

DRAFT SYLLABUS

This is posted for your info to help you select or prepare for a course. An official version will be ready at or prior to your course start. Texts will be same or very similar. Please check online bookstore for exact texts.

Troy State University

Course Syllabus

Management Information Systems MAN 6679

Term 4, 2004 Spring

March 15- May 22

Instructor: Dr. Bill Vroman
410/628-0380; bvroman@comcast.net

Book: Essentials of Management Information Systems: Managing the Digital Firm, 5th edition, by Laudon & Laudon (ISBN- 0-13-008734-3.). Be careful that you do not receive another edition by the same authors.

Web Sites:

<http://troyst.blackboard.com> BlackBoard: Where most materials for the class are located.

<http://www.prenhall.com/laudon> This is the companion site.- select the 5th edition of Laudon's book.

IMPORTANT: note this e-mail convention-- in the subject line of all e-mails to me put this info "*yourname/MIS6679/(put what the e-mail is about).*"
eg: meadows/6679/bio info

Date: 2/29/04

Registration	March 1 - 12
Blackboard Access	March 12
Last Day to Withdraw Without Financial Penalty	March 22
Course Exam Proctor Forms Due	March 29
Last Day to Remove Incomplete Grade from Previous Term	May 23
Payment Due in Full	April 16
Mid-Term Exams Sent to Proctors	April 5 (4th week of Term)
Last Day to File Intent to Graduate	April 16 for Term 5, 2004
Comp Exams	April 19 - April 30, 2004
Last Day to Submit Comp Exam Proctor Form	April 23 for testing in Term 5, 2004
End of class	May 23
Grades Due from Instructors to DLC	May 26

Table of Contents

TROY STATE UNIVERSITY	1
MANAGEMENT INFORMATION SYSTEMS MAN 6679	1
TERM 4, 2004 FALL-	1
MARCH 15- MAY 22	1
INTRODUCTION	2
GOALS	4
COMPONENTS OF THE CLASS INCLUDING WEIGHTINGS	6
QUIZZES—	6
PROCTORED MID-TERM EXAM—	8
COMPANION SITE—	9
SHOOTOUT (BOARD DISCUSSIONS)--:	9
CHATS --	11
□ <i>PRIVACY OPTIONS-- CHAT...</i>	11
□ <i>CHECK YOUR BROWSER-- CHAT..</i>	11
LLS-- LESSONS LEARNED.	11
LL ORGANIZATION TEMPLATE	13
FINAL LL COMMENT	13
FIRST DAY ASSIGNMENTS	14
□ <i>CHANGE YOUR PRIVACY OPTION ON BB--...</i>	14
□ <i>HOME PAGE- DO RIGHT AWAY... HAVE PICTURE UP BY SECOND WEEK</i>	14
□ FIRST WEEK E-MAIL TO DRV	14
□ SET UP A FOLDER FOR DRV'S E-MAILS.	14
ASSIGNMENTS 2/29/04	15

Introduction

Business has gone through a dramatic change over the last couple of decades. There are multiple influences, but the quality movement and the information technology movement stand out in their impact on the shape of today's organization. They have helped enhance the power of the consumer and supported the organization's ability to respond to the increasingly powerful consumer.

During this time there have been large-scale changes in how organizations are designed. Information technology advances have played havoc with the design of traditional organizations and provided competitive advantages to new organizations built during that last couple of decades.. So the ATT's, IBM's, GM's, Sears, and other icons of the post-WWII years built structures and cultures that failed them in the 1980s and 1990s. The new-design organizations like Wal-Mart, Microsoft,

Cisco, Fedex, and Amazon have built impressive franchises at the expense of old-design organizations. Some old-design companies have transformed by adopting new central ideas and fundamentally redesigned structures and cultures. GE is the "posterboy" for this effort. GM and IBM appear to be turning around in the last couple of years. The work is still high for many traditional old-design companies.

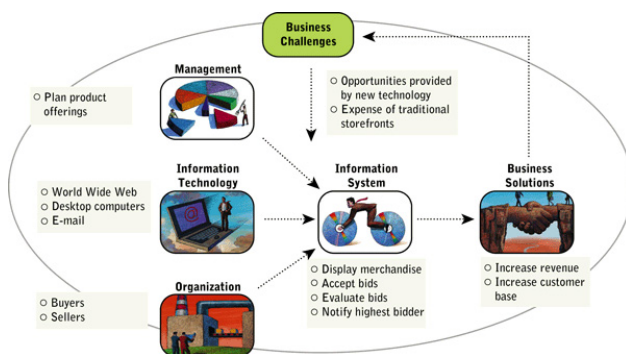
Companies have wrestled with how to use information technology properly. This is no simple task. Traditional companies have accumulated hardware and software over the last couple of decades. They have legacy mainframe systems (from the 1960s and 1970s) and client-server systems from the 1980s and 1990s).

Managing these heterogeneous systems so there is some coherence is a major task.

Many traditional organizations have "layered" I/T over older processes in order to cut down costs and minimize personnel. This has some short term positives, but may not meet the competitive standards established by new-design firms that don't have the "baggage" from a long history. In the new-design case, information technology is a design variable that helps an organization exploit the intelligence of people as individuals or in teams. As such it plays a major role in such emerging concepts as knowledge management and intellectual capital. They often achieve more cost economies and higher product/service quality with this approach than the old-design firm with their "layering" strategy.

