**Information Technology & Data Analytics**

**MASY1-GC 1240 | 400 | Fall 2024 | 09/09/2024 - 12/09/2024 | 3 Credit**

**Modality:** In-person

**Course Site URL:** [https://brightspace.nyu.edu](https://brightspace.nyu.edu/d2l/home/240524)

**General Course Information**

**Name/Title:** Adam L. Gorski, Ph.D., Adjunct Instructor

**NYU Email:** adam.gorski@nyu.edu

**Class Meeting Schedule:** 09/09/2024 - 12/09/2024 | Monday | 08:00 AM – 10:35 AM EST

**Class Location:** Online

**Office Hours:** Zoom or Phone 860-877-6256 Monday – Friday between 9am ET and 4pm ET. Please email me with your questions or schedule an appointment.

**Description**

In this course, the organization is examined as a system, and the roles of information and computers are explored to facilitate the specification, development, implementation and maintenance of information technology for supporting organization decision-making and strategic planning in today's information age. Students apply the information management principles, techniques, and best practices to analyze and manage an organization’s information technology activities. The course examines the role of information within organizations, provides an overview of modern hardware and software platforms and systems development architectures and introduces students to e-commerce databases and data warehouses. It also covers computer crime and forensics and how people and information can be protected through information security and privacy.

**Prerequisites**

N/A

**Learning Outcomes**

At the conclusion of this course, students will be able to:

* Assess organizational information technology system requirements
* Develop plans to acquire, develop, and deploy information technology systems for the firm
* Propose improvements to business processes efficiency and effectiveness through the use of information technology
* Create plans to utilize current and emerging information technologies better aligned with individual, organizational, and societal needs
* Develop business proposals including IT elements to achieve an organization’s strategic and tactical objectives

**Communication Methods**

Be sure to turn on your [NYU Brightspace notifications](https://www.nyu.edu/servicelink/KB0018507) and frequently check the “Announcements” section of the course site. This will be the primary method I use to communicate to the entire class with information, updates, and other announcements related to the course. To contact me, send me an email or a message through NYU Brightspace. I will typically respond within 24-48 hours.

Credit students must use their NYU email to communicate. Non-degree students do not have NYU email addresses. Brightspace course mail supports student privacy and FERPA guidelines. The instructor will use the NYU email address to communicate with students. All email inquiries will be answered within 24-48 hours.

**Structure | Method | Modality**

This course is Online (Sy) and will meet once a week on Monday. Brightspace is the learning management system we will use for assignments, announcements, and emails. Students are expected to participate in all class sessions including in class work using a laptop or tablet computer. They are expected to check Brightspace, and their NYU email accounts at least once every day for changes to course meetings and/or assignments, how and when students will meet for class sessions or group work, whether the course will involve lecture or discussion, team projects, and so forth.

Students will develop a solid foundation in Information Technology and Data Analytics by first understanding the business needs and the technology that supports those needs. Most importantly they will also understand and have confidence in what they know and what else they need to know to practice at a higher professional level.

Prior to starting the course, students should be able to:

1. Understand the basics of probability, statistics, and decision–making
2. Quickly search for, identify, and then retrieve high-quality information
3. Use Microsoft Word to write briefing reports, study guides, papers, etc., including citations and references in **APA style**, according to a predefined specification
4. Use Microsoft Excel to analyze data, prepare tables and charts and insert them into documents
5. Use PowerPoint to present their findings and recommendations
6. Analyze Industry Dynamics of Information Technology,
7. Understand technical foundation of Information Technology,
8. Understand the business value of the digitally connected world
9. Conceptualize the importance of Business Intelligence and Data Science.

There are 14 session topics in this course. Active learning experiences and small group projects are key components of the course. Assignments, papers, and presentations will be based on course materials (e.g., readings, videos, cases), lectures, class discussions, breakout sessions, and independent research. Course sessions will be conducted synchronously on NYU Zoom, which you can access from the course site in [NYU Brightspace](https://brightspace.nyu.edu/).

**Expectations**

Learning Environment

You play an important role in creating and sustaining an intellectually rigorous and inclusive classroom culture. Respectful engagement, diverse thinking, and our lived experiences are central to this course, and enrich our learning community.

