

BUS 391-05: Information Systems
California Polytechnic State University – San Luis Obispo
Winter 2018, Course Syllabus and Schedule

LOGISTICS

Class Days/Time/Location: Tuesday and Thursday, 6:10-8:00 PM, Room 307

Instructor: Dave Kocsis

Office: [92M-C110](#)

Phone: 402-547-6546 (text or call for emergency only)

Email: dkocsis@calpoly.edu (Please put “**BUS 391-05**” in the subject line)

Office hours: Monday 10:00-Noon (in Library Fishbowl - 220A, B, C, or D). Tuesday/Thursday 10:30-Noon (in my office).

Required text and readings:

- *Business Driven Information Systems*, 5th Edition, by Baltzan, published by McGraw-Hill Education, 2015, ISBN: 9781260429312; **least expensive at the bookstore**
 - SIMnet Microsoft Office 2013 training (included with textbook purchase)
- Additional readings will be provided during the quarter
- Salesforce Labs will be provided during the quarter – the total cost is \$19.99

Technology requirements: Familiarity with common personal computer software tools; access to electronic mail, the Internet, and Microsoft Office.

PolyLearn: Course documents, up-to-date schedule information, and student grades are available through PolyLearn, so check early and often for the latest information.

Section 05: I combined your section with section 06, so you will see a message: “You are not officially enrolled in this course.” Click BUS 391-06 to get in.

COURSE DESCRIPTION

A major role of information technologies (IT) is to provide solutions to business problems and to provide opportunities for firms by enabling increased productivity, improving quality, entering new markets, and so on. An understanding of these technologies will assist you in your career by increasing your own personal productivity and by increasing your effectiveness in the development and use of information systems (IS). Likewise, information systems have implications on society as a whole. In this course, we will focus on uses and impacts of information systems from multiple perspectives: managerial, social, and skill development.

We will address the following questions:

- What is the role of IS in organizations today? How does IS affect organizations and society, and vice versa?
- How can we collect data, and convert this data into meaningful information and knowledge?
- How can IS/IT provide a strategic advantage for organizations in a global competitive environment?
- How can IS/IT support managers, diverse teams, and individuals in making decisions?

We will answer these questions and more through lectures, in-class exercises, current topic discussions, and case analyses. The hands-on component of the course will involve an

understanding of the technologies used in business and the development of business applications using Microsoft Access, Excel, Salesforce, and Web development tools.

LEARNING OBJECTIVES

Cal Poly and the Orfalea College of Business require courses to meet certain learning objectives. Upon completion of BUS 391, students will be able to:

- Apply knowledge to identify opportunities and solve business problems (LO 1.1)
 - Specifically, with a focus on solving business problems using technology
 - Demonstrate the ability to use Microsoft Access and Excel
 - Demonstrate how to gain information and knowledge from raw data
 - Identify technological threats, effects, privacy, security, etc. Describe how these threats affect different races, cultures, genders, etc.
- Exhibit the ability to work in a diverse environment (LO 3.1). In addition:
 - Diversity comes in many forms. You will work with others to share knowledge, communicate in classroom discussions, and work in teams while acknowledging the differences and strengths of others
 - Understand and analyze different aspects of the Digital Divide
- Demonstrate effective oral communication skills (LO 4.2)
 - You will express yourself in classroom discussions by speaking knowledgeably and effectively, while also actively listening
- Demonstrate effective participation in teams (LO 4.3)

COURSE DELIVERABLES AND GRADING

Your final grade in the course will be determined as follows. See the [Due Date Schedule](#) section for due dates.

Individual Homework and Exercises	305 points
Quizzes	100 points
Midterm Exam	170 points
Final Exam	200 points
Team Projects	225 points
Extra Credit	Up to 10 points
Total	1000 points

Individual Homework and In-Class Exercises

Homework will pertain to the major topics of the course, including chapter materials, Web Development, Access, Excel, and Salesforce.

Discussion, Reflection, and In-class Exercises: 50 points

SIMnet Projects: 160 points (Access = 70; Excel = 90)

Salesforce Labs: 10 points each * 6 labs = 60 points

Peer Evaluation: 35 points

Discussion, Reflection, and In-class Exercises

Each class period, we will have activities, small and large group discussions, lab exercises, etc. You will submit your work during ten random class periods. Each of these exercises will be worth 5 points. You may *not* make up the in-class exercises, unless you miss class for an excusable absence (see [Attendance / Late Arrivals](#) below).

SIMnet and McGraw-Hill Connect

SIMnet contains your assignments for learning Access and Excel, and are graded. Connect assignments are *not* graded – however, it is a useful tool for learning and mastering the textbook materials. See the Connect and SIMnet documents on PolyLearn to learn how to use these tools.