We'll use the Laudon and Laudon model as the **class model** (see accompanying model). It captures the dynamics of organization emphasizing its information infrastructure. It pictures the components of the company on the left and shows it responding to *Business Challenges* by achieving a *Business Solution*. The organization is made up of a) the middle to top management (*Management level*) and the b) operations or tactical unit (*Organization level*). The company decides, plans, problem-solves, and communicates to address the issues faced by the company. It is the competency with which they do those things that determines the quality of the solutions. Information availability plays a key role in the quality of outcomes.

Essentially, companies respond to *Business Challenges* by allocating resources to overcome the challenge (strategies). The challenge has to be interpreted and through a disciplined strategy planning process addressed through formulating and implementing resources in the organization. Challenges come from tactical needs of the marketplace (customer needs and competitive moves) as measured by the strengths and weaknesses of the company. And they arise from the strategic needs to be prepared for future changes in the marketplace (new potential opportunities or threats).



Challenges come from tactical needs of the marketplace (customer needs and competitive moves) as measured by the strengths and weaknesses of the company. And they arise from

The organization's information level is broken into two components: *information technology, I/T*, and *information systems, I/S*. The I/T variable

includes **hardware, software, data storage and network**. Under the I/S variable are the reports and capabilities that applications produce for decision making, problem-solving, planning, communication and support for processes.

Organizing to meet these needs is the responsibility of an MIS department run by a Chief Information Officer (CIO). The technical side (I/T) is generally populated by technically oriented people. The I/S side interfaces with the operating organization and is populated by systems people. These are generally two different but complementary dynamics making the department complex to manage. Technology strategy and business strategy has been like "oil and water" in many organizations. The gap has been wide making a large disconnect between the strategies used in technology and the business side. The gap is lessening as competitive pressures and a few timely retirements have made integrating technology strategy and business strategy somewhat better in firms.

Every chapter begins with this **class model** and an illustrative case. Spend a lot of time with this to get an important discipline. Your mid-term will be focused on this model and a couple of others, so you should get to know it well. There is a manual on the Blackboard site that summarizes the intellectual content of the class: [I/T Manual](#).

It used to be that knowledge about information technology was the province of the technically oriented folks in the MIS unit. That has changed dramatically and now reasonable sophistication in I/S is required of all managers in organizations which intend on being successful over time in the marketplace. This is the reason you are here. This is an essential knowledge base for your career development.

Goals

To have a grasp of the broad world of information technology.

To be able to use the terminology and concepts of I/S with some facility.

To be able to "bridge" from the study of I/S to the real world action.

To have some "fun" during the course.

Here is how the class is designed to achieve the goals: It is focused on developing a steady learning process in your life for 10 weeks. We highlight the book through regular quizzes, discussion questions and the chats. This provides us with a knowledge-bank of basic concepts and terminology. This practice provides the basis for exploring more advanced ideas and gaining insights into the field and closer to the learning goals of the class.

Learning occurs after you have wrestled with basic concepts and mastered the terminology so that doesn't provide an impediment. It is at this stage that you

begin to 'see' all the implications of information in your world and in the world of business. This stage of learning is what we are building toward all semester.

Your contributions to Shootouts (discussion boards), the cases that you complete, the newsmakers you find and interpret, and the *insights* you put in your Lessons Learned all are designed to let you build on your knowledge-base.

So, each week you build your knowledge base early in the week and then work on the learning toward the end of the week. The following discussion outlines your weekly sequence.

> Knowledge Base growth

Weekend 1:

- 1) You study the chapter(s) thoroughly to prepare for the quiz and do the Assignments portion of the Lessons Learned.
- 2) You take the quiz on Mondays
- 3) The chat is designed to highlight some aspects of the chapters and provide a discussion that builds on the knowledge-base.

? Meta insight portion

During the Week

- 4) Your analysis of the cases requires for chapters you to be analytical and have some facility with the concepts and models from your growing knowledge-base. Learning is based on a disciplined use of class models and terminology.
- 5) When assigned, a Shootout (discussion board) will be posted Tuesday through Friday. Here you contribute some thoughtful responses to your colleagues and the issue based on your study of the materials in this class.

During the next weekend (weekend 2)

- 6) At the end of each week you will write an analysis of a current event having some implications for information in organizations. It might be from a newspaper, a TV program or an article. You are interpreting the article through the 'frame' of the models and concepts from this class.
- 7) Finally, you 'kick back' and write a few paragraphs to a page on the *insight(s)* you got during your study that week. It is the application or study of the concepts/models of the week.

Then you kick off the cycle for the next week.

You are pretty much consigned to working every week on a consistent basis. This is the only way you will be able to make some of the intellectual breakthroughs that I

visualize. Once you get in the routine you'll find it easier and the learning will make it rewarding.

***Class Expectations**--It never fails in my classes that if you have good will toward the class and offer reasonable, steady effort every work on the assignments, you will do well. The course is easy to figure out.. no gimmicks... very straightforward. I know your worlds are complex and all I want to do is get you to condition your family, friends and jobs to let you offer a reasonable amount of steady effort so you and I can score some learning points- which is the object of this entire exercise.*

Components of the Class Including Weightings

Quizzes	25%
Mid-Term (proctored)	15%
Final Test—(on-line)	10%
On-Line Participation (8 weeks required)- participate in on-line discussion/Chats	15%
LLs	35%

When you see UPLOAD your LLs on the assignment sheet. It means to upload them to Blackboard some time before midnight on the Sunday (end of the week) of the week assigned.

You UPLOAD to the Digital Drop Box on Blackboard under *Student Tools*. Be sure to upload to my box and not just to your own. These are two separate functions.

FEEDBACK will come to you in the form of an e-mail directly to you, or general announcements, or general comments in the Class Forum on the Discussion Board. This Forum will be left up all year so we can comment on class assignments or whatever that is relevant to the class. Everyone can chime in about what they see.

