exams, and course evaluations. She is a resource to both students and faculty. For example, Jen can direct your university questions and concerns to the appropriate party. She also handles general questions regarding Vista functionality for students, faculty, and facilitators, but she does not provide tech support. She is enrolled in all classes and can be contacted within the course as it is running. You can also contact her by external email at jensul@bu.edu or call toll free at 1-888-524-2200.

People not in your online course

Although you will not normally encounter the following people in your online course, they are central to the program. You may receive emails or phone calls from them, and you should feel free to contact them.

Your Academic Advisor, Professor Anatoly Temkin. Dr. Temkin is the academic advisor for both on-campus and online students. Professor Temkin advises students on appropriate courses and programs. He also makes decisions on petitions for course

waivers and transfer of credits for courses taken at other institutions. You can reach Professor Temkin at temkin@bu.edu or at (617) 358-2566.

Your Online Coordinator, Chris Hutchison-Jones. Chris administers the academic aspects of the program, including admissions and registration. You can ask Chris questions about the program, registration, course offerings, graduation, or any other program-related topic. Chris can be reached at crhj@bu.edu or (617) 353-2565.

Your Computer Science Department Administrative Assistant, Matt Slowik. Matt is responsible for administering most aspects of the Computer Science Department, and he can help you with most matters. You can reach Matt at MattSlow@bu.edu or (617) 358-0007. ** Note: This needs centralized editing

Your Online Faculty Coordinator, Robert Schudy. Professor Schudy is responsible for the MSCIS online program. Feel free to contact Dr. Schudy at rschudy@bu.edu or (617)358-0009.

Professor Lubomir T. Chitkushev, PhD Chairman, Computer Science Department, Boston University Metropolitan College. Dr. Chitkushev is responsible for the Computer Science Department as a whole, including the MSCIS program. Contact Professor Chitkushev with any issues that you feel have not been addressed adequately. The customary issue escalation sequence after your course facilitator and course faculty is Professor Schudy and/or Professor Temkin, and then Professor Chitkushev.

Professor Tanya Zlateva, Metropolitan College Associate Dean for Academic Affairs. Dr. Zlateva is an Associate Professor in the Computer Science Department, our former chairman, and now the academic dean for the College. She is responsible for academic quality and other academic affairs throughout Metropolitan College.

File: Course Resources

Course Resources

Required Course Textbook

Systems Analysis and Design Methods

by Jeffrey L. Whitten, Lonnie D. Bentley

Hardcover: 768 pages

Publisher: McGraw-Hill/Irwin; 7th edition

Textbook Notes

- Do not buy the 6th edition. You need the most recent edition for this course.
- Online sellers of used books do not always distinguish between different editions of a book. You are free to get the text from any source you choose, but make very sure that you are getting the 7th edition.
- The textbook for this course can be purchased from Barnes & Noble at Boston University.
www.campusstores.com/budl/
- McGraw-Hill/Irwin provides an [online learning center](#) associated with this text. It does *not* replace the textbook. Your assignments for this course will be based on the printed version of the textbook. However, you might find useful to review case studies, practice quizzes and PowerPoint presentations available for each chapter of the textbook.

Supplemental Material

- You will find a section with supplemental material on the CS 682 Vista course home page.

Other Resources

- For definitions and terms, Wikipedia can be useful. However, remember that information at Wikipedia is erratically curated, and entries have been manipulated by a variety of people for a variety of reasons. You are free to use Wikipedia as a starting point and as a source of pointers to higher-quality information, but avoid citing Wikipedia (or similar sources that have not been reviewed professionally for veracity) as authorities.
- The UML specifications are at www.omg.org/technology/documents/formal/uml.htm (but you will find them very dense and formal indeed.)
- If you have access to *Rational Rose* (a very complex option), Borland's *Together*, or *Visio* (much simpler) you may find it interesting to pursue these tools for their UML capability. But beware the long learning curve; you have a lot of work to do in this course without learning an additional tool! **Remember that Microsoft Word's drawing tool is adequate for this course.**
- IBM's *Rational Rose*: <http://www-306.ibm.com/software/awdtools/developer/datamodeler/>
- Borland's *Together* (free 15 day trial for Eclipse): http://www.borland.com/products/downloads/download_together.html
- *MagicDraw* by No Magic, Inc. is a simpler tool than *Rose* or *Together*: www.magicdraw.com/. The Community Edition is free, but you must register in order to use it.
- Argo is a versatile and free tool, available from Tigris.org: argouml.tigris.org/