Participation

You are integral to the learning experience in this class. Be prepared to actively contribute to class activities, group discussions, and work outside of class.

It is required that students attend all classes and are part of the group case studies that will take place in class. Each student is expected to contribute to the in-class discussions. Each session will require students to read the case studies prior to that session. Each student is required to contribute her or his own ideas, opinions, and feedback during group discussions of the case study. To better facilitate discussion and student engagement, the class might be divided into groups for case analysis. Note that these groups will not remain static and will change during the semester.

* will be **2 individual assignments** on the specific topic(s) covered in the related classes.
* There will be **2 team case studies** on the specific topics selected by the instructor.
* There will be **5 individual quizzes** on the topics selected by the instructor.
* There will be **1 Team Initial Presentation** high level presentation.
* There will be **1** **Team final case** study centered on the specific industry selected by students where students will design a plan for digital transformation, perform the study, and present the findings.

Length of Assignments and Cases (excluding cover page and end reference page)

Assignments should be between 400 and 600 words

Case Studies should be between 600 and 800 words

Length of Final Case Study (excluding cover page and end reference page) at least 600 words. No top limit.

The final case study (essay) should be of the length sufficient to present feasible innovative solution to the problem. References are required. Graphs, charts, tables, and other visuals are highly recommended.

Length of Initial Presentation (PowerPoint)

Several PowerPoint slides to convince the audience WHY your proposed digital transformation idea needs to be implemented and how such an idea will solve the problem. The presentation should be approximately 15-20 minutes in length.

Late Submissions

Assignments submitted late will not be accepted. Students shall submit their assignments via Brightspace.

Assignments and Deadlines

Students are expected to complete individual readings and complete independent assignments during the course. Frequent and high-quality participation in class discussions is required.

Readings, individual papers, teamwork, and class discussions will be assigned and graded weekly. The final case project will be announced at the beginning of the course, and it will be due by the end of the last class. The purpose of the project is to provide students with hands-on experience with the intricacies, complexities, planning, meeting requirements, making presentation, and project reporting. Having completed the project, students are required to submit a final essay, and prepare a presentation, which includes a deck of the project and its expectations.

All team members should contribute to the case studies. Submit a single paper (pdf or doc) for the team identifying which team member contributed to which part of the case. Include your team number, team members, date, type each question and answers, and include in text and end references in the APA style. The team cases will be evaluated on both an individual and group level. More details will be provided. All essays are to be written in the **APA style**.

Please refer to the Course Outline below for Readings, Class Assignments and Cases. Please review the Grading Policy below.

Submission of Deliverables:

Delivery occurs when a student’s work is available on the Brightspace Assignment folder for the course.

In the rare situation when a student believes they cannot meet a scheduled delivery date they should immediately contact the instructor and request a modified delivery date. The request may or may not be granted depending on its content and the reason for not meeting the deadline. If granted, the student will receive a written agreed new delivery date (Notes: VERBAL DOESN’T COUNT, and there is a 50% penalty per day for reception of your work beyond the originally ASSIGNED or AGREED NEW DUE DATE)

Course Technology Use

We will utilize multiple technologies to achieve the course goals. I expect you to use technology in ways that enhance the learning environment for all students. All class sessions require use of Zoom.All class sessions require use of technology (e.g., laptop, computer lab) for learning purposes.

Assignments will require the use of technology (e.g., laptop, computer lab) for learning, research, and assignment submission purposes.

**Generative AI Use:**

**Welcome on Specific Projects**

Where noted, you are allowed to use generative AI tools for assignments or activities. However, assignments created with AI should not exceed 25% of the overall work, and you must identify the portions where you used AI tools, and describe how you used them. Note that you are responsible for all parts of an assignment; if an AI tool provides incorrect information, it is your responsibility to find and fix the error before submitting. Note too that overreliance on AI can hinder independent thinking and creativity (example from an NYU course).

Use of ChatGPT (or other similar tools that generate text) is allowed in this class for specific assignments only. When use of the tool is allowed, it will be explicitly noted in the assignment directions. If you utilize ChatGPT for any part of the assignment (from idea generation to text creation to text editing), you must properly cite ChatGPT. Violations can result in failure of the assignment or failure of the course and a notation on your transcript.

