Course: MBA 606 Information Technology and Systems for Managers
Credit: 4 Quarter Hours   **Method of Delivery:** On Campus/eLearning

Course Description:
This course will examine managing in the digital world and how to gain competitive advantage using information systems. An emphasis will be placed on using technology in discovering innovative ideas, strengthening business relationships, and increasing the effectiveness of organizational communication. Students will analyze the effectiveness of enterprise resource planning, data management, and information systems.

Instructor: Dr. Bridgette Heard
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Phone: 309-692-4092 X3020
Office Hours: Tuesday (4 p.m. – 5 p.m.) and Wednesday (4 p.m. – 5 p.m.)
or by appointment

Prerequisite(s): NA

Text: Information Systems Today: Managing in the Digital World – 7th Ed.
Author(s): Valachich & Schneider
Publisher: Pearson

Materials Needed for this Course:

Topics:
- Managing in the Digital World
- Information Systems Defined and Ethical Scenarios
- Using Information Technology to Gain Competitive Advantage
- Using Information Technology to Increase Organizational Effectiveness
- Developing and Acquiring Information Systems Technology
- Using Information Technology as a Management Tool for Planning

Learning Objectives: Upon completion of this course, the student will be able to:
1. Examine and explain what information technology and systems are and how to use them to gain competitive advantage.
2. Analyze information technology and systems to improve data management and increase business efficiency.
3. Investigate and discuss how managers use information technology and systems to increase the effectiveness of organizational communication.
4. Investigate and discuss how managers use information technology and systems to improve and strengthen business relationships.
5. Employ information technology and systems to design and implement change.

Midstate Grading Scale:

90 - 100	A
80 - 89	B
70 - 79	C
60 - 69	D
less than 59	F

Harvard Business Review Coursepack: Midstate MBA 606
http://hbsp.harvard.edu

Source	Product Number	Type
IT Doesn't Matter	R0305B-PDF-ENG	Article
LinkedIn: Bridging the Global Employment Gap	W17488-PDF-ENG	Case Study
ACTonline: ACTDirect's Electronic Banking System	HKU040-PDF-ENG	Case Study
Evaluating the Cognitive Analytics Frontier	KE1046-PDF-ENG	Case Study
HDFC Bank: Securing Online Banking	HKU920-PDF-ENG	Case Study

Materials Needed for this Course:
      Additional Supplies: n/a
      Hardware/Software and Equipment: Microsoft Office 2016 or newer

Assignments by Cognitive Domain and Course Learning Outcomes:

Cognitive Domain	% of Course	Course Learning Objectives	Assignments
Comprehension/ Knowledge		• Examine and explain what information technology and systems are and how to use them to gain competitive advantage.	• **Discussion Forums** • **Read Book Chapters** • **Individual Assignment(s)** • **Problem Based Learning** • **Midterm** • **Final Project**
Application	**20%**	• Examine and explain what information technology and systems are and how to use them to gain competitive advantage.	• **Discussion Forums** • **Individual Assignments** • **Problem Based Learning** • **Midterm** • **Final Project**
Analysis	**20%**	• Examine and explain what information technology and systems are and how to use them to gain competitive advantage. • Analyze information technology and systems to improve data management and increase business efficiency. • Investigate and discuss how managers use information technology and systems to increase the effectiveness of organizational communication. • Investigate and discuss how managers use information technology and systems to improve and strengthen business relationships.	• **Discussion Forums** • **Individual Assignments** • **Problem Based Learning** • **Midterm Exam** • **Final Project**
Evaluation	**30%**	• Examine and explain what information technology and systems are and how to use them to gain competitive advantage.	• **Individual Assignments**

		• Analyze information technology and systems to improve data management and increase business efficiency. • Investigate and discuss how managers use information technology and systems to increase the effectiveness of organizational communication. • Investigate and discuss how managers use information technology and systems to improve and strengthen business relationships.	• **Problem Based Learning** • **Midterm Exam** • **Final Project**
Creating/ Synthesis	**30%**	• Examine and explain what information technology and systems are and how to use them to gain competitive advantage. • Analyze information technology and systems to improve data management and increase business efficiency. • Investigate and discuss how managers use information technology and systems to increase the effectiveness of organizational communication. • Investigate and discuss how managers use information technology and systems to improve and strengthen business relationships. • Employ information technology and systems to design and implement change.	• **Final Project**

