

**University of Massachusetts Dartmouth
Charlton College of Business**

**MIS 650 Information Technology Management
(MBA)
(Online Course)**

(*Syllabus is subject to change)

Instructor:	Shouhong Wang
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Office Hours:	N/A

Class Schedule, Office Hours and Location

This course is: 100% Online

1. Course Description

Course Description:

Introduction to the information technology used in modern organizations. The course is designed to provide a technical understanding of information technology, practical experience and management perspectives on its utilization in organizations.

Course Credits: 3 credits.

2. Course Objectives

Course Objectives:

Students in this course will develop an understanding of how advances in IT provide an opportunity for organizations to fundamentally rethink organization strategy, structure, and process. Through the course students will develop the following knowledge.

- (1) To define the strategic importance of information as an organizational resource and to develop an appreciation for issues in managing data/information/knowledge;
- (2) To analyze management concerns and trends in the administration of the information systems function;
- (3) To apply concepts covered on the management of IT/IS to identify opportunities for the organization.
- (4) To develop higher-order thinking skills for management of IT/IS.

3. Competencies and Contact Hours

Students will be introduced to:

- IT/IS issues in business organizations (9 hr)
- design of plan for management of IT/IS (3 hr)
- organizational/social factors in management of IT/IS (3 hr)

Students will understand:

- the strategic alignment of IT/IS with business in organizations (6 hr)
- approaches to IT/IS planning and management (6 hr)
- interactions of organizational/social factors in management of IT/IS (6 hr)

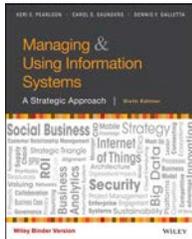
Students will be able to:

- analyze IT management issues in real situations effectively (6 hr)
- communicate recommendations for management of IT/IS effectively (6 hr)

4. Textbook

Required textbook:

K. E. Pearlson, C. S. Saunders, and D. F. Galletta, *Managing and Using Information Systems: A Strategic Approach*, 6th Edition, Wiley, 2015, ISBN: 978-1-119-25521-5



Supplemental reading:

Wang, S. and Wang, H., "Teaching and learning higher-order thinking," *International Journal of Arts and Sciences*, 7(2), 2014, 179-187. (Download from <http://universitypublications.net/ijas/0702/pdf/H4V240.pdf>)

5. Methods of Instruction

This is an online course. We will apply the flip teaching approach to this course. You read the textbook and other supplemental readings (including course syllabus, learning objectives, tasks, PPT of the textbook, and supplemental reading) online by yourself first, instead of lectures in face-to-face classes.) by yourself first, instead of lectures in face-to-face classes. Upon the completion of reading and comprehension of the course material, you complete all assignments and discussions.

- (1) Each student will post case analysis presentation in PPT (about 20 slides) as assigned.
- (2) Each student will post a summary of case analysis in PPT (about 10 slides)
- (3) Each student will post an abstract of her/his term paper in PPT (about 10 slides)
- (4) Each student will submit a term paper based on her/his interests.

Students have the responsibility to access the online course site in the UMass **myCourses** system through high speed Internet connection with their own adequate computers. All technical problems with **myCourses** should be reported to the university CITS support team.

6. Requirements

(1) **Discussions PPT in the first week (5 points):**

Discussions on higher-order thinking for this course, case study, and term paper topics. The “warm-up” discussions will be useful for you to be familiar with the context of this course, the online teaching/learning environment, and effective use of PPT for presentation.

(2) **Case Analysis PPT (5 cases @ 10 points = 50 points):**

This course will be highly interactive in nature. This course includes case analysis on the key issues of IT in the business world. **Students are required to read the chapter, to prepare case analysis (see the Schedule), and to post the analysis.**

A problem solving approach to case analysis will be used for this course. For this approach, you should take a consultant role and assume that you were hired by the organization to:

- make use of its knowledge of IT management;
- provide an objective opinion on the questions listed after the case;
- provide realistic options for action for this organization.

Although the presentation scheme is highly depending upon the contents of the case, the presentation should cover the following points.

- Overview of the case (do not repeat what the case has said);
- Overall analysis of the case using models/theories of IT management and other related fields;
- Answers to the questions listed after the case;
 - Managerial assumptions you made;
 - Support information (e.g., search the Internet and/or IT management literature);
 - Analysis.
- **SODA map or flow chart for the case.** Good points beyond the textbook questions based on **systems thinking** or **design thinking**.
- Conclusion – summary of what you have learned from the case and beyond the case.