Salesforce Labs

The Salesforce Labs are self-paced labs which will walk you through creating a mobile web application. We will do lab 1a in class. You will do labs 1b, 2a/2b, and 3a/3b as homework assignments. Lab 1b will cost \$19.99, but all other labs are free.

Peer Evaluation

This will give you an opportunity to grade, and be graded by, your teammates. Thus, your participation with your team is extremely important.

Quizzes

We will have six quizzes during the quarter. You will take these quizzes *outside* of class time. I will assign the quizzes at least 48 hours in advance of the due date.

Chapter Materials: Four quizzes on PolyLearn; 15 multiple choice questions, each worth one point; time limit of 15 minutes.

Access/Excel: Two quizzes on SIMnet; 20 points for each quiz; no time limit.

Midterm and Final Exam

The midterm exam will cover all material up to the date of the exam, including assignments, exercises, readings (textbook and any supplemental readings), lectures, and team projects – in short, everything we do. The final exam will cover in depth everything since the midterm plus major foundational concepts we build on from the first half of the course (i.e., the final is *not* comprehensive).

Team Projects

Diverse teams are more innovative because there are different perspectives and more “outside the box” thinking. Collaboration means working with others to achieve shared and explicit goals. Teams have a specific mission to accomplish these goals. See pages 109-110 in the text to see the importance of the concepts of collaboration, teamwork, and collaboration technology. You will work in a team throughout the quarter working on small projects. The team projects allow you to combine your growing expertise in MIS with your creative and problem-solving skills. I will provide details separately.

Microsoft Access Project: 75 points

Microsoft Excel Project: 100 points

Website Project: 50 points

Extra Credit

I do *not* guarantee extra credit. I *may* provide an opportunity such as meetings, seminars, workshops, etc. The maximum possible extra credit for the quarter is 10 points. Hypothetically, I may provide two workshop opportunities. If you attend one, you will earn 10 extra credit points *total*. Likewise, if you attend both, you will earn 10 extra credit points *total*.

Final Course Grade

Your final grade in the course is the total points you receive out of the 1000 possible points in the course:

Point Range	Letter Grade
<600	F
<630	D-
<670	D
<700	D+
<730	C-
<770	C
<800	C+
<830	B-
<870	B
<900	B+
<930	A-
>=930	A

COURSE POLICIES AND EXPECTATIONS

Academic Integrity and Behavior

This course will be conducted in a manner consistent with official policies of Cal Poly and in a spirit of professionalism and integrity. All students are required to adhere to the highest standards of academic integrity and behavior and must satisfy the Cal Poly [Academic Integrity Policy](#) and [Student Code of Conduct](#). It is the student's responsibility to read, understand, and abide by these policies.

Plagiarism is defined as “an act or instance of using or closely imitating the language and thoughts of another author without authorization and the representation of that author's work as one's own, as by not crediting the original author” ([Dictionary.com](#)). Plagiarism is ethically and legally wrong, and I will not tolerate it in any form. Be aware, you must cite your Web sources just as you would sources from printed material. **If you plagiarize any material on any assignment or exam, you will receive a failing grade for the assignment/exam.** Please read Cal Poly's official stance on [cheating, plagiarism, and academic dishonesty](#).

Attendance / Late Arrivals

I expect you to be in class for every class session and to be on time. Not attending class robs you of the opportunity to ask questions, get information about assignments, and generally help you acquire the knowledge you need to do well in this class. Arriving late disturbs the class in

progress and is simply rude. Please make a point of being in class and being on time. If you are unable to attend class or will be late, *e-mail me in advance*, so I can tell you what you missed. If you do miss class, it is your responsibility to obtain class notes, assignments, etc. For more information, view [Cal Poly's class attendance policy](#), which includes “excusable” absences, such as religious holidays, official university events, etc.

Class Participation

I expect you to contribute regularly in class, both voluntarily and when I call on you. Everything we know about learning says engagement is essential – the more you participate, the more you learn. Class meetings will be a combination of lecture, discussion, and lab exercises. Any use of e-mail, IM, Internet, cellphones, etc. will distract yourself, your classmates, and your instructor. If you use these items during class, I will not stop you. However, be warned, if I see you on your cellphone, reading Facebook, watching a game, etc., I may call on you to answer a question!

Late Assignments, Make-ups, and Incompletes

I do allow late assignments, at a penalty of 50% off the score. After one week, the penalty is 100% off the score (i.e., a zero). SIMnet will automatically adjust your score. If you are late on a quiz, or any other assignment, you must email me to get permission to turn in the late quiz/assignment.

I do *not* allow late submissions for in-class exercises (unless you miss class for an excusable absence; you must email me in advance).