Discussion Forums:

Getting Started Discussion Post: Students are required to create an initial post at the beginning of each course. In the initial post, students will do the following:

1. Provide a short introduction of him/herself;
2. Explain his/her personal or professional experiences encountered that relate to the general topic(s) of the course; and

3. Review course outcomes and state how the outcomes are relevant to his/her own professional experiences and interests.

All Discussion Forums (Weekly):

Initial Post (For Each Week): Students are required to post an initial response to the question/prompt for the week. The initial post must be at a minimum of 250 words. The initial post must include at least one reference. References must be cited at the end of every post.

Response Posts (For Each Week): Students must reply and/or make comments to a minimum of two peers. Posts must be at least 150 words. Reference(s) (minimum of one) must be cited.

Replies/responses to the professor will count as one Response Post. You must respond to the professor each time he/she asks a question or asks for more information. Regardless of the number of replies back and forth, all responses from the student (under the same discussion post) count as one response post.

The discussion rubric will be used to access student contributions to the discussions each week. Points will be derived from the student's comprehensive initial post and response posts, including but not limited to, the student's ability and effectiveness at raising questions, extending the discussion, and using resources that contribute to the topic(s). The success of the discussion forum comes from all learners. We encourage each student to share ideas, opinions, and concepts, and use resources to substantiate his/her position (as needed).

Getting Started Rubric					
Critical Elements	**Exemplary**	**Proficient**	**Needs Improvement**	**Not Evident**	**Value**
Comprehension	Develops an initial post with an organized, clear point of view or idea using rich and significant detail (18-20)	Develops an initial post with a point of view or idea using appropriate detail (16-17)	Develops an initial post with a point of view or idea but with some gaps in organization and detail (14-15)	Does not develop an initial post with an organized point of view or idea (0-13)	20
Timeliness		Submits initial post on time (8-10)	Submits initial post one day late (7)	Submits initial post two or more days late (0-6)	10
Engagement	Provides relevant and meaningful response posts with clarifying explanation and detail (18-20)	Provides relevant response posts with some explanation and detail (16-17)	Provides somewhat relevant response posts with some explanation and detail (14-15)	Provides response posts that are generic with little explanation or detail (0-13)	20
Critical Thinking	Draws insightful conclusions that are thoroughly defended with evidence and examples (25-30)	Draws informed conclusions that are justified with evidence (21-24)	Draws logical conclusions (18-23)	Does not draw logical conclusions (16-17)	30
Writing (Mechanics)	Initial post and responses are easily understood, clear, and concise using proper citation methods where applicable with no errors in citations (18-20)	Initial post and responses are easily understood using proper citation methods where applicable with few errors in citations (16-17)	Initial post and responses are understandable using proper citation methods where applicable with a number of errors in citations (14-15)	Initial post and responses are not understandable and do not use proper citation methods where applicable (0-13)	20
Total					**100%**

Adapted from original source: Southern New Hampshire University. (2017). Retrieved from www.snhu.edu.

		Discussion Rubric			
Critical Elements	**Exemplary**	**Proficient**	**Needs Improvement**	**Not Evident**	**Value**
References	Ties personal experiences to the concepts being studied, providing an orderly, brief version of the experience, with points stated clearly

(9-10) | Ties personal experiences to the concepts being studied, providing a somewhat rambling version of the experience, with points stated

(8) | Summarizes the concepts being studied with no ties to personal experiences

(7) | Either did not post to the discussion or failed to accurately summarize concepts or tie them to personal experience

(0-6) | 10 |
| **Critique** | Engages in collegial debates with peers and instructor