**However, nobody can eat for you, nobody can exercise for you, and nobody can learn for you. If you want to succeed, you need to do it yourself. Generative AI technologies are just tools.**

Feedback and Viewing Grades

I will provide timely meaningful feedback on all your work via our course site in NYU Brightspace. You can access your grades on the course site Gradebook.

Attendance

Students are expected to attend all on-line class sessions. Excused absences are granted in cases of documented serious illness, family emergency, religious observance, or civic obligation. In the case of religious observance or civic obligation, this should be reported in advance. Unexcused absences from sessions may have a negative impact on a student’s final grade. Students are responsible for assignments given during any absence.

If for some reason you will not be in class, you must notify the instructor prior to the scheduled session if you will not be attending and the reason.

Each unexcused absence or being late may result in a student’s grade being lowered by a fraction of a grade. A student who has three unexcused absences may earn a Fail grade.

Refer to the [SPS Policies and Procedures page](https://www.sps.nyu.edu/homepage/student-experience/policies-and-procedures.html) for additional information about attendance.

**Textbooks and Course Materials**

* Paige Baltzan, *Business Driven Information Systems*, McGraw Hill; 9th Edition (2024) **ISBN10:** 1266546472 | **ISBN13:**9781266546471

This book is a part of the Follett Access program. This is a NYU Bookstore initiative that delivers required course materials digitally at the lowest possible price. The book for this course, *Business Driven Information Systems*, will be delivered to you digitally through the **CONNECT platform**.

**Bookstore contact info:**

email - [wsq.text@nyu.edu](mailto:wsq.text@nyu.edu)

phone - 212-998-4656

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2 Digital Transformation: Decisions, Processes, and Artificial Intelligence    
3 Ebusiness: Electronic Business Value   
4 Ethics and Information Security: MIS Business Concerns    
  
MODULE 2: TECHNICAL FOUNDATIONS OF MIS    
5 Infrastructures and Platforms: Sustainable Technologies    
6 Data: Business Intelligence    
7 Digital Ecosystems: Connecting Digital Lives, Business, and Society    
  
MODULE 3: ENTERPRISE MIS    
8 Enterprise Applications: Business Communications    
9 Systems Development and Project Management: Corporate Responsibility    
  
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Appendix B: Networks and Telecommunications     
Appendix C: Designing Databases     
Appendix D: Emerging Trends and Technologies     
Appendix E: Connectivity: The Business Value of a Networked World     
Appendix F: Business Intelligence

This book [*Digital (R)evolution*] can be purchased from any available sources such as NYU's bookstore, Amazon, or other bookstores.

* Yuri B. Aguiar (2020). Digital (R)evolution: Strategies to Accelerate Business Transformation. 1st Edition, John Wiley & Sons, ISBN-13: 978-1119619734, ISBN-10: 1119619734

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**Grading | Assessment**

Your grade in this course is based on your performance on multiple activities and assignments. Since all graded assignments are related directly to course objectives and learning outcomes, failure to complete any assignment will result in an unsatisfactory course grade. All written assignments are to be completed using **APA format** and must be typed and double-spaced. Grammar, punctuation, and spelling will be considered in grading. Please carefully proof-read your written assignments before submitting them for a grade. I will update the grades on the course site each time a grading session has been completed— typically three (3) days following the completion of an activity.

**Grading Rubric: % of Final Grade**

Class participation (attendance and discussions) 10.0%   
2 Industry Case Studies (Team) - 15% each 30.0%

(7.5% individual component, 7.5% team component)  
2 Homework Assignments (Individual) - 5% each 10.0%

5 Quizzes – 2% each 10.0%

1 Initial Presentation – Mid-Term (Team) 15.0%

(Why do it 5% Strategy 5%, Design 5%)

Final Case Study (Team) 25.0 %

(Paper 10%, Why do it 5%, Strategy 5%, Design 5%

(12.5% individual component, 12.5% team component)

**Total 100.0 %**

Missed and unexcused classes might result in a 5% penalty. After three missed unexcused classes the student might receive zero credit for class participation. Late assignments and cases will result in zero credit for that assignment/case.

