INT3023 INFORMATION TECHNOLOGY INAUGURAL

3531-200820-M: 3023-Info Tech Inaugural (Hybrid - Online) – Spring 2008

COURSE TITLE BLACKBOARD SITE	3023-INFO TECH INAUGURAL -Info Tech Inaugural Summer 2008 – http://my.ltu.edu and select CRN 5192
INSTRUCTOR	Howard D. Ellison - Instructor Telephone: 248-683-5548 | 248-408-1466 E-mail: Howard_llsn@yahoo.com Online Chat Office Hours: Online and via email. Hours and availability for calls as stated below. Telephone Office Hours: Monday through Wednesday and Friday , most weeks, 5:00 pm to 10:00 p.m.
SCHEDULE	Start Date: May 14th, 2008 End Date: July 24th, 2008 See http://www.ltu.edu/registrars_office/calendar_final_exam.index.asp for LTU academic calendar information.
LEVEL / HOURS PREREQUISITE	Under Graduate Degree / 3 semester credit hours Admission / prerequisite requirements
REQUIRED TEXT (See Blackboard for additional resources)	Required Text(s): Introduction to Information Systems, 14th Edition Author: James A. O'Brien and George M. Marakas ISBN: 978-0-07-340292-5 Available for online purchase through LTU Bookstore at: http://lawrence-tech1.bkstore.com/bkstore/TextbookSelection.do?st=489
ADDENDA	LTU Online student resources http://www.ltu.edu/ltuonline/currentonline.asp Course-specific information is provided in the "Course Information" area
TECHNICAL SUPPORT	Technical support for using Blackboard is provided by the LTU Help Desk, 248-204-2330 or vitrc@ltu.edu

Educational Goals

The role of Information Systems (IS) has become increasingly more important in our ever expanding global economy. The management of IS, therefore, is essential to organizational success and competitive advantage. We will study Information Systems (IS) by examining its role and purpose within the modern organization. In most organizations the introduction and integration of IS, the Internet, and other technological innovations has engendered an information revolution, which has created new means of production, new communication patterns, and new work processes. Through this investigation of the tactical as well as strategic impact of IS within the organization, current and future managers will be better prepared to utilize systems to gain a competitive advantage for their organization.

In INT3023 students will learn how IS support business functions, as well as provide managers with decision-making tools at the operational, tactical, and strategic levels of the organization. The emphasis for the course is on developing a sound understanding of IS, building a common framework for communications across the organization between technical and non-technical staff. We will also engage in dialog on the impact IS plays in the transformation of the organization's culture.

Organizations use IS to achieve competitive advantage through the intelligent application of information technology (IT), including computer hardware and software. This is in addition to the more important resources including, but not limited to, people, procedures, data, information, and knowledge. The objective of IS is to deliver the right information in the right form and format to the right people at the right time. As mentioned earlier, with information systems permeating every functional area, this knowledge has become an essential component of one's professional preparation, which is the purpose of this course.

A brief video overview of this course is available at http://www.ltuonline/nnnnn

Objectives

This course focuses on the effect of technology on the business enterprise and the use of IS for competitive advantage. Specific course objectives are:

- Identify the role of IS in achieving a competitive edge.
- Examine the technology base on which modern information systems are based.
- Identify the basic steps in systems development and examine the processes of planning, designing and implementing IS for an organization.
- Identify the role of the non-IS manager in the emerging areas of end-user computing, decision support systems and artificial intelligence.
- Define and analyze typical functional information systems and identify how they meet the needs of the firm.
- Define the relationships between the non-IS manager and the IS function.
- Define the roles and responsibilities of IS personnel.
- Examine issues in international information system.
- Examine ethical and social issues in information systems.
- Examine the future directions of data processing, including risks and opportunities.

Prerequisite Skills

Students electing INT3023 must be admitted to an LTU undergraduate degree program. Students should have a basic understanding of information systems principles acquired through personal and/or business use of IS, and should be fluent in the use of personal productivity tools such as Blackboard, email, word

processing software, spreadsheet/database software, and presentation software.

Instructional Methods and Course Organization

In order to develop a thorough understanding of these areas the instructor employs several teaching methods. Lectures cover major points from the text and outside material. PodCasts to introduce current and changing information from the IS industry and business. These text and assignments will introduce students to material covered in later Information Technology courses. Assignments will focus on business issues via case study analysis. Weekly chapter exams will test students' understanding of course material. And an optional (extra credit) journal review will introduce students to IS issues (usually assigned by the instructor upon request from the student and approval by the instructor, ***potential of 20 extra credit points***).