(18-20) | Engages in collegial debates with selected peers only

(16-17) | Dominates the discussion or is closed to differing points of view

(14-15) | Student "lurks" in the forum, but no discussion postings are provided (0-13) | 20 |
| **Originality** | Avoids repeating in a different form points made by others

(18-20) | Clarifies points made by others

(16-17) | Rephrases ideas presented by others

(14-15) | Agrees with what others say but offers no other response

(0-13) | 20 |
| **Evidence** | Shows evidence of having completed, understood, and applied the readings and external resources, and provides appropriate citations

(9-10) | Shows evidence of having completed and understood the readings and conducted some external research, but does not provide appropriate citations

(8) | Shows some evidence of having completed the readings. No evidence of external research

(7) | No evidence of completing the readings provided

(0-6) | 10 |
| **Argument** | Objectively follows the evidence and the reasoning supports the argument

(18-20) | Objectively follows the evidence, but the reasoning provided in the argument is incomplete or inconsistent with the view

(16-17) | Exhibits closed-mindedness or hostility to reason

(14-15) | Did not enter the discussion, or posted an initial thread and then failed to participate in the ongoing discussion

(0-13) | 20 |

Individual Assignments:

Students are required to submit individual assignments on the weeks specified under assignment details. The individual assignment is a graduate-level paper that includes a cover page, written material, and a reference page. References must all be within the last seven years. Only "source document" references considered to be "seminal sources" are allowed to be older than seven years old.

Papers are to be 2-4 pages (not including the cover or reference page), succinct, informative, and written at the graduate level.

The paper must show understanding, application, and analysis. Superior papers will include the levels of evaluation and possibly creation (as applicable).

Individual / Group (PBL) Assignments Rubric					
Critical Elements	**Exemplary**	**Proficient**	**Needs Improvement**	**Not Evident**	**Value**
Main Elements	Includes all of the main elements and requirements and cites multiple examples to illustrate each element (23-25)	Includes most of the main elements and requirements and cites many examples to illustrate each element (20-22)	Includes some of the main elements and requirements (18-19)	Does not include any of the main elements and requirements (16-17)	25
Inquiry and Analysis	Provides in-depth analysis that demonstrates complete understanding of multiple concepts (18-20)	Provides in-depth analysis that demonstrates complete understanding of some concepts (16-17)	Provides in-depth analysis that demonstrates complete understanding of minimal concepts (14-15)	Does not provide in-depth analysis (0-13)	20
Integration and Application	All of the course concepts are correctly applied (9-10)	Most of the course concepts are correctly applied (8)	Some of the course concepts are correctly applied (7)	Does not correctly apply any of the course concepts (0-6)	10
Critical Thinking	Draws insightful conclusions that are thoroughly defended with evidence and examples (18-20)	Draws informed conclusions that are justified with evidence (16-17)	Draws logical conclusions, but does not defend with evidence (14-15)	Does not draw logical conclusions (0-13)	20
Research	Incorporates at least two scholarly/technical resources effectively that reflect depth and breadth of research (14-15)	Incorporates at least two resources effectively that reflect depth and breadth of research (12-13)	Incorporates at least one resource that reflects depth and breadth of research (11)	Does not incorporate scholarly resources that reflect depth and breadth of research (0-10)	15
Articulation of Response	Submission is properly cited, free of errors related to citations, grammar, spelling, syntax, and organization and is presented in a professional and easy-to-read format (9-10)	Submission has no major errors related to citations, grammar, spelling, syntax, or organization (8)	Submission has major errors related to citations, grammar, spelling, syntax, or organization that negatively impact readability and articulation of main ideas (7)	Submission has major errors related to citations, grammar, spelling, syntax, or organization that negatively impact readability and articulation of main ideas (0-6)	10
				Earned Total	**100%**
Adapted from original source: Southern New Hampshire University. (2017). Retrieved from www.snhu.edu.					

NOTE: The rubric is the same for both individual and group assignments.

