

COURSE TITLE BLACKBOARD SITE	MIS6013 – Management Information Systems Summer 2008 – http://my.ltu.edu and select CRN 5147
INSTRUCTOR	Dr. Alan McCord Executive Director, LTU Online and College Professor of Management Lawrence Technological University Engineering Building, Suite E-109 mccord@ltu.edu Pronto (amccord) Skype/AOL (amccord48104) Office 248-204-2382 Cell 734-323-1559 Home 734-665-5323 Office hours by appointment
SCHEDULE	May 19 – July 24, 2008 (College of Management schedule) See http://www.ltu.edu/registrars_office/calendar_final_exam.index.asp for LTU academic calendar information.
LEVEL/ HOURS PREREQUISITE	LTU Master's Degree Programs / 3 credit hours Admission to the MBA, MEM, MSOM, or MSIS programs
REQUIRED TEXT (See Blackboard for additional resources)	Management Information Systems: Managing the Digital Firm (10th ed.), by Kenneth Laudon & Jane Laudon. Pearson Prentice Hall, 2007. ISBN 0-13- 230461-9 Available for online purchase through LTU Bookstore at: http://lawrence-tech1.bkstore.com/bkstore/TextbookSelection.do?st=489 or through other reputable online booksellers
ADDITIONAL RESOURCES	LTU Online student resources: http://www.ltu.edu/ltuonline/currentonline.asp
TECHNICAL SUPPORT	Technical support for using Blackboard is provided by VITRC, 248.204.3750 or vitr@ltu.edu

COURSE SCHEDULE

This fully online course begins with a partial week online course orientation period to familiarize yourself with the online learning environment and to meet online or via the phone with your instructor. Each subsequent week starts on a Monday and ends on a Sunday. Note that more than one module may be scheduled during a given week.

Dates	Modules	Topics / Readings	Assignments Due
Prior to Semester Start and Week of May 14 – 18	Module 0	Online Learning Orientation Textbook Overview Course Orientation and group formation	Course orientation Instructor conversation Individual Pre-Assessment Propose Semester Projects Propose Case Studies
Week of May 19 – May 25	Module 1	Chapter 1 – IS in Global Business Today Chapter 2 – Global E-Business: How Businesses Use IS	Begin Semester Projects Bb Forums
Week of May 26 – June 1	Module 2	Chapter 3 – Information Systems, Organizations, and Strategy Chapter 4 – Ethical and Social Issues in information Systems	Case Studies / Bb Forums Instructor Conf Calls
Week of June 2 – June 8	Module 3	Chapter 5 – IT Infrastructure and Emerging Technologies	Case Studies / Bb Forums Semester Project (1) Due
Week of June 9 – June 15	Module 4	Chapter 6 – Foundations of Business Intelligence: Databases and information Management	Case Studies / Bb Forums
Week of June 16 – June 22	Module 5 Module 6	Chapter 7 – Telecommunications, the Internet, and Wireless Technology Chapter 8 – Securing Information Systems	Case Studies / Bb Forums
Week of June 23 – June 29	Module 7 Module 8	Chapter 9 – Achieving Operational Excellence and Customer Intimacy: Enterprise Applications Chapter 10 – E-Commerce: Digital Markets, Digital Goods	Case Studies / Bb Forums Semester Project (2) Due
Week of June 30 – July 6	Module 9 Module 10	Chapter 11 – Managing Knowledge Chapter 12 – Enhancing Decision Making	Case Studies / Bb Forums Instructor Conf Calls
Week of July 7 – July 13	Module 11 Module 12	Chapter 13 – Building Systems Chapter 14 – Project Management: Establishing the Business Value of Systems and Managing Change	Case Studies / Bb Forums
Week of July 14 – July 20	Module 13	Chapter 15 – Managing Global Systems	Case Studies / Bb Forums Semester Project (3) Due
Week of July 21 – July 24	Final Exams	Course Summary End of Course	Final Exam Due July 24
THIS IS A 10 WEEK SEMESTER, AND IS CONDENSED TO INCLUDE ALL COURSEWORK.			

STUDENT EVALUATION

The course has five assignments totaling 100 points (left column). Letter grades are awarded based on the total number of points achieved (right column). Points are deducted for late assignments.

Assignments	Points
Case Study	15
Semester-long project (3 parts) (See options below)	45
Final Exam ("Reflective Consolidation")	15
Quizzes and Online Participation	25
Total Points	100

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 Undergrad
60 and below	E

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

EDUCATIONAL GOALS

Today's business leaders need a thorough understanding of management information systems (MIS) to help deliver business value. Firms seeking competitive advantage expect information systems to do more than just perform tedious tasks, such as payroll or accounts receivable. Instead, firms look to information systems to accelerate product development, control costs, improve customer service and achieve other strategic goals. Business leaders need to develop the skills to work with their knowledge employees, their technical staff, their production staff, their business partners, and their customers to constantly improve their products and services using technology.

