

## Writing Prompts for IT Technicians

Excerpts from: Pomykalski, J. J. (2006). Constructing integrated writing assignments for the IS curriculum. *Journal of Information Systems Education*, 17(2), 171-183. Retrieved from [https://www.researchgate.net/profile/James\\_Pomykalski/publication/268514668\\_Constructing\\_Integrated\\_Writing\\_Assignments\\_for\\_the\\_IS\\_Curriculum/links/546e38e10cf2b5fc176070b7.pdf](https://www.researchgate.net/profile/James_Pomykalski/publication/268514668_Constructing_Integrated_Writing_Assignments_for_the_IS_Curriculum/links/546e38e10cf2b5fc176070b7.pdf)

Written Reflection on IT and Privacy  
(From Pomykalski, 2006, page 4):

WA4. Individual privacy issues are the subject of ongoing debates in many organizations as well as in US and International legislative bodies (LU #208). Issues regarding security vs. privacy can be the focal point of a writing assignment on the balance of privacy vs. security from an organizational perspective. Students should examine the ways companies (or even governments) deal with this issue (e.g., in the US, the examination of HIPAA or USA Patriot Act.), how companies set and maintain electronic mail policies, or how policies for appropriate use and monitoring of Internet capabilities (LU #203 and #206) are developed. Note: HIPAA, which stands for the Health Insurance Portability and Accountability Act, created, for the first time, national standards—in the United States—to protect individual medical records and other personal health information (<http://www.hhs.gov/ocr/hipaa/>). The USA Patriot Act was passed soon after the events of September 11, 2001, to improve the counter terrorism efforts of the United States government (<http://www.lifeandliberty.gov/highlights.htm>).

Create a Statement of Work after Client Meeting  
(from Pomykalski, 2006, page 8):

WA1. Dealing with clients—even if it happens to be with an instructor—allows student groups to understand the dynamics of the interactions in finalizing a statement of work (Valacich, George et al. 2004) (LU #87) and a flow plan (LU #98). Upon agreement with the client on these items, the development activities associated with the SDLC dealing specifically with the design and implementation of a database system (LU #96 and #97) are undertaken. Asking students to submit periodic assessments and progress reports related to the items on the statement of work emphasizes the importance of completing agreed tasks in a timely fashion (LU #94).

Write Project Status Reports  
(from Pomykalski, 2006, page 8)

WA3. A major function of a project manager is in the communication of the project status to various stakeholder groups. The submission of regularly scheduled status reports (in the form of a memo with appropriate documentation) should be an integral part of any database project deliverable (LU #94). The status report should include an updated Gantt chart as well as a detailed discussion of the stages of the project already completed and the current and future activities (LU #88 and #90) and any problems encountered in the database development project.

Reflection on Lessons Learned during Project  
(from Pomykalski, 2006, page 9)

WA1. Reflecting on the lessons learned during and after a project is a helpful way for evaluating critical decisions and their outcomes; this enhances students' ability in future projects (LU #105). Many authors in business and IS courses (Hansen 1993; Longenecker and Daigle 1996; Wight 1999; Baker 2003) suggest the use of writing journals as a means for students to reflect and learn from their in-class activities. Part of the journal writing assessment could measure individual leadership growth through specific situations faced during the project (LU #121).