Briefly, a good case analysis presentation meets the following criteria.

- Clear presentation structure. The PPT has sections to highlight your key points.
- Answer the case analysis questions by applying the theories and models you learned from the textbook and/or the IT management literature to support your arguments and analysis.
- Demonstrate your design thinking and systems **thinking skills** for IT management.
- Include your own work/life experiences related to the case analyzed.

(3) Summary of Case Analyses and Reading PPT (10 points):

Each student is required to present a summary about what you have learned from this IT Management online course, including case analyses and textbook reading, in the PPT format - about 10 slides (more or less) to cover the following aspects.

- Five (5) key concepts of IT management you have learned from this course. (Please consider: two (2) or three (3) major concepts of IT Management which you have learned from the case analyses, and two (2) or three (3) major concepts of IT management which have learned from reading of the chapters other than Chapters 1-3, 5, and 12 with the cases for the class presentations.) Briefly describe why they are important for your career.
- Which case (we have analyzed) was the most useful one for your career because you learned so much from this case itself as well as the learning process? Explain.
- Three (3) MBA skills (analytical skills, thinking skills, communication skills, summarization and presentation skills, collaboration skills,) you have developed or have enhanced from this MBA IT Management online course. Briefly describe them.
- An IT management issue(s) in your mind remains unclear to you and you would like to continue to learn about it in the future.
- Any other points to share with the class.

(4) Term Paper Presentation PPT (5 points):

Each student is required to write **a term paper** in order to clearly understand the concepts covered by this course, and apply them to the day-to-day life. The term paper abstract presentation is used for the class to share learning experiences a week before you submit the final report of your term paper at the end of the class. Details about term paper are listed below.

(5) Term Paper Report (30 points):

The topic of term paper is proposed by individual student (see the Schedule) and approved by the instructor. Topics of term papers could be classified into two categories.

(a) **Preferred: IT management project report.** An IT management project report must be based on a real firm where the student obtains first-hand experiences. A report is to identify problems/opportunities of the firm in IT management practice. Please read all 13 chapters of the textbook to understand strategy alignment, to identify the problems and opportunities for your project report, and to provide deep analyses and recommendations to the firm to improve the IT management.

(b) Research paper. If you do not consider an IT management project, you can choose this option for your term paper. A research paper discusses an important issue of IT management you are interested in. **You must identify managerial significant research questions for the research paper.** Typically, a research paper could relate IT management issues to your first major before MBA (e.g., Accounting, Marketing, etc.), or your considered field after MBA (e.g., supply chain management, healthcare management, general business consulting, entrepreneurship, etc.). Specific topics or ideas in this category can be found from individual chapters of the textbook, but integration of these topics in the textbook is needed. Students who choose to write a term paper in this category should read the most relevant chapters within the first a couple of classes. You need to search journals in the IT management field (through the library online databases such as ABI/INFORM Global – see the following to access this database – not other 2 ABI/INFORM databases), and/or the Internet (Google Scholar) to develop your term paper.



A good term paper provides a valuable and interesting lesson for managers. The detailed requirements for term paper are outlined below.

The topic of term paper is chosen by the student and approved by the instructor. A typical term paper is about 20 double-spaced pages, excluding references and appendices. The structures of term papers are highly depending on the topics. Nevertheless, the following general structures might be applied.

For IT management project report:

- Introduction - company's background
- Descriptions of the IS and IT management, and strategy alignment
- Problems/opportunities for IT management
- Analysis and supporting (incorporating what you have learned from this course and other reach-out information sources)
- Recommendations, justification, and/or cost/benefit
- Implementation plan and conclusion
- Appendices - interview/survey, diagrams, samples
- At least 10 references (IT management literature and/or the Internet) that are relevant to the project

For IT management research paper:

- Introduction – overview of the issue. **State your research questions clearly (beyond what the textbook has discussed).**
- Analysis and discussion of the issue to address the **research questions.**
- Your suggestion/solution/recommendation/prediction and justification
- Conclusion
- At least 20 references (IT management literature and/or the Internet) that are cited in the text

General rubrics for writing/presentation and reference format are listed in *Appendix A* and *Appendix B*, respectively.

