INFS 6330 SYLLABUS

Course: INFS 6330 Information Systems for Managers
Instructor: Dr. Sunyoung Cho

Fall 2019
Meeting times: Online class
Office location: EMAGC 3.334

Office hours: This is online course and I will communicate with students by email or other electronic media. In addition, I will be available via a phone call or a video call. Please send me an email to set up a meeting time.

Telephone #: (956) 665-3360
Email: sunyoung.cho@utrgv.edu

TEXTBOOK AND/OR RESOURCE MATERIAL

• Other Articles & Reports (to be assigned on the Blackboard course site)

COURSE DESCRIPTION AND PREREQUISITES

Alternative approaches to managing the resources (computers, networks, software, data, & people) that organizations utilize in applying information systems. The roles of the user/manager identifying opportunities, obtaining computer applications and creatively using information technology to improve operational, tactical and strategic planning and performance. Topics include enterprise systems, managerial support systems, decision support systems, e-commerce applications.
Prerequisite: None.

The main purpose of this class is to show that Information Technology (IT) is not merely a department, but rather it is an essential part of every aspect of a business and serves as the platform for business operations. Understanding what IT can and can’t do has become a core competency that every business manager, regardless of his/her background, must have. If a business manager is leading a team or a business project without this competency, the project is very likely to fail. People are using IT everywhere in business. Businesses that can’t utilize IT to create competitive advantage will likely perish.

This class will present a step-by-step guide to analyze and understand the role of IT in the organization where the business manager is employed, and how to derive value from IT for the business. This course will help a business manager acquire an appreciation for the possibilities created by IT-based solutions, and to understand how to turn IT into a strategic asset. In addition to providing you with general knowledge about IT, this class will help you to understand how your IT department is organized. It is important that you, as managers, are aware of and understand the key IT trends that will most likely influence businesses in the next few years.

LEARNING OBJECTIVES/OUTCOMES FOR THE COURSE

At the conclusion of this course, students will be able to:
• Describe and evaluate emerging information technologies.
• Analyze and evaluate the use of information systems as a strategic weapon.
• Explain what it means to be IT savvy and how to build an IT savvy organization
• Describe and link key performance measures to the IT systems that support them
• Explain the complexities of current IT systems
• Apply MIS capabilities:
  o Using sales and distribution modules of SAP (ERP) system
  o Analyzing and visualizing data
• Apply MIS knowledge to transform IT into a strategic asset in business organizations
The Robert C. Vackar College of Business Entrepreneurship (CoBE) has adopted the following learning goals and objectives that each student should achieve while in the degree program. Not all goals and objectives are covered in each course; however, all goals and objectives should be addressed throughout the degree program.

### CoBE MBA Learning Goals

<table>
<thead>
<tr>
<th>CoBE MBA Learning Goals</th>
<th>This course contributes to the following College of Business and Entrepreneurship learning goals:</th>
<th>How measured</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leadership</td>
<td>☒ Leader role in group assignments</td>
<td></td>
</tr>
<tr>
<td>Demonstrate effective business communication skills</td>
<td>☒ Project and assignment reports and reading summary and discussions</td>
<td></td>
</tr>
<tr>
<td>Critical analysis and decision making</td>
<td>☒ Assignments</td>
<td></td>
</tr>
<tr>
<td>Global perspective</td>
<td>☐ Assignments and in-class discussions</td>
<td></td>
</tr>
<tr>
<td>Ethics</td>
<td>☒ Assignments and discussions</td>
<td></td>
</tr>
<tr>
<td>Demonstrate the ability to critically analyze business issues.</td>
<td>☒ Assignments and Tests</td>
<td></td>
</tr>
</tbody>
</table>

### Information Systems Major Learning Objectives

<table>
<thead>
<tr>
<th>Information Systems Major Learning Objectives</th>
<th>This course contributes to the following Department of Information Systems learning objectives:</th>
<th>How measured</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will understand the role of the Information Systems department is to align Information Systems projects to the strategic goals of the company and to enhance organizational effectiveness.</td>
<td>☒ Assignments and Tests</td>
<td></td>
</tr>
<tr>
<td>Students will understand concepts needed to design and implement information systems infrastructure.</td>
<td>☐ Assignments and Tests</td>
<td></td>
</tr>
<tr>
<td>Students will be able to design and implement information systems infrastructure.</td>
<td>☐ Assignments and Tests</td>
<td></td>
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<tr>
<td>Students will be able to communicate effectively orally and in writing.</td>
<td>☒ Assignments and Tests</td>
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</table>

Our mission is to be the agent of innovation, knowledge discovery, and economic development in South Texas, Northern Mexico, and beyond, by offering a rigorous curriculum informed by experiential learning, high quality research, and community partnerships. Your mastery of these learning goals and objectives help us to achieve this mission.
### GRADING POLICIES