This course introduces Master's Degree students to the strategic and operational uses of MIS. The course covers information technology (IT) architecture, business application systems, productivity systems, and Internet-based tools for businesses and customers. Students learn how to evaluate the cost effectiveness and business value of Information Systems. We approach MIS from both managerial and technical perspectives, as understanding both perspectives is essential to business success.

STUDENT LEARNING OBJECTIVES / OUTCOMES

This course focuses on the effect of technology on the business enterprise and the use of IT for competitive advantage. By the end of this course, students should be able to:

1. Discuss the roles played by information technology in today's business, and define various technology architectures on which information systems are built.
2. Define and analyze typical functional information systems and identify how they meet the needs of the firm to deliver efficiency and competitive advantage
3. Identify the basic steps in systems development and examine the processes of planning, designing and implementing MIS for an organization.
4. Define the relationships between the non-MIS manager and the MIS function, and identify the role of the non-MIS manager in areas such as MIS strategic planning, end-user liaison support, customer-facing systems, and decision support systems.
5. Define and analyze various MIS management responsibilities including planning, budgeting, project management, and personnel management.
6. Discuss critical issues in deploying international information systems.
7. Discuss critical ethical and social issues in information systems.

PREREQUISITE SKILLS

Students electing MIS6013 must be admitted to an LTU Master's Degree program. Students should have a basic understanding of information technology principles acquired through personal and/or business

use of IT systems, and should be fluent in the use of personal productivity tools such as e-mail, word processing software, spreadsheet/database software, and presentation software.

INSTRUCTIONAL METHODS AND COURSE ORGANIZATION

A variety of instructional methodologies are used in this course:

- Blackboard learning environment – Blackboard at my.ltu.edu contains the syllabus, all assignments, reading materials, streaming videos, narrated Powerpoint mini-lectures, chapter quizzes, links to Web resources, and discussion forums. You will submit all assignments via Blackboard, and are expected to participate regularly in discussion topics. Please take time to familiarize yourself with the organization of the Blackboard site. You will want to check the site frequently for announcements reminding you of new resources and upcoming assignments.
- Student/Instructor Conversations – Students keep in touch with the instructor via e-mail messages, telephone conference calls, and IM conversations.
- Self-assessments – Pre- and post- self-assessment tools will help students measure their entering skills and progress during the course.
- Required readings – Laudon chapters should be read according to the schedule outlined in the syllabus. Chapters will be discussed online.
- Student Web Site – A student web site at <http://www.prenhall.com/laudon/> includes instructional materials, PowerPoint slides, case studies, application exercises, and practice quizzes. You should make use of as many of these resources as you need to be successful.
- Case Study – Individual students or two-student teams will develop an original case related to the contents of a chapter from the Laudon text.
- Semester-Long Project – Individual students or two-student teams conduct a semester-long project using one of three project frameworks. The semester-long project is submitted as three sub-projects.
- Reflective Consolidation – A “reflective consolidation” (final exam) provides students with the opportunity to demonstrate understanding of course concepts and principles

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 email account. If you wish to use a different email address for this course, please **change your email address in Blackboard under “Blackboard Tools”, then “Personal Information”** and send an email to me so I can store your address in my email 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 the dates with me in advance.
- It is essential that all students actively contribute to the course objectives through their experiences and working knowledge.
- All assignments must be submitted on schedule, via Blackboard, and using Microsoft Office compatible software. If you need to submit an assignment via email, 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.
- Be prepared to log into Blackboard at least once each day. Please focus your online correspondence within the appropriate Blackboard discussion forums so that your colleagues can learn from you.
- At midterm and 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:

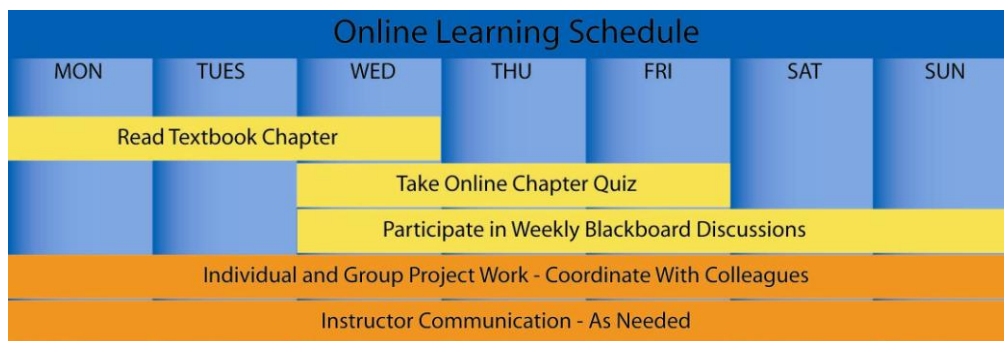
- I will be available to you via e-mail and phone, and will promptly reply to your messages.
- I will be available to you for face-to-face appointments as requested.
- I will maintain the Blackboard web site with current materials, and will resolve any content-related problems promptly as they are reported 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.

PRACTICAL GUIDELINES FOR CLASS LOAD EXPECTATIONS

A three-credit 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 semester is compressed into 10 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;
 - 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

MIS6013 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.