Assignments

Online Participation
Blackboard participation is at the heart of our online course experience. Students are required to participate by giving quality posts to questions posed by the instructor and responding to classmates posts.

PodCast Assignment
Each student is expected to review one or more of the PodCasts.

Case Study Assignments
Teams of one or two students will summarize three case studies this semester, and then answer the questions at the end of the case study

Weekly Chapter Quizes
Each week students are required to complete the Weekly Chapter Quiz.

Reflective Consolidation Paper
A reflective consolidation will serve as a “final examination” covering the course content.

Mid-Term and End-of-Term Evaluations
This class will use an electronic version of the mid-term and EOT evaluations. All students are expected to take the evaluations when they open.

Class Policies and Expectations

I plan to offer you a valuable learning experience, and expect us to work together to achieve this goal. Here are some general expectations regarding this course:
Each student has a LTU e-mail account. If you wish to use a different e-mail address for this course, please change your e-mail address in Blackboard under “Student Tools” and send an e-mail to me so I can store your address in my e-mail directory.
Readings, discussion forum participation, and written assignments must be completed according to the class schedule. If business travel will take you away from regular participation, please clear these dates with me in advance.
It is essential that all students actively contribute to the course objectives through their experiences and

working knowledge of business and IT.
All assignments must be submitted on schedule, via Blackboard, and using Microsoft Office-compatible software. If you need to submit an assignment via e-mail, contact the instructor in advance. Late work will be reduced in value.
Assignments must be completed to an adequate standard to obtain a passing grade. Requirements for each assignment are detailed in this syllabus and on the LTU Online web site.
Be prepared to log into Blackboard at least once each day. Please focus your on-line correspondence within the appropriate Blackboard discussion forums so that your colleagues can learn from you.
At the end of the course, you will be invited to participate in a University evaluation of this course. Your feedback is important to the University, to LTU Online, and to me as an instructor, and I encourage you to participate in the evaluation process.

It is important for you as students to know what to expect from me as your instructor:
I will be available to you via e-mail and phone, and will promptly reply to your messages.
I will be available to you for face-to-face appointments as requested.
I will maintain the Blackboard web site with current materials, and will resolve any content-related problems promptly as they are reported to me.
I will send out a weekly e-mail update to all class members to guide upcoming work and remind you of assignment due dates.
I will return all assignments to you promptly, and will include individualized comments and suggestions with each assignment.
I will hold our personal written or verbal communications in confidence. I will not post any of your assignments for viewing by the class without requesting your approval in advance.
I will treat all members of the class fairly, and will do my best to accommodate individual learning styles and special needs.

If any of these points need clarification, or when special circumstances arise that require my assistance, please contact me so that we can discuss the matter personally.

Conduct - Students are expected to conduct themselves in a professional manner at all times and to be courteous to their classmates. The use of objectionable language is strictly prohibited.

Honesty - Students are expected to do their own work at all times. While it is acceptable to discuss homework and case assignments with others, students should first attempt to solve assigned work themselves. In no case will copied work from another be considered acceptable. With respect to papers, students must submit original work done specifically for this course by the student. Any cheating on exams or papers will result in a score of zero and, potentially, a referral to the Dean.

Course Schedule

This course begins with a one-week online course orientation period to familiarize yourself with the learning environment. For the Summer semester each Module is 5 days in length.

Dates	Modules	Topics / Readings	Assignments Due
Prior to Start of Semester and Week of May 14 thru May 18	Module 0	Introductions; Course Overview; MIT Video – Friedman Setup some PodCasting software (iTunes is free as are the PodCasts)	Groups will be assigned along with cases for analysis by each group.
Week of May 19 thru May 23	Module 1	Chapter 1 Competing with Information Technology and Review of Weekly Technology Podcast develop a question related to this weeks chapter	Weekly Chapter 1 Quiz Start a discussion question using information from one of the podcasts; manage the responses to your discussion question Respond to one of the instructors questions this week and three of your colleague's responses.
Week of May 24 thru May 28	Module 2	Chapter 2 Foundations of Information Systems Lectures Review of Weekly Technology Podcast develop a question related to this weeks chapter	Weekly Chapter 2 Quiz Start a discussion question using information from one of the podcasts; manage the responses to your discussion question Respond to one of the instructors questions this week and three of your colleague's responses (CS1) Groups 1 and 3 post case analysis summary to discussion forum and manage responses
Week of May 29 thru June 2	Module 3	Chapter 3 Computer Hardware and Review of Weekly Technology Podcast develop a question related to this weeks chapter	Weekly Chapter 3 Quiz Start a discussion question using information from one of the podcasts; manage the responses to your discussion question Respond to one of the instructors questions this week and three of your colleague's responses. (CS1) Groups 2 and 4 post case analysis summary to discussion forum and manage responses
Week of June 3 thru June 7	Module 4	Chapter 4 Computer Software Lectures Review of Weekly Technology Podcast develop a question related to this weeks chapter	Weekly Chapter 4 Quiz Start a discussion question using information from one of the podcasts; manage the responses to your discussion question Respond to one of the

