

Syllabus  
**BIS3066 Big Data Management**  
Kevin Johnston  
Winter Semester 2021/2022

|                              |  |
|------------------------------|--|
| <b>Level</b>                 | Bachelor   |
| <b>Credits</b>               | 3 ECTS-credits   |
| <b>Student Contact Hours</b> | 90   |
| <b>Workload</b>              | The workload for course corresponds to 3 ECTS-credits for a total of about 90 hours.                               |
| <b>Prerequisites</b>         | Proof of English language skills. A laptop with a microphone and camera, high-speed internet, Moodle and MS Teams. |
| <b>Time</b>                  | <b>Monday</b> , then <b>Tuesdays</b> and <b>Thursdays</b> from <b>13:45 to 17:00</b>                               |
| <b>Room</b>                  | <b>W</b>   |
| <b>Start Date</b>            | <b>22 November 2021</b>  |
| <b>Lecturer</b>              | <b>Name</b> Kevin Johnston   |
|                              | <b>Office</b>  |
|                              | <b>Virtual Office</b> <b>MS Teams</b>  |
|                              | <b>Office Hours</b> <b>Tuesdays</b> from <b>13:30 to 13:45</b> or by appointment                                   |
|                              | <b>Phone</b> +27 (83) 415 0892   |
|                              | <b>Email</b> Kevin.johnston@uct.ac.za  |

### 1.3 Summary

The course aims to provide students with an understanding of the complexities and issues involved with Big Data Management. Before data can be turned into useful information, it needs to be managed both on-premises and in clouds. Data management involves looking for and finding patterns, and how to effectively manage and use information.

Big Data is continually expanding, and business and IT professionals need to understand what Big Data is, how it works, what it's potential is, and how to use and manage Big Data to improve business. Clive Humby said, "data is the new oil", data is what makes businesses work. Data is the foundation of a business' information, knowledge, and wisdom for making decisions and taking actions. If the data is relevant, complete, accurate, meaningful, and actionable, it will help the business grow.

### 1.4 Outline of the Course

The course is based on the second edition of the Data Management Associations (DAMA) Guide to the Data Management Body of Knowledge (DAMA-DMBOK2).

All students will be expected to participate in the discussions and will be evaluated on their contributions made in class. All students are expected to bring AT **LEAST ONE mobile device** to each seminar, which **MUST** be on at all times. Each student is expected to have a **device** with a microphone and camera, high-speed **internet**, with Moodle and MS Teams. All formal documentation such as the Syllabus, lecture slides, group structures, and submissions will be in Moodle, while all online lectures, teamwork, chats etc will be on MS Teams.

All students will be expected to read, research, pose **problems** and questions, develop and **submit answers** to questions in class. The instructor may give guidelines and additional literature sources.

One or more students will be pre-selected to source a **video (maximum of 5 minutes)** which explains the seminar topic. The students should **email the URL** of the Video to the Academic at least **24 hours before the seminar**.

#### **DURING each Seminar (45 minutes):**

1. The instructor will usually give a **lecture** of a **maximum of 35 minutes**. The lecture will provide a theoretical background and raise questions.
2. The video sourced by the pre-selected student(s) will be shown (**5-minute maximum**).
3. There will then be an **open session** of **5-10 minutes** to discuss, ask and answer questions on the **topic**, which will be documented by a student **Scribe**.

The seminar approach is based on interactivity, so each student should come prepared to ask questions and suggest answers.

## 1.5 Course Intended Learning Outcomes and their Contribution to Program Intended Learning Outcomes / Program Goals

Note: Where Learning Outcomes share an assessment, the percentage for that assessment is only shown the first time the assessment is mentioned.