Problem Based Learning

Problem based learning includes case studies or additional resources that show the application, analysis, evaluation and synthesis of the issue(s) presented. The paper must be at least five pages but no more than eight pages (not including the cover/reference pages). A minimum of three peer- reviewed articles per group member must be included on the reference page. Students will also be required to make an oral presentation.

Group members will be assigned. For every assignment, the group must identify a mutually agreed upon time to meet (in person and/or virtually) to divide and conquer. Students should ensure each peer as an equal part of the assignment. A "Group Leader" should be selected for each assignment (please rotate this position). The Group Leader will be responsible for reviewing the components, completing final edits, and submitting the paper on behalf of the group. Other group members can assist with the reviewing/editing, but only one paper can be submitted on behalf of the group.

Midterm Exam

The midterm exam will address the following learning objectives:

- Examine and explain what information technology and systems are and how to use them to gain competitive advantage.
- Analyze information technology and systems to improve data management and
- increase business efficiency.
- Investigate and discuss how managers use information technology and systems to increase the effectiveness of organizational communication.
- Investigate and discuss how managers use information technology and systems to improve and strengthen business relationships.
- Employ information technology and systems to design and implement change.

The midterm exam will include both essay and short answer.

Final Project

The final project will include the development of a research paper evaluating the major functions of Information Technology and Systems. Details will be provided in week 6. Students will be required to submit an 8-12 page paper. A minimum of four peer-reviewed articles must be cited. The final project will be 20% of the overall grade. The instructor reserves the right to amend the requirements as deemed necessary.

Final Project Rubric					
Critical Elements	**Exemplary**	**Proficient**	**Needs Improvement**	**Not Evident**	**Value**
Main Elements	Includes almost all of the main elements and requirements and cites multiple examples to illustrate each element (23-25)	Includes most of the main elements and requirements and cites many examples to illustrate each element (20-22)	Includes some of the main elements and requirements (18-19)	Does not include any of the main elements and requirements (0-17)	25
Inquiry and Analysis	Explores multiple issues through extensive collection and in-depth analysis of evidence to make informed conclusions (18-20)	Explores some issues through collection and in-depth analysis of evidence to make informed conclusions (16-17)	Explores minimal issues through collection and analysis of evidence to make informed conclusions (14-15)	Does not explore issues through collection and analysis of evidence and does not make informed conclusions (0-13)	20
Integration and Application	All of the course concepts are correctly applied (9-10)	Most of the course concepts are correctly applied (8)	Some of the course concepts are correctly applied (7)	Does not correctly apply any of the course concepts (0-6)	10
Critical Thinking	Demonstrates comprehensive exploration of issues and ideas before accepting or forming an opinion or conclusion (18-20)	Demonstrates moderate exploration of issues and ideas before accepting or forming an opinion or conclusion (16-17)	Demonstrates minimal exploration of issues and ideas before accepting or forming an opinion or conclusion (14-15)	Does not demonstrate exploration of issues and ideas before accepting or forming an opinion or conclusion (0-13)	20
Recommendation	Offers extensive alternative solutions via plan of action by applying respective theories (14-15)	Offers extensive alternative solutions via plan of action (12-13)	Attempts to offer an alternative solution via plan of action (11)	Fails to offer an alternative solution via plan of action (0-10)	15
Writing **(Mechanics/ Citations)**	No errors related to organization, grammar and style, and citations (9-10)	Minor errors related to organization, grammar and style, and citations (8)	Some errors related to organization, grammar and style, and citations (7)	Major errors related to organization, grammar and style, and citations (0-6)	10
				Earned Total	**100**

Comments:

Assignment Details:

Activity Type	Number of Assignments	% of Grade
Discussion Forums (Weeks 1 – 12)	12	10%
Individual Assignments *Short Papers, Chapter Questions, Etc.*	eLearning-4 On Campus -3	25%
Problem Based Learning Projects – ** Case Analysis and Presentations***	5	25%
Midterm Exam and Final Project (Weeks 6 & 11)	1	20%
Final Project/Paper	1	20% -eLearning 10% -On Campus
Final Presentation (Week 12)	1	10% On Campus Only
TOTAL		100%

Academic Integrity:

Academic integrity is a basic principle of the College's function. Midstate College students are expected to maintain a high level of academic honesty. Contrary actions may result in penalties such as failure of the assignment(s), a lesser grade on assignment(s), failure of the course and/or suspension from the College. The course instructor will review all submitted documents and supporting evidence in connection to the infraction. The course instructor will also review the student's personal file for other notifications of academic dishonesty before determining the level of action to be applied. The course instructor will complete the Academic Dishonesty Report form to document and describe the incident and actions taken, then kept on file. The student may appeal the decision to administration, whose decision will be final.

