MIS350: Information Systems Analysis and Design

Credit Hours: 3

Contact Hours: This is a 3-credit course, offered in accelerated format. This means that 16 weeks of material is covered in 8 weeks. The exact number of hours per week that you can expect to spend on each course will vary based upon the weekly coursework, as well as your study style and preferences. You should plan to spend 10-25 hours per week in each course reading material, interacting on the discussion boards, writing papers, completing projects, and doing research.

Course Description and Outcomes

Course Description:
This course provides students with the ability to design and develop systems to solve problems, integrate disparate mechanisms, and improve system efficiencies using industry standards.

Course Overview:
The goal of this course is to help students develop or enhance the skills needed to deliver information systems projects. Students focus on the process of turning stakeholder needs into structured requirements and project plans, which are used to develop or acquire new or enhanced application software. Students will gain insight into the systems development process and learn tried and true techniques for software acquisition.

Among the skills students will gain are: gathering and structuring stakeholder requirements; depicting and refining requirements with process, data, and decision logic modeling; and using computerized tools to automate, accelerate, and integrate model production, refinement, and assurance. Students will sharpen their new skills in blackboard discussions, critical thinking exercises, and the final portfolio project.

Course Learning Outcomes:

1. Have an understanding of the systems development process and the commonly used development methodologies. Apply this to that.
2. Become familiar with the techniques used for gathering and structuring information in the development of requirements and specifications.
3. Understand and use techniques for data, process, and logic modeling for analyzing and designing simple information systems.
4. Utilize computer based tools for creating data, process, and logic models.
5. Gain the ability to use the skills learned in class to develop information systems projects.

Participation & Attendance

Prompt and consistent attendance in your online courses is essential for your success at CSU-Global Campus. Failure to verify your attendance within the first 7 days of this course may result in your withdrawal. If for some reason you would like to drop a course, please contact your advisor.

Online classes have deadlines, assignments, and participation requirements just like on-campus classes. Budget your time carefully and keep an open line of communication with your instructor. If you are having technical problems, problems with your assignments, or other problems that are impeding your progress, let your instructor know as soon as possible.
Course Materials

Textbook Information is located in the CSU-Global Booklist on the Student Portal.

Course Schedule

Due Dates
The Academic Week at CSU-Global begins on Monday and ends the following Sunday.

- Discussion Boards: The original post must be completed by Thursday at 11:59 p.m. MT and Peer Responses posted by Sunday 11:59 p.m. MT. Late posts may not be awarded points.
- Mastery Exercises: Students may access and retake Mastery Exercises through the last day of class until they achieve the scores they desire.
- Critical Thinking Activities: Assignments are due Sunday at 11:59 p.m. MT.
- Live Classroom: Although participation is not required, a Live Classroom session will be held during Week 4.

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<thead>
<tr>
<th>Week #</th>
<th>Readings</th>
<th>Assignments</th>
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<tbody>
<tr>
<td>1</td>
<td>• Chapters 1 &amp; 2 in <em>Essentials of Systems Analysis and Design</em></td>
<td>• Discussion (25 points)</td>
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<td></td>
<td>• Leveson, N. G., (2013). Learning from the past to face the risks of today. <em>Communications of the ACM, 56</em>(6), 38-42.</td>
<td>• Mastery Exercise (10 points)</td>
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<tr>
<td>2</td>
<td>• Chapter 2 in <em>Essentials of Systems Analysis and Design</em></td>
<td>• Discussion (25 points)</td>
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<td></td>
<td>• Bleicher, P. (2008, August). The classic software debate takes a turn. <em>Applied Clinical Trials, 17</em>(8), 36-40.</td>
<td>• Mastery Exercise (10 points)</td>
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<tr>
<td>3</td>
<td>• Chapter 3 in <em>Essentials of Systems Analysis and Design</em></td>
<td>• Discussion (25 points)</td>
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<td>• Mastery Exercise (10 points)</td>
<td>• Critical Thinking (60 points)</td>
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<tr>
<td>4</td>
<td>• Chapter 4 in <em>Essentials of Systems Analysis and Design</em></td>
<td>• Discussion (25 points)</td>
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<td></td>
<td>• Mastery Exercise (10 points)</td>
<td>• Critical Thinking (60 points)</td>
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<td>• Live Classroom (0 points)</td>
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<tr>
<td>5</td>
<td>• Chapter 5 in <em>Essentials of Systems Analysis and Design</em></td>
<td>• Discussion (25 points)</td>
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<td>• Mastery Exercise (10 points)</td>
<td>• Critical Thinking (60 points)</td>
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<tr>
<td>6</td>
<td>• Chapter 6 in <em>Essentials of Systems Analysis and Design</em></td>
<td>• Discussion (25 points)</td>
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<td>• Mastery Exercise (10 points)</td>
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*Note: Assignments may include: Discussion, Mastery Exercise, Critical Thinking, and Live Classroom sessions.*
Assignment Details