Dates	Modules	Topics / Readings	Assignments Due
			instructors questions this week and three of your colleague's responses.
Week June 8 thru June 12	Module 5	Chapter 5 Data Resource Management and Review of Weekly Technology Podcast develop a question related to this weeks chapter	Weekly Chapter 5 Quiz Start a discussion question using information from one of the podcasts; manage the responses to your discussion question Respond to one of the instructors questions this week and three of your colleague's responses (CS2) Groups 1 and 3 post case analysis summary to discussion forum and manage responses
Week of June 13 thru June 17	Module 6	Chapter 6 Telecommunications and Networks Review of Weekly Technology Podcast develop a question related to this weeks chapter	Weekly Chapter 6 Quiz Start a discussion question using information from one of the podcasts; manage the responses to your discussion question Respond to one of the instructors questions this week and three of your colleague's responses. (CS2) Groups 2 and 4 post case
Week of June 18 thru June 22	Module 7	Chapter 7 Electronic Business Systems and Review of Weekly Technology Podcast develop a question related to this weeks chapter	Weekly Chapter 7 Quiz Start a discussion question using information from one of the podcasts; manage the responses to your discussion question Respond to one of the instructors questions this week and three of your colleague's responses.
Week of June 23 thru June 27	Module 8	Chapter 8 Electronic Commerce Systems Lectures Review of Weekly Technology Podcast develop a question related to this weeks chapter	Weekly Chapter 8 Quiz Start a discussion question using information from one of the podcasts; manage the responses to your discussion question Respond to one of the instructors questions this week and three of your colleague's responses (CS3) Groups 1 and 3 post case analysis summary to discussion forum and manage responses

Dates	Modules	Topics / Readings	Assignments Due
Week June 28 thru July 2	Module 9	Chapter 9 Decision Support Systems and Review of Weekly Technology Podcast develop a question related to this weeks chapter	Weekly Chapter 9 Quiz Start a discussion question using information from one of the podcasts; manage the responses to your discussion question Respond to one of the instructors questions this week and three of your colleague's responses. (CS3) Groups 2 and 4 post case analysis summary to discussion forum and manage responses
Week of July 3 thru July 7	Module10	Chapter 10 Developing Business/IT Solutions Lectures Review of Weekly Technology Podcast develop a question related to this weeks chapter	Weekly Chapter 10 Quiz Start a discussion question using information from one of the podcasts; manage the responses to your discussion question Respond to one of the instructors questions this week and three of your colleague's responses.
Week of July 8 thru July 12	Module 11	Chapter 11 Security and Ethical Challenges and Review of Weekly Technology Podcast develop a question related to this weeks chapter	Weekly Chapter 11Quiz Start a discussion question using information from one of the podcasts; manage the responses to your discussion question Respond to one of the instructors questions this week and three of your colleague's responses
Week of July 13 thru July 17	Module 12	Chapter 12 Enterprise and Global Management of Information Technology Lectures Review of Weekly Technology Podcast develop a question related to this weeks chapter	Weekly Chapter 12 Quiz Start a discussion question using information from one of the podcasts; manage the responses to your discussion question Respond to one of the instructors questions this week and three of your colleague's responses.
Week of July 18 thru July 22	Module 13	End of Course Course Summary	Reflective Observation Paper Due

Student Evaluation

Letter grades are awarded based on the total number of points achieved (right column). Points are deducted for late assignments.