Boston University Library Resources

As Boston University students, you have full access to the BU libraries online resources. Previously known as the 'ezproxy' library portal, the new access for all BU students lets you connect to the BU Library's electronic resources seamlessly. Use the link www.bu.edu/library/. You may use the library's content regardless of whether you are logged into Vista or not. Outside of Vista, you will be prompted to confirm your status as a BU community member with your Kerberos login.

Using the links on the right side of the library's home page, you can find articles, eJournals, and eBooks. You can easily search the libraries content by subject. In addition, through the "Reference Shelf," you will have access to dictionaries, encyclopedias, handbooks, and more. If you are having difficulties gaining access, please follow the instructions below.

Connect to eResources

Boston University's Office of Information Technology and the Library offer an option for remote access to Boston University's online library resources.

Previously, remote students had to use what was called the 'ezproxy' library portal; the new access (still referred to as 'ezproxy') allows all BU students a seamless connection to the BU Library's electronic resources through the link: www.bu.edu/library/

If you are having difficulties gaining access you may want to go to www.bu.edu/library/research/connecting.html. From this page you can access material directly using the links near the top of the page, where you will see the note, "eResources include databases, ejournals, and ebooks." Additional information about the ezportal system is also available in the links lower on the page, under the heading "authentication as a BU community member."

If you have any questions, please submit them using the following:

- For questions regarding connecting to the library, use the linked form: <http://www.bu.edu/library/research/pxquest.html>.
- For questions regarding the use of resources, contact the librarians at ask@bu.edu.

File: MSDNAA Program

MSDNAA

In this class many students use Visio Professional to create UML diagrams; however, use of Visio Professional is not required for any assignment. You may use any tool that produces output that your facilitator and professor can read, including Microsoft Word

drawing tools, Smart Draw, or scanned, hand-drawn diagrams. You can obtain Visio Professional and many other types of Microsoft software free of charge from the Microsoft Developer Network Academic Alliance (MSDNAA) Program, to which the College subscribes. By the first day of class your email address will be submitted to Microsoft and you will be sent an email from the MSDNAA E-Academy License Management System (ELMS) from the address: elms_support@e-academy.com.

Some spam filters may direct this email to a junk email folder, so you may want to check your junk email folder or add the address above to your contacts or other white list. The email will provide you with a username and password, and direct you to the MSDNAA site:

URL: http://msdn04.e-academy.com/elms/Storefront/Storefront.aspx?campus=bu_mccs,

FAQ and basic information are at: <http://csmet.bu.edu/AASC/>

If you do not receive your email by the second day of class, check your junk email folder and then please send an email explaining that you did not receive your MSDNAA credentials for this course, plus your name and bu.edu email address to MSDNAA@bu.edu.

General software you may be required to use in this course include word processing, spreadsheet, and presentation software, such as the Word, Excel, and PowerPoint applications in Microsoft Office. If you use Microsoft Word 2007, please use the *Save As* feature to save your documents in the earlier Microsoft Word 2003 (.doc) format for posting in the class, rather than the XML-based (.docx) MSWord 2007 format, so that your classmates who do not have MSWord 2007 can read them without installing the converter.

File: Course Grading Structure

Course Grading Structure

Course Structure

The course will be conducted by means of a sequence of lectures in text and graphic form. Each week the class will discuss a theme of system analysis and development. This will emphasize the "how to" of system analysis, but will stop short of programming. Students will be expected to contribute to discussions, take quizzes and create homework solutions. There will be two online lectures in each module.

Grading Policy

Absorbing and synthesizing system analysis techniques will be expected of all students. To attain excellence and to obtain an exceptional grade, students will be expected to exceed expectation in your homework, discussions, and exams.

