

B AD 64042 - MANAGEMENT INFORMATION SYSTEMS - SYLLABUS
Summer I 2011

Kent State University
Management & Information Systems Department

Instructor:	Dr. Alan A. Brandyberry
Class Times:	Asynchronous Web-based Course
Office Hours:	Since the class is Internet-based, the 'office-hours' will be also. All inquiries should begin with an email (put 64042 in subject line) and if I cannot fully respond to your question(s) or issue(s) through that method we will schedule a phone conversation or an office appointment (for those in the Kent area in the summer).
Office:	Business Building A425 (Kent Campus) – I will be there only sporadically over the summer but appointments can be made.
Phone:	330-672-1146 (email is strongly preferred and will result in quicker response)
Email:	abrandyb@kent.edu (preferred contact method - please put 64042 somewhere in subject line)
Web Sites:	Course: http://vista8.kent.edu/
Catalog Description:	Theory, development, application and management of information systems and their impact on people and organizations; emphasis on strategy, ethics and competitive advantage of modern technology.
Prerequisite:	Basic computer proficiency. Graduate standing.
Required Texts:	Laudon & Laudon, <i>Management Information Systems</i> , 11/E, Prentice Hall © 2010. ISBN-10: 013607846X, ISBN-13: 9780136078463 *
	* There are several texts by Laudon & Laudon – make sure the ISBN matches!
Course Objectives:	This course focuses on the fundamentals underlying the design, implementation, control, evaluation and strategic use of modern, computer-based information systems for business data processing, office automation, information reporting, decision-making, and electronic commerce. The major emphasis will be on the managerial and strategic aspects of information technology.

LEARNING OBJECTIVES

1. Terminology. The student will be able to explain the meaning of terms used to describe common techniques and concepts in business information systems.
2. Advanced Information Systems Concepts. The student will be able to describe the ways in which computers are and will be used in business and management. These concepts include telecommunications, electronic commerce, data warehousing and mining, artificial intelligence, and future directions of computer-based information systems.
3. Systems Development. The students engage in activities emphasizing key aspects of systems development in modern business environments.
4. Behavioral and Organizational Issues. The student will be able to identify and suggest appropriate responses to managerial and organizational issues stemming from development, implementation, and use of computer-based information systems.
5. International Issues. The student will recognize the reality of implementing international information systems, including economic and cultural differences.
6. Social and Ethical Issues. The student will understand the major social and ethical issues involved in the development and use of information technology.

Upon completion of this course, students will:

1. Have an understanding of the principles, practices, methodologies and terminology used in planning, designing, developing, and implementing information systems in organizations.
2. Have developed abilities to identify organizational situations where management processes can be best supported with a computer-based information system.
3. Have developed skills in recognizing how organizational decision making and productivity can be improved by using well planned and executed computer-based information systems.
4. Have an understanding of the concept of a computer system including detailed knowledge about hardware and software.
5. Know the components of a computer-based information system (CBIS).
6. Have an understanding of data communication and telecommunication

terminology.

7. Be acquainted with the hardware and software used in a typical business communications network.

8. Understand the characteristics of the various information system types. Understand how they work and what their benefits and limitations are.

9. Understand the process of a system development life cycle and other methods (prototyping) for system development.

10. Learn about end-user computing, its control and its impact on organizations.

11. Learn about information systems applications in the business functional areas.

12. Understand basic concepts of E-Business and E-Commerce including inter and intra-organizational systems.

Class Format:

Although this is a fully web-based course, it is designed to be as close to an in-class experience as the method currently allows. Students will read text chapters, view audio-augmented PowerPoint lectures, ask and answer questions on discussion forums and take a competency quiz online for each chapter in the text. Cases will be presented and discussed by student groups (see below for details) and a deeper understanding of the material will be assessed via individual written essays and/or cases.

I have heard that some believe that an online course is ‘easier’ than a traditional course (I’m certain that is not a universal perception but I thought I would address it). This class is *not* designed to be easier – it is also not designed to be more difficult than a traditional class. The sole goal is to make the learning experience as similar as possible to the traditional course. I will note that, in a previous offering of this course in this format, some students had the perception that the workload was greater than a traditional course. I think the perception was such because everything is done outside of class so it might seem as a greater time investment. If this was a traditional 5-week course, you would still have to read the chapters and lectures would be in-class but would take about the same amount of time (we spend around 1.5 -2 hrs per chapter in class and class would meet for around 8 hours per week). Students take chapter quizzes in the traditional format as well. They also do 2-3 in-class case presentations instead of the 1 required here. They don’t take the essay exams but rather need to write a term paper which I would expect to take slightly more time than the essay exams in total. Anyway you cut it, doing a 15 week course in 5 weeks is work intensive and perhaps the online aspect makes it appear that this involves more work but it really does not (plus some students save a lot of time by not having to commute to campus). I have provided this discussion so students have realistic expectations. The course will require a substantial time commitment just as any 5 week summer course would.