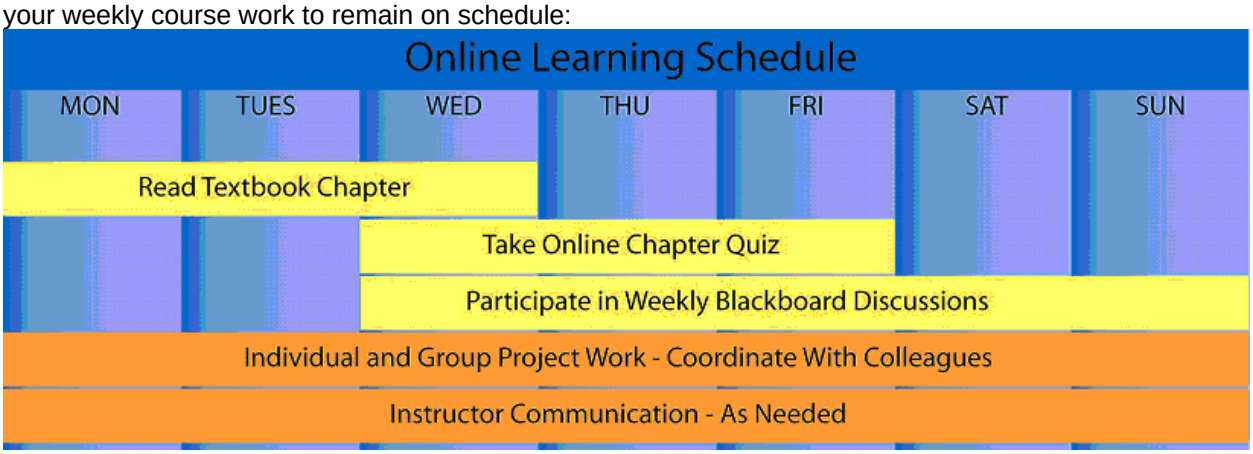
Class Points	Letter Grade
96 and above	A
90 – 95	A-
87 – 89	B+
83 – 86	B
80 – 82	B-
77 – 79	C+
73 – 76	C
70 – 72	C-
61 – 70	D
60 and below	E

Note: Grades lower than "B" fall below the LTU graduate standard

Practical Guidelines for Class Load Expectations

A three-credit graduate course generally requires at least nine hours per week of time commitment. Here are some practical guidelines to help schedule your time commitments for this online course:
A 14-week semester (the Summer "E" semester is compressed into 11 weeks) would require at least 126 hours of time commitment to successfully complete all readings, activities, assignments, and texts as described in this syllabus.
You should reserve at least 6 hours per week to read the required textbook chapters and resources, participate in online discussions, review presentation materials, and work through online quizzes. This effort will total at least 84 hours over the course of the semester.
You should organize your remaining time to roughly correspond with the point value of each major assignment. This means that you should plan to spend at least:
8-9 hours preparing your case study review;
24-40 hours working with your group on the three parts of your semester-long project; and
8-9 hours working on the various components of your reflective consolidation (final exam).

These guidelines may not reflect the actual amount of outside time that you – as a unique individual with your own learning style – will need to complete the course requirements. The number of hours each week will vary based on assignment due dates, so please plan ahead to insure that you schedule your academic, work, and personal time effectively. The following graphic can be used to guide you in planning your weekly course work to remain on schedule:



Assignment Details

Course assignments and evaluation criteria are detailed below. Please review these requirements carefully. See the section Academic Resources / Assessment Guidelines for information about assessment of written and oral presentations.

Details for all assignments are shown below. Please note that you should **not** submit any assignments to the Blackboard "Digital Drop Box." All assignments are submitted using the Blackboard "Assignments" function. Some assignments are also posted to the Blackboard Discussion Forum for student comments.

Assignment PodCast

PodCast Assignment
Each student is expected to review one or more of the PodCasts. Each student will identify and summarize that segment and generate an open ended question for our colleagues to respond to. Each student is responsible for managing the dialog that develops. This assignment counts as one of your weekly posts.

Online Participation See Attachment A for requirements for this assignment

Assignment Case Study (25 points)

Case Study Assignments
Teams of one or two students will summarize three case studies this semester, and then answer the questions at the end of the case study. The Case Study Review is worth 25 points for each case reviewed/submitted, three are required, and consists of:
A three page document (posted to the Blackboard "Assignments" section) summarizing the facts of the case, critiquing the case against the contents of the Laudon chapter/text. The critique can be based on "lessons learned" or "best practices"
Posting the document to the appropriate Blackboard discussion forum, providing a brief "executive summary" of the case as part of the discussion posting, and responding to the questions posted in the discussion forum.