| Program Intended Learning Outcomes  | Course Intended Learning Outcomes   | Assessment Methods |            |            |              |
|---|---|--------------------|------------|------------|--------------|
|   |   | Presentation       | Project    | Essay      | Presentation |
| After completion of the program the students will be able...  | After completion of the course the students will be able....  | 50%                | 10%        | 20%        | 20%          |
|   |   | Collective         | collective | Individual | Individual   |
| <b>1 Expert Knowledge</b>   |   |                    |            |            |              |
| 1.1 ...to demonstrate their distinguished and sound competencies in General Business Administration.  | ...to understand the Data Management Framework and the Data Management Body of Knowledge (DMBOK).<br>...to appreciate the role, importance and value of Data management to businesses.  | X                  |            |            |              |
| 1.2 ...to solve business problems based on profound data research skills and by applying quantitative methods.  | ...to demonstrate research skills in asking and answering questions in class, developing presentations, and in sourcing videos.   | X                  |            |            | X            |
| <b>2 Digital Skills</b>   |   |                    |            |            |              |
| 2.1 ...to know and understand relevant IT software tools used in business and their features and have a solid understanding of digital technologies.                              | ...to describe some of the types, activities and tools used in data modelling and design.<br>...to understand some of the tools and techniques used in data storage and operations.<br>...to understand the complexity of data integration.<br>...to be aware of and use various Data Management tools and templates. | X                  |            | X          | X            |
| 2.2 ...to effectively use and apply information systems to develop solutions in business settings.  | ...to have worked in project teams to collect, clean, analyse and present findings from a big data management case study.<br>...to have completed an individual workshop on managing one's personal data, by mapping their data inventory, data protection processes, data and device practices.                      |                    | X          | X          |              |
| 2.3 ...to effectively use digital technologies to interact, to collaborate and to communicate.  | ...to effectively use digital technologies to interact, to collaborate and to communicate.  | X                  | X          |            |              |
| 2.4 ...to handle the professional use of digital technologies in a responsible manner.  | ...to describe the major considerations for successful data governance and data architecture.   | X                  |            |            | X            |
| <b>3 Critical Thinking and Analytical Competence</b>  |   |                    |            |            |              |
| 3.1 ...to implement adequate methods in a competent manner and to apply them to complex problems.   | ...to have completed two team based workshops, one on data management tools and templates, and one on visualisation.  |                    | X          |            |              |
| 3.2 ...to critically reflect and interpret findings and to develop comprehensive solutions for complex problems.  | ...will have submitted a reflection piece.  |                    |            | X          |              |
| <b>4 Ethical Awareness</b>  |   |                    |            |            |              |
| ...to develop sound strategies in the areas of ethics, sustainable development and social responsibility and are able to apply them to typical economic decision-making problems. | ...to understand the critical role of ethics in data handling.<br>...to describe the importance of data security.   | X                  | X          |            |              |
| <b>5 Communication and Collaboration Skills</b>   |   |                    |            |            |              |
| 5.1 ...to express complex issues effectively in writing.  | ...to act as a scribe by taking notes during a lecture.   |                    |            | X          |              |

|                               |   |  |   |   |  |   |
|-------------------------------|---|--|---|---|--|---|
| 5.2                           | ...to demonstrate their oral communication skills in presentations.             | ...to have worked in a team to select a data set, define questions, collect, clean and analyse the data, then present the results.   | X |   |  |   |
| 5.3                           | ...to work successfully in a team by performing practical tasks.                | ...to have worked in a team to select a data set, define questions, collect, clean and analyse the data, then present the results.   | X |   |  |   |
| <b>6 Internationalization</b> |   |  |   |   |  |   |
| 6.1                           | ...to understand and explain business challenges in an international context.   | <p>...to understand the lifecycles of document and content management.</p> <p>...to describe the difference between reference and master data, and be aware of MDM activities.</p> <p>...to understand data warehousing and related concepts.</p> <p>...to describe the essential concepts of metadata management and data quality.</p> <p>...to understand the drivers and concepts of big data and data science.</p> <p>... to understand business intelligence and virtualization.</p> <p>...to understand the idea of data management maturity, and organisational expectations.</p> | X | X |  |   |
| 6.2                           | ...to articulate themselves in a professional manner in international business. | ...will have worked in a team to select a data set, define questions, collect, clean and analyse the data, then present the results.   | X |   |  | X |