This course includes the following assignments/projects:

Module 2

Critical Thinking: (60 points)

Select only one of the two options below to complete this Critical Thinking Assignment.

Option 1: SaaS versus In-house Risks and Rewards (60 points)

Your manager has asked you to investigate a Customer Relationship Management (CRM) solution offered as COTS software for in-house installation and as a Software as a Service Cloud solution. Assume the SaaS solution uses a multi-tenant architecture. In a 2- to 3-page paper, discuss the risks and rewards of the SaaS solution as compared with the in-house installation.

Include a title page and reference page. Make sure your paper follows APA style according to the CSU-Global Guide to Writing and APA Requirements two credible sources. You may not use Wikipedia for any CSU-Global assignment.

- A scholarly or peer-reviewed journal article
- A newspaper article
- Trade or industry journal article, publication, or website, including those from trade organizations. Library

Use two CSU-Global Library resources and/or outside, credible academic sources other than the textbook, course materials, or other information provided as part of the course materials. (You may not use Wikipedia for any CSU-Global assignment.) For this assignment, a credible source is defined as:

- A scholarly or peer-reviewed journal article
- A newspaper article
- A trade or industry journal article, publication, or website, including those from trade organizations

Option 2: SaaS versus In-house Risks and Rewards (60 points)

Use the same problem analysis described in Option 1, but deliver the analysis as a PowerPoint presentation of seven to 10 content slides.
In addition to the content slides, include a title slide and a slide citing the resources used. Make sure your PowerPoint presentation follows APA style according to the CSU-Global Guide to Writing and APA Requirements. Use two CSU-Global Library resources and/or outside, credible academic sources other than the textbook, course materials, or other information provided as part of the course materials. You may not use Wikipedia for any CSU-Global assignment. For this assignment, a credible source is defined as:

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Module 3

Critical Thinking: (60 points)

Select only one of the two options below to complete this Critical Thinking Assignment.

Option 1: Offshore Outsourcing Project Management (60 points)

You are the project manager for a software development project. An offshore outsourcing firm will develop the software. What would you do during project initiation for an offshore-outsourced project that you might do differently for a project developed by your in-house resources? For example, how would your communication plan or project charter change? Write a 2- to 3-page paper describing your project initiation approach for each development alternative.

Include a title page and reference page. Make sure your paper follows APA style according to the CSU-Global Guide to Writing and APA Requirements. Use two CSU-Global Library resources and/or outside, credible academic sources other than the textbook, course materials, or other information provided as part of the course materials. You may not use Wikipedia for any CSU-Global assignment. For this assignment, a credible source is defined as:

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- A newspaper article
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Option 2: Work Breakdown Structure for Mobile Application (60 points)

You have been asked to create the WBS for a new mobile application to be developed in-house. Your in-house developers have never built software like this before. In a 2- to 3-page paper, describe your process for developing a baseline project plan for this new effort. Which roles and resources will you use to develop your first project plan draft? How will you validate your selection and ordering of tasks? How will you organize the plan to be responsive to the learning and maturation that will occur as your team’s development effort evolves?