Quizzes—

You'll take the quizzes each Monday, except the first week, sometime between noon and midnight, Eastern Standard Time, on the Blackboard site. The quizzes will normally be timed, objective MC, TF, or fill-in-the-blank. The *companion site* has practice quizzes for you by chapter. From past experience, they do help increase your performance marginally.

If you are in a time zone where the quiz time isn't convenient, please notify me and I'll turn the quiz on for you when it is convenient If you have a conflicting

activity during any week, please let me know and I can turn it on at your convenience.

These quizzes are timed and objective and given every week. They are also open book (except the proctored exam). The open book part is often deceptive for students. Feedback I've gotten suggests that you have to prepare extensively for them. Some students have availed themselves of the quizzes in the textbook site for the chapter under study to help prepare. You can do these quizzes over and over until you get them right. There just isn't enough time to use the book extensively during the quiz. So prepare well.

You'll take your quizzes on Blackboard and get there through the link provided under "COURSE INFORMATION" and often an announcement link under ANNOUNCEMENTS." They are timed and open book. I do want you to prepare ahead of time so you know where to find the answers and can answer a reasonable number without referring to the text. Open book is a "trap" for many students who overly rely on the text during the exam. Use one of the tests on the alternative site to gear up to the quizzes.

Now... here are some things to know about the Blackboard Quiz software. The software will let you finish even if you go over 30 minutes. But it flags you going over the time limit by putting a little red exclamation point in your grade book. I have to manually accept your grade. I'm more than happy to do that. Try to stay within the limit as best you can. If I have a problem with the time I'll contact you. Let me know if something abnormal happens like your child flips on the floor and you have to tend to him/her for a few minutes.

ALSO... sometimes I'll get a "lock" icon on your grade at the site. This is a signal to me that you are on-line and taking the exam. If you get "knocked off" by your ISP, or if you try to print the exam at the end of the session BEFORE YOU SUBMIT, Bb "times you out" and your connection to the software is stopped. Thus, all we get is a "lock" where your grade is and NO SCORE. You'll have to retake the quiz from scratch.

SO... here's the antidote if getting "thrown off" is a characteristic of your ISP.

- 1) Don't press the "back" button on your browser because that will throw you out immediately.
- 2) Finish the test and press the "SUBMIT" button. Don't print prior to SUBMITTING.
- 3) For a busy ISP (and particularly with smaller ISPs), try to find a less busy time, if, for example, their busy time is 8 pm and you have experienced being thrown off... just try earlier or later. Perhaps your solution is another ISP. Also, someone suggested getting two browser windows open to Bb. One on the quiz and the other almost anyplace. Take the quiz and periodically go the other browser window and

do something--anything. It'll signal the ISP that you are frenetically at work and you won't likely be bounced.

Proctored Mid-Term Exam—

TSU has a rule that one of the exams is proctored. The mid-term is proctored in this class. There are several steps you should follow to make this a flawless process. You have several safeguards to manage to make sure your exam is held on time and that the exam makes it back to me on time. There are a number of unintended potentials.

Please find a proctor at the local TSU branch or perhaps a library where you can take an exam. The TSU web site has more complete instructions and a form for you to fill out. TSU's office is part of the loop and you must file forms there. <http://spectrum.troyst.edu/~distance/menutitles/StudentRequirements.html>

When you have contracted a proctor and have filed the TSU forms, then write an e-mail to Dr. Vroman. On it write the proctor's name, e-mail and the date of the exam. This helps me gauge when to expect the exams.

Be sure to double-check with your proctor that they have received the exam on the date it should be e-mailed from TSU (see date on calendar, please). If they don't have it, please notify me and Kim Barron (kbarron@troyst.edu) immediately. In the e-mail put your proctor's name and the date you agreed for the individual to proctor the exam and I'll make sure that the exam gets to the proctor.

Make sure your proctor sends the exam to me after you are done. If you can watch it sent, do so. Ask the proctor to "CC" yourself on e-mails with your exam. This makes sure you know the e-mail has been sent and it gives you a copy of your answers.

When you get back to your computer, send me an e-mail so I know you finished and should expect the exam.

Again... The exam will take you about 1.5 hours. It is designed for you to use a computer to finish. Doing by hand is just fine. Double check that the answers are E-Mailed or faxed directly after the exam. Have the instructor "cc" you with a copy of the written answers. If your proctor center doesn't have a computer and you write the exam by hand, then a) fax it to me or b) mail it. The fax number is 410/628-0380 (fax and phone). The address is Dr. B. Vroman; 12 Tyburn Ct., Timonium, MD, 21093.

At the end of the exam send an e-mail to Dr. Vroman and say you finished it. Also, be sure to make sure the proctor keeps a copy of the exam at the end of the test in case something happens in the transmission to the instructor.

Companion site—

The <http://www.prenhall.com/laudon> is the companion site for Laudon and Laudon, **EDITION 5**. We'll use it for the Shootout (discussion board) and for an assignment or two. You can use it for test quizzes and tests, as well.

Powerpoint slides for each chapter are available to you on this site. Downloading these PPTs is a good way to capture the essential elements of the chapter. There are also some practice TF and MC questions. Some students have used these to measurably improve the quiz scores.

Shootout (Board Discussions)--:

There will be an issue listed for discussion on BlackBoard each week. I'll set up the Board for a two day (Tuesday-Wednesday) period. I'd like the discussion to be concentrated on-line over a couple of day period so it is active. (See Team Assignments). Just come back a couple of times when you are at your computer to contribute. I'll monitor and participate, but the primary responsibility is yours to tag onto the threads and contribute. You have to participate in on-line discussions for at least 8 of the weeks during the term.