## 1.6 Teaching and Learning Approach

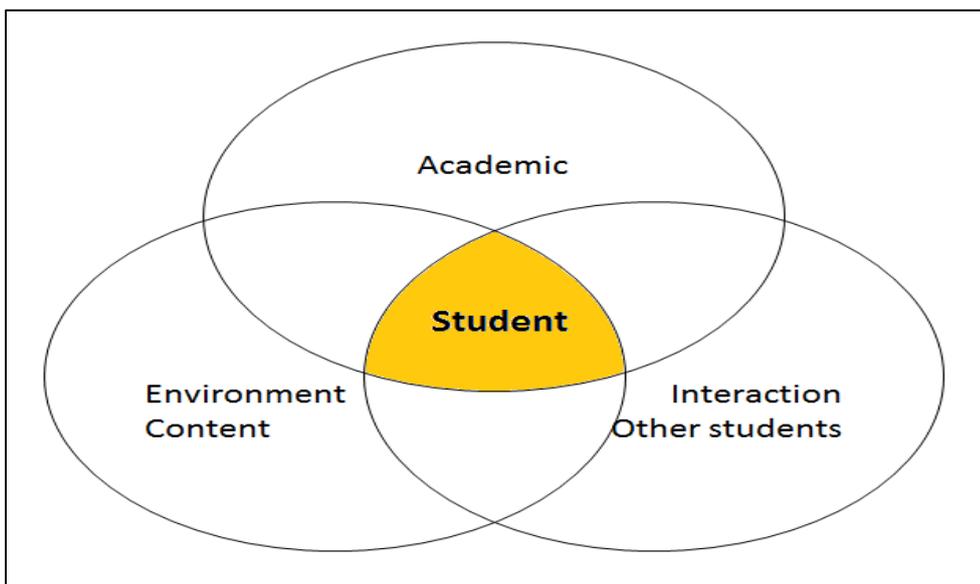
I expect each of us to learn and grow during our time together. I do not believe anyone knows all the answers, but I believe that everyone has questions. I believe that learning begins with an inquiry, with questions. I hope to get students to develop and ask questions that stimulate debate, provoke reflection, get useful information, and initiate action.

I believe that there are no stupid questions, only stupid answers. I wish to make students comfortable to ask insightful questions.

If you have any problems or questions, please speak up, or e-mail as soon as you possibly can. The longer you wait the fewer options we have to help you.

***The course is as Green as possible, there are no paper hand-ins or hand-outs – all deliverables and documents are electronic on Moodle.***

The course follows a constructivist learning approach, which puts the student at the centre of active learning as shown below. Learning is not a passive activity in which students acquire knowledge, rather it is an active approach in which students find, contextualize and process information to construct knowledge. The student is expected to draw on their personal experiences, interact and draw on the personal experiences of fellow students, interact with the academic, and the environment to source information and to develop knowledge.



This course uses five approaches to ensure the student is active in constructing knowledge.

1. Supported learning – providing scaffolding and bite-sized chunks plus feedback. Students are provided with readings.
2. Exploratory learning – students are encouraged to explore and discover new knowledge, to source videos.
3. Collaborative learning – students obtain multiple perspectives and critical thinking skills, and collaborate in teams to produce presentations.
4. Problem-based learning – students are encouraged to post problems, questions as well as answers on the topics.
5. Evidence-Based Management (EBM) or practice, which uses four main sources of evidence: Scientific literature, Professional expertise, internal organisational data, and Stakeholders values and concerns. The EBM approach is Ask, Acquire, Appraise, Apply and Assess.

## 1.7 Literature and Course Materials

There is no prescribed textbook, but the course is based on the second edition of the Data Management Associations (DAMA) Guide to the Data Management Body of Knowledge (DAMA-DMBOK2). Students are expected to find and read a range of Journal articles and academic literature on the internet.

## 1.8 Assessment

|   |             |
|---|-------------|
| <b>Individual Participation/Answers/Questions</b> in seminars | 10%         |
| <b>Individual Scribe</b> in Seminars                          | 10%         |
| <b>Group Case Presentations (8-10 min each team)</b>          | 10%         |
| <b>Individual Assignment on Managing my personal data</b>     | 5%          |
| <b>Group workshop submissions (two workshops)</b>             | 10%         |
| <b>Group Project Presentation (20 minutes each team)</b>      | 40%         |
| <b>Individual Videos</b> in Seminars                          | 10%         |
| <b>Individual Reflections</b>                                 | 5%          |
| <b>Total</b>  | <b>100%</b> |

*Marks are gained from each activity performed.*

All of the preparation and assessment tasks are data management related. Participation in seminars is to be recorded and documented by a designated Scribe.

### Participation/Discussion/Questions in Seminars (10%)

Participation by students in discussions and questioning is core to this course. All students are expected to participate in the **discussions** and to **search for and find information relevant to the topics under discussion**.