Include a title page and reference page. Make sure your paper follows APA style according to the CSU-Global Guide to Writing and APA Requirements. Use two CSU-Global Library resources and/or outside, credible academic sources other than the textbook, course materials, or other information provided as part of the course materials. (You may not use Wikipedia for any CSU-Global assignment.) For this assignment, a credible source is defined as:

- A scholarly or peer-reviewed journal article
- A newspaper article
Module 4

Critical Thinking: (60 points)

Select only one of the two options below to complete this Critical Thinking Assignment.

Option #1: Impact of Soft Benefits (60 points)

So-called “soft” benefits of IT projects include increased agility, flexibility, faster time to market, and improvement in employee morale. As projects evolve, some of these benefits become more concrete. How would you track and measure the impact of soft benefits? In a 2- to 3-page paper, discuss soft project benefits and their conversion to measurable top or bottom line benefits.

Include a title page and reference page. Make sure your paper follows APA style according to the CSU-Global Guide to Writing and APA Requirements. Use two CSU-Global Library resources and/or outside, credible academic sources other than the textbook, course materials, or other information provided as part of the course materials. You may not use Wikipedia for any CSU-Global assignment. For this assignment, a credible source is defined as:

- A scholarly or peer-reviewed journal article
- A newspaper article
- A trade or industry journal article, publication, or website, including those from trade organizations

Option #2: Feasibility Study (60 points)

Feasibility studies often focus on the economic feasibility of IT projects, but there are many other aspects to feasibility. Prepare a PowerPoint presentation of seven to 10 content slides discussing the operational, technical, schedule, legal and contractual, and political feasibility of a project with which you have had personal experience. If you have not had personal experience with an IT project, present a high-level feasibility review of the Affordable Health Care Act’s online enrollment portal.

In addition to the content slides, include a title slide and a slide citing the resources used. Make sure your PowerPoint presentation follows APA style according to the CSU-Global Guide to Writing and APA Requirements. Use two CSU-Global Library resources and/or outside, credible academic sources other than the textbook, course materials, or other information provided as part of the course materials. You may not use Wikipedia for any CSU-Global assignment. For this assignment, a credible source is defined as:

- A scholarly or peer-reviewed journal article
- A newspaper article
- A trade or industry journal article, publication, or website, including those from trade organizations

Module 5

Critical Thinking: (60 points)

Select only one of the two options below to complete this Critical Thinking Assignment.

Option 1: Prototyping Challenges (60 points)
Prototyping can be an effective means of engaging system stakeholders with a simplified version of a possible final, delivered solution. However, its challenges range from suffering undue influence from vocal stakeholders, to ignoring non-functional requirements such as reliability, availability, and performance. In a 2- to 3-page paper, present prototyping as a logical adjunct to an iterative systems development life cycle. Discuss how to maximize the benefits of prototyping, while avoiding its pitfalls.

Include a title page and reference page. Make sure your paper follows APA style according to the CSU-Global Guide to Writing and APA Requirements. Use two CSU-Global Library resources and/or outside, credible academic sources other than the textbook, course materials, or other information provided as part of the course materials. You may not use Wikipedia for any CSU-Global assignment. For this assignment, a credible source is defined as:

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Option 2: Remote Interviewing Challenges (60 points)

Interviewing stakeholders is a classic approach to requirements gathering. Interviewing remotely using the phone and/or Skype saves travel time and cost, but do these methods produce results that are as good as in-person interviews? What are the challenges of interviewing subjects over the phone, or through Skype, as opposed to in-person interviewing? In a 2- to 3-page paper, discuss the challenges of remote interviewing, and the additional or alternative preparations you might need to make to get sound results from interviews that you conduct remotely.

Include a title page and reference page. Make sure your paper follows APA style according to the CSU-Global Guide to Writing and APA Requirements. Use two CSU-Global Library resources and/or outside, credible academic sources other than the textbook, course materials, or other information provided as part of the course materials. You may not use Wikipedia for any CSU-Global assignment. For this assignment, a credible source is defined as:

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Module 6

Critical Thinking: (70 points)

Select only one of the two options below to complete this Critical Thinking Assignment.