The homework assignments and the innovative idea presentations and essay are to be completed individually. The case studies are to be worked on and completed in the assigned groups.

Students are expected to contribute to the class discussion in each lesson, with constructive and analytical comments. Participation is strongly encouraged. The objective is not a specific answer but to foster a debate around key issues.

Regarding the case studies, students will be expected to work in groups and show a progressively more in-depth knowledge of their industry as the semester progresses. The focus of the assignments will advance from the descriptive and basic topics to the analytical and advanced subjects. The writing in the essays needs to be supported by relevant intext references and a list of references at the end of the paper.

Homework assignments will focus on lesson topics. Students will be expected to provide concise, tersely written papers reflecting a strong grasp of the subject matter. There will be equal weightings for structure – clarity of presentation – and content.

\*Please note that you will be provided with the parameters and the additional criteria on how you will be measured for each of the assessments listed above in class.

See the [“Grades” section of Academic Policies](https://www.sps.nyu.edu/homepage/student-experience/policies-and-procedures.html#Graduate1) for the complete grading policy, including the letter grade conversion, and the criteria for a grade of incomplete, taking a course on a pass/fail basis, and withdrawing from a course.

**NYU SPS Graduate Grading Scale**

|  |  |  |  |
| --- | --- | --- | --- |
| **A** | 95-100 | 4.000 | **Exceptional:** Demonstrates exceptional mastery of all learning outcomes of the course and thorough and complete understanding of all concepts. |
| **A-** | 90-94 | 3.667 | **Excellent:** Demonstrates highly competent mastery of all learning outcomes of the course and strong understanding of all concepts. |
| **B+** | 87-89 | 3.333 | **Very Good; exceeds course standards:** Demonstrates mastery of all learning outcomes of the course and understanding of core concepts. |
| **B** | 83-86 | 3.000 | **Good; meets course standards:** Demonstrates mastery of some learning outcomes; understanding of some core concepts could be improved. |
| **B-** | 80-82 | 2.667 | **Somewhat Satisfactory;** meets some course standards and requires improvement: Demonstrates basic understanding of some learning outcomes; improved understanding of all core concepts is needed. |
| **C+** | 77-79 | 2.333 | **Less than Satisfactory; requires significant improvement:** Demonstrates partial understanding of all learning outcomes and core concepts; requires significant improvement. |
| **C** | 73-76 | 2.000 | **Unsatisfactory; requires substantial improvement:** Demonstrates partial understanding of some learning outcomes and core concepts; requires substantial improvement. |
| **C-** | 70-72 | 1.667 | **Unsatisfactory; requires extensive improvement:** Demonstrates poor understanding of all learning outcomes and core concepts; requires extensive improvement. |
| **F** | Below 70 |  | **Fail:** Demonstrates minimal to no understanding of all key learning outcomes and core concepts; work is unworthy of course credit towards the degree. |
| **P** |  |  | **Passing:** If a Pass/Fail grade is allowed, the choice of pass/fail must be made prior to the completion of the fifth week of the term. |

**Course Outline**

**Start/End Dates:** 09/09/2024 - 12/09/2024 | Mondays

**Time:** 08:00 AM – 10:35 AM EST

**No Class Date(s):** Monday – 10/14/2024

**Special Notes:** Tuesday 10/15/2024 – Legislative Monday: Classes will meet according to a Monday schedule on Tuesday, October 15, 2024

The course will cover the chapters listed below. Prior to each class session, please read the chapter(s) listed that will be covered on that specific date. Completed individual assignments, team cases, individual final case, should be uploaded to Brightspace when due. (STUDENTS ARE REQUIRED TO USE A LAPTOP OR TABLET COMPUTER IN EACH CLASS)

**Class 1: 09/09/24**

**Introduction:**

* Introductions of students and instructor
* Review of Syllabus
* Introduction to the Course and Overview of Course Requirements and Assignments

**Topics:**

*Business Driven Information Systems* – Appendix A - Hardware and Software Basics

* Hardware Basics
  + Central Processing Unit
  + Primary Storage
  + Secondary Storage
  + Input Devices
  + Output Devises
  + Communication Devices
* Computer Categories
* Software Basics
  + System Software
  + Application Software
  + Distributing Application Software
* Business Driven Decisions

*Digital (R)evolution* - Chapter 1 – Drivers of Change

* What is discovery-driven digital transformation?
* What’s left for humans?
* Is your company a candidate for digital disruption?
* Why discovery-driven digital transformation is needed?
* How to get from the current state to the digital level?