The university and instructor are responsible for the technologies used in the course. If adjustments need to be made because some technology fails (such as a needed web site going down for extended periods), they will be. However, I cannot be responsible for the technologies used by the student. *If your computer, network, or Internet connection fails you are still responsible for meeting deadlines and requirements.* I suggest you have a contingency plan in place for such occurrences. Know where there are cybercafés or libraries that you can access the Internet from. Talk to friends that may allow you to use their equipment if yours fails, etc.

Participation:

Participation in online discussions is required for every chapter reading and assigned case. Participation scores will be based on the total quality and significance of inputs – not simply the number of posts. Posts without meaningful content will not be counted (such as “I agree with the previous comment”). It is acceptable to interject these types of comments but do realize they do not count toward participation scores. If you post anything substantive, you will receive a B- (82%) or better. Obviously to get in the A range requires a bit more (multiple substantive posts). As a guideline, if you post three or more high value posts for each discussion you should do well. Be courteous and respectful while presenting your ideas. Inappropriate posts will be deleted and will negatively impact your score. This does not mean you must always agree with others – as graduate students, I expect you can disagree and offer an alternative view in an appropriate manner.

Group Cases:

Groups of students will present cases by uploading a PowerPoint-based analysis of an assigned case to a discussion-thread. You will need to collaborate online via email and other means since members of your group may not be local. The analysis should pose pertinent and interesting questions to the class. Focus on questions that do not have a specific correct answer, such as those that different students will likely have different opinions on. Start with 4-5 broad questions and then interject follow-up questions to the forum.

Students other than those in the group will then participate in discussing these questions (see ‘Participation’ above). **Read and/or watch case materials and look at the group’s presentation before participating.** While this will still be done asynchronously (as there will not be an exact time for participation), there will be a ‘window’ of time for participation of 3-4 days. You do not have to participate each day of the window – your grade will be assigned based on the total quality of input regardless of the day(s) you participated. The discussion forums will open and close automatically and will not be extended for any reason other than technology failure (e.g. Vista goes down for an extended period – this rarely happens). This is the only portion of the course that cannot be

completed anytime the student wants to (before the due date at least). You need to be available to login and participate in these discussions during their time windows.

Guidelines for case presentations:

- Use PowerPoint (save as PowerPoint 97-2003 type if using PowerPoint 2007 or later). Upload the presentation to the assigned Vista discussion forum as an attachment to the initial post prior to the commencement of the discussion time window. Audio-augmentation is encouraged but not required.
- Search the web for updated information on the company and situation in question where applicable. Link to web resources where appropriate.
- Present case background and updated information.
- Do not simply present your answers to the questions; it is your job to lead a class discussion on these issues. Ask for input from the class and after discussion present your take on it in the forum.
- You will need to be engaged in the discussion during the window on a regular basis. It is your job to moderate and guide the discussion (redirect discussion, ask follow-up questions, etc.).

Grades for the presenting group will be group-based and will be based on the quality of all the elements above. *Notify instructor immediately on any important group issues that you are unable to resolve yourself.*

If you will be unavailable for any of the time windows below (see schedule) to be involved in leading the discussion let me know as soon as possible (provide the reason for unavailability and note you will still need to participate in another group's case). I will try to assign you to other windows if possible. Otherwise groups will be randomly assigned.

**Chapter
Discussions and
Quizzes:**

Each chapter will have an associated discussion forum where students can post their questions and answer others' questions. I will also post questions to elicit discussion. *Discussion forums for chapters will close on the date the associated essay exam is due (see schedule).*

Quizzes will be online and multiple choice (one per chapter). Since there is no way that I can ensure students are not accessing their texts during these quizzes I have designed this as open book. I am certain you understand that a M/C, open-book exam has little value if you can simply look up all the answers. Therefore, this necessitates implementing a time-limit for taking the quiz. The time-limit will be more than sufficient to answer each question from your own knowledge. I am sure most of you will have sufficient time to look up a few answers but you will not be able to look up most or all of the answers during the quiz time. This

means *you should prepare for the quiz as if it were closed-book* to maximize your score. The quizzes will use the ‘lockdown browser’ available on Vista to enhance security. You should not discuss question content with any other students (this would fall into the academic dishonesty section below). Also note that doing so may damage your own grade by making a grading curve less likely or at least higher. You must complete the quizzes for all related chapters before submitting your essay exam. You may complete the quizzes any time *prior* to the due date and *prior* to taking the associated essay exam.