Grading Scale:

- 97 – 100 A+ • 92 – 96 A • 87 - 91 A- • 82 – 86 B+ • 77 – 81 B • 72 – 76 B-
- 67 - 71 C+ • 64 – 66 C • 62 – 63 C- • 60 – 61 D+ • 58 – 59 D • 55 – 57 D-

Policy on Late Assignments and Missing Assignments:

A late assignment is acceptable only when you have a legitimate reason. A missing assignment receives no credit.

7. Schedule

(Subject to change.)

(The due times for regular weekly submissions are 11:59pm on the Sunday right after the week days.)

Week	Topic	Assignments
Week-1	1. Overview of 13 chapters 2. Higher-order thinking 3. Discussion on higher-order thinking for this course 4. Discuss why case analysis 5. Discuss on your term paper ideas if you come up with thought to share with others	Download the supplemental reading, and read it. Browse the textbook for term paper ideas Discussions on higher-order thinking for this course, case analysis, and term paper topics (Discussions will receive up to 5 points. Discussions on term paper topics can be posted at any time before Week-4)
Week-2	1. Ch1. IS Strategy Triangle Case 1-1 (System thinking – SODA map) 2. Work on term paper proposal	Submit case analysis PPT Submit term paper proposal (due date is flexible in two weeks)

Week-3	<p>1. Ch2. Strategic Use of Information Resources Case 2-2 (Systems thinking – SODA map)</p> <p>2. Work on term paper</p>	Submit case analysis PPT
Week-4	<p>1. Ch3. Organizational Impacts of IS Use Case 3-2</p> <p>(Systems thinking - SODA map to identify you strategic options and system factors that influence the outcomes of goals, OR design thinking – flowchart to describe a plan to implement your strategic action. - Not both)</p> <p>2. Work on term paper</p> <p>3. Speed-read Chapter 4.</p>	Submit case analysis PPT
Week-5	<p>1. Ch5. IS and Business Transformation Case 5-2 (Design thinking - Flowchart)</p> <p>2. Work on term paper</p> <p>3. Speed-read Chapters 6-11 to study key issues of IT management for your term paper</p>	Submit case analysis PPT

Week-6	1. Ch12. KM, BI, and Analytics Case 12-2 (Design thinking – Flow chart) Add Q4 for the case: As the CEO of CKE, what would you do with BI and KM to keep CKE in sustainable competition? 2. Work on term paper 3. Speed-read chapter 13.	Submit case analysis PPT
Week-7	1. Submit summary of case analyses 2. Work on term paper 3. Term paper PPT presentation	Submit summary of case analyses PPT Submit term paper abstract PPT
Week-8 The final days	Complete term paper	Submit term paper

Weekends are the due dates for corresponding assignments and discussions.

As the semester progresses, this syllabus will be adjusted to accommodate any unforeseen circumstances, at the discretion of the instructor when needed.

8. Communication Plan

Here are my expectations for electronic communication:

- Please use email ONLY when the subject is of a personal and confidential matter. If the question you ask is of a nature that even one other person in the course could benefit from the answer, post the question in the appropriate discussion board forum.
- I check my email daily Monday through Friday during normal business hours only. You can expect a reply from me via email within 24 hours during the work week. You may get an email reply during the weekend, but that would be an exception not the rule.

- I will also check the discussion forums daily during the work week. I will be participating in what I hope will be lively discussions and will always reply to any discussion comment directed specifically at me.
- It is your responsibility to meet the due times of assignments. If you do not hear from me after submitting work, consider it a good thing.

Time Considerations

Students should be prepared to spend a minimum of 1-2 hours 1 contact hour on reading and on course assignments. While you may feel that I'm displaying a lot of information to you on a weekly basis remember that in a traditional "live" course you would be coming to class for 3 hours and then spending an additional 3-6 hours (at least) outside of class on assignments and reading.

In our online course environment my expectation is that you will be spending those 3 "class hours" on your own, working on the concepts that you would usually get in a live lecture.

Please be sure to budget your time accordingly!

Substantive Participation Should:

- Add value to the discussion and avoid simply repeating, agreeing with, or answering yes or no to peer's comments.
- Challenge comments in class, including those of the facilitator.
- Ask insightful questions.
- Answer other people's questions.
- Exemplify the point with real-life events, when possible.
- Make comments that are relevant to the course content and objectives.