Grading Distribution

The grade for the course is determined by the following:

Weekly Assignments	45%
Weekly quizzes	15%
Final Exam	30%
Participation	10%

Homework Assignments

There will be one homework assignment each week. Assignments will consist of short papers and designs. Deadlines for all homework assignments are indicated in the Course Overview (next segment in this syllabus) and specific dates are listed in the Assignments

section of Vista. Due dates are firm and no work is accepted after the due date and time, except by prior arrangement. Sample solutions might be given for some assignments, and no work is accepted after the sample solution is published. Homework grades are on a 0 to 100 scale.

Grading is based in part on basic writing skills. English grammar and spelling are central parts of your message, not just "style," even if English is not your first language. This course's emphasis on effective communication is detailed in www.bu.edu/met/metropolitan_college_people/student/resources/communications.html.

Weekly Quizzes

There will be one quiz each week. Each quiz will consist of a series of short multiple choice questions (usually, 15 questions). Your answer to each question should be saved individually. If necessary, you can change your mind after saving an answer and save another answer. After you answered all the questions (and reviewed your answers) you have to submit the whole quiz. Your answers cannot be changed after submitting the quiz.

The duration of the quiz is 45 minutes. If you see that the allotted time is going to expire, do not panic, the system will not cut you off. However, the fact that you spent more time on the quiz will be recorded. To avoid penalty, you should submit an explanation why it happened. The last question of the quiz is the proper place to do so.

The quizzes are graded automatically, but your facilitator "grades" the quiz by reviewing the comments that you made "answering" the last question and responding to you if necessary. After this "grading," the quiz grade will be made available to you.

Final Exam

Your final examination will be fulfilled in two stages. The first stage is an at-home assignment. As with all graded homework, it is to be answered by you individually. Both portions will become available to you during the Final Exam period but you **MUST** have the at-home assignment completed before you take the proctored part of the exam. Please make sure that you plan your activities during the last week of the course (and one **BEFORE** last) so that you have sufficient time to complete the at-home part of the exam.

The second stage of your final exam will be offered during the last week of the course through an ACT testing center. The take-home assignment portion of the exam will be submitted to your facilitator, and you will be required to print this assignment document in advance of the proctored session and bring it to the exam testing center with you. You may bring any additional printed material you wish to the testing center, but no electronic devices or digital data. During the proctored part of your final exam, you will answer questions related to the at-home assignment that you have already submitted. This is why it is important to bring a copy of this assignment document to the proctored exam facility. The proctored final exam is available from **Wednesday, October 14 at 9:00 AM ET to Saturday October 17 at 11:59 PM ET.**

Participation in Discussions

First, note that we will review all of the contributions that you make online during each week. This is an important and motivating part of the learning process.

Participation will consist of weekly discussions concerning the weekly lectures and assigned readings in the textbook.

Make your online discussion comments substantive. They should not mention the specifics of the homework or its solution. Based on the week's reading, do one of the following:

- Give your opinion of the reading material. For example: Is it useful?
- Give a practical application of the material from the week's readings.
- Give an example illustrating some of the material from the week's readings. (You are encouraged to reference web sites, books, and magazine articles.)
- Provide an alternative way of viewing or stating some of the textbook and/or lecture material from the week's readings.
- Ask a good question of the other students about a point that is not clear to you within the week's textbook readings.*
- Respond to a posting made by someone else again, staying within the subject matter of the week's textbook material.

* A good question is one that you have thought about, does not have a ready answer in the text readings, and is clearly phrased.

The criteria for participation are as follows:

i. The number of substantive contributions. These are your online contributions that have significant content that prompts other students to make significant comments (see item ii below) on your contribution.

ii. The number of significant comments that you made on the contributions of others. This measures the number of useful and penetrating online comments and questions that you made on other students' contributions in the context of each week's specified focus.

The volume of your contributions is a factor here, but more is not necessarily better if it is not substantive or significant (e.g., "This was an interesting comment" or "I learned a lot from this" or "Thank you for raising this issue" is neither significant nor substantive). If a specific week has more than one topic of discussion, it is NOT necessary to make contributions to each discussion topic, one is sufficient.