You must take the quiz for each chapter at least once. You may, if you choose, take the quiz a second time. If you do so, your grade on the quiz will be the average of your two scores.

**Essay
Examinations:**

Multiple choice quizzes are a useful method to ensure that students are doing their readings and to make sure they have basic definitions and concepts down. However, they are not as useful for evaluating a deep understanding of the material. The depth of your understanding is partially measured by your participation in discussions as described above. The final measure in this category will be submission of two essays regularly dispersed through the term and associated with the material you should have covered prior to the essay’s due date. Some or all of the essays will be based on short cases. Essays will have a strict word count maximum (I do not want a ‘brain-dump’ – use your word processor to count words – I will) and will be evaluated on the quality and originality of your solution. Essays should be well written and deductions will be taken for grammar and spelling errors.

To maximize the quality of your essay I strongly suggest that you do not just sit down and start writing. Outline your ideas and points and make sure there is a logical flow to the conclusion. Prioritize items and determine how many words you can afford to discuss them. Do not summarize the case or question in your answer – I obviously have that. Then...start writing.

It is critical to recognize that these essay examinations are strictly individual efforts. The questions and cases will not be designed to illicit a single correct answer but to allow the student to demonstrate their knowledge and analytical and problem solving skills. Therefore, answers are expected to vary widely and solutions that seem to follow the same logic will become suspect. Additionally, if you use any ideas from other sources, those sources must be cited (see plagiarism section below). Do not directly quote any works, you must put them into your own words. Further, ideas gleaned from other sources should not make up a large portion of your essay. Ideas from your textbook and other course sources do not need to be cited since it is understood that the majority of your

ideas would arise from your exposure to these materials. It is not the book concepts themselves that you will be graded on (other than demonstrated knowledge of these concepts) but, rather, *how you apply them* to the problem at hand.

Note on grading essays: To maximize the flexibility of your time you may submit the exam anytime *before the due date*; however, I cannot grade them until after I receive *all* of the exams (this is to increase grading consistency). Please do not expect a grade to be determined until after the due date has passed.

Finally, I do not ‘pre-grade’ examinations. This means that you should not ask me to give feedback or evaluate what you have written prior to grading. This is usually in the form of “Is this what you are looking for?” or “Will this get a good grade?” type emails. This does not mean you should not ask questions concerning course concepts if you have them.

Plagiarism:

Plagiarism is a serious academic offense that can cause harm to your grades including failing an assignment, exam, and/or a course. Repeated offenses may even result in expulsion. Changing the words or context of someone else’s work (published or unpublished) does not mean you do not have to cite the work!

Good source to review on paraphrasing that avoids plagiarizing:
<http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml>

The following information is a direct quote from:

Plagiarism FAQs (n.d.) Retrieved May 28, 2010, from
<http://www.plagiarism.org/plag_article_plagiarism_faq.html>

If I change the words, do I still have to cite the source?

Changing only the words of an original source is NOT sufficient to prevent plagiarism. You must cite a source whenever you borrow ideas as well as words.

If I cite the source, can I still be accused of plagiarism?

You are allowed to borrow ideas or phrases from other sources provided you cite them properly and your usage is consistent with the guidelines set by fair use laws. As a rule, however, you should be careful about borrowing too liberally -- if the case can be made that your work consists predominantly of someone else's words or ideas, you may still be susceptible to charges of plagiarism. Also, if you follow the words of a source too closely, and do not use quotation marks, it can be considered plagiarism even if you cite the source.

If I write something somebody else already wrote, but I didn't know they wrote it, is that still plagiarism?

While it is possible that you might write on the same topic as someone else, odds are that you will not have exactly the same ideas or express them in exactly the same way. It is highly unlikely that you would be accused of plagiarizing a source you have never read. Be careful, however, of "accidentally" plagiarizing from sources you have read and forgotten -- if your ideas turn out to have been influenced by a source that you read but failed to cite for any reason, you could be guilty of plagiarism.

Grading:	POINTS
Quizzes	20%
Chapter Discussion Participation	20%
Case Discussion Participation	15%
Group Case Presentation	15%
Essay Examinations	30%
Total	100%

Letter-grade determinations will be made on the following percentage basis (your score rounded to the nearest whole number): A \geq 93; A- 90-92; B+ 87-89; B 83-86; B- 80-82; C+ 77-79; C 73-76; C- 70-72; D+ 67-69; D 60-66 F <60. A *lower* curve may be substituted at the discretion of the instructor. Grade curving is only done at the end of the term for final grades. Do not try to anticipate the curve - target the score that will get you the desired grade on the straight scale above. Students are welcome at any time to inquire into their current grade status.