Option 1: Data Flow Diagramming (70 points)

DFDs are process diagrams that emphasize the data consumed, produced, and stored by processes under discussion. Complex processes are decomposed into their constituent elements to reveal the most elemental sub-processes and their use of data atoms. In a 2- to 3-page paper, describe process decomposition and flow balancing so that non-technical participating stakeholders can understand the notation of the DFD and the requirements specification value it contains. Your goal is to ensure that your stakeholders can help you validate your DFD.

Include a title page and reference page. Make sure your paper follows APA style according to the CSU-Global Guide to Writing and APA Requirements. Use two CSU-Global Library resources and/or outside, credible academic sources other than the textbook, course materials, or other information provided as
Option 2: Decision Tables (70 points)

Accurate recording of decision logic is a critical part of requirements collection. Decision tables offer a regular approach to managing the rules (conditions and actions) on which decisions are based. In a PowerPoint presentation of seven to 10 content slides, walk through the discovery and analysis of a simple decision process (e.g., clothing choice for inclement weather). Show conditions and action stubs, and demonstrate the mechanical completeness of the decision table you depict.

In addition to the content slides, include a title slide and a slide citing the resources used. Make sure your PowerPoint presentation follows APA style according to the CSU-Global Guide to Writing and APA Requirements. Use two CSU-Global Library resources and/or outside, credible academic sources other than the textbook, course materials, or other information provided as part of the course materials. (You may not use Wikipedia for any CSU-Global assignment.) For this assignment, a credible source is defined as:

- A scholarly or peer-reviewed journal article
- A newspaper article
- A trade or industry journal article, publication, or website, including those from trade organizations

Module 7

Critical Thinking: (60 points)

Select only one of the two options below to complete this Critical Thinking Assignment.

Option 1: Logical Data Modeling—Employee/Manager Relationships (60 points)

You are modeling the relationship of employees and managers in your organization. One possibility is to show a unary or recursive relationship on the EMPLOYEE entity. How would you model the cardinality of the unary relationship to indicate that an employee has one manager and a manager may have many employees? Draw the model to show that an employee must have a manager. Now draw the model to show that a manager must have at least one employee. What happens if a manager has only one employee assigned, and then that employee is reassigned? Draw the relationship with cardinalities to indicate that a manager may have no employees.

Your organization asks you to create a data model for employees participating in projects. One employee can participate in many projects. One project can have many employees assigned. Your stakeholders want to know the role of each employee on a project. Address the following questions in your paper:

- Which type of entity will help you model this many-to-many relationship?
- Is it possible for a project to have no employees assigned, and how would you model that possibility?
- Is it possible for an employee to be unassigned to any project, and how would you model that possibility?
Deliver this modeling assignment in a 2- to 3-page paper that includes your models and your responses to the questions provided herein. The CSU-Global Library is a good place to find these sources.

Include a title page and reference page. Make sure your paper follows APA style according to the CSU-Global Guide to Writing and APA Requirements. Cite two to three scholarly articles or pertinent trade journal articles to support your choices of logical models. (You may not use Wikipedia for any CSU-Global assignment.) For this assignment, a credible source is defined as:

- A scholarly or peer-reviewed journal article
- A newspaper article
- A trade or industry journal article, publication, or website, including those from trade organizations

**Option 2: Logical Data Modeling for a Communication System (60 points)**

You are modeling an emergency communication system used to contact teachers in case inclement weather emergencies cause delayed openings or closures of the school. You may reach teachers by phone and/or email. The school must have at least one means of contact (phone or email) for each teacher. Each teacher may have more than one of each contact type. Which type of entity would you use in conjunction with the TEACHER entity to model a teacher’s contact information?

You decide to model a CONTACT table with primary key of Teacher-ID and Contact-Info, which is the contact information itself. The school principal, a major stakeholder, tells you she wants to track the area code for each teacher’s phone number(s):

- Will your original modeling concept work? If not, how would you change the model to reflect the principal’s request?
- How many entities would you need to represent the unique attributes of telephone numbers and email addresses so that no entity contained null values?
- The principal reminds you that every teacher must have at least one phone number, but having an email address is not a requirement. Where would you reflect the phone number constraint in your model?