Course Grading Structure

The course grades will be given in letter form: A, A-, B+, etc. Within each assignment or test, each section will be assigned equal weight unless otherwise stated. Your final course grade will be available at the [Student Link](#).

The numeric scores are converted to letter grades according to the following conversion table.

A	95–100
A-	90–94.9
B+	85–89.9
B	80–84.9
B-	75–79.9
C+	70–74.9
C	65–69.9
C-	60–64.9
D	50–59.9
Fail	< 50

At Boston University, the letter grades of "A", "A-" and "B+" mean "excellent," "B", "B-" and "C+" mean "good," and grades "C" and "C-" mean "satisfactory." This the official position of the University Registrar (<http://www.bu.edu/reg/grades/explanationgrades.html>).

Pass/Fail: When applicable (see below), an assignment could be graded on a Pass/Fail basis. A "Pass" grade for an assignment or part thereof does not affect the total numeric score or the grade of the assignment group that contains it. For example, grades *A, P, B*

average to $(4+3)/2 = 3.5$. The "Fail" grade, however, is counted as zero and it does affect the grade. For example, grades *A*, *F*, *B* average to $(4+0+3)/3 = 2.33$.

Expectations

In fairness to all students, late homework will not be accepted unless there is a reason why it was impossible to perform the work in time (exceptional work or emergency conditions). Since personal and professional emergencies do occur, the circumstances might prevent you from completing the assignment on time. Metropolitan College does recognize that working professionals might need more flexibility than day students, and it tries to accommodate these special needs. If an emergency does occur and you realize that you will not be able to turn your work in on time, email your facilitator in advance of the deadline with the reason for delay, in detail. If the reason is accepted by your facilitator, the homework may then be accepted later and graded as usual (without penalty) or on a pass/fail basis.

If a sample solution is posted for the assignment, no submission can be accepted, except with explicit permission from a course instructor.

Questions about grading

If you have reason to dispute some part of your grade, you should address your concern to your facilitator first. If you feel that you have not gotten an adequate response from your facilitator, your instructor will work to resolve the issue. When you raise a grading question to the instructor's attention, please have the email exchange with your facilitator available to help clarify the points under discussion.

File: Important Message on Final Exams

Important Message on Final Exams

Dear Boston University Computer Science Online Student,

As part of our ongoing efforts to elevate the value and legitimacy of the online MSCIS degree program, the Computer Science Department at Boston University's Metropolitan College requires that each of the online courses offered include a proctored final examination.

By requiring proctored finals, we are ensuring the excellence and fairness of our program. The exam will be given via computer (which will be made available at an exam site for you). Specific information regarding scheduling will be provided to you approximately two weeks into the course via email. This early notification is being given so that you will have enough time to plan accordingly to take the exam.

We know that you recognize the value of your Boston University degree and fully support the efforts of the University to maintain the highest possible standards in our online degree program. Thank you for your participation. Further information will be forthcoming.

Regards,

Dr. Lou Chitkushev
Chair Computer Science Department
Metropolitan College
Boston University

 **File: Academic Conduct Policy**

Academic Conduct Policy

For the full text of the academic conduct code, please go to
http://www.bu.edu/met/metropolitan_college_people/student/resources/conduct/code.html

A Definition of Plagiarism

"The academic counterpart of the bank embezzler and of the manufacturer who mislabels products is the plagiarist: the student or scholar who leads readers to believe that what they are reading is the original work of the writer when it is not. If it could be assumed that the distinction between plagiarism and honest use of sources is perfectly clear in everyone's mind, there would be no need for the explanation that follows; merely the warning with which this definition concludes would be enough. But it is apparent that sometimes people of goodwill draw the suspicion of guilt upon themselves (and, indeed, are guilty) simply because they are not aware of the illegitimacy of certain kinds of "borrowing" and of the procedures for correct identification of materials other than those gained through independent research and reflection."