Grading
Miscellaneous: No "extra credit" will be considered. I often am requested to provide extra credit work to students who are not satisfied with their current scores. Although I appreciate the willingness to do extra work, the concept of extra credit does not function in courses where a curve may be applied to the final grades. In this environment, students are penalized if they do not do the extra credit work, which should not be the case.

"Incompletes" and "In Progress" grades will only be given in cases where unforeseeable and unavoidable circumstances have made it impossible to complete the work required for the course in time. Although I do understand that many of you work, have family obligations, and may be taking other courses, you are expected to adjust your course loads so you can allot sufficient time to the courses you are taking. If you choose to overload

yourself, you will have to live with the consequences.

That said; please contact me with any problems you are having with the course. I may not be able to offer you extra credit or an incomplete but I will do anything in my power (that is ethical and upholds the academic integrity of myself and the University) to make this course a positive and successful learning experience for all students who are willing to put in the effort required.

SCHEDULE:

Topics discussed will mirror the required text:

Part One: Organizations, Management, and the Networked Enterprise

- Chapter 1: Information Systems in Global Business Today
- Chapter 2: Global E-Business: How Businesses Use Information Systems
- Chapter 3: Information System, Organizations, and Strategy
- Chapter 4: Ethical and Social Issue in Information Systems

Part Two: Information Technology Infrastructure

- Chapter 5: IT Infrastructure and Emerging Technologies
- Chapter 6: Foundations of Business Intelligence: Databases and Information Management
- Chapter 7: Telecommunications, the Internet, and Wireless Technology
- Chapter 8: Securing Information Systems

Part Three: Key System Applications for the Digital Age

- Chapter 9: Achieving Operational Excellence and Customer Intimacy: Enterprise Applications
- Chapter 10: E-Commerce: Digital Markets, Digital Goods
- Chapter 11: Managing Knowledge and Collaboration
- Chapter 12: Enhancing Decision Making

Part Four: Building and Managing Systems

- Chapter 13: Building Information Systems
- Chapter 14: Managing Projects
- Chapter 15: Managing Global Systems

Essay Exams - Due Dates:

NOTE: All chapter quizzes MUST be complete prior to submitting essay examination!

Due Date:	Essay Exam On:	Chapter(s):
June 24 th or any time before	Part I and II of text.	1,2,3,4,5,6,7,8
July 8 th or any time before	Part III and IV of text.	9,10,11,12,13,14,15

Group Cases – Date Windows for Participation:

Group:	Case:	Dates: All windows begin at 12:01 AM and end at 11:59 PM
1	TBA	June 10 th -June 13 st
2	TBA	June 15 rd -June 18 th
3	TBA	June 20 th -June 23 st
4	TBA	June 25 rd -June 28 th
5	TBA	June 30 th -July 3 th
6	TBA	July 5 th -July 8 th

The Following Policies Apply to All Students in this Course:

A. Students attending the course who do not have the proper prerequisite risk being deregistered from the class.

B. Students have responsibility to ensure they are properly enrolled in classes. Students have responsibility to ensure they are properly enrolled in classes. Should you find an error in your class schedule, you need to correct the error with your advising office no later than Tuesday, May 17 for Intersession – Thursday, June 9 for Summer I – Sunday, June 12 for Summer II - and Thursday, July 14 for Summer III. If registration errors are not corrected by these dates and you continue to attend and participate in classes for which you are not officially enrolled, you are advised now that you will not receive a grade at the conclusion of the semester for any class in which you are not properly registered.

C. Academic honesty: Cheating means to misrepresent the source, nature, or other conditions of your academic work (e.g., tests, papers, projects, assignments) so as to get undeserved credit. In addition, it is considered to be cheating when one cooperates with another in any such misrepresentation. The use of the intellectual property of others without giving them appropriate credit is a serious academic offense. It is the University's policy that cheating or plagiarism result in receiving a failing grade for the work or course. Repeat offenses may result in dismissal from the University.

D. Summer I 2011 course withdrawal deadline is Monday, June 27, 2011.

E. Students with disabilities: University policy 3342-3-01.3 requires that students with disabilities be provided reasonable accommodations to ensure their equal access to course content. If you have a documented disability and require accommodations, please contact the instructor at the beginning of the semester to make arrangements for necessary classroom adjustments. Please note, you must first verify your eligibility for these through Student Accessibility Services (contact 330-672-3391 or visit <http://www.registrars.kent.edu/disability/> for more information on registration procedures).