The following (**plagiarism, cheating, deception, sabotage, computer misuse and copyright infringement**) are included in the actions Midstate College considers behavior contrary to the academic integrity policy; however, the policy is not limited to these examples. Further discussion of consequences regarding academic dishonesty are addressed in the Student Handbook.

Plagiarism:

Plagiarism is using another person's words, either by paraphrase or direct quotation, without giving credit to the author(s). Plagiarism can also consist of cutting and pasting material from electronic sources by submitting all or a portion of work for assignment credit. This includes papers, computer programs, music, sculptures, paintings, photographs, etc. authored by another person without explicitly citing the original source(s). These actions violate the trust and honesty expected in academic work. Plagiarism is strictly against the academic policy of Midstate College. Its seriousness requires a measured, forceful response which includes consequences for inappropriate and/or no citation.

In courses containing writing assignments, the College promotes the use of Turnitin which compares the student's writing against previously submitted papers, journals, periodicals, books, and web pages. Students and instructors can use this service to reduce the incidence of plagiarism. This electronic resource has been found to conform to legal requirements for fair use and student confidentiality. It is able to provide a report to the student indicating the parts of the assignment that match.

Student Success and Tutoring:

Contact Student Success: Room 110; (309) 692-4092, ext. 1100;;

The Office of Student Success offers help in the following areas:

- Tutoring: Tutoring is encouraged for students who are doing their best to complete assignments yet still are experiencing difficulty in this course. Tutoring may be provided by the instructor outside of scheduled class times or through the office of Student Success.
- Writing assignment assistance: This may include learning how to conduct research; using proofreading tools such as Turnitin; outlining a topic; and applying MLA/APA standards.
- Math, accounting, and computer skills (including file management).
- Test-taking techniques.
- Note-taking skills development.
- Study skills development.
- Time management.

Policies and Procedures:

1. Late Work: Late work is not accepted and will result in a zero percent on any/all late assignments**.** Only in extreme extenuating circumstances will late work be accepted (and even in such circumstances, the student has the responsibility to notify the instructor in a timely manner and seek approval for extensions). Even if extensions are granted, late penalties in grading will still apply at the discretion of the instructor.

2. All Writing Assignments: Graduate-level writing is expected. This includes, but is not limited to papers, essays, projects, essay questions on exams, homework assignments, and summaries. These assignments will supplement the textbook, additional readings, and lectures to further your understanding and application of course material. Students may be asked to submit forums or written work online via Turnitin (our online plagiarism and grammar scanning software). All citations must be formatted using APA 6. Late papers will not be accepted (see above policy on late work). All writing must be typed, 12 pt. font, with 1" margins. Writing should pull on details from the course material and should be in your own words (see Academic Dishonesty below).

3. Academic Dishonesty: Material/information taken from ANY source, including the course textbook, should be cited appropriately. Cheating / plagiarism in any form will not be tolerated in

this course and may result in the dismissal/suspension from the course/program/college. Do your own work. Not knowing the rules of plagiarism is not a valid defense. Check with me or our numerous campus resources on academic integrity (i.e. Student Success, Library, etc.) if you are not clear on what constitutes plagiarism.

4. Syllabi Changes: The instructor reserves the right to change this syllabus at any time. Students will receive timely notice of all such changes via announcements made online in Moodle Rooms and/or via email.