Make-ups for exams are given only in extreme or unexpected, documented circumstances such as a car accident or serious illness. Of course, for serious illnesses or accidents, get professional help first; worry about this course later (do get documentation). I will *not* give incomplete grades unless there are extraordinary circumstances, as determined by the instructor.

Email Policy

Please give me 24 hours to respond to emails on weekdays (although I will likely respond within 2-3 hours). On weekends and holidays, I will respond within 48 hours. Please afford your classmates and me this same courtesy. Please put “BUS 391-05” in the subject line. I will send you emails through PolyLearn, so I urge you to use your Cal Poly email to receive my messages.

Student Support

Accommodations are available for students with verified needs, including taking exams at the DRC or extra time for quizzes/exams. For more information, contact the [Disability Resource Center \(DRC\)](#), Building 124, Room 119, or at (805) 756-1395; sign up as soon as possible. If you have any questions for me about this, I encourage you to email me or stop by my office, and I will respect your privacy and comfort at all times.

The DRC also provides resources for managing stress, taking exams, sleep issues, and so on. Visit [Learning Assistance](#) for detailed resources. The Orfalea College of Business offers support for advising, counseling, tutoring, mentoring, scholarships, and many other ways to help you succeed. Visit [Orfalea Student Services](#) for more information. They also provide [tutoring for BUS 391](#).

The university provides counseling and health services, many of which are free of charge. Visit [Campus Health & Well Being/Counseling](#) for more information. The [Food Pantry](#) provides meal vouchers for students. If you have any issues, or you cannot find a resource, I am always available to help – please do not hesitate to ask.

ROLE OF THE INSTRUCTOR

The instructor is your teacher, supervisor, guide, motivator, and colleague in learning. He must provide enough structure to this experience so you accomplish your objectives, while simultaneously supporting flexibility, creativity, and our differences. The instructor knows a lot of stuff. He worked in the IT department for a large corporation in a prior life and stays in contact with people who continue to do so. However, he does not know everything and is not afraid to say so.

Teaching Philosophy and Diversity Statement

I consider learning to be a process between each student, groups of students, and the instructor, which takes place through a process of discovery, practice, and active reflection. Therefore, I design my classes using active learning pedagogical techniques, where I:

- Encourage reflection, collaboration, and discussion, while embracing diversity within (and outside) the classroom
- Use collaboration techniques and technologies to facilitate learning
- Enhance lectures with real-world experiences and examples

Cal Poly considers the diversity of its students, faculty, and staff to be a strength and critical to its educational mission. Cal Poly expects every member of the university community to contribute to an inclusive and respectful culture for all in its classrooms, work environments, and at campus events. For more information on resources related to diversity and inclusion, please visit the Office of University Diversity & Inclusivity website at diversity.calpoly.edu.

Diversity and inclusion is an important issue in the workplace, and educating students on this diversity begins in the classroom. To create an inclusive learning environment, I go beyond the textbook by showing videos, providing readings on important current issues in information systems, and including readings and videos by authors and speakers from different backgrounds, such as women, people of color, etc. For example, I like to show TED Talks during class periods, and shape the discussion around important issues, such as the lack of women leaders in Information Technology.

My hope is we all learn from one other. Each of us knows something another person does not know, and the best thing about knowledge is you can give it away while retaining it yourself. One of the instructor's most important tasks is to make sure we all share our knowledge effectively. Another task is to get everyone involved – to communicate a sense of excitement about the tremendous importance of information systems in the organizations and societies of the 21st century.

YOUR ROLE

All these other components come down to one thing and that is *you*. If you do not invest *yourself* in what we are doing, then we all lose. I ask you to be present physically by attending class on a regular basis, but I also ask you to be present mentally and emotionally. Being present mentally means staying on track each week and getting the most out of the resources provided to you – the text, the assignments, the lectures, and the in-class experiences. Being present emotionally means caring about what you do – and showing it in your work. Two of the most common complaints from recruiters are: 1) They cannot find enough people of quality, and 2) new workers lack the resourcefulness required to succeed. People of quality are people who care about what they do – who do their best work with the best tools available and who put themselves into everything they do. Resourceful people are open-minded, can handle any problem, and are proactive. So here is our challenge – to work together, learn something, and have fun doing it!

Be Resourceful!

If you have any questions regarding the material, assignments, technical issues, and/or other related matters concerning the course, you must take the initiative to find the answers. Sources may include the syllabus, the Frequently Asked Questions Discussion Board, Google, classmates, the textbook, SIMnet lesson, etc. Use these sources! Your classmates may already know the answer to a question – ask them! If you email question to me, I may send a simple reply, such as “please see the syllabus.” The purpose of this encouragement is to improve your quality and resourcefulness, and to prepare you for the real world.

WHO IS DAVE?