Bring something to the discussion you have on the Boards. Review your book for support (which you use in your discussion). Go to the book's companion site, if one is available, and look for an article that gives you support for your argument, or gives you something to disagree with. Be sure to spice up your discussion with these references. You gain "power" in the discussion and points in the course when I review the discussion.

Be a good discussant. Be polite. Add full comments. Follow the logic of the discussion at that time, unless it is veering off the path. Be polite and bring it back to the discussion thread.

To summarize:

You count coup 1) if you participate each week; 2) if your comments are substantial and related to that week's readings and your cumulative knowledge in this course. I'm simply giving us a lot of practice opportunities to learn the material in this course.

Ground rules:

- 1) I'd like the discussions to be substantive and based on the material we are studying. You, in most cases, will take your lead from an observation based on some text. To help your colleagues, refer to that page in this manner (p4).

- 2) Make the blurb relatively short so people can read it. Be pithy, as they say.
- 3) Make your title creative so it captures the theme of your comment and maybe what topic you are replying to.
- 4) Tie into someone else's comments to disagree or agree with the comment. "Gentlemanly" disagreement is what this is all about.
- 5) If you are responding to a specific point in another student's comments, use your "copy" function and then "paste" it in your answer so people can follow the argument without having to retreat to the other comments to make sense out of yours. That is a long sentence, eh?
- 6) Visit each shootout a couple of times to keep up and make some comments..
- 7) **Shootout Monitor**- In the Announcements each of you will be assigned the responsibility as Monitor of one of the Discussion Boards. This simply means you go on the Board several times during the 2 or 3 day period to comment on things your colleagues have said. You can agree, disagree, point out inconsistencies, add some "facts" from the case. You should be prepared, be factual, and as "interesting" as possible.

Chats --

We'll have chats for an hour in the evening during the week. It will normally be either 8:00 pm or 9:00 pm Eastern Standard Time depending on the sections and my schedule. (*double check the announcements for your class*)

All the chats are mandatory in the sense that you will be at the chat, or you will vicariously 'be there' by analyzing the archives. You place your analysis in the appropriate section of the LLs.

Without prejudice we can accommodate any problem you might have not being present for a chat. If you have a legitimate reason for not participating, then all I ask is advance notice. In past classes, most domestic students have been in attendance, except in the case of travel. Most Asian students find that if they request the time, they can get it at the base. Recently, security concerns have limited base computer usage.

Every class member will participate weekly by attending or the archive route all term.

Keep me in the loop on your chat plans.

Privacy Options-- CHAT...

In order for your full name to show up in the CHAT, you have to go to TOOLS, STUDENT INFO, Privacy Options and check "List Info in User Directory" for your full name to show.

Check your browser-- CHAT..

Check out your browser on the chat room to make sure it works. It should be IE 6.0 and have a java plug-in. By trying there is a routine to help to upgrade your software, if necessary. You should do this before our chat so you don't get frustrated by not being ready when we start.

LLs-- Lessons Learned.

This is a major assignment in this class. This tool helps me determine the strength of the learning process in the class. When you turn your LLs in to me I can see that you thought about this class's concepts and projects on a regular basis throughout the course. The thoughts that you add to the LL will become increasingly more thoughtful as the course progresses. Again, this is an indicator that the learning process is going on.

Even more important, this puts a major part of the course grade in your hands. If you discipline yourself to do the work every week and have "good will" toward the course, then you will do very well.

The notebook will be between 20 and 35 pages at the end of the course. You'll submit all of your LLs in one file to Blackboard when the syllabus tells you to do so.

The form of the document is important. I have to read a lot of papers and need you to conform to the following rules so I can read them with little problem.

- ❖ 10 point Ariel, 1.5 spaces between lines.
- ❖ Embolden new section titles and the dates of your work in the paper.
- ❖ Make a Table of Contents keyed to 2nd level headings (in Word menu it is *Insert/Reference/Index & Tables*). Designating the sections and individual contributions to each section comes from *Format/ Styles and Formatting*.
- ❖ Date each contribution you make to the LL so I know **when** it was written.
- ❖ Upload these to me twice during the semester. See the syllabus for the dates. I'd like these to be in one file when you send them to me. Follow the protocol carefully in titling your file.

You will have ONE file named "yournameLLscourse(A or B section, if relevant). Find the format section for this file and add to each section consistently.

Here is what you will do EACH WEEK in the LL. Date your addition to the section when you read it. Then, put each week's contribution in the appropriate section following the prior week's contribution. This is organized in one file in your computer. Each section will contain similar contributions by date.

- a) SECTION A: "Assignments." Do each assignment in the syllabus in the order listed in the syllabus dating each item as you start it. There are problems and projects and cases assigned. All that material is done in this section of your LL. *The key to this is to refer to what the book says and let what we are learning discipline your thoughts.*
- b) SECTION B: This is the "Newsmakers" section. It is designed for you to actively look for articles in business magazines or newspapers that have information technology or information systems implications. Please put down the citation for the article (try to make it an Internet article, but capturing a TV issue is OK). Then, try to put the article in the context of the class model (or some other concept/model/ term) and use it to diagnose what the article has to say.
- c) SECTION C: Label one section "Insights from this Week" and date it. In this section, just go over all your thoughts from your study of the

material and ask yourself what were the "aha's " you had with regard to the material. What stood out as particularly interesting. **The key to this section is to write enough and carefully enough so I can follow your logic. Explore ideas.** Tell me what you "see" after the study or class interaction, that you didn't see before the study. **To me this section is a hallmark of how carefully you are managing your part of the learning process.**

Just as important, DON'T just write down a fact and say "I didn't know this" or "I'm impressed with this." Instead say "after reading this material, a project at work made more sense to me. .." Then tell me what made more sense. Or, "After I studied for the quiz, I got to thinking about the importance of databases in nearly everything we do..." and then give some illustrations, applications, or examples of databqses in your world. *There is no particular length for this section. It has to be personal, though, and it has to be disciplined to thoughts about that week's material..* As you go through the term, your insights will get more complex, because there is a cumulation that goes on in our terms and concepts if you do the work methodically.