These reviews will be typed in the APA writing format (see links for APA writing style as well as the APA template for your papers) and attach that document to a discussion forum for that week by Thursday of the Week it is due. Classmates will read and respond to the group's analysis, and answers. The group will manage the discussions relating to their posting.

Submit your Case Studies to the appropriate Blackboard "Assignments" section and to the appropriate Blackboard discussion forum. Include a brief "executive summary" of your case when posting to the discussion forum. Your work will be evaluated to a maximum of 25 point (each) based on:

Your case study document (up to 10 points):
Minimum three pages with case title, team member names, and outline for the case
Organization and overall writing quality
Assignment submitted on time
Your critique (up to 10 points):
Use of either "lessons learned" or "best practices" approach
Overall writing quality
Your Blackboard discussion forum posting and response to questions (up to 5 points):
Posting your document and a brief "executive summary"
Responses to questions from class members

NOTE: The group case study papers will also be submitted via the Assignments button for grading by the

instructor.

Weekly Quizes and Online Participation

Weekly Chapter Quizes
Each week students are required to complete the Weekly Chapter Quiz. The quiz will open on Wednesday of our week and close on Sunday morning. Each quiz will consist of 2 essay questions and 10 others (a combination of T/F, multiple choice, and short answer). If a technical problem occurs you will be allowed to reset your quiz once. Resetting the quiz will generate an entirely new pool of questions from the test bank.

NOTE: To be most successful on the quizes, students are encouraged to read the chapter carefully and listen to the narrated lecture slides. The narrated lecture slides alone will not be sufficient preparation.

Reflective Consoliation Paper

\
Reflective Consolidation Paper
A reflective consolidation will serve as a "final examination" covering the course content. This reflective consolidation will be based on your key concepts and principles learned from this course, and how this learning may add value to your future learning or professional objectives. Submit your Blackboard discussion forum responses by the due date noted in the schedule. Your paper will be evaluated to a maximum of 65 points based on the depth of your assessment, your linkage to course content, and your overall organization and writing quality. Your paper will be evaluated based on the following criteria:

55-65 points – Offered critical analyses of existing posted ideas and/or introduced different interpretations to existing ideas. Revealed a solid understanding of the topic as evidenced by thoughtful responses, questions, and supporting evidence.
45-54 points – Revealed an adequate understanding of the topic as evidenced by posts indicating basic knowledge. Agreed or disagreed with existing discussion and provided limited justification or explanation.
35-44 points – Agreed or disagreed with existing discussion but provided no justification or explanation. Revealed a limited understanding of the topic limited to information that could be derived from prior posts by other students.
0-34 points – Messages were unrelated to discussions. Provided no evidence of agreement or disagreement with existing discussions. Did not participate in the discussion forums.

Your paper must be submitted to the appropriate assignment under the Assignments button for this course.

Mid-Term and End-of-Term Evaluations
This class will use an electronic version of the mid-term and EOT evaluations. All students are expected to take the evaluations when they open.

Online Participation

Attachment A - Online Participation Components and Requirements Rubric
Blackboard participation is at the heart of our online course experience. Students are required to participate by giving quality posts to, a minimum, of:

Respond to one post from the instructor
Create one post from the Podcasts and manage the discussions that develop based on that question
Respond to three of your classmates' posts

Students are required to post no less than 5 posts per week in the above areas. Yes, managing your

post from the Podcasts is above the 5 posts and is required. Postings done in bulk will not be counted (i.e. all five posts on one day). Posting is our version of ***maintaining a dialog and must be done early and often***. Postings must be spread out over the week. **You must post no less than four times each week**. If posts occur on two consecutive days, those posts MUST be a minimum of 12 hours apart. Blackboard timestamps each post.

Total Blackboard participation points are made up of four factors described below.
Possible points will be awarded as follows: One point available for each post for a total of 5 possible points (5 posts * 1 points = 5 possible points)
Quality points will be awarded as follows: All posts will be given a weighted average for the quality of the posts.