Deliver this modeling assignment as a 2- to 3-page paper that includes your models and your responses to the questions provided herein.

Include a title page and reference page. Make sure your paper follows APA style according to the CSU-Global Guide to Writing and APA Requirements. Cite two to three scholarly articles or pertinent trade journal articles to support your choices of logical models. You may not use Wikipedia for any CSU-Global assignment. For this assignment, a credible source is defined as:

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- A newspaper article
- A trade or industry journal article, publication, or website, including those from trade organizations

The CSU-Global Library is a good place to find these sources.

**CPC-based Comprehensive Exam (50 points)**

The Common Professional Component (CPC)-based Comprehensive Exam is an assessment that measures the foundational knowledge areas of the following programs: Business Finance, Business Integration & Strategic Management, Economics, Information Management Systems, Legal Environment of Business, and Management. The exam is conducted by Peregrine Academic Services, and the exam data will help CSU-Global assess the quality of its academic programs so that the school can improve its programs and provide the best possible educational experience for all students. This is not an individual assessment of...
knowledge, so there is no need to prepare for this exam. But, please take your time and do your best. You have three hours (180 minutes) to complete the exam, though most students are able to finish it in 90-120 minutes. You must complete the exam in one sitting. Additionally, you will not receive an individual grade based on how well you do on the exam, but you will receive 50 points for completing it. These 50 points will factor in as part of your total course grade.

Before starting, read the Frequently Asked Questions document linked on the Week 7 Assignments page for more information about this exam.

Important tips before you access the self-registration page:

- Make sure you allow yourself enough time to complete the exam, especially if you plan to complete it all at one time. (While you have up to three hours to complete the exam, we recommend allowing at least 120 minutes if you plan to finish it all at once.)
- If you do not plan to complete the exam all at one time, save the email you receive upon completing the self-registration process as it provides a link to access the exam again. **Remember to finish the exam within 48 hours of starting it!**
- This is a timed exam. It contains 60 questions, and you have a total of three hours to complete it, which is an average of about three minutes per question. This should be plenty of time. If you need to take breaks, **be sure to completely log out or you will lose time that you need to take the exam. You must log back in within 48 hours to complete the exam.**
- Any technical issues or “locked out” issues need to be addressed through the Peregrine support team, available here: Support@PeregrineAcademics.com

Once you have completed the exam you will receive a confirmation email and PDF certificate. Download and save the certificate to your computer. To receive credit for taking the exam, you must upload the certificate you received to the appropriate dropbox on the Week 7 Assignments page.

Steps for self-registration:

To self-register, please have the following information ready.

- Your CSU-Global email address
- Your degree program
- Your term (such as Spring-A, Winter-C, Fall-B)
- The assessment password: CSUG-1001

To begin the self-registration process, please access the Peregrine Academic Services page for CSU-Global using the following link, and follow the instructions provided there:

http://www.peregrineacademics.com/csu-global

The registration process should take about five minutes to complete. Upon completion of your registration you will receive a confirmation email with your exam/course link for taking the exam.

If you have any problems regarding the registration process, please visit the Peregrine technical support page at:

http://www.peregrineacademics.com/support.

Thank you for your efforts in helping CSU-Global ensure the highest quality of its academic programs!
Portfolio Project

Select only one of the two options below to complete your Portfolio Project assignment for this course.

Option 1: Total Cost of Ownership Analysis for Acquiring a Data Integration Solution (300 points)

Background

You are an IT consultant advising your client, Boffo Research, a research and advisory firm covering the consumer technology market sector. Boffo gathers its research data by manually collecting online reviews of consumer electronic products, scanning social media sites for consumer product reviews, publishing online surveys and recording results, performing interviews with consumer electronics vendors, and operating an in-house laboratory where consumer electronics are tested and the results recorded.