Case Study (15 Points)

Overview – Individual students will develop a case study related to the content covered in the appropriate chapter of the Laudon text. See the “Course Information” section of Blackboard for a case study sample. Your case study will consist of:

- A three-page document (posted to the Blackboard “Assignments” section) summarizing the facts of your case, a personal critique of the case using a “lessons learned” or “best practices” approach, and a list of at least two citations from trade or academic journals.
- Posting the document to the appropriate Blackboard discussion forum, providing a brief overview of the case with one or two focused questions for student discussion, and responding to follow-up questions posted in the discussion forum.

Proposal – Use the Blackboard discussion forum to propose your case topic on a “first come first served” basis (note: no more than two cases will be scheduled per week). The proposal should provide information on the focus of your case and the information sources you will use to research the case. Case studies will be scheduled to correspond with the weekly schedule (see syllabus schedule), so you may propose an “early” or “later” due date to fit your scheduling needs.

Deliverables and Evaluation – Submit your Case Study document to the Blackboard “Assignments” section and to the appropriate Blackboard discussion forum. Include a brief “executive summary” of your case and one or two focused questions for student discussion when posting to the Discussion Forum. Your work will be evaluated to a maximum of 15 points based on:

1. Your case study document (up to 5 points)
 - Nominal three page case with title and team member names – 2 points
 - Organization and overall writing quality – 2 points
 - Assignment submitted on time – 1 point
2. Your critique (up to 3 points)
 - Use of either a “lessons learned” or “best practices” approach – 2 points
 - Overall critical thinking and writing quality – 1 point
3. Your citations (up to 3 points)
 - Use of at least three citations from trade or academic journals – 2 points
 - Use of APA citation formatting – 1 point
4. Your Blackboard discussion forum posting and response to questions (up to 4 points)
 - Posting your document and a brief “executive summary” – 1 point
 - Posting one or two focused questions for follow-up discussion – 1 point
 - Responses to questions from class members – 2 points

Semester Project (45 points from 3 sub-projects)

Overview – Individual students or teams of two or three students will conduct a semester-long project using one of three project frameworks:

- A. IT Assessment and Improvement Proposal – a workplace-centered project focused on assessing and improving IT capabilities within the business
 - a. If you don’t work in the IT field you may want to consider selecting a business system that you use at work and develop a plan to upgrade the system to better service the organization. This approach will provide you with knowledge to communicate department IT improvements and interaction with IT liaisons.

- B. Business Plan Aligned with the Michigan 21st Century Jobs Fund – a business plan for a new technology-focused business in one of the four Jobs Funds domains
- C. Laudon “Dirt Bikes USA” Running Case – completing all assignments associated with the “running case” provided in the Laudon textbook. You may choose to use the Dirt Bikes data or data from your own business.

Details regarding each of these assignment options and deliverables are posted as a separate document in the “Syllabus” section of the Blackboard site. Each assignment option is submitted as three sub-projects.

Proposal – One member of your team will use the Blackboard discussion forum to propose your assignment option and team member(s) on a “first come first served” basis. Your proposal should include the members of your group, your assignment option, and information about your target business as appropriate.

Deliverables and Evaluation – You will submit your semester project as three sub-projects as noted in the syllabus schedule. Each sub-project will be evaluated to a maximum of 15 points per sub-project based on:

1. Minimum ten page document including coverage of all issues noted in the assignment document (up to 4 points)
2. Organization, completeness, and overall writing quality (up to 5 points)
3. Inclusion of appropriate diagrams and figures (up to 3 points)
4. Citations from trade and academic journals included in APA author-date format (up to 2 points)
5. Assignment submitted on time (up to 1 point)

Reflective Consolidation (15 points)

Overview – A reflective consolidation will serve as a “final examination” covering the course content, and consists of two components:

1. You will be asked to make an “opening statement” and to discuss yours and other students’ statements within the forum.
2. A set of structured discussions – held within a Blackboard discussion forum – 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.

Deliverables and Evaluation – Your opening statement will be evaluated to a maximum of 5 points based on the depth of your assessment, your linkage to course content, and your overall organization and writing quality (see evaluation rubrics in this document for more information).

Your Blackboard discussion forum responses contributions will be evaluated to a maximum of 10 points based on the following criteria:

1. 8-10 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.
2. 5-7 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.
3. 2-4 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.
4. 0-2 points – Messages were unrelated to discussions. Provided no evidence of agreement or disagreement with existing discussions. Did not participate in the discussion forums.

Quizzes and Online Participation (25 points)

Each student is expected to actively participate in online activities. Class participation is evaluated to a maximum of 25 points based on:

1. Reading the required text chapters and working through the online practice quizzes according to the class schedule (up to 10 points). Note: where two chapters are scheduled for one week, students should choose only ONE of the chapters for their online practice quiz.
2. Actively participating in Blackboard discussion forums, responding to questions posted by the instructor, and interacting positively with at two other students for each discussion (up to 15 points).

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 content 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 SafeAssign 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 SafeAssign product.