- d) SECTION D: "Archives/Cases/Ancillary material .. This section contains analytic material assigned during the week.
- e) SECTION E: This section is added in the FINAL SUBMISSION ONLY. Simply go back to each shootout we did during the term and 'copy' your contributions.
- f) SECTION F: This section is added in the FINAL SUBMISSION ONLY. *Write a few paragraphs on a) your learning style and what parts of the course worked best for you and b) what parts of the course weren't as effective for you.* Please add these comments at the end of the paper as your last entry, please.

LL Organization Template

Find the template in Course Docs

Final LL comment

The LLs are a product of your hand and head. The reason I'm saying this is because the efficiency focus of busy students is to share the "load" sometimes.

Unhappily two students, a husband and wife, thought it was OK for one of them to do the work in this class for both of them while the other concentrated on another class and did the work for both of them. This way, as it was explained, they could take more courses and get their degrees faster. Hmmm.. the spirit of this

accomplishment escaped their pact.

A term or two ago I read an LL and thought I read the LLs and saw a pattern I recognized. Well I saw the same pattern 4 times with small variation. One person wrote much of the LLs and helped his "friends" who copied much of the work. Not kosher... and violates the spirit... to their sadness.

So... the LLs are a personal diary of your learning over the semester. I want to share your 'ahas' with you when I read them. I want to see your gradual improvement and facility in the material as I read them. I want to give you a good grade because I see a person that stayed with the program for the entire class and had good will toward our learning objectives.

First Day Assignments

- *Change your Privacy Option on BB-- ...*

In order for your full name to show up in the CHAT, you have to go to TOOLS, STUDENT INFO, 'Privacy Options' and check "List Info in User Directory" for your full name to show.

Check off e-mail for display, as well, please, to have this information available to everyone, including me. You can change your e-mail in Tools as well.

- *Home Page- Do right away... have picture up by second week*

Bb has a facility for a web page about yourself. Look in Tools (names vary), then you'll see the homepage function. Put your picture in it (requires a digital picture). Make the picture about 100 by 200 pixels (A LITTLE BIGGER IS OK) in order to keep it the right size on your home page. Add these details: Name; address; e-mail; what you do for a living including your title and employer; where you got your undergraduate degree and what your major was; add a paragraph on hobbies, past-times, etc. Be a little chatty. This adds a small component to making this more like a traditional class.

To see your and your colleague's home pages go to Communications/ Roster and then press on names to see.

- *FIRST WEEK E-Mail to DrV*

I also need an e-mail from you with the same information on it- without the picture. Also, add your home and work phone numbers and fax number. Just send this as soon as possible the first week.

- *Set up a folder for DrV's e-mails.*

Set up a mailbox in your e-mail named HR-DrV so you can put all my e-mails and reminders in one location when you get them.

Assignments 2/29/04

Week of	Chapter assignments and thought material	Assignments
3/15	<p>Ch 1 : Managing the Digital Firm Note the input/output model on p8. P27 is a more complex I/O model. (see assignment) This is a pretty basic model to guide your thinking. The Manager's Toolkit, p11, is oriented to I/T but is a basic problem-solving method.</p> <p>Ch 2: I/S in the Enterprise Please compare Figures on p27 with p39 with p40 with p 60. You are adding detail to a basic model. Work on the introductory model and case which begins every chapter begins with (We'll call it the <u>CLASS MODEL</u>). This model is basic to our study and underlies your mid-term.</p>	<p><u><i>You'll spend a lot of time on this class this week and next because we start out fast. It moderates a bit in week 3.</i></u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Register on-line at Blackboard and at www.prenhall.com/laudon (see discussion above). <input type="checkbox"/> Send bio info by e-mail to me (see syllabus) <input type="checkbox"/> Please begin the process to get a proctor for the mid-term exam in your location- Check TSU Site. <input type="checkbox"/> Also— Do put ideas on the Best Practices Board and questions about the class on the Questions Board. <input type="checkbox"/> Quiz on Mondays noon to midnight-- This week only, the quiz will be on <u>Thursday noon to midnite</u>. 15-20 objective questions- 30 minute timeline- open book. - <input type="checkbox"/> Chat- check for appropriate time <input type="checkbox"/> Shootout-Normally Tuesday through Thursday <p>Shootout this week on Friday-Saturday (Discussion Board): Read the Case: "Cisco Systems:...." For this week's board. Concentrate on the 4th question (entails an understanding of Q1).</p> <p><u>LLs</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Section a) Assignments Increasingly complex understanding of IS. <input type="checkbox"/> See the discussion on I/O models in left column. Compare the two models and show that you understand the use of the models on pages 9 and 27. <input type="checkbox"/> End of Chapter: <u>Ch 1</u>: See question in prior