Effective participation is only possible by regular and active participation. Students should be prepared to **ask questions and give answers**. **All students will be expected to participate in the discussions, and will be evaluated on their contributions made during the course**. Asking questions is an important part of this course. Students will not gain marks simply by asking an obligatory question or two, nor will marks be based on the number of questions or comments made. Marks will be gained by asking open-ended questions which cause fellow students to think and grow. Participation grades will reflect the total impact the student has had on the class over the course, through significant and insightful comments, and a demonstration of good problem-solving and analytical skills. **Finding relevant and recent technological examples and showing these to the class will be rewarded**. Leadership is not knowing all the answers, it is knowing which questions to ask, to whom, and listening to the answers. Peter Drucker once said, "The leader of the future will be a person who asks."

Each question and answer will be assessed and given a mark (1-5), based on the following criteria:

*5 - Excellent, demonstrates knowledge, understanding, insight, and or creativity.*

*4 - Very good, could be clearer and or shorter but covered key points, one or two minor faults/omissions.*

*3- Good answer, most points covered, shows some knowledge of the subject matter, perhaps some application.*

*2- Shows some knowledge of the subject matter, but no application.*

*1- Meaningless, nothing relevant, a token gesture.*

*0- No submission.*

## Scribe in Seminars (10%)

The function of the Scribe is to take notes during the lecture, NOT to summarise the lecture. Students will have access to the slides in Moodle.

The Scribe should **manage** and **organise** the following **data**:

- **Important** points
- **Links** between related ideas
- Anything you didn't understand or want to **question further**
- Anything you thought was **really interesting** and want to read more about
- Summarise any questions from students, discussions, and answers

Even outside the lecture room, you will find this skill useful throughout life, especially when you work. Note-taking in which the data is then organised and managed can help you to keep track of your priority tasks, understand the process to complete your tasks, and meet deadlines.

The Scribe must upload a summary to Moodle (or email to KJ) within 24 hours. The 10% is allocated to how well a student performs his or her Scribe tasks, and when they uploaded or emailed their summary.

You can find some ideas and ways of taking notes as a scribe at <https://libguides.hull.ac.uk/notetaking/lectures>.

## Case Presentation (10%)

Marks for teamwork and team presentations are to be **shared equally** among all members of the team. Students will work in project teams to become familiar with big data management, through an example of a case study. The case study will be handed out in a seminar and is to be carried out in teams. The presentations should be **structured**, and **applied**, and include an **e-Poster**. An important aspect of the deliverable is how the **data is managed** and organized in the presentation. The presentations should use relevant theory or models. The projects should follow the following process:

- Step 1: Define **Questions**.
- Step 2: **Collect** data.
- Step 3: **Clean/filter** the data
- Step 4: **Analyze the Data**.
- Step 5: **Share** and Interpret Results.

The presentation must be complete in a maximum of 10 minutes. **Presentations and e-Posters must be emailed to kevin.johnston@uct.ac.za by midday on 26/04/2021**. Points are awarded based on a 5 (or 10 or 15) point scale, where 1=poor, 2= fair, 3= approaches expectation, 4= meets expectation, and 5= exceeds expectation.

| Issue   | Mark          |
|---|---------------|
| <b>Data management (25%)</b>                    | <b>.../25</b> |
| Visual Aids/Delivery                            | 1-5           |
| Structure – introduction, conclusion, storyline | 1-5           |
| e-Poster - Questions, Results                   | 1-10          |
| Time Keeping (maximum 10 minutes)               | 1-5           |
| <b>Content (75%)</b>                            | <b>.../75</b> |
| Introduction                                    | 1-5           |

|  |      |
|--|------|
| Case Overview  | 1-5  |
| Define Questions                                     | 1-10 |
| Collect Data, Data Ethics & Security                 | 1-10 |
| Clean/Filter Data                                    | 1-10 |
| Analyse The Data                                     | 1-15 |
| Results (Visualisation)                              | 1-15 |
| Presence, interest, variety, appeal, quality, humour | 1-5  |

### Managing my personal data (5%)

Students are required to complete an individual workshop on managing ones personal data. Managing data helps reduce risks and ensure access to one's data. This individual project requires each student to complete and submit a document (possibly an Excel spreadsheet) covering the four steps of:

1. Map Out Personal Data Inventory
2. Data Protection Processes
3. Data Practices
4. Device Practices

**The document must be emailed to kevin.johnston@uct.ac.za by midnight on 14/04/2021.**

The Document will be marked based on the following criteria:

- 5 – Excellent, demonstrates knowledge, understanding, insight, and or creativity.*
- 4 – Very good, could be clearer and or shorter but covered key points, one or two minor faults/omissions.*
- 3- Good answer, most points covered, shows some knowledge of the subject matter, perhaps some application.*
- 2- Shows some knowledge of the subject matter, but no application.*
- 1- Meaningless, nothing relevant, a token gesture.*
- 0- No submission.*

### Workshop submissions (10%)

Two workshops involve teamwork. Marks for teamwork is to be **shared equally** among all members of the team. Students will work in teams to complete and submit work for two workshops. Each workshop is to count 5% towards the total mark. Details of each workshop will be handed out in the workshop, together with a document to submit work completed. The deadline for document submission will be midnight of the day the document was handed out – no late submissions will be considered. An important aspect of the deliverable is how the data is managed and organised.

Each workshop will be assessed and given a mark (1-5), based on the following criteria:

- 5 – Excellent, demonstrates knowledge, understanding, insight, and or creativity.*
- 4 – Very good, could be clearer and or shorter but covered key points, one or two minor faults/omissions.*
- 3- Good answer, most points covered, shows some knowledge of the subject matter, perhaps some application.*
- 2- Shows some knowledge of the subject matter, but no application.*
- 1- Meaningless, nothing relevant, a token gesture.*
- 0 – No submission.*

## Project Presentation (40%)

Marks for teamwork and team presentations are to be **shared equally** among all members of the team. Students will work in project teams to become familiar with Big Data Management. The subject of the case study will be handed out in class, and the project is to be carried out in teams. The presentations should be **structured**, and **applied**, and include an **e-Poster**. **The e-poster and Powerpoint presentation must be emailed to kevin.johnston@uct.ac.za by midday on 21 June 2021.** An important aspect of the deliverable is how the **data is managed** and organized in the presentation. The presentations should use relevant theory or models. The projects should follow the following process:

### Select a Data Set(s).

Step 1: Define **Questions**.

Step 2: **Collect** data.

Step 3: **Clean/filter** the data

Step 4: **Analyze the Data**.

Step 5: **Share** and Interpret Results.

The presentation must be complete in a maximum of 20 minutes. Points are awarded based on a 5 (or 10 or 15) point scale, where 1=poor, 2= fair, 3= approaches expectation, 4= meets expectation, and 5= exceeds expectation.

| Issue  | Mark          |
|--|---------------|
| <b>Data management (25%)</b>   | <b>/25</b>    |
| Visual Aids/Delivery   | 1-5           |
| Structure – introduction, conclusion, storyline  | 1-5           |
| Poster – Title, Aim/motivation, Value  | 1-10          |
| Time Keeping (maximum 10 minutes)  | 1-5           |
| <b>Content (75%)</b>   | <b>.../75</b> |
| Introduction   | 1-5           |
| Case Overview  | 1-5           |
| <b>Define Questions</b>  | 1-15          |
| <b>Collect.</b> Explain how data was identified, verified and collected from external sources.   | 1-5           |
| <b>Clean.</b> Explain the tools and processes used to clean and filter data.   | 1-10          |
| <b>Analyze</b> – explain how data from internal and external sources were <b>analysed</b> , how data were examined and categorized, how patterns and relationships were explored.  | 1-15          |
| <b>Results.</b> Share the tools selected and used for analysis and intelligence. Share insights and recommendations. Defend opinions and decisions and justify a course of action by making judgments, and proposals of how results could be leveraged, next steps, and predictions. | 1-15          |
| Presence, interest, variety, appeal, quality, humour   | 1-5           |

## Videos in Seminars (10%)

The student(s) must carry out a focused search for a **recent** and **relevant** academic/business video which contains a succinct, focused and relevant **contextualization** and **definition** of the topic. The URL of the Video must be emailed to KJ at least **24 hours prior to the seminar**.

