

**City University of Hong Kong  
Course Syllabus**

**offered by Department of Information Systems  
with effect from Semester A in 2022 / 2023**

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**Part I Course Overview**

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| <b>Course Title:</b>   | <u>Information Systems Project I</u>  |
| <b>Course Code:</b>  | <u>IS4937*</u>  |
| <b>Course Duration:</b>                                      | <u>One Semester (minimum 160 hours)</u>   |
| <b>Credit Units:</b>   | <u>3</u>  |
| <b>Level:</b>  | <u>B4</u>   |
| <b>Proposed Area:</b><br><i>(for GE courses only)</i>        | <input type="checkbox"/> Arts and Humanities<br><input type="checkbox"/> Study of Societies, Social and Business Organisations<br><input type="checkbox"/> Science and Technology |
| <b>Medium of Instruction:</b>                                | <u>English</u>  |
| <b>Medium of Assessment:</b>                                 | <u>English</u>  |
| <b>Prerequisites:</b><br><i>(Course Code and Title)</i>      | <u>Nil</u>  |
| <b>Precursors:</b><br><i>(Course Code and Title)</i>         | <u>Nil</u>  |
| <b>Equivalent Courses:</b><br><i>(Course Code and Title)</i> | <u>Nil</u>  |
| <b>Exclusive Courses:</b><br><i>(Course Code and Title)</i>  | <u>IS4931 Information Management Development Project</u>  |

\*Students are allowed to take IS4937, IS4938 but in different semesters.

## Part II Course Details

### 1. Abstract

(A 150-word description about the course)

This course aims to equip students with knowledge and skills to apply IS methodologies to solve business problems. Students will learn how to initiate a project, conduct literature reviews and benchmark analysis, implement an IS project, and write a project report for their internship, consulting and research projects.. It is to enhance student’s practical skills in managing projects in a business information systems environment. Furthermore, students’ skills in effective communication, individual and team work, time management, data analysis and reporting, and creative problem solving will be trained in the real-world and evaluated for improvement. If the project scale is large, student(s) is/are encouraged to continue the work by taking IS4938 in subsequent semester. In general, IS4937 focuses on the early stages whereas IS4938 concentrates on the later stages of a consulting or a research project.

### 2. Course Intended Learning Outcomes (CILOs)

(CILOs state what the student is expected to be able to do at the end of the course according to a given standard of performance.)

| No. | CILOs <sup>#</sup>   | Weighting*<br>(if applicable) | Discovery-enriched curriculum related learning outcomes (please tick where appropriate) |    |    |
|-----|--|-------------------------------|---|----|----|
|     |  |                               | A1  | A2 | A3 |
| 1.  | Conduct an information systems project in a business setting in the form of internship, consulting or research projects.                                       | 20%                           | ✓   | ✓  |    |
| 2.  | Demonstrate the attitude and ability to apply various tools and methods of systems analysis to model user requirements with innovative ideas and technologies. | 20%                           | ✓   | ✓  |    |
| 3.  | Demonstrate creative problem solving skills in developing behavioural models of specific problem domains.  | 20%                           | ✓   | ✓  |    |
| 4.  | Apply the concepts and techniques of project management to initiate, plan, execute, and control information systems consulting projects.                       | 20%                           | ✓   | ✓  | ✓  |
| 5.  | Exercise good communication and interpersonal skills in eliciting user requirements and in presenting preliminary business solutions.                          | 20%                           |   | ✓  |    |
|     |  | 100%                          |   |    |    |

\* If weighting is assigned to CILOs, they should add up to 100%.

<sup>#</sup> Please specify the alignment of CILOs to the Gateway Education Programme Intended Learning outcomes (PILOs) in Section A of Annex.

**A1: Attitude**

Develop an attitude of discovery/innovation/creativity, as demonstrated by students possessing a strong sense of curiosity, asking questions actively, challenging assumptions or engaging in inquiry together with teachers.

**A2: Ability**

Develop the ability/skill needed to discover/innovate/create, as demonstrated by students possessing critical thinking skills to assess ideas, acquiring research skills, synthesizing knowledge across disciplines or applying academic knowledge to self-life problems.

**A3: Accomplishments**

Demonstrate accomplishment of discovery/innovation/creativity through producing /constructing creative works/new artefacts, effective solutions to real-life problems or new processes.

### 3. Teaching and Learning Activities (TLAs)

(TLAs designed to facilitate students' achievement of the CILOs.)

| TLA                      | Brief Description  | CILO No. |   |   |   |   | Hours/week<br>(if applicable) |
|--------------------------|--|----------|---|---|---|---|-------------------------------|
|                          |  | 1        | 2 | 3 | 4 | 5 |                               |
| TLA1:<br>Field Study     | Students will spend reasonable amount of time at real-world organisations to observe, analyse, and document the socio-technical problems associated with the application, implementation, or management of business information systems. | ✓        | ✓ | ✓ | ✓ | ✓ |                               |
| TLA2:<br>Case Study      | Students will observe, analyse, and document the socio-technical problems associated with the implementation or management of business information systems based on the information given by some real-world organisations.              | ✓        | ✓ | ✓ | ✓ | ✓ |                               |
| TLA3: On-Line Discussion | It is a means of self-reflection and sharing of concepts, techniques, and methods associated with the implementation or management of business information systems.  |          | ✓ | ✓ |   | ✓ |                               |
| TLA4:<br>Seminar         | Students will discuss their initial findings and the preliminary business solutions with fellow students and project supervisors.  |          | ✓ |   |   | ✓ |                               |