Boffo’s analysts then manually copy the results into spreadsheets; review and analyze data from these disparate sources; and prepare business intelligence reports on market trends, vendors to watch, product comparisons, and similar analyses. Boffo’s research clients include buyers for wholesale and retail establishments, and the product vendors themselves.

Boffo has a small in-house software development and testing team that maintains and enhances the accounting, order processing, and research subscription solutions they developed through the years.

Assignment

The explosive volume of new consumer electronic products, online reviews, and social media comments has overwhelmed Boffo’s manual data collection and integration approach. Boffo’s management has asked you to study how to automate collecting online data and integrating it into the structured data produced from in-house laboratory testing.

You plan to investigate commercial data virtualization solutions installed in house, open source alternatives for adoption and customization in house, and the purchase of a turnkey, custom-designed solution to be produced by offshore outsourcing vendors. Your deliverables for Boffo will include:

- A solution-acquisition project plan covering the high-level activities of gathering requirements, producing a requirements specification document, and preparing and distributing a Request For Proposal (RFP) to data virtualization vendors and offshore outsourcing vendors.
- A set of data flow diagrams that describe the processes of capturing input data (including online reviews from websites, relevant tweets from Twitter, and the structured data from Boffo’s in-house laboratory), and the processes of integrating data from the input sources for use by Boffo’s research analysts.
- A Strengths, Weaknesses, Opportunities, and Threats (SWOT) analysis comparing and contrasting the risks, rewards, and readiness of Boffo for each form of solution acquisition.
- A three-year Total Cost of Ownership (TCO) study prepared in an Excel spreadsheet. Consider the costs of initial acquisition, implementation, testing, training, change management, maintenance, and enhancement. Include human resource expenses, and storage and server costs for development, test, and production environments for work performed in house.

Include a title page and reference page. Make sure your paper follows APA style according to the CSU-Global Guide to Writing and APA Requirements. Use three CSU-Global Library resources and/or outside academic sources other than the textbook, course materials, or other information provided as part of the course materials. (You may not use Wikipedia for any CSU-Global assignment.) For this assignment, a credible source is defined as:
Option 2: New Order Processing System (300 points)

Background
You are a systems analyst working for Laggard, Inc. (Laggard), a wholesale distributor of bulk vitamins and fine chemical food additives. Laggard has stayed way behind the IT industry evolutionary curve. The company relies on a software suite they developed more than 40 years ago. You have convinced the Laggard management to investigate replacing this legacy software before the hardware on which it runs can no longer be repaired.

You think the system at greatest risk for failure is the order processing system. Here is how it works today. A bank of telephone operators takes sales order calls from customers, transcribes the orders onto coding forms, and sends them to the keypunch department for encoding. During the night shift, computer operators run batch jobs to read in the orders, check customer credit, and print stock pick lists for those customers with good credit. If the batch jobs detect problems with customer identification, shipping addresses, credit, or any other issue, the errors print on an order reject report that is routed to sales, order processing, and inventory managers for review and resolution. Pickers, packers, and shippers annotate the pick list report that is used as a turnaround source document for updating inventory, customer records, and accounts receivable.

Laggard’s aging software development team is nearing retirement. However, the members are still available to answer questions about the existing order processing solution. Relevant business people from the sales, order processing, and inventory management teams are also available to you.

Assignment
To get the modernization ball rolling, you will gather requirements for a new order processing solution, structure the requirements, and ensure they are correct. In addition, you will expose Laggard to web-based applications and mobile computing access. You are eager to get started, before the software team retires and the aging hardware fails. Here are your deliverables for this assignment:

- Produce a legacy system replacement Baseline Project Plan (BPP) for Laggard. Begin with gathering and structuring requirements and end with a web-based order-processing prototype. Make note of the business and technology roles that will participate in various phases of the project, and be sure to include multiple review cycles for requirements review.
- Create a one-page project scope statement explaining why Laggard needs this project.
- Laggard management is risk-averse, so develop a project feasibility study of 2 to 3 pages in MS Word or PowerPoint examining the economic, operational, technical, schedule, legal/contractual, and political risks. Use your existing business or life experience to propose likely risks and mitigations. Stick to the two or three greatest risks in each category.
- Interview sales, order processing, and inventory management team members, and develop an “as-is” data flow context diagram and a two-level drill down showing external entities, processes, data flows, and data stores.
- Create the “to-be” DFD set indicating how online-oriented processes will replace batch processes.
- Develop the “as-is” and “to-be” ERDs showing that the “to-be” ERD has multiple ship-to addresses for each customer account, and that orders may have an unlimited number of line items. The “as-is” ERD does not have these flexibilities. Note which entity or entities correspond to which DFD data stores.
- Write an **MS Word document** or create a **PowerPoint presentation** describing:
  1. an order entry system interface and dialog design specification
  2. the simplest success dialog sequence scenario for entering an order
  3. two more complex success scenarios
4. two failure scenarios
5. how the failure scenarios relate to the order reject report from the current batch process

- This document will be the interface specification for the order processing prototype you described in the project plan.

Include title and reference pages or slides, as applicable. Make sure your paper or slide presentation follows APA style according to the CSU-Global Guide to Writing and APA Requirements. Use three CSU-Global Library resources and/or outside academic sources other than the textbook, course materials, or other information provided as part of the course materials. You may not use Wikipedia for any CSU-Global assignment. For this assignment, a credible source is defined as:

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Course Grading

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<tr>
<td>A</td>
<td>95.0 – 100</td>
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<tr>
<td>A-</td>
<td>90.0 – 94.9</td>
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<tr>
<td>B+</td>
<td>86.7 – 89.9</td>
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<tr>
<td>B</td>
<td>83.3 – 86.6</td>
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<td>C</td>
<td>70.0 – 74.9</td>
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<td>D</td>
<td>60.0 – 69.9</td>
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<td>F</td>
<td>59.9 or below</td>
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In-Classroom Policies
For information on late work and incomplete grade policies, please refer to our In-Classroom Student Policies and Guidelines or the Academic Catalog for comprehensive documentation of CSU-Global institutional policies.

Academic Integrity
Students must assume responsibility for maintaining honesty in all work submitted for credit and in any other work designated by the instructor of the course. Academic dishonesty includes cheating, fabrication, facilitating academic dishonesty, plagiarism, reusing/re-purposing your own work (see CSU-Global Guide to Writing and APA Requirements for percentage of repurposed work that can be used in an assignment), unauthorized possession of academic materials, and unauthorized collaboration. The CSU-Global Library provides information on how students can avoid plagiarism by understanding what it is and how to use the Library and Internet resources.

Citing Sources with APA Style
All students are expected to follow the CSU-Global Guide to Writing and APA Requirements when citing in APA (based on the APA Style Manual, 6th edition) for all assignments. For details on CSU-Global APA style, please review the APA resources within the CSU-Global Library under the “APA Guide & Resources” link. A link to this document should also be provided within most assignment descriptions on your course’s Assignments page.

Disability Services Statement
CSU–Global is committed to providing reasonable accommodations for all persons with disabilities. Any student with a documented disability requesting academic accommodations should contact the Disability Resource
Coordinator at 720-279-0650 and/or email ada@CSUGlobal.edu for additional information to coordinate reasonable accommodations for students with documented disabilities.

Netiquette
Respect the diversity of opinions among the instructor and classmates and engage with them in a courteous, respectful, and professional manner. All posts and classroom communication must be conducted in accordance with the student code of conduct. Think before you push the Send button. Did you say just what you meant? How will the person on the other end read the words?

Maintain an environment free of harassment, stalking, threats, abuse, insults or humiliation toward the instructor and classmates. This includes, but is not limited to, demeaning written or oral comments of an ethnic, religious, age, disability, sexist (or sexual orientation), or racist nature; and the unwanted sexual advances or intimidations by email, or on discussion boards and other postings within or connected to the online classroom.

If you have concerns about something that has been said, please let your instructor know.