I joined Cal Poly in the fall of 2015 as a full-time lecturer. Prior to joining Cal Poly, I was a Ph.D. student in Information Systems and worked as a Research Associate at the University of Nebraska at Omaha (UNO). I am currently ABD (All But Dissertation), and expect to complete my Ph.D. in the coming months. In 2009, I earned my M.S. in MIS from UNO. Prior to coming to academia full time, I worked at a large financial services organization in a variety of IT and management roles for more than 15 years. My progression started as an intern, moving on to a technical associate, LAN Administrator, desktop engineer, and finally distributed systems engineer. My roles included software/hardware/network troubleshooting, IT security, and project management, to mention a few. Two desires led me back to school. First, I always had a desire to teach. Second, I wanted to learn something about theory and principles, and applying these to improve practice.

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TENTATIVE COURSE SCHEDULE (SUBJECT TO CHANGE)

I will announce any changes via email. Once announced, you are responsible for changes.

All additional readings/video/audio are available on PolyLearn.

Week	Date	Topic/Activity	Chapter/Additional Readings
1	Jan 9	Introduction to BUS 391 and each other	
	Jan 11	Survey and Syllabus Quiz (in class) Data, Information, and Systems	Chapter 1; Syllabus; Connect and SIMnet documents
2	Jan 16	Data and Business Intelligence	Create Connect and SIMnet accounts Chapter 6
	Jan 18	Introduction to Databases & MS Access Assign teams; Assign Access Project	Appendix C
3	Jan 23	Business Decisions and Processes; Diversity and Inclusivity	Chapter 2 Read Diversity Hiring Report
	Jan 25	MS Access; Salesforce Lab 1a/1b	Read Salesforce Pre-Labs and sign up for Salesforce Developer Account
4	Jan 30	Ebusiness, Web 2.0, and Beyond	Chapter 3
	Feb 1	MS Access; Team Meetings with Dave on Access Project	DB Design due
5	Feb 6	Assign Team Website Project; Midterm Prep	Read Dos and Don'ts of Web Design
	Feb 8	MIDTERM EXAM	
6	Feb 13	Ethics and Information Security	Chapter 4 – Part 1 Read Hacking article
	Feb 15	Return Midterms; Introduction to MS Excel; Assign Excel Project; Salesforce Lab 2a/2b	Reread Syllabus
7	Feb 20	NO CLASS – Tuesday follows Monday Schedule	
	Feb 22	Continue Ethics and Information Security	Chapter 4 – Part 2
8	Feb 27	Infrastructures and Sustainability	Chapter 5 Read eWaste article
	Mar 1	MS Excel; Hardware and Software Basics; Salesforce Lab 3a/3b	Appendix A
9	Mar 6	Networking; Digital Divide	Chapter 7; Read Internet Infrastructure article and Digital Divide article
	Mar 8	MS Excel	
10	Mar 13	Enterprise Applications	Chapter 8 Read Enterprise Trends article
	Mar 15	Final Exam Prep; Wrap-up	
Final Exam – Tuesday, March 20, 7:10-10:00 PM			

See next page for a list of all due dates...

TENTATIVE DUE DATE SCHEDULE (SUBJECT TO CHANGE)

All SIMnet assignments, team projects, quizzes, and other assignments are due **at class time**, unless otherwise noted. SIMnet **Access** assignments – Windows only. SIMnet **Excel** assignments – Windows or Mac. SIMnet Quizzes – Windows or Mac.

Date	SIMnet	Quizzes	Team Projects	Other Individual Assignments
Jan 18	Access Chapter 1			
Jan 23		Quiz 1 – Chapter 1 and 6		
Jan 25	Access Chapter 2			
Feb 1	Access Chapters 4 & 5		Access – Design Portion (nothing to turn in; show me your design during class)	SalesForce Lab 1a and 1b (we'll start this in class Jan 25)
Feb 6	Access Chapters 3, 6, & 7	Quiz 3 – Chapter 2, 3, Diversity & Inclusivity	Access Project (11:55 PM)	
Feb 8		Quiz 2 – MS Access		
Feb 15	Excel Chapters 1 & 2			
Feb 22	Excel Chapter 3			
Feb 27				SalesForce Lab 2a and 2b
Mar 1	Excel Chapter 4			
Mar 6		Quiz 4 – Chapters 4, 5, & Appendix A		
Mar 8	Excel Chapters 6 & 8		Website Project	
Mar 13	Excel Chapters 5, 7, & 9			SalesForce Lab 3a and 3b
Mar 15		Quiz 5 – MS Excel	Excel Project (11:55 PM)	
Mar 19		Quiz 6 – Chapters 7, 8, & Digital Divide (11:55 PM)		Peer Evaluation Extra Credit (11:55 PM)