Week of	Chapter assignments and thought material	Assignments
		<p>column on Input/Output model. Review Questions 1, 3, 8, 14; Prenhall site:Ch1 under Internet Connections/E-Projects/Application Exercises Go to Internet Connection/ answer questions about UPS for your LLs. Ch 2: Review qustns 5, 9, 11, 13.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Try to build the description under Ch 1/2 on the left column I into a broader understanding of the class model <input type="checkbox"/> <u>Section b) Newsmakers</u> Analyzing current news/issues using the class model and concepts as a frame. <input type="checkbox"/> <u>Section c) Insights</u> <ul style="list-style-type: none"> <input type="checkbox"/> Write a paragraph for your Insight LL on how these models capture almost the entire book. This can be an essay. I'm only asking for broad insights into what this means. <input type="checkbox"/> <u>Section d) Archives/Cases/Ancillary material</u>
3/22	<p>Ch 3: I/S, Orgns, Mgmt & Strategy Compare the Figures on P40 and P86 and write what insights you get from this study. <input type="checkbox"/> The supply chain model on pp89, 90 and 94,5 is critical to the application of I/T. Refer to pp 74, 60 and 55 and try to see the supply chain implications of each diagram.</p> <ul style="list-style-type: none"> <input type="checkbox"/> When you look at the 5 forces model, reinterpret that model in terms of the "Business Challenges" variable in the Class Model. <p>Ch. 4: The Digital Firm: EC and EB EC and EB are a product of the Internet Age. It is clear we are at the beginning of an era of the growth of Internet based business models. The model on page 131 is illustrative of the way that the Internet is impacting organization design.</p> <p>Try to get a level one understanding of this</p>	<ul style="list-style-type: none"> <input type="checkbox"/> <u>Quiz</u> on Mondays noon to midnight <input type="checkbox"/> <u>Chat</u>- check for appropriate time <p>The Models will be the basis for the discussion.</p> <ul style="list-style-type: none"> <input type="checkbox"/> <u>Shootout-Normally</u> Tuesday through Thursday <p>The WebVan Case is the basis for the shootout. It will be based on Question 4. It would be helpful to read the material below on reinterpreting the questions in terms of the class model.</p> <p><u>LLs</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> <u>Section a) Assignments</u> <ul style="list-style-type: none"> <input type="checkbox"/> Ch 3 Mgmt; The "Mgmt Wrap-Up" on p100 captures 3 of the variables on the class model. Answer the 2 questions there and this question "Write a paragraph on the implications for the information systems variable.; <input type="checkbox"/> Note p 79 and compare to CLASS MODEL (see discussion on left)

Week of	Chapter assignments and thought material	Assignments
	model.	<ul style="list-style-type: none"> <input type="checkbox"/> Compare the Figures on P40 and P86 and write what insights you get from this study. <input type="checkbox"/> The supply chain model on pp89, 90 and 94,5 is critical to the application of I/T. Refer to pp 74, 60 and 55 and try to see the supply chain implications of each diagram. <input type="checkbox"/> When you look at the 5 forces model, reinterpret that model in terms of the "Business Challenges" variable in the Class Model. <input type="checkbox"/> <u>Section b) Newsmakers</u> Analyzing current news/issues using the class model and concepts as a frame. <input type="checkbox"/> <u>Section c) Insights</u> <ul style="list-style-type: none"> <input type="checkbox"/> See the discussion on I/O models in left column. Compare the two models and show that you understand the use of the models on pages 9 and 27. <input type="checkbox"/> End of Chapter: Ch 1: See question in prior column on Input/Output model. Review Questions 1, 3, 8, 14; Prenhall site:Ch1 under Internet Connections/E-Projects/Application Exercises Go to Internet Connection/ <i>answer questions about UPS for your LLs.</i> Ch 2: Review qstns 5, 9, 11, 13. <input type="checkbox"/> Try to build the description under Ch 1/2 on the left column I into a broader understanding of the class model <input type="checkbox"/> <u>Section d) Ancillary assignments/ Chats/ etc</u> <ul style="list-style-type: none"> <input type="checkbox"/> Chat summary- if you missed. <input type="checkbox"/> Be sure to read the first case and work on correlating it with the Class Model. <input type="checkbox"/> Chapter 4- Read the WebVan Case on page 137; The exercise here is to interpret the case by using the class model as a frame. Look at Q1 and reinterpret the question in terms of "Business Challenges." The "assumptions" that drive the business model that were

Week of	Chapter assignments and thought material	Assignments
		<p>made are the ideal ones made before the company went into business. The reality of building a company presents business challenges which the company (Mgmt Level/Org lvl/ IT and IS) has to intelligently respond to- if they can. Q2 refers to the IT and IS variables. Q3 relates to strategies. These are ways the organization describes the allocation of resources to address Business Challenges. (as a side note- these questions are a good practice for your mid-term). Q4 should be easy.</p> <p><input type="checkbox"/> Put up your home page picture and background on your Blackboard web-site. Check out your colleagues' sites. (see "web page" section) and get acquainted with them.</p>
3/29	<p>Ch. 5: Ethical and Social Issues This chapter has moved up to chapter 5 in this edition of the book because the notions of Ethics and Social Issues has achieved such current prominence.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Quiz on Mondays noon to midnight <input type="checkbox"/> Chat- check for appropriate time <input type="checkbox"/> Shootout-Normally Tuesday through Thursday <p>"Ethics is a terribly complex subject in the technological age."</p> <p><u>LLs</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Section a) Assignments <ul style="list-style-type: none"> <input type="checkbox"/> End of Chapter: Do the Review Questions 1, 3,8, 11 <input type="checkbox"/> Check your own computer for COOKIES. Count the number that you have. Find the "Cookie" file. Then read the names of the ones that you can and right click a couple and look at the properties. Go to the Internet site CookieCentral.com and read a couple of articles. What Insights did you get from your exercise with Cookies. <input type="checkbox"/> Companion Site: Explore the Internet Connection- Find the significance aspects related to the chapter.