<table>
<thead>
<tr>
<th>Graded Item</th>
<th>Description</th>
<th>% of Final Grade</th>
<th>Date Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussions</td>
<td>You need to post your written discussion on Blackboard. Also, you need to add comments to at least two other postings.</td>
<td>30</td>
<td>To be announced in Blackboard</td>
</tr>
<tr>
<td>Quiz</td>
<td>A simple quiz will be due before each unit based on assigned reading</td>
<td>15</td>
<td>To be announced in Blackboard</td>
</tr>
<tr>
<td>SAP ERP and Analytics assignments</td>
<td>These assessments will require research and hands-on exercises using software systems. (pts varies)</td>
<td>20</td>
<td>To be announced in Blackboard</td>
</tr>
<tr>
<td>Project</td>
<td>A group of 3 or 4 students will do a project together. Details will be announced on Blackboard. I will form and announce student groups.</td>
<td>20</td>
<td>To be announced in Blackboard</td>
</tr>
<tr>
<td>Exam</td>
<td>Exam will consist of essay questions, multiple choice &amp; T/F questions on all course materials including readings and assignments.</td>
<td>15</td>
<td>To be announced in Blackboard near the end of the semester.</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>100%</strong></td>
<td></td>
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</table>

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<thead>
<tr>
<th>Grading scale:</th>
<th>Letter Grade</th>
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<tbody>
<tr>
<td>More than 90% of the semester total</td>
<td>A</td>
</tr>
<tr>
<td>More than or equal to 80% and less than 90%</td>
<td>B</td>
</tr>
<tr>
<td>More than or equal to 70% and less than 80%</td>
<td>C</td>
</tr>
<tr>
<td>More than or equal to 60% and less than 70%</td>
<td>D</td>
</tr>
<tr>
<td>Less than 60%</td>
<td>F</td>
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</tbody>
</table>

### QUIZZES

To get the most out of this class, it is imperative that you read the assigned readings. Unit quizzes are based on the assigned reading and are designed to help you get a good understanding of the basic concepts introduced in the material that will be further discussed in class. **Quizzes will close at 11:59pm CT on the announced due date.**

### DISCUSSIONS

Each week or each unit, you will be asked to summarize your reading and each discussion submission is due by 11:59 pm on the announced date. You need to post your discussion and add comments to at least two other postings. Failing to add comments to others will result in 20% point-deduction.

I expect thorough responses. This mode of learning is a key indicator of your understanding and application of course materials, and discussions also build on your ability to provide feedback and support to classmates, key skills for managers.

A few small assignments will be given (other than SAP and Data analytics), and these small assignments will be graded as part of discussion.
SAP AND DATA ANALYTICS ASSIGNMENTS

SAP is a leading vendor in the ERP market and in business analytics tools market. You will have opportunities to get exposed to SAP products through individual assignments, which accounts major assignments points. In addition you will have opportunity to get hands-on exercise of a couple of analytics products.

PROJECT (TENTATIVE – TOPIC MAY CHANGE)

A group of 3 or 4 students picks a technology, does research, and write the research paper. Each group needs to choose a firm which strategically implemented the chose technology in a successful way. If you want to do the project by yourself, send me an email. The paper should include description of technology, its applications or uses, and analyzes how the firm has successfully/strategically implemented the technology and how the technology becomes strategic assets to the firm reshaping its business model and operations. Use the Peter & Weil book’s framework as much as possible (if possible).

Topics include but are not limited to the following:
- You can choose one of the emerging technology trends in the following documents
- Other than those, to name a few others.....
  - Cloud Computing
  - Enterprise Resource Planning
  - Supply Chain Management
  - Customer Relationship Management
  - Business Intelligence Systems
  - Nanotechnology
  - Expert Systems
  - Big Data
  - Data Analytics

Format
- APA format
- Double Space, 12-point font, 1 inch all around margins
- 10 references minimum. All references must be current. No references before the year 2008 will be accepted. References not used within the paper should not appear in the References Section.
- Must include Title Page, Table of Contents & References but these are not counted pages of the paper.
- Minimum number of words without bibliography is 2200 words, and maximum is 2700 words (The total number of pages does not matter as long as your word count is between 2200 and 2700).

EXAM

There will be one exam at the end of the semester that will consist of multiple choice/fill-in the blank questions, and essay type questions.

LATE SUBMISSION POLICY

Without an official document, the following rules will apply to late assignment submissions:
- Within 24 hours 80 %
- Within 48 hours 50 %
- After 48 hours 0 %

Late submissions with acceptable official excuses will be given full credit. However, they must be submitted within a reasonable time period. Assignments submitted late without documentation will be graded using
the penalties indicated above. All assignments and group projects are required to be submitted through Blackboard.