### 4. Assessment Tasks/Activities (ATs)

(ATs are designed to assess how well the students achieve the CILOs.)

| Assessment Tasks/Activities  | CILO No. |   |   |   |   | Weighting* | Remarks |
|--|----------|---|---|---|---|------------|---------|
|  | 1        | 2 | 3 | 4 | 5 |            |         |
| Continuous Assessment: 100%  |          |   |   |   |   |            |         |
| <b><u>AT1. Project Diary</u></b><br>A self-reflection of the problems encountered and the insights developed by individual students during the course of their project study.  | ✓        | ✓ | ✓ | ✓ | ✓ | 20%        |         |
| <b><u>AT2. Project Report</u></b><br>A formal documentation of how an IS project is conducted, the socio-technical issues observed from the targeted business environment, and the IS solutions to address the specific business problems. | ✓        | ✓ | ✓ | ✓ | ✓ | 60%        |         |
| <b><u>AT3. Project Presentation</u></b><br>A formal presentation to communicate the findings and the preliminary solutions to the project supervisors.   |          | ✓ | ✓ |   | ✓ | 20%        |         |
| Examination: 0% (duration: n/a)  |          |   |   |   |   |            |         |
| * The weightings should add up to 100%.  |          |   |   |   |   | 100%       |         |

## 5. Assessment Rubrics

*(Grading of student achievements is based on student performance in assessment tasks/activities with the following rubrics.)*

| Assessment Task (AT)      | Criterion  | Excellent (A+, A, A-) | Good (B+, B, B-) | Fair (C+, C, C-) | Marginal (D) | Failure (F)                       |
|---------------------------|--|-----------------------|------------------|------------------|--------------|-----------------------------------|
| AT1. Project Diary        | Ability to identified and analysed the socio-technical issues of the problem domain  | High                  | Significant      | Moderate         | Basic        | Not even reaching marginal levels |
|                           | Ability to synthesise and apply sound system analysis methodologies to develop user requirement model                                    | High                  | Significant      | Moderate         | Basic        | Not even reaching marginal levels |
|                           | Capability to creatively develop the use cases and behaviour models with reference to the characteristic of the given business problem   | High                  | Significant      | Moderate         | Basic        | Not even reaching marginal levels |
|                           | Ability to apply sound project management methodology thoroughly and creatively to drive the consulting project                          | High                  | Significant      | Moderate         | Basic        | Not even reaching marginal levels |
|                           | Ability to demonstrates a cogent ability to integrate communication skills so that ideas are communicated in the most cost-effective way | High                  | Significant      | Moderate         | Basic        | Not even reaching marginal levels |
| AT2. Project Report       | Ability to identified and analysed the socio-technical issues of the problem domain  | High                  | Significant      | Moderate         | Basic        | Not even reaching marginal levels |
|                           | Ability to synthesise and apply sound system analysis methodologies to develop user requirement model                                    | High                  | Significant      | Moderate         | Basic        | Not even reaching marginal levels |
|                           | Capability to creatively develop the use cases and behaviour models with reference to the characteristic of the given business problem   | High                  | Significant      | Moderate         | Basic        | Not even reaching marginal levels |
|                           | Ability to apply sound project management methodology thoroughly and creatively to drive the consulting project                          | High                  | Significant      | Moderate         | Basic        | Not even reaching marginal levels |
|                           | Ability to demonstrates a cogent ability to integrate communication skills so that ideas are communicated in the most cost-effective way | High                  | Significant      | Moderate         | Basic        | Not even reaching marginal levels |
| AT3. Project Presentation | Ability to synthesise and apply sound system analysis methodologies to develop user requirement model                                    | High                  | Significant      | Moderate         | Basic        | Not even reaching marginal levels |
|                           | Capability to creatively develop the use cases and behaviour models with reference to the characteristic of the given business problem   | High                  | Significant      | Moderate         | Basic        | Not even reaching marginal levels |
|                           | Ability to demonstrates a cogent ability to integrate communication skills so that ideas are communicated in the most cost-effective way | High                  | Significant      | Moderate         | Basic        | Not even reaching marginal levels |

**Part III Other Information** (more details can be provided separately in the teaching plan)

**1. Keyword Syllabus**

*(An indication of the key topics of the course.)*

IS Consultancy, IS Research, Artificial Intelligence, Big Data, Cloud Services, Systems Analysis and Design, IS Project Management.

**2. Reading List**

**2.1 Compulsory Readings**

*(Compulsory readings can include books, book chapters, or journal/magazine articles. There are also collections of e-books, e-journals available from the CityU Library.)*

|    |     |
|----|-----|
| 1. | Nil |
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**2.2 Additional Readings**

*(Additional references for students to learn to expand their knowledge about the subject.)*

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| 1. | There is no formal reading list for this course. |
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