Videos will be marked according to the following table:

|             |             |        |        |        |
|-------------|-------------|--------|--------|--------|
| Excellent 5 | Very Good 4 | Good 3 | Fair 2 | Poor 1 |
|-------------|-------------|--------|--------|--------|

|  |  |   |   |   |
|--|--|---|---|---|
| An excellent video containing a succinct focused and relevant contextualization and definition. Key concepts identified and explained. | A very good video containing clear and relevant contextualization and definition. Key concepts identified and explained. | A good video containing good contextualization and definition. Key concepts identified and explained, with a small amount of irrelevant material. | A video which is weak in contextualization, and definition. Key concepts not clearly identified or explained. | A poor video which is unclear or poor in contextualization, and definition. A fair amount of irrelevant material. |
|--|--|---|---|---|

## Reflection (5%)

Reflection is not simply reporting events, reflection shows some analysis, explores motives for views/behaviour, reflection can be critical of views/actions. Reflection contains an element of 'standing back' from an event/issue, and reflection recognizes that one's frame of reference can change. Reflection also takes the views and motives of others into consideration and considers them against one's views and motives. Reflection recognizes that previous experience, thoughts, socialization, background etc., interact with the production of one's behavior. Students are expected to submit a reflection piece (maximum 250 words) **by midday 28 June 2021**. All students are invited and encouraged to **reflect on two issues** (a & b):

- What are the two-four most important things I learned in this course?
- Did the course change any of my opinions, which ones, and how?

Each reflection will be assessed and given a mark (5-1), based on the following criteria:

*5 - Excellent, critical reflection which takes account the socio-political context in which events take place and decisions are made (roles, relationships, responsibilities, gender, ethnicity, etc.).*

*4 - Very good, a dialogic reflection which is a form of discourse with one's self, mulling over reasons and exploring alternatives (I wonder...? perhaps ...? maybe...?).*

*3- Good, descriptive reflection which provides reasons (often based on personal judgement), although only in a reportive way (I did x because y).*

*2- Fair, descriptive, but not reflective, merely reporting events with no attempt to provide reasons (I did x; s/he said y).*

*1- Poor – neither descriptive nor reflexive.*

*0- No reflection.*

## 1.9 Schedule

The planned schedule is as follows:

| Day; Date; Times         | #  | Topic  | Text |
|--------------------------|----|--|------|
| Mon; 22/11; 13:45 14:30  | 1  | Introductions  |      |
| Mon; 22/11; 14:30 15:15  | 2  | Allocation of Teams & Case Studies                     |      |
| Mon; 22/11; 15:30 16:15  | 3  | BD, BA & BI  | 1    |
| Mon; 22/11; 16:15 17:00  | 4  | Defining Essential Concepts                            | 1    |
| Tue; 23/11; 13:45 14:30  | 5  | Data Handling Ethics                                   | 2    |
| Tue; 23/11; 14:30 15:15  | 6  | <b>Workshop: Data Management tools &amp; templates</b> |      |
| Tue; 23/11; 15:30 16:15  | 7  | Data Governance (MDM)                                  | 3    |
| Tue; 23/11; 16:15 17:00  | 8  | Data Architecture                                      | 4    |
| Thur; 25/11; 13:45 14:30 | 9  | Data Modeling & Design                                 | 5    |
| Thur; 25/11; 14:30 15:15 | 10 | <b>Workshop: Managing Personal data</b>                |      |
| Thur; 25/11; 15:30 16:15 | 11 | Data Storage & Operations                              | 6    |
| Thur; 25/11; 16:15 17:00 | 12 | Data Security  | 7    |