"The spectrum is a wide one. At one end there is a word-for-word copying of another's writing without enclosing the copied passage in quotation marks and identifying it in a footnote, both of which are necessary. (This includes, of course, the copying of all or any part of another student's paper.) It hardly seems possible that anyone of college age or more could do that without clear intent to deceive. At the other end there is the almost casual slipping in of a particularly apt term which one has come across in reading and which so aptly expresses one's opinion that one is tempted to make it personal property.

Between these poles there are degrees and degrees, but they may be roughly placed in two groups. Close to outright and blatant deceit-but more the result, perhaps, of laziness than of bad intent-is the patching together of random jottings made in the course of

reading, generally without careful identification of their source, and then woven into the text, so that the result is a mosaic of other people's ideas and words, the writer's sole contribution being the cement to hold the pieces together. Indicative of more effort and, for that reason, somewhat closer to honest, though still dishonest, is the paraphrase, and abbreviated (and often skillfully prepared) restatement of someone else's analysis or conclusion, without acknowledgment that another person's text has been the basis for the recapitulation."

{The two paragraphs above are from H. Martin and R. Ohmann, *The Logic and Rhetoric of Exposition*, Revised Edition. Copyright 1963, Holt, Rinehart & Winston.}

Academic Conduct Code

I. Philosophy of Discipline

The objective of Metropolitan College in enforcing academic rules is to promote the kind of community atmosphere in which learning can best take place. This atmosphere can be maintained only so long as every student believes that his or her academic competence is being judged fairly and that he or she will not be put at a disadvantage because of the dishonesty of someone else. Penalties imposed should be carefully determined so as to be no more or no less than required to maintain the desired atmosphere. In defining violation of this code the intent is to protect the integrity of the educational process.

II. Academic Misconduct

Academic misconduct is conduct by which a student misrepresents his or her academic accomplishments or impedes other students' chances of being judged fairly for their academic work. Knowingly allowing others to represent your work as theirs is as serious an offense as submitting another's work as your own.

III. Violations of this Code

Violations of this code are acts that constitute an attempt to be dishonest or deceptive in the performance of academic work in or out of the classroom. To alter academic records, or to collaborate with another student or students in an act of academic misconduct. Violations include but are not limited to:

- A. Cheating on examinations. Any attempt by a student to alter his or her performance on an examination in violation of that examination's stated or commonly understood ground rules.
- B. Plagiarism. Any attempt by a student to represent the work of another as his or her own. Plagiarism includes each of the following: copying the answers of another student on an examination, copying or substantially restating the work of another person or persons in any oral or written work without citing the appropriate source, and collaboration with someone else in an academic endeavor without acknowledging his or her contribution (see below for a more detailed definition of plagiarism).

- C. Misrepresentation or falsification of data presented for surveys, experiments, etc.
- D. Theft of an examination. Stealing or otherwise discovering and/or making known to others the contents of an examination that has not yet been administered.
- E. Unauthorized conversation is not allowed during examinations. Any unauthorized conversation may be considered prima facie evidence of cheating.
- F. Knowingly allowing another student to represent your work as his or her own.
- G. Forgery, alteration, or knowing misuse of graded examinations, grade lists, or official University records or documents, including but not limited to transcripts, letters of recommendation, degree certificates, alteration of examinations or other work after submission.
- H. Theft or destruction of examinations or papers after submission including purposefully altering possible poor performance.
- I. Submitting the same work in more than one course without the consent of the instructors involved.
- J. Altering or destroying another student's work or records, altering records of any kind, removing materials from libraries or offices without consent, or in any way interfering with the work of others so as to impede their academic performance.
- K. Failure to comply with the sanctions imposed under the authority of this code.

File: Important Dates

Registration Information and Important Dates

Registration Information and Important Dates

To view the drop dates for your course go to www.bu.edu/online/online_course_schedule/important_dates/

To withdraw or drop your course go to www.bu.edu/studentlink

Note:

- If you are dropping down to zero credits for a semester you will need to contact your college or academic department.
- Non-participation in your online course does not constitute a withdrawal from the class.