### ONLINE CLASS EXPECTATIONS

The following ground rules will help your work in this course to go much more smoothly. Please carefully review these expectations and follow them.

1. Online courses are typically just as time intensive, and may be more rigorous than traditional courses. Many students claim that online courses require more time and commitment. As you begin this course, you would be wise to schedule 9 or more hours per week for studying materials and completing assignments.

2. Falling behind in this course is particularly problematic because the concepts we cover are cumulative. This means that not becoming proficient with information and objectives presented and assessed in a particular week can lead to low scores for that week as well as in subsequent weeks.

3. Academic integrity will be appraised according to the student academic behavior standards outlined in The University of Texas Rio Grande Valley Student Conduct and Discipline. See http://www.utrgv.edu/_files/documents/student-experience/student-rights-responsibilities/srr-hop-stu-02-100.pdf for further details.

4. Don’t turn in late assignments. Late submissions will result in a point deduction in your grade.

5. Keep up with the reading. You have quite a few chapters, modules, discussion postings, and e-mail messages.

### EMAIL TIPS

E-mail will be an integral part of this course. Make sure you:

1. Check your e-mail at least once per day (more often is better).

2. Be patient. Don’t expect an immediate response when you send a message. I will respond within 24 hours during weekdays.

3. Include "Subject" headings: use something that is descriptive and refer to a particular assignment or topic.

4. Be courteous and considerate. Being honest and expressing yourself freely is very important but being considerate of others online is just as important as in the classroom.

5. Make every effort to be clear. Online communication lacks the nonverbal cues that fill in much of the meaning in face-to-face communication.

6. Do not use all caps. This makes the message very hard to read and is considered "shouting." Check spelling, grammar, and punctuation (you may want to compose in a word processor, then cut and paste the message into the discussion or e-mail).

7. Break up large blocks of text into paragraphs and use a space between paragraphs.

8. Sign your e-mail messages.

### IMPORTANT DATES ON ACADEMIC CALENDAR

Be sure to include important dates relative to the academic calendar. The UTRGV academic calendar can be found at https://my.utrgv.edu/home at the bottom of the screen, prior to login. Some important dates for Fall 2019 include:

- **August 26**: First day of classes
- **August 29**: Last day to add a course or register for Fall 2019
- **September 2**: Labor Day Holiday – NO classes
- **November 13**: Last day to drop a course; will count toward the 6-drop rule
- **November 28 - 29**: Thanksgiving Holiday – NO classes
- **December 5**: Study Day – NO classes
- **December 6 - 12**: Final Exams
- **December 13 - 14**: Commencement Exercises
**STUDENTS WITH DISABILITIES: REQUIRED ON ALL SYLLABI. DO NOT MODIFY.**

Students with a documented disability (physical, psychological, learning, or other disability which affects academic performance) who would like to receive academic accommodations should contact Student Accessibility Services (SAS) as soon as possible to schedule an appointment to initiate services. Accommodations can be arranged through SAS at any time, but are not retroactive. Students who experience a broken bone, severe injury, or undergo surgery during the semester are eligible for temporary services.

**Pregnancy, Pregnancy-related, and Parenting Accommodations**

Title IX of the Education Amendments of 1972 prohibits sex discrimination, which includes discrimination based on pregnancy, marital status, or parental status. Students seeking accommodations related to pregnancy, pregnancy-related condition, or parenting (reasonably immediate postpartum period) are encouraged to contact Student Accessibility Services for additional information and to request accommodations.

**Student Accessibility Services:**

**Brownsville Campus:** Student Accessibility Services is located in 1.107 in the Music and Learning Center building (BMSLC) and can be contacted by phone at (956) 882-7374 or via email at ability@utrgv.edu.

**Edinburg Campus:** Student Accessibility Services is located in 108 University Center (EUCTR) and can be contacted by phone at (956) 665-7005 or via email at ability@utrgv.edu.

**MANDATORY COURSE EVALUATION PERIOD: REQUIRED ON ALL SYLLABI. DO NOT MODIFY.**

Students are required to complete an ONLINE evaluation of this course, accessed through your UTRGV account (http://my.utrgv.edu); you will be contacted through email with further instructions. Students who complete their evaluations will have priority access to their grades. Online evaluations will be available on or about:

<table>
<thead>
<tr>
<th>Module</th>
<th>Date Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module 1</td>
<td>October 2nd – 8th</td>
</tr>
<tr>
<td>Module 2</td>
<td>November 27th – 3rd</td>
</tr>
<tr>
<td>Full Fall Semester</td>
<td>November 14th – 4th</td>
</tr>
</tbody>
</table>

**ATTENDANCE:**

Students are expected to attend all scheduled classes and may be dropped from the course for excessive absences. UTRGV’s attendance policy excuses students from attending class if they are participating in officially sponsored university activities, such as athletics; for observance of religious holy days; or for military service. Students should contact the instructor in advance of the excused absence and arrange to make up missed work or examinations.