**Reading:**

* Business Driven Information Systems – Appendix A
* Digital (R)evolution - Chapter 1 – Drivers of Change
* Harvard Business Review: Discovery-Driven Digital Transformation by Rita McGrath and Ryan McManus

**Deliverables:** Choice of the industry for Team Case Studies and the Final Case – Due next class.

**Class 2: 09/16/24**

**Topics:**

*Business Driven Information Systems* – Appendix B – Networks and Telecommunications

* Introduction
* Network Basics
* Architecture
  + Peer-to-Peer Networks
  + Client/Server Networks
* Topology
* Protocols
  + Ethernet
  + Transmission Control Protocol/Internet Protocol
* Media
  + Wire media
  + Wireless Media
* Business Driven Decisions

*Business Driven Information Systems* – Chapter 1 – Business Driven Management Information Systems (MIS)

* Competing in the Information Age
* System Thinking and MIS
* Identifying Competitive Advantages
* SWOT Analysis
* The Five Forces Model
* Business Strategies

Digital (R)evolution - Chapter 2 – Focus and Discipline

* Who is responsible for transformation?
* How to identify the opportunity to discover specific problems that can be addressed in a digital solution?
* How different are the “Always-on” digital natives?
* What is needed for your immediate survival?
* Does discovery-driven digital transformation need to be micromanaged?

**Reading:**

* Business Driven Information Systems – Appendix B, Chapter 1
* Digital (R)evolution - Chapter 2 – Focus and Discipline

**Deliverables:** Industry choice

**Class 3: 09/23/24**

**Topics:**

*Business Driven Information Systems* – Chapter 2 – Digital Transformation: Processes and Artificial Intelligence

* Making Organizational Business Decisions
* Measuring Organizational Business Decisions
* Using MIS to Make Business Decisions
* Managing Business Processes
* Using MIS to Improve Business Processes
* Using AI to Make Business Decisions and Drive Digital Transformation
* Six Branches of Artificial Intelligence

Digital (R)evolution - Chapter 3 – Idea Incubation

* Why innovation is essential for success?
* What’s the challenge with the digital transformation in high-performing organizations?
* How to overcome inclination to risk avoidance?
* Why do organizations need empowered champions?
* Why do most of the organizations struggle with the transformation?
* How to approach and propose the transformation?

**Reading:**

* Business Driven Information Systems – Chapter 2
* Digital (R)evolution - Chapter 3 – Idea Incubation

**Deliverables:** **Quiz 1**

**Class 4: 09/30/24**

**Topics:**

*Business Driven Information Systems* – Chapter 3 – Ebusiness: Electronic Business Value

* Disruptive Technology
* EBusiness: The Democratization of Business
* The Four Ebusiness Models of Web
* Web 1.0: Ebiz Tools for Connecting and Communicating
* Web 2.0: Advantages of Business
* Web 2.0: All About Social Media
* Web 3.0: Defining the Next Generation of Online Business Opportunities

Digital (R)evolution - Chapter 4 – Operational Excellence

* What’s the relationship between operational excellence and customer experience?
* Who are your customers in the “service” economy?
* How to use data and analytics to make a case to executives and others?
* Where to look for the problems and pain points?
* Is the response time or solution time that matter?

**Reading:**

* Business Driven Information Systems – Chapter 3,
* Digital (R)evolution - Chapter 4 – Operational Excellence

**Deliverables:** **Assignment 1 (Individual)**

**Assignment 1**

Please refer to the “**Assignments**” tab in Brightspace to view the instructions.