Participation Requirements:

In class: Students are expected to be in class during each on-campus session. Attendance is taken for each class session, and reported to the college. Likewise, students may receive credit for attending, and/or participating in, class. In the event of an absence, even if it was approved by the instructor in advance, the student will be marked absent and may lose any/all points associated with participation.

eLearning: In accordance with Midstate College policies, class material will be made available in our learning management system (Moodle Rooms) on Monday at 12:00 p.m. of each week and will remain available until the following Monday until 8:00 AM. This allows students one week to access the lecture and related material for that week's session, complete any assignments and/or assessments, and participate in the mandatory discussion and summary boards (see my discussion/summary requirements rubric in Moodle Rooms to ensure full credit in forums). Students must "submit substantial gradable work" in order to be marked as present for each week (see the Midstate eLearning policy on attendance in the student eLearning handbook). While each week extends from Monday at 12:00 PM to the following Monday at 8:00 AM, the instructor has the right to set due dates at their discretion within each week. For instance, your initial discussion posts are due Thursday nights by Midnight (further information is located on my discussion/summary rubric). Certain assignments, exams, and papers/projects may be due in the middle of the week at specified days and times.

Examination Information:
This class will include final project that will be worth 20% of the final grade. The final project will be comprehensive, as it will cover the higher levels of Bloom's Taxonomy and confirm the student's knowledge of the course content by addressing the course objectives.

Methods of Evaluating Student Performance:
At the MBA level, students will be graded on their performance through content submitted via discussion forums, individual, and group assignments. Student performance will be evaluated with rubrics which are available to students at the beginning of the term.

Week by Week

Week 1

Topic(s): Managing in the Digital World

Objective(s):

- Examine and explain what information technology and systems are and how to use them to gain competitive advantage.
- Analyze information technology and systems to improve data management and increase business efficiency.
- Investigate and discuss how managers use information technology and systems to increase the effectiveness of organizational communication.
- Investigate and discuss how managers use information technology and systems to improve and strengthen business relationships.
- Employ information technology and systems to design and implement change.

Assignments:

Read Chapter 1

Getting Started Discussion Forum:

1. Provide a short introduction of yourself.
2. Explain your personal or professional experiences encountered that relate to the general topic(s) of the course.
3. Review course outcomes and state how the outcomes are relevant to your own professional experiences and interests.

Discussion Forum:

Question: Do you believe information technology matters in the workplace? Explain your answer. Use an example.

Case Assignment: IT Doesn't Matter
eLearning Students: Questions will be provided in LMS in Week 1
On Campus Students: In-Class Discussion (Week 2)

Week 2

Topic(s): Gaining Competitive Advantage Through Information Systems

Objective(s):

- Examine and explain what information technology and systems are and how to use them to gain competitive advantage.
- Analyze information technology and systems to improve data management and increase business efficiency.
- Investigate and discuss how managers use information technology and systems to increase the effectiveness of organizational communication.
- Investigate and discuss how managers use information technology and systems to improve and strengthen business relationships.
- Employ information technology and systems to design and implement change.

Assignments:

Read Chapter 2

Discussion Forum:

Question: Using at least one example, explain disruptive innovation. What are the pros and cons of disruptive innovation?

Case Analysis
eLearning: ZOOM Session (Thursday at 5:30 p.m.)+ PowerPoint Slides and Narrative Due This Week
On Campus: Students will discuss the article in class and submit a narrative (no groups).

Week 3

Topic(s): Managing the Information Systems Infrastructure and Services

Objective(s):
- Examine and explain what information technology and systems are and how to use them to gain competitive advantage.
- Analyze information technology and systems to improve data management and increase business efficiency.
- Investigate and discuss how managers use information technology and systems to increase the effectiveness of organizational communication.
- Investigate and discuss how managers use information technology and systems to improve and strengthen business relationships.
- Employ information technology and systems to design and implement change.

Read Chapter 3

Discussion Forum:

Question: What are some managerial issues associated with managing an organization's IS infrastructure? How can the issues be resolved?