Week of	Chapter assignments and thought material	Assignments
		<ul style="list-style-type: none"> □ <u>Section b) Newsmakers</u> Analyzing current news/issues using the class model and concepts as a frame. □ <u>Section c) Insights</u> Increasingly complex understanding of IS. For LL: What happened on the Shootout that was interesting. □ <u>Section d) Ancillary assignments/ Chats/ etc</u> <ul style="list-style-type: none"> □ Chat summary- if you missed. □ Be sure to read the first case and work on correlating it with the Class Model.
4/5	<p>Chapter. 6: Managing Hardware and Software This chapter shows you the complexity of the I/T variable in the class model.</p> <p>Chapter 7: Managing Data Resources Software Assets If you "scratch" under every application there is a database somewhere. The db by itself is an I/T decision and hopefully it is complex enough to support the I/S applications that respond to the needs of the Organization and Management Levels (see class model).</p> <p>These 2 chapters capture the software components of the i/T variable in the class model. Until the software is programmed into something that aids an organizational process, it doesn't fit into the IS variable (take a look at some of the models that introduce your chapters to see.)</p>	<ul style="list-style-type: none"> □ <u>Quiz</u> on Mondays noon to midnight □ <u>Chat</u>- check for appropriate time □ <u>Shootout</u>-Normally Tuesday through Thursday "If you ask simplistic questions, no matter how sophisticated your db, you get simplistic answers." <u>LLs</u> □ <u>Section a) Assignments</u> <ul style="list-style-type: none"> □ End of Chapter: Ch6 Review Questions: 1, 9, 11, 17. Ch7 do Q1 (top of page); Review Questions: 1, 5, 10, 15. P 24 . □ Companion Site, Ch7: Do the Internet Connection. Read the Oracle site for insights into database mgmt. What insights did you get looking at this site? □ <u>Section b) Newsmakers</u> Analyzing current news/issues using the class model and concepts as a frame. □ <u>Section c) Insights</u> Increasingly complex understanding of IS.

Week of	Chapter assignments and thought material	Assignments
		<ul style="list-style-type: none"> □ <u>Section d) Ancillary assignments/ Chats/ etc</u> <ul style="list-style-type: none"> □ Chat summary- if you missed □ Be sure to read the first case and work on correlating it with the Class Model. □ <u>UPLOAD LLS to Digital Drop Box- 1 file with file name = yourname</u>
4/12		<ul style="list-style-type: none"> □ <u>Proctored Test</u>
4/19	<p>Chapter 8: Telecommunications and Networks Connected computers is an important component of your world. We are getting more dependent on an increasingly complex set of networks. If your connection to Blackboard is a dial-up then it is likely just like the Figure on page 253. Be sure to master the Frequency Ranges on Figure 8-3- a lot of communication opportunities and issues are clearer with an understanding. EC and EDI are topics that can be applied to the Supply chain logic we worked on in earlier chapters.</p>	<ul style="list-style-type: none"> □ <u>Quiz</u> on Mondays noon to midnight □ <u>Chat</u>- check for appropriate time □ <u>Shootout</u>-Normally Tuesday through Thursday <p>"At the end of the day, you have to conclude that Networks and Distributed Computing are well planned and failsafe. What can you add to make the statement and underlying logic more valid."</p> <p><u>LLs</u></p> <ul style="list-style-type: none"> □ <u>Section a) Assignments</u> <ul style="list-style-type: none"> □ End of chapter questions— Chapter 8 Do question 1 under Mgmt Wrap-up, p 271. Review Questions 5, 6, 8, 12, 13. Chapter 9 Do the "Electronic Commerce Project" on the companion site. <p>Do Q4 on the end of chapter case "General Motors Takes a Test Drive on the Internet. Be sure to articulate the "Business Challenges" that GM was responding to.</p> <ul style="list-style-type: none"> □ Do you see the role of the Modem in translating your digital output to analog to be translated back? <ul style="list-style-type: none"> □ <u>Section b) Newsmakers</u> <p>Analyzing current news/issues using the class model and concepts as a</p>

Week of	Chapter assignments and thought material	Assignments
		<p>frame.</p> <ul style="list-style-type: none"> □ <u>Section c) Insights</u> <p>Increasingly complex understanding of IS.</p> <p>Use the discussion in the column on the left to influence your insights.</p> <ul style="list-style-type: none"> □ <u>Section d) Ancillary assignments/ Chats/ etc</u> <ul style="list-style-type: none"> □ Chat summary- if you missed □ Be sure to read the first case and work on correlating it with the Class Model.
4/26	<p>Ch 9:</p> <p>The Internet and the New I/T Infrastructure</p> <p>The figure on p 279 captures the complexity of propriety networks and their connection with the Internet. Play with this Figure a little and muse about the capabilities of the newer technologies that are just in the growth stage. Think about the cost and effectiveness differences. Relate other parts of the chapter to this model.</p>	<ul style="list-style-type: none"> □ <u>Quiz</u> on Mondays noon to midnight □ <u>Chat</u>- check for appropriate time □ <u>Shootout</u>-Normally Tuesday through Thursday <p>" TBA</p> <p><u>LLs</u></p> <ul style="list-style-type: none"> □ <u>Section a) Assignments</u> <ul style="list-style-type: none"> □ End of chapter questions— Chapter 8 Do question 1 under Mgmt Wrap-up, p 271. Review Questions 5, 6, 8, 12, 13. Chapter 9 Do the "Electronic Commerce Project" on the companion site. Do Q4 on the end of chapter case "General Motors Takes a Test Drive on the Internet. Be sure to articulate the "Business Challenges" that GM was responding to. □ Do you see the role of the Modem in translating your digital output to analog to be translated back? □ <u>Section b) Newsmakers</u> <p>Analyzing current news/issues using the class model and concepts as a frame.</p> <ul style="list-style-type: none"> □ <u>Section c) Insights</u>