Ideas for Substantive Participation Include:

- Share an experience that is related to the discussion. Comment on other participants' experiences that are related to the course.
- Ask others questions about their ideas and experiences that are related to the course.
- Challenge a point that another participant made in a respectful manner. Offer a different perspective on an idea that is being discussed.
- Give insights gained from readings that were assigned for the unit. If you need more information, ask the participants a question about the reading.
- Discuss a work issue that is related to the course or discussion and ask for feedback.
- Relate how you have applied what you have read, learned or discussed regarding the course to your personal and professional life.

- Share another resource such as Web links, books, etc. that you have used to answer other participants' questions or as you explore the topics of the course, (as it is a violation of copyright law to copy the actual page).

9. Incomplete Policy

According to the university catalogue, an incomplete may be given only in exceptional circumstances at the instructor's discretion. The student must be passing at the time of the request or be sufficiently close to passing. If the work is not completed within one year of the recording of the incomplete grade, the grade will become an F(I). The incomplete policy for this course is that at least 70% of the course must be already completed and an exceptional circumstance (i.e. medical issue) must exist. If you feel you require an incomplete for an exceptional reason, you need to email me and state your reasons for the incomplete in writing. We will then decide on a course of action.

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10. Student Academic Integrity Policy

All UMass Dartmouth students are expected to maintain high standards of academic integrity and scholarly practice. The University does not tolerate academic dishonesty of any variety, whether as a result of a failure to understand required academic and scholarly procedure or as an act of intentional dishonesty.

A student found responsible of academic dishonesty is subject to severe disciplinary action which may include dismissal from the University. The procedure for responding to incidents of academic dishonesty may be found in Section III of this document. You may also refer to the Student Handbook for information about the judicial process.

A high standard of academic integrity promotes the pursuit of truth and learning and respect for the intellectual accomplishments of others. These are values that are fundamental to the mission of this University. Such values are undermined by academic dishonesty.

Academic freedom is a fundamental right in any institution of higher learning. Honesty and integrity are necessary preconditions of this freedom. Academic integrity requires that all academic work be wholly the product of an identified individual or individuals. Joint efforts are legitimate only when the assistance of others is explicitly acknowledged and deemed appropriate by the instructor of the course. Ethical conduct is the obligation of every member of the University community, and breaches of academic integrity constitute serious offenses.

Maintenance of the standards of academic integrity and the successful administration of this policy depend on the mutual cooperation of faculty and students.

Faculty cooperation is essential for successful application of the procedures defined by this Academic Integrity Policy. Faculty members promote academic integrity by making clear on their syllabi their expectations concerning homework assignments, collaborative student efforts, research papers, examinations, computer-based infractions, and the like. Efforts should be made to detect and to prevent cheating and plagiarism in all academic assignments. If faculty members have evidence of academic dishonesty, they are expected to report such evidence promptly.

Students must assume responsibility for maintaining honesty in all work submitted for credit and in any other work designated by the instructor of the course. Students are also expected to report incidents of academic dishonesty to the instructor or dean of the instructional unit.

The intent of this policy is to make clear the standards of academic integrity at UMass Dartmouth.

****For additional information on violations, infractions, and consequences visit the UMass Dartmouth Student Academic Integrity Policy at the link below.***

<http://www.umassd.edu/studentaffairs/studenthandbookintroduction/studentconductpolicies/academicintegritypolicy/>

Appendix A. Rubrics for Presentations and Course Reports

Rubrics for PPT Presentation

(Note that this table shows general rubrics for any PPT presentation. The rubrics for particular presentation topics vary, and have unique grading criteria and weights depending on the topics. Each presentation assignment attaches its specific rubrics.)

	3. Exemplary	2. Good	1. Poor
Managerial Significance (20%-30%)	<ul style="list-style-type: none"> ◦ The presentation is very interesting to managers. ◦ Very useful for management practices. 	<ul style="list-style-type: none"> ◦ The presentation is interesting to managers. ◦ Useful for management practices. 	<ul style="list-style-type: none"> ◦ Lack of managerial significance. ◦ Little value for management practices.
Analytical skill and Integrative Thinking (40%-50%)	<ul style="list-style-type: none"> ◦ Excellent understanding of the context and concepts. ◦ Strong arguments. 	<ul style="list-style-type: none"> ◦ Very good understanding of the context and concepts. ◦ Good arguments. ◦ Good thinking. 	<ul style="list-style-type: none"> ◦ Inaccurate understanding of the context and concepts. ◦ Weak or confusing arguments.