Note: I will check your Blackboard access history to prove your attendance if needed.

**SCHOLASTIC DISHONESTY:**

As members of a community dedicated to Honesty, Integrity and Respect, students are reminded that those who engage in scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and expulsion from the University. Scholastic dishonesty includes but is not limited to: cheating, plagiarism (including self-plagiarism), and collusion; submission for credit of any work or materials that are attributable in whole or in part to another person; taking an examination for another person; any act designed to give unfair advantage to a student; or the attempt to commit such acts. Since scholastic dishonesty harms the individual, all students and the integrity of the University, policies on scholastic dishonesty will be strictly enforced (Board of Regents Rules and Regulations and UTRGV Academic Integrity Guidelines). All scholastic dishonesty incidents will be reported to Student Rights and Responsibilities.
In accordance with UT System regulations, your instructor is a “Responsible Employee” for reporting purposes under Title IX regulations and so must report to the Office of Institutional Equity & Diversity (oie@utrgv.edu) any instance, occurring during a student’s time in college, of sexual misconduct, which includes sexual assault, stalking, dating violence, domestic violence, and sexual harassment, about which she/he becomes aware during this course through writing, discussion, or personal disclosure. More information can be found at www.utrgv.edu/equity, including confidential resources available on campus. The faculty and staff of UTRGV actively strive to provide a learning, working, and living environment that promotes personal integrity, civility, and mutual respect that is free from sexual misconduct, discrimination, and all forms of violence. If students, faculty, or staff would like confidential assistance, or have questions, they can contact OVAVP (Office for Victim Advocacy & Violence Prevention) at 665-8287, 882-8282, or OVAVP@utrgv.edu.
The following schedule is tentative and subject to change. Any changes from the tentative schedule will be announced in class and posted and posted on the Blackboard course site.

<table>
<thead>
<tr>
<th>Unit</th>
<th>Week</th>
<th>Topic</th>
<th>Readings</th>
<th>Activities</th>
</tr>
</thead>
</table>
| Pre-Unit | W1 8/26 | • Introduction  
• Motivation: understand and relate IT/IS projects to business and my work | • Chaos report  
• 25-years of software project | • Discussion: Self-introduction  
• Pre-unit Discussion: Chaos report |
| 1    | W2 9/4 | • Transforming IT from Strategic Liability to a Strategic Asset | • Well & Ross – Chapter 1  
• The Phoenix Project (Part 1 – Chapters 1-8)  
• Article/handout | • Quiz1  
• Discussion |
|      | W3 9/9 | • Transforming IT from Strategic Liability to a Strategic Asset |  | • Article summary/case analysis |
| 2    | W4 9/16 | • Defining Your Operating Model | • Well & Ross – Chapter 2  
• The Phoenix Project (Part 1 – Chapters 9-16)  
• Gartner Group – Top 10 Technology Trends | • Quiz2  
• Discussion |
|      | W5 9/23 | • Defining Your Operating Model |  | • Discussion  
• Assignment |
| 3    | W6 9/30 | • Revamping Your IT Funding Model | • Well & Ross – Chapter 3  
• The Phoenix Project (Part 2 – Chapters 17-24) | • Quiz3  
• Discussion |
|      | W7 10/7 | • SAP Sales and Distribution Assignment |  | • SAP SD assignment due |
| 4    | W8 10/14 | • Building a Digitized Platform | • Well & Ross – Chapter 4  
• The Phoenix Project (Part 2 – Chapters 25-32)  
• Article | • Quiz4  
• Discussion |
|      | W9 10/21 | • Building a Digitized Platform |  | • Discussion  
• Case analysis |
| 5    | W10 10/28 | • Allocating Decision Rights and Accountability and Security | • Well & Ross – Chapter 5  
• The Phoenix Project (Part 2 – Chapters 33-35) | • Quiz5  
• Discussion |
|      | W11 11/4 | • Data Analysis with SAP BusinessObjects |  | • Discussion  
• Business Analytics assignment due |
| 6    | W12 11/11 | • Driving Value from IT | • Well & Ross – Chapter 6  
• Other reading | • Quiz6  
• Discussion |
|      | W13 11/18 | • Driving Value from IT |  | • Assignment |
| 7    | W14 11/25 | • Leading an IT Savvy Firm | • Well & Ross – Chapter 7  
• Other reading | • Quiz7  
• Group Project Due |
| 8    | W15 12/2 | • Ethics | • Article/handout | • Quiz8  
• Discussion |
|      | W16 12/10 |  |  |  |