Week of	Chapter assignments and thought material	Assignments
		<p>Increasingly complex understanding of IS.</p> <p>Use the discussion in the column on the left to influence your insights.</p> <ul style="list-style-type: none"> □ <u>Section d) Ancillary assignments/ Chats/ etc</u> <ul style="list-style-type: none"> □ Chat summary- if you missed □ Be sure to read the first case and work on correlating it with the Class Model.
5/3	<p>Chapter 10: Managing Knowledge for the Digital Firm Concern for knowledge/ Intelligence is a result of the increasing complexity of decision-making and problem-solving in the modern organization. These are amazing supports for humans in complex/ open system processes. KM can be used in traditional organizations and in the more modern new-design organizations. The key question is how much growth is there in the concept and how essential is it to the culture of the future organization.</p> <p>Chapter 11: Enhancing Mgmt Decision-making A key component to managing a firm is to insure consistently powerful decision-making across the organization. This chapter gives you another insight into the numerous ways that I/T is developing to support this key process.</p>	<ul style="list-style-type: none"> □ <u>Quiz</u> on Mondays noon to midnight □ <u>Chat</u>- check for appropriate time □ <u>Shootout</u>-Normally Tuesday through Thursday <p><u>LLs</u></p> <ul style="list-style-type: none"> □ <u>Section a) Assignments</u> <ul style="list-style-type: none"> □ End of Chapter Do Q1 in <u>Mgmt Wrapup</u>, p 342 ; Do Q2 in Mgmt Wrapup on page372. □ Ch 10: DO Review Questions 2,6,9,11,17. In Ch 11, Review Questions 3,8,9,15. □ Companion Site- Do the Internet Connection Exercise <ul style="list-style-type: none"> □ Position the thrust of these chapters on the figures on pages 86, 41, 40 □ <u>Section b) Newsmakers</u> Analyzing current news/issues using the class model and concepts as a frame. □ <u>Section c) Insights</u> Increasingly complex understanding of IS. □ <u>Section d) Ancillary assignments/ Chats/ etc</u> <ul style="list-style-type: none"> □ Chat summary- if you missed □ Be sure to read the first case and work on correlating it

Week of	Chapter assignments and thought material	Assignments
5/10	<p>Chapter 12: Redesigning the Organization with Information Systems This is where the "rubber hits the road" in I/T, I/S. I/T can "cement" in perfectly dysfunctional processes, or perhaps just automate older ways of doing things (putting an "overlay" on existing processes). There might be some efficiencies. But this is seldom enough. A well intended implementation of I/T might be a good way of wasting resources and perhaps even become less competitive.</p> <p>Even if I/T is used as a "design variable" per some of the figures in the chapter (eg pp 385-89), they spend a lot of time refining what they are doing, a la Figure 12-3. The latter part of the chapter shows what has to happen to build effective Information Systems.</p> <p>Ch. 14: Information Systems Security and Control Security is the byword of this age. We are wrestling with it internationally and within families and organizations. Technology just enhances the security issues facing us. Page 453 kind of captures the management issues. The only question, some say, facing firms is what level of breakdown must we expect as normal because to make things secure is beyond our capability? The rest of the chapter captures the ways management is wrestling with the issues.</p> <p><input type="checkbox"/> Be sure to read the first case and work on correlating it with the Class Model.</p>	<p>with the Class Model.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Quiz on Mondays noon to midnight <input type="checkbox"/> Chat- check for appropriate time <input type="checkbox"/> Shootouts <p>"Anyone wanting to cripple a company should focus on information systems."</p> <p>LLs</p> <ul style="list-style-type: none"> <input type="checkbox"/> Section a) Assignments <ul style="list-style-type: none"> <input type="checkbox"/> Read the material in the left column under Chapter 12 and wrestle with what it means to say "using I/T as a design variable" versus using it as an "overlay." <input type="checkbox"/> Ch 14 Do Q 1,2 in Management Wrapup on page 478. <input type="checkbox"/> Ch 14: Companion Site: Peruse the sites suggested in the Internet Connection and, using your cumulating insights, carefully put down what you "see." This includes the obvious things, but what you 'know" must be there based on your study this term. <input type="checkbox"/> Section b) Newsmakers Analyzing current news/issues using the class model and concepts as a frame. <input type="checkbox"/> Section c) Insights <ul style="list-style-type: none"> <input type="checkbox"/> What insights do you get mulling over the issues organizations confront in projecting and justifying and managing I/T expenditures. (see discussion under Ch 13- left column). <input type="checkbox"/> Section d) Ancillary assignments/ Chats/ etc <ul style="list-style-type: none"> <input type="checkbox"/> Chat summary- if you missed <input type="checkbox"/> Ch 12: Do the APCO Case and all the questions. Use the class model terminology in your answer.

Week of	Chapter assignments and thought material	Assignments
5/17	<p>Final Week</p> <p>WHEW!</p> <p>Grades In May 26</p>	<ul style="list-style-type: none"> <input type="checkbox"/> UPLOAD Final LL- As soon as you can this week <input type="checkbox"/> Do and submit Final- Blackboard (Sunday 12/14) noon to Monday Midnight, 12/15).