|   |    |   |       |
|---|----|---|-------|
| Mon; 29/11; 12:00   |    | <b>Presentations &amp; e-Posters to be emailed to kevin.johnston@uct.ac.za by midday on 29/11/2021.</b> |       |
| Tue; 30/11; 13:45 14:30   | 13 | CASE PRESENTATIONS – 10min each (3 groups)  |       |
| Tue; 30/11; 14:30 15:15   | 14 | CASE PRESENTATIONS – 10min each (3 groups)  |       |
| Tue; 30/11; 15:30 16:15   | 15 | Handout & Discuss Presentations & Project Case  |       |
| Tue; 30/11; 16:15 17:00   | 16 | Data integration & Interoperability   | 8     |
| Thur; 02/12; 13:45 14:30  | 17 | Document & Content Management   | 9     |
| Thur; 02/12; 14:30 15:15  | 18 | Reference & Master Data (MDM)   | 10    |
| Thur; 02/12; 15:30 16:15  | 19 | Data Lakes & Data Warehouses  | 11    |
| Thur; 02/12; 16:15 17:00  | 20 | Metadata management   | 12    |
| <b>PROJECTS emailed to kevin.johnston@uct.ac.za by noon on 06 December 2021</b> |    |   |       |
| Mon; 06/12; 12:00   |    |   |       |
| Tue; 07/12; 13:45 14:30   | 21 | Data Quality (MDM)  | 13    |
| Tue; 07/12; 14:30 15:15   | 22 | Big Data & Data Science   | 14    |
| Tue; 07/12; 15:30 16:15   | 23 | Business Intelligence   | 11&14 |
| Tue; 07/12; 16:15 17:00   | 24 | Visualization   | 14    |
| Thur; 09/12; 13:45 14:30  | 25 | Maturity & Data Management software   | 15    |
| Thur; 09/12; 14:30 15:15  | 26 | Change Management   | 17    |
| Thur; 09/12; 15:30 16:15  | 27 | PROJECT PRESENTATIONS – 2 groups: 20 min each   |       |
| Thur; 09/12; 16:15 17:00  | 28 | PROJECT PRESENTATIONS – 2 groups: 20 min each   |       |
| Fri; 10/12; 12:00   |    | <b>Reflections emailed to KJ by noon on 10 December 2021</b>  |       |

### 1.10 Academic Integrity and Student Responsibility

The University considers **plagiarism** to be the **deliberate passing off of another person's work as though it was your own.** and will **NOT be tolerated.** **At the very least, you would get zero for your work, and we would request that you withdraw** from the Course.

Since so much of the course mark is awarded for work done outside of our direct control, a great deal of trust is involved. We, therefore, view plagiarism in the same way as we do cheating in examinations. Similar rules apply to all student work such as projects, essays and other assignments.

Some examples of what we would consider being plagiarism are:

- You **downloaded** material from the Internet and submitted it as your own work
- You downloaded material from the Internet and **copied** whole **paragraphs** or pages of text into your assignment, but you edited them slightly so they fitted in. You might have written other parts of the assignment yourself, but chunks of it are made up of copied material.
- You found a few articles or books that say everything you need. You designed the structure of the assignment yourself and wrote quite a bit of it. But one or two sections are almost **word-for-word** from the articles or books you used. You did this because they said things in a way you felt you could not improve upon.
- You acquired assignments from previous year's students and used them in the manner described above.
- Someone else wrote all (or part of) the assignment or project for you, either as a favour or for some kind of reward.
- Falsifying or manufacturing (creating) of any data.

***So what would the consequences of plagiarism be?*** At the very least, you would get **zero for your assignment/submission**, you will have to **appear before the Dean**, and we would request that you **withdraw from the Course**. In cases where blatant copying has taken place, we would take disciplinary action, which could result in **suspension or expulsion** from the University.

### ***What is acceptable?***

Part of the objective of the course is for you to find lots of other material. All we ask is that you use it in an ethical, honest and scholarly way. This requires you to be able to analyse and discuss a broad selection of the material you found, and that you *reference* the material you use!

Acceptable use of another person's material at undergraduate level means that the assignment structure, layout and contents are all your own work. AND

- You used no more than one directly quoted paragraph per page, and you referenced the author as per APA 7<sup>th</sup> guidelines
- You used ideas, phrases, concepts, diagrams and statements already stated by others, but you rewrote them in your own words AND you referenced them
- You have quite a lot of references on each page, but they are taken from several different sources. (If they are all from the same source, then you have relied too heavily on that source!)

### **1.11 Code of Conduct for online Teaching**

[Link to the Code of Conduct for online Teaching](#)

### **1.12 Teaching Philosophy**

The course follows a constructivist learning approach, which puts the student at the centre of active learning as explained in the Teaching and Learning Approach section.

### **1.13 Additional Information**

Prof. KA Johnston will be available before and after seminars. For a meeting please email [kevin.johnston@uct.ac.za](mailto:kevin.johnston@uct.ac.za) or WhatsApp +27 (83) 415 0892.

### **Disclaimer**

While every effort has been made to be as accurate as possible in this document, it sometimes happens that changes occur – particularly dates. If in doubt, please check with Kevin Johnston or the Course Administrators.