* Read and analyze the materials
* Research the topic, provide intext references, citations, visuals, and list of references
* Include outside intext references
* Answer the questions
* **Use APA style**

**Class 5: 10/07/24**

**Topics:**

*Business Driven Information Systems* – Chapter 4 – Ethics and Information Security: MIS Business Concerns

* Information Ethics
* Developing Information Management Polices
* Protecting Intellectual Assets
* The First Line of Defense – People
* Second Line of Defense - Technology

Digital (R)evolution - Chapter 5 – Customer-Driven Change

* What’s more important: People or Technology?
* Why do organizations struggle and become irrelevant?
* What are the principles of successful transformation?
* Is your digital workforce digitally proficient?

**Reading:**

* Business Driven Information Systems – Chapter 4
* Digital (R)evolution - Chapter 5 – Customer-Driven Change

**Deliverables**: **Quiz 2**

**Class 6: 10/14/24**

**Topics:**

*Business Driven Information Systems* – Chapter 5 – Infrastructure and Platforms: Sustainable Technologies

* The Business Benefits of a Solid MIS Infrastructure
* Infrastructure 1: Supporting Operations, Information MIS Infrastructure
* Infrastructure 2: Supporting Change, Agile MIS Infrastructure
* MIS and the Environment
* Infrastructure 3: Supporting the Environment, Sustainable MIS Infrastructure

Digital (R)evolution - Chapter 6 – Strategy vs. Execution

* When is the last time you have communicated the digital strategy?
* What does it mean to be a transformational leader?
* How to set a winning transformation strategy?
* What could and will derail the transformation initiatives?
* How to get the “wagon” back on track?

**Reading:**

* Business Driven Information Systems – Chapter 5
* Digital (R)evolution - Chapter 6 – Strategy vs. Execution

**Deliverables:** **Quiz 3**

**Class 7: 10/21/24**

**Topics:**

*Business Driven Information Systems* – Chapter 6 – Data: Business Intelligence

* Data Quality
* Storing Data Using a Relational Database Management System
* Using a Relational Database for Business Advantages
* Business Intelligence
* Data Warehouse
* Blockchain: Distributed Computing

Digital (R)evolution - Chapter 7 – Hire Captains, Not Kings, or Queens

* Why hiring is so difficult?
* Are people assets or liabilities?
* Who are the most valuable players?
* Is reverse mentoring beneficial to companies?
* Can you teach passion?

**Reading**:

* Business Driven Information Systems – Chapter 6
* Digital (R)evolution - Chapter 7 – Hire Captains, Not Kings, or Queens

**Deliverables:** **Case 1 (Teamwork)**

**Case 1 (Teamwork)**

Please refer to the “**Assignments**” tab in Brightspace to view the instructions.

* Read and analyze the materials
* Research the topic, provide intext references, citations, visuals, and list of references
* Include outside intext references
* Answer the questions
* **Use APA style**

**Class 8: 10/28/24**

**Topics:**

*Business Driven Information Systems* – Appendix C – Designing Databases

* Introduction
* The Relational Database Model
* Documenting Entity-Relationship Diagrams
* Relational Data Model and the Database

*Business Driven Information Systems* – Appendix F – Business Intelligence (BI)

* Operational, Tactical, and Strategic BI
* Business Benefits of BI

Digital (R)evolution - Chapter 8 – Integrated Ecosystems

* Why do people think of Digital Transformation as back-office processes?
* Why social collaboration is a prerequisite to digital transformation?
* Why it is so difficult for users to adopt new technologies?
* What’s the strategy to deal with knowledge workers?
* How to solve the information overload challenge?

**Reading**:

* Business Driven Information Systems – Appendix C, Appendix F
* Digital (R)evolution - Chapter 8 – Integrated Ecosystems

**Deliverables**: **Initial Presentation (Team) – High Level**

**Class 9: 11/04/24**

**Topics**:

*Business Driven Information Systems* – Chapter 7 – Digital Ecosystems: Connecting Digital Lives, Business, and Society

* Digital Ecosystems
* Advanced Connectivity for the Digital Age
* Wireless Networks: The Key to Mobility
* Security: Protecting Digital Ecosystems
* Digital Business Ecosystems
* Business WI-FI Apps
* Information Mobility Management
* Closing the Digital Divide

Digital (R)evolution - Chapter 9 – Digital Proficiency and Innovation

* Has advanced technology become a commodity?
* Why digital proficiency is more important than transformational technologies?
* How to lead discovery-driven digital transformation?
* Are the robots taking the world over?
* Where do humans fit in the digital revolution?