	<ul style="list-style-type: none"> ◦ Demonstrates integrative thinking. 		<ul style="list-style-type: none"> ◦ Lack of thinking.
Organization and Presentation (20%-30%)	<ul style="list-style-type: none"> ◦ Excellent structure with clear section titles. ◦ Logical presentation flow. ◦ Professional PPT slides layout. 	<ul style="list-style-type: none"> ◦ Good structure of presentation ◦ Good presentation flow. ◦ Good PPT slides layout 	<ul style="list-style-type: none"> ◦ Inadequate section formation. ◦ Unpleasant presentation flow. ◦ PPT slides are difficult to read.

Rubrics for Course Report

	4. Exemplary	3. Good	2. Fair	1. Poor
Managerial Significance (30%)	<ul style="list-style-type: none"> ◦ The topic has very strong managerial impact. ◦ Very useful for management practices. 	<ul style="list-style-type: none"> ◦ The topic has strong managerial impact. ◦ Useful for management practices. 	<ul style="list-style-type: none"> ◦ Weak managerial impact. ◦ Weak for management practices. 	<ul style="list-style-type: none"> ◦ Lack of managerial significance. ◦ Little value for management practices.
Organizational Structure (15%)	<ul style="list-style-type: none"> ◦ Important details and topics are well organized. ◦ Clearly developed and linked introduction and conclusion. ◦ Very good transitions. 	<ul style="list-style-type: none"> ◦ Generally well organized, fairly concise. ◦ Fairly clear introduction and conclusion. ◦ Section headings are unclear. 	<ul style="list-style-type: none"> ◦ Inadequate section formation. ◦ Unclear introduction and conclusion. ◦ Unclear transitions. 	<ul style="list-style-type: none"> ◦ Rambling introduction and conclusion. ◦ No flow or transitions between paragraphs. ◦ Did not use section headings.
	<ul style="list-style-type: none"> ◦ Few errors in grammar 	<ul style="list-style-type: none"> ◦ A few errors in grammar. 	<ul style="list-style-type: none"> ◦ Noticeable errors in grammar. 	<ul style="list-style-type: none"> ◦ Many errors in grammar.

Writing and Presentation (15%)	<ul style="list-style-type: none"> ◦ Appropriate use of vocabulary. ◦ Cited resources correctly and excellent use of reference materials. ◦ Professional page/slides layout. 	<ul style="list-style-type: none"> ◦ Moderate use of vocabulary or limited misuse of vocabulary. ◦ Citation of sources is inaccurate. ◦ Minor problems with page/slides layout. 	<ul style="list-style-type: none"> ◦ Limited use or moderate misuse of vocabulary. ◦ Limited citation of sources. ◦ Significant problems with page/slides layout. 	<ul style="list-style-type: none"> ◦ Poor vocabulary or annoying misuse of vocabulary. ◦ No citation of sources. ◦ Annoying page/slides layout.
Analytical skill and Integrative Thinking (40%)	<ul style="list-style-type: none"> ◦ Excellent understanding of the context and concepts. ◦ Strong arguments. ◦ Demonstrates integrative thinking. 	<ul style="list-style-type: none"> ◦ Very good understanding of the context and concepts. ◦ Good arguments. ◦ Good thinking. 	<ul style="list-style-type: none"> ◦ Inaccurate understanding of the context and concepts. ◦ Weak arguments. ◦ Limited thinking. 	<ul style="list-style-type: none"> ◦ Substantial lack of understanding of the context and concepts. ◦ Confusing arguments. ◦ Lack of thinking

Appendix B. Format of Citations and References

1. For books:

Citation in text:

Effective knowledge management must be supported by modern information technology (Leistner, 2010, p.21).

Reference:

Leistner, F. *Mastering Organizational Knowledge Flow: How to Make Knowledge Sharing Work*, Wiley, 2010.

2. For journals and magazines:

Citation in text:

Data mining can be beneficial for the knowledge management by sharing common understanding of the context of business intelligence among the data miners (Wang and Wang, 2008).

Reference:

Wang, H. and Wang, S., A knowledge management approach to data mining process for business intelligence, *Industrial Management & Data Systems*, 108(5), 2008, 622-634.

3. For Web sites:**Citation in text:**

Since the Internet became the e-commerce media, online auctions are virtually adopted for all kinds of commodities ranging from low-price books to expensive real estate (eBay, 2016).

Reference:

eBay (2016). eBay Home Page, <<http://www.ebay.com>>, [accessed October 8, 2016].