Individual Assignment:
Case 1: Building Farms and Crushing Candy: The Infrastructure Behind Social Games (Page 129. Questions 3-46, 3-47, and 3-48)

Note: EXTRA 5 POINTS - Include at least one outside source e.g. from a peer-reviewed scholarly article, etc.

Case Assignment: LinkedIn: Bridging the Global Employment Gap
eLearning Students: Questions will be provided in LMS in Week 3
On Campus Students: In-Class Discussion (Week 4)

Week 4

Topic(s): Enabling Business to Consumer Electronic Commerce

Objective(s):
- Examine and explain what information technology and systems are and how to use them to gain competitive advantage.
- Analyze information technology and systems to improve data management and increase business efficiency.
- Investigate and discuss how managers use information technology and systems to increase the effectiveness of organizational communication.
- Investigate and discuss how managers use information technology and systems to improve and strengthen business relationships.
- Employ information technology and systems to design and implement change.

Assignments:

Read Chapter 4

Discussion Forum:

Question: Explain the different business models companies use to compete in cyberspace. Which model do you prefer? Explain.

Case Analysis

eLearning: ZOOM Session (Thursday at 5:30 p.m.)+ PowerPoint Slides and Narrative Due This Week
On Campus: Students will present the case and submit the narrative and powerpoint slides (in groups).

Week 5

Topic(s): Enhancing Organizational Communication and Collaboration Using Social Media

Objective(s):

- Examine and explain what information technology and systems are and how to use them to gain competitive advantage.
- Analyze information technology and systems to improve data management and increase business efficiency.
- Investigate and discuss how managers use information technology and systems to increase the effectiveness of organizational communication.
- Investigate and discuss how managers use information technology and systems to improve and strengthen business relationships.
- Employ information technology and systems to design and implement change.

Assignments:

Read Chapter 5

Discussion Forum:

Question:
Describe how companies can manage their Enterprise 2.0 strategy and deal with potential pitfalls associated with social media.

Individual Assignment:

Problems and Exercises (page 203):

5-28 and 5-36

Case Assignment: ACTonline: ACTDirect's Electronic Banking System
eLearning Students: Questions will be provided in LMS in Week 5
On Campus Students: In-Class Discussion (Week 7)

Week 6 – Midterm Week

Topic(s): Midterm Week

Objective(s):
- Examine and explain what information technology and systems are and how to use them to gain competitive advantage.
- Analyze information technology and systems to improve data management and increase business efficiency.
- Investigate and discuss how managers use information technology and systems to increase the effectiveness of organizational communication.
- Investigate and discuss how managers use information technology and systems to improve and strengthen business relationships.
- Employ information technology and systems to design and implement change.

Assignments

Discussion Forum:

Question:
What have you learned so far about information technology/systems that you did not know? **OR** What do you find the most interesting about information technology/systems? Use at least one example and don't forget to use a reference in your posts.

Midterm Exam (Essay and Short Answer)

Information provided for final paper.

Week 7

Topic(s): Enhancing Business Intelligence Using Information Systems

Objective(s):

- Examine and explain what information technology and systems are and how to use them to gain competitive advantage.
- Analyze information technology and systems to improve data management and increase business efficiency.
- Investigate and discuss how managers use information technology and systems to increase the effectiveness of organizational communication.
- Investigate and discuss how managers use information technology and systems to improve and strengthen business relationships.
- Employ information technology and systems to design and implement change.

Assignments:

Read Chapter 6

Discussion Forum:

Question:
Explain the three components of business intelligence. What can each potentially help or hurt an organization?

Case Analysis

eLearning: ZOOM Session (Thursday at 5:30 p.m.)+ PowerPoint Slides and Narrative Due This Week
On Campus: Students will present the case and submit the narrative and powerpoint slides (in groups).

Week 8

Topic(s): Enhancing Business Processes Using Enterprise Information Systems

Objective(s):

- Examine and explain what information technology and systems are and how to use them to gain competitive advantage.
- Analyze information technology and systems to improve data management and increase business efficiency.
- Investigate and discuss how managers use information technology and systems to increase the effectiveness of organizational communication.
- Investigate and discuss how managers use information technology and systems to improve and strengthen business relationships.
- Employ information technology and systems to design and implement change.