Posting Quality Rating	Examples	Number of Points
High	Original thoughts not already contained in the threaded discussion Cited examples/ideas from the Internet – please list the URL that you have referenced Agreement/Disagreement with other postings and including a strong reason why	2
Fair	Some original thoughts/some repeat of what has already been listed in the threaded discussion.	1
Weak	I agree/disagree with no reason/explanation/etc.	0

Sub-Total Points will be awarded as follows: **Possible points** * **Quality points** will equal sub-total points. There are 10 possible points available each week up to this point.
Total Points: There is one final factor that will determine the total points awarded for the week. The Blackboard learning process is a give-and-take discussion between the members of the class. In order to leverage this process fully, the student needs to participate multiple times each week (a minimum of four). Total points will be awarded as follows:

If the student participated on four unique calendar dates as define above: total points = sub-total points * 2.
If the student participated on three unique calendar dates as defined above: total points = sub-total points * 1.5.
If the student participated on two unique calendar dates as defined above: total points = sub-total points * 1.
If the student participated on one unique calendar date as defined above: total points = sub-total points * .5.

The final total maximum points available are 20 each week.

Examples:

High Quality	Medium Quality	Low Quality
According to the weather channel the temperature today when I was outside was 12 degrees. While I was cleaning off my car my feet got wet. My wet feet combined with the cold weather and poor winter shoes lead to my feet getting cold.	My feet are cold because it is very cold outside and they got wet.	My feet are cold
Blackboard participation is a large part of our online learning experience and our grade. Let's define what is meant by quality participation. Please provide an example of a high, fair, and	Blackboard participation is a large part of our online learning experience and our grade.	I agree

High Quality	Medium Quality	Low Quality
weak quality post (3 in total). Also, explain why you have categorized them in that manner Blackboard participation is indeed a large part of online learning. Not only does it provide an avenue to communicate with other classmates but it forces us to formulate answers in a concise, clear manner. Participation also provides an opportunity to "hone" researching skills using the Internet and using Blackboard skills.	I agree that is a large part on online learning and forces us to become comfortable in responding to other students posts.	
I love the way that the following site says about models: http://www.architectural-models.com/whymodels.html "Models tell a story that everyone can understand and the story starts the second your eyes see the model. The story may last 15 seconds for an overview, or it may last 30 minutes for the interested viewer." This definition can be used outside of the architectural reference that it is used. It can be applied to most models no matter the project they are used in. The site also gives a general answer to the purpose that models are used within architecture. Some of these uses include: a communication tool, project inspection, design review, fund raising, project credibility, conventions, preconstruction, advertising, and sales. They are more referring to 3d models of the proposed design. There are other examples of models that are used in 2d. Various blueprints need to be developed to show various parts of the design of a house. A blueprint can be used as a model to show the outer appearance of the house. Blueprints are also used to show the layout of plumbing, electrical, as well as structural foundations and dimensions. On a personal note, I worked for some time in n architectural firm. I was involved with using tools to develop 2d an 3d models. These were used for various uses. Just as Rich commented earlier, we used 3d models to show that the concept was viable and not just a dream.	Models are helpful because they allow you to demonstrate concepts, ideas, plans, etc. in a way that most folks can understand.	Adam, I don't agree with your statement.

High Quality	Medium Quality	Low Quality
We also frequently used models to go back and forth with customer to convey our picture of what the final product will result in. These models gave the visual aid that was needed to finalize the details that the customer needs to know that they are getting what they are thinking. These are also used in the specs to build the actual design or house.		
Response to another students post: I agree with Rich that the spiral approach may have helped to resolve some of the issues that the project developed. Stakeholder involvement is important to the success of a project. As you can see here: http://msg.calsnet.arizona.edu/fcs/stakeholder.cfm Stakeholder involvement is important because they offer valuable insight to each phase of system development. They have the potential to illuminate issues and needs of the system		

PodCast Assignment (Online Participation Component)

Each student is expected to review one or more of the podcasts. Each student well identify and summarize that segment and generate an open ended question for our colleagues to respond to. Each student is responsible for managing the dialog that develops. This assignment counts as one of your weekly posts.

Syllabus Addenda

Please see the LTU Online “Current Students” web site http://www.ltu.edu/ltuonline/currentonline.asp for comprehensive information about Lawrence Tech’s academic services, library services, student services, and academic integrity standards. The contents of this web site is explicitly included as syllabus requirements.

The LTU Online “Current Students” web site also includes grading rubrics used by your instructor to evaluate written assignments, discussion forum participation, and group assignments. Please note that the SafeAssignment anti-plagiarism product will be used for written assignments submitted for this course. Please see the instructions included on the LTU Online web site regarding the use of the SafeAssignment product.