**Reading:**

* Business Driven Information Systems – Chapter 7
* Digital (R)evolution - Chapter 9 – Digital Proficiency and Innovation

**Deliverables**: **Quiz 4**

**Class 10: 11/11/24**

**Topics:**

*Business Driven Information Systems* – Chapter 8 – Enterprise Applications: Business Communications

* Building a Connected Corporation Through Integrations
* Supply Chain Management
* Technologies Reinventing the Supply Chain
* Customer Relationship Management
* Operational and Analytical CRM
* Enterprise Resource Planning
* Organizational Integration with ERP

Digital (R)evolution - Chapter 10 – Are you” Digitally Determined” or “Digitally Distraught”?

* What’s your digital strategy?
* Why digital transformation seems to be confusing?
* What is your definition of digital transformation?
* What are your fundamental digital transformation objectives?
* Determined or distraught?

**Reading:**

* Business Driven Information Systems – Chapter 8
* Digital (R)evolution - Chapter 10 – Are you” Digitally Determined” or “Digitally Distraught”?

**Deliverables**: **Case 2 (Teamwork)**

**Case 2**

Please refer to the “**Assignments**” tab in Brightspace to view the instructions.

* Read and analyze the materials
* Research the topic, provide intext references, citations, visuals, and list of references
* Include outside intext references
* Answer the questions
* **Use APA style**

**Class 11: 11/18/24**

**Topics:**

*Business Driven Information Systems* – Chapter 9 – System Development and Project Management: Corporate Responsibility

* The System Development Life Cycle
* Software Development Methodology: The Waterfall
* Agile Software Development Methodologies
* Using Project Management to Deliver Successful Projects
* Primary Project Planning Diagrams
* Outsourcing Projects

Digital (R)evolution - Chapter 11 – Use Case: The Smart City

* What are the boundaries of digital transformation?
* Why do systems needs digital connectivity?
* What are the areas of smartness?
* Why changing people’s habits is more important than changing technology?

**Reading:**

* Business Driven Information Systems – Chapter 9
* Digital (R)evolution - Chapter 11 – Use Case: The Smart City

**Deliverables:** **Assignment 2 (Individual)**

**Assignment 2**

Please refer to the “**Assignments**” tab in Brightspace to view the instructions.

* Read and analyze the materials
* Research the topic, provide intext references, citations, visuals, and list of references
* Include outside intext references
* Answer the questions
* **Use APA style**

**Class 12: 11/25/24**

**Topics:**

*Business Driven Information Systems* – Appendix D – Emerging Trends and Technologies

* Introduction
* Trends Shaping our Future
* Technologies Shaping our Future

Digital (R)evolution - Chapter 12 – Looking Ahead: Runway or Precipice?

* How intelligent is Artificial Intelligence?
* Why will robots not take your job?
* What does “User Experience” mean to humans and robots?
* What happens when great platforms go down?
* Why are people fooled by the look and feel?

**Reading:**

* Business Driven Information Systems – Appendix D
* Digital (R)evolution - Chapter 12 – Looking Ahead: Runway or Precipice?

**Deliverables:** **Quiz 5**

**Class 13: 12/02/24**

**Topics:**

*Business Driven Information Systems* – Appendix E – Connectivity: The Business Value of Networked World

* Overview of a Connected World
* Benefits of a Connected World
* Digital Future

Digital (R)evolution - Chapter 13 – AI: The Elephant in the Room

* What AI is and is not?
* What’s the impact of AI on the workplace?
* Is AI capable of finding needles in haystack?
* Is there a difference between AI and Data Science?
* Why Discovery-Driven Digital Transformation is the answer?

**Reading:**

* Business Driven Information Systems – Appendix f
* Digital (R)evolution - Chapter 13 – The Elephant in the Room

**Deliverables**: None

**Class 14: 12/09/24**

**Topics:**

* Team Presentation of the Final Project
* Digital Future
* Course wrap-up

**Reading:** None

**Deliverables**: Presentation and Essay – Final

Final case study – Submit the Presentation (PowerPoint) and Final Paper (Essay) - Due 12/09/24

A screenshot of a schedule

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**NOTES:**

The syllabus may be modified to better meet the needs of students and to achieve the learning outcomes.