*The Registration Fee is non-refundable

File: Netiquette

Netiquette

If you've been with us in the online graduate program for a while, you're probably pretty comfortable in this environment. But for those who are new or who may just want a refresher, here are some rules for communicating online which will help us all have a pleasant and rewarding online experience:

1. **Think of your discussion posts** as though they were going to be printed in a newspaper. Thinking of your posting this way should remind us not to write anything that might embarrass us or anyone else in the class. If you make a mistake and wish that you could take a post back, just send an email to your facilitator and the Professor, who can delete even graded posts.
2. **Feelings are helpful, but avoid negativity.** Our feelings, including our angst when we don't understand something, our elation when someone else appreciates what we have written, and our sense of satisfaction when we know that we have helped someone else, all help us learn. It's part of being human. Unfortunately another part of being human is the temptation to lash out against someone with whom we disagree. Angry words thrown at someone through the air are gone in a moment, and the apology afterwards can even help the relationship, but angry words thrown around in computer discussion threads or emails hang around forever to haunt us. Disagreement in discussions helps us gain other people's insights and perspective and is critical to learning many of the finer points, so don't hesitate to share your insights and opinions, even if they are very different than your classmates, but always be respectful, particularly in communications with others who may not agree with you.
3. **Remember the golden rule.** Imagine that you are the recipient of your post or email and write what you would like to receive if you were the recipient.
4. **Don't type in all caps.** This is impolite, like shouting in an intimate setting.
5. **Be careful with acronyms.** Some students might not know their meaning. It is always better to spell them out, at least at the first use.

6. **Don't disrupt discussion with unrelated comments.** Wait until the discussion is over to change the topic.
7. **Use the "Water Cooler" for posts that are social or outside the discussion category.** The Water Cooler is helpful for building community, but students are not required to read Water Cooler posts. Putting your general posts in the Water Cooler helps your classmates who are pressed for time and also improves the continuity of the discussion threads.
8. **Be kind to people who may not have broadband connections.** Don't incorporate large graphics, videos or images into graded discussions unless this is necessary. Images in the "Introductions" posts help us build community, so they are encouraged, but these are not graded, so people can skip them if they need to. If you are citing something large from an outside source in a public area like a discussion forum, provide a web address or link and steer others to what you wish them to see.
9. **Think twice before posting to course-level discussions.** Different discussion topics have very different size audiences. The group discussions are visible to you, your facilitator, your professor, and student services - about fifteen people. Course level discussions are visible to the entire class, which may include one hundred or more students, ten or more facilitators, your professor, and student services. Think of addressing an audience of 100 when you are posting to the course-level discussions.

With your participation and cooperation, we're sure to have some lively, exciting discussions in this course.

File: Course Technical Support

Technical Support

Assistance with Vista-related technical problems is provided by the Vista Support staff. To ensure the fastest possible response, please fill out the online form located at [Online Form](#).

Form: <http://www.bu.edu/formlogin/webcentral/forms/request/vista-help.html>

Phone: (888) 243-4596

Support via email and phone is available Monday through Friday from **9 AM to 5 PM** Eastern Standard Time; additional support hours are provided during exam periods and will be posted on the Vista home page.

In addition, answers to many common questions and solutions to most problems are found in our database of [Frequently Asked Questions](#).

If you are having issues uploading a document to Vista, please consult the following link prior to contacting Tech Support: [How to Upload a File](#).

After-hours Support

Vista use and setup issues can be obtained by contacting Blackboard Support at **(800) 806-7396**. Contact Vista Support staff for assistance with technical problems that relate directly to the Vista system.

Examples include:

- Problems viewing or listening to sound or video files.
- Problems accessing Vista's internal email
- Problems viewing or posting comments within Vista
- Problems attaching or uploading files within Vista

Web Resources / Browser Plug-Ins

To view certain media elements for all BU courses, you should have installed on your computer several browser plug-ins, including Shockwave, Flash, and Adobe Acrobat. Take a moment now to check your browser, using this [System Requirements](#) link. To download and install any plug-ins that you are missing, or to get the latest versions of these plug-ins, go to this page:

http://www.bu.edu/online/student_services/technical_help/plugins.html.