Assignments:

Read Chapters 7

Discussion Forum:

Question:

Describe what enterprise systems are and how they can help improve internal business processes.

Individual Assignment:

Case 1: Software as a Service: ERP by the Hour
(Page 281. Questions 7-38,7-39, and 7-40)

Case Assignment: Evaluating the Cognitive Analytics Frontier
eLearning Students: Questions will be provided in LMS in Week 8
On Campus Students: In-Class Discussion (Week 9)

Week 9

Topic(s): Strengthening Business-to-Business Relationships via Supply Chain and Customer Relationship Management

Objective(s):
- Examine and explain what information technology and systems are and how to use them to gain competitive advantage.
- Analyze information technology and systems to improve data management and increase business efficiency.
- Investigate and discuss how managers use information technology and systems to increase the effectiveness of organizational communication.
- Investigate and discuss how managers use information technology and systems to improve and strengthen business relationships.
- Employ information technology and systems to design and implement change.

**Assignments:**

Read Chapter 8

Discussion Forum:

Question:
Describe supply chain management systems and how they help to improve business-to business processes.

Case Analysis

eLearning: ZOOM Session (Thursday at 5:30 p.m.)+ PowerPoint Slides and Narrative Due This Week
On Campus: Students will present the case and submit the narrative and powerpoint slides (in groups).

AND

Assign Case : HDFC Bank: Securing Online Banking

eLearning: Questions for the narrative will be posted in LMS.
On Campus: Questions will be provided in class.

Week 10

Topic(s): Developing and Acquiring Information Systems

Objective(s):

- Examine and explain what information technology and systems are and how to use them to gain competitive advantage.
- Analyze information technology and systems to improve data management and increase business efficiency.
- Investigate and discuss how managers use information technology and systems to increase the effectiveness of organizational communication.
- Investigate and discuss how managers use information technology and systems to improve and strengthen business relationships.
- Employ information technology and systems to design and implement change.

<u>*Assignments*</u>:

Read Chapter 9

Discussion Forum:

Question:
Describe how to formulate and present the business case for technology investments to a board of directors (for the industry of your choice).

Individual Assignment:
Case 1: Next Generation Identification: FBI, ICE Databases Expand and Join Forces

Case Analysis:
eLearning: Students will submit the narrative (no slides) in groups. No ZOOM Session.

On Campus: Students will discuss case in class (Week 11) and submit a narrative (**no groups**).

Week 11

Topic(s): Securing Information Systems

Objective(s):

- Examine and explain what information technology and systems are and how to use them to gain competitive advantage.
- Analyze information technology and systems to improve data management and increase business efficiency.
- Investigate and discuss how managers use information technology and systems to increase the effectiveness of organizational communication.
- Investigate and discuss how managers use information technology and systems to improve and strengthen business relationships.
- Employ information technology and systems to design and implement change.

Assignments:

Read Chapter 10

Discussion Forum:

Question:
What are a few ways you believe can secure information systems? Give details and explain the pros and cons.

FINAL Papers DUE

Week 12

Topic(s): The Dark Side of Leadership/Skills for Optimizing Leadership as Situations Change

Objective(s):

- Examine and explain what information technology and systems are and how to use them to gain competitive advantage.
- Analyze information technology and systems to improve data management and increase business efficiency.
- Investigate and discuss how managers use information technology and systems to increase the effectiveness of organizational communication.
- Investigate and discuss how managers use information technology and systems to improve and strengthen business relationships.
- Employ information technology and systems to design and implement change.

Assignments:

Discussion Forum:

Question: Think about the ineffective leaders you have worked or played for in the past. What dark-side traits did these leaders possess that caused them to be ineffective?

eLearning ONLY: Individual Assignment:

Case 1: Stopping Insider Threats: Edward Snowden and the NSA
(Page 406. Questions 10-51, 10-52, and 10-53)

On Campus ONLY : FINAL Presentations