The School of Professional Studies (SPS) and its faculty celebrate and are committed to inclusion, diversity, belonging, equity, and accessibility (IDBEA), and seek to embody the IDBEA values. The School of Professional Studies (SPS), its faculty, staff, and students are committed to creating a mutually respectful and safe environment (*from the* [*SPS IDBEA Committee*](https://www.sps.nyu.edu/homepage/about-us/idbea/about-idbea.html)).

**New York University School of Professional Studies Policies**

1. Policies - You are responsible for reading, understanding, and complying with [University Policies and Guidelines](http://www.nyu.edu/about/policies-guidelines-compliance.html), [NYU SPS Policies and Procedures](http://sps.nyu.edu/academics/academic-policies-and-procedures.html), and [Student Affairs and Reporting](https://www.nyu.edu/about/policies-guidelines-compliance/policies-and-guidelines/student-services.html).

2. Learning/Academic Accommodations - New York University is committed to providing equal educational opportunity and participation for students who disclose their dis/ability to the [Moses Center for Student Accessibility](https://www.nyu.edu/students/communities-and-groups/student-accessibility.html). If you are interested in applying for academic accommodations, contact the [Moses Center](https://www.nyu.edu/students/communities-and-groups/student-accessibility/academic.html) as early as possible in the semester. If you already receive accommodations through the Moses Center, request your accommodation letters through the [Moses Center Portal](https://www.nyu.edu/students/communities-and-groups/student-accessibility.html) as soon as possible ([mosescsa@nyu.edu](mailto:mosescsa@nyu.edu) | 212-998-4980).

3. Health and Wellness - To access the University's extensive health and mental health resources, contact the [NYU Wellness Exchange](https://www.nyu.edu/students/health-and-wellness/wellness-exchange.html). You can call its private hotline (212-443-9999), available 24 hours a day, seven days a week, to reach out to a professional who can help to address day-to-day challenges as well as other health-related concerns.

4. Student Support Resources - There are a range of resources at SPS and NYU to support your learning and professional growth. For a complete list of resources and services available to SPS students, visit the [NYU SPS Office of Student Affairs site](https://www.sps.nyu.edu/homepage/student-experience/resources-and-services.html).

5. Religious Observance - As a nonsectarian, inclusive institution, NYU policy permits members of any religious group to absent themselves from classes without penalty when required for compliance with their religious obligations. Refer to the [University Calendar Policy on Religious Holidays](https://www.nyu.edu/about/policies-guidelines-compliance/policies-and-guidelines/university-calendar-policy-on-religious-holidays.html) for the complete policy.

6. Academic Integrity and Plagiarism - You are expected to be honest and ethical in all academic work. Moreover, you are expected to demonstrate how what you have learned incorporates an understanding of the research and expertise of scholars and other appropriate experts; and thus recognizing others' published work or teachings—whether that of authors, lecturers, or one's peers—is a required practice in all academic projects.

Plagiarism involves borrowing or using information from other sources without proper and full credit. You are subject to disciplinary actions for the following offenses which include but are not limited to cheating, plagiarism, forgery or unauthorized use of documents, and false form of identification

[Turnitin](https://www.nyu.edu/servicelink/KB0018471), an originality detection service in NYU Brightspace, may be used in this course to check your work for plagiarism.

Read more about academic integrity policies at the NYU School of Professional Studies on the [Academic Policies for NYU SPS Students](https://www.sps.nyu.edu/homepage/student-experience/policies-and-procedures.html) page.

7. Use of Third-Party Tools - During this class, you may be required to use non-NYU apps/platforms/software as a part of course studies, and thus, will be required to agree to the “Terms of Use” (TOU) associated with such apps/platforms/software.

These services may require you to create an account but you can use a pseudonym (which may not identify you to the public community, but which may still identify you by IP address to the company and companies with whom it shares data).

You should carefully read those terms of use regarding the impact on your privacy rights and intellectual property rights. If you have any questions regarding those terms of use or the impact on the class, you are encouraged to ask the instructor prior to the add/drop deadline.