
IMS 4300

Managing Information Resources

COURSE SYLLABUS

Semester: Fall 2022

Class Meeting Days: Tuesdays & Thursdays

Class Meeting Time: 3:30 – 4:45 pm

Class Meeting Location: BSN 120

Instructor: Weimar Ardila Rueda

Office Location: TBA

Office Hours: by Appointment via MS Teams

Email: weimar@usf.edu

I. Welcome!

Congratulations ISM 4300 students. Based on your efforts, most of you will soon be receiving your undergraduate degree from the Muma College of Business. This course is designed to help complete your preparation and get you off to a fast start either in a new career or in the pursuit of an advanced degree.

II. Course Description

The USF course catalog provides this brief description of ISM 4300:

Current issues in information systems management focusing on managing computer resources and social issues such as ethics, privacy, and legal issues including intellectual property.

This “capstone” course has been modified over the years to keep it relevant to market and employer expectations. Today, it is expected that USF Business Analytics graduates be technically savvy, have an overall knowledge of technology related issues in business, and be effective at working with and contributing to team/group projects. These areas are addressed in the format and requirements of the course.

III. Course Prerequisites

ISM 4212 with a minimum grade of C and (ISM 4220 with a minimum grade of C or ISM 4402 with a minimum grade of C).

IV. Course Purpose

The purpose of this BA&IS capstone course on managing information systems is to provide students with the opportunity to apply what they have learned over the course of the BA&IS program in a context where “what to do next” is not obvious or dictated by a textbook. The ISM 4300 course design consists of two primary elements: the case discussions and the course project.

The objective of the case discussions is to give students practice in analyzing complex business situations with an information systems component. In every case discussion, students assess how the technology, data and information can inform the decision to be made. In the project, students create an IS artifact that demonstrate proficiency in the domain. The objective of the course project is to provide students with the opportunity to demonstrate and practice skills that they have acquired over the course of the BA&IS major.

V. Course Format

Class meetings will be delivered through in-person sessions. However, virtual meetings via MS Teams may be scheduled upon any contingency, and students will be notified with anticipation.

VI. Student Learning Outcomes

Upon completion of this course students should be able to:

- Analyze business problems to identify the key issue(s), formulate recommendations, and justify both with factual support from the case and from additional research as needed.
- Assess business issues from the perspective of the information technologies integral to their resolution.
- Demonstrate an ability to communicate a well-considered point of view on a given business case to peers (fellow students) and professionals from industry during in class discussions.
- Develop and present an information systems related project that demonstrates proficiency in one or more areas of the MIS discipline.
- Develop critical thinking, business problem analysis, and constructive brainstorming skills in the discussion of business cases with peers, the professor, and industry professionals.

VII. Course Objectives

To ensure students leave the BA&IS undergraduate program with:

- An appreciation of the complex interaction between individual/organizational forces and technological issues in the development, deployment and use of information systems, with a particular focus on organizational strategy.
- The ability to apply the data analytic and problem-solving techniques learned in the undergraduate major to real-world situations.
- A substantial project that demonstrates what they have learned over the course of the BA&IS major.

VIII. Supplementary (Optional) Texts and Materials

- Case studies (from Canvas): Case Studies will be made available in CAVNAS.
- Textbook: (AF) Pro ASP.NET Core MVC 2 [electronic resource] / Adam Freeman, ISBN: 978-1-4842-3150-0 e-book available from the USF library (<http://ezproxy.lib.usf.edu/login?url=http://link.springer.com/10.1007/978-1-4842-3150-0>)
- Starting Out with Visual C#, by Tony Gaddis (technical assignments will include C# development activity and this text can serve as a refresher into C# programming)

IX. Communication

Communications will be handled via email and Canvas messages.

X. Grading Scale

Total%	Grade	Total%	Grade
98 – 100%	A+	78 – 79	C+
92 – 97	A	72 – 77	C
90 – 91	A-	70 – 71	C-
88 – 89	B+	68 – 69	D+
82 – 87	B	62 – 67	D
80 – 81	B-	60 - 61	D-
		< 60	F

XI. Grade Categories and Weights

Graded Items	Percent of Final Grade
First Day Attendance	5%
Class Project	55%
Case Study Discussions	40%

Class Project

Each student will complete a Class Project by the first portion of the course. The Class Project will consist of Full Stack Development activities using C# and Python. Project requirement lectures will be conducted each week in class until the project is completed near the mid-term. Additionally, all source code created by the project will be posted to the student's public GitHub account. This will be worth **45%** of the overall grade. There will be a deliverable every week until the project is complete at the mid-term. Each week, students will be assigned a grade of 0, 1, 2, or 3 for the deliverable. A grade of 0 will be awarded if the student does not turn in the deliverable or unsatisfactory work. A grade of 1 will be awarded if the student turns in weak work. A grade of 2 will be awarded if the student turns in a satisfactory deliverable. Finally, a 3 will be awarded for excellent work. Students must prepare 4 to 6 hours per week to complete the weekly deliverable.

Once the Class Project is complete, the completed project will be evaluated for a total grade weighted **10%** of the overall grade.

Case Study Discussions

After the first portion of the course, each week will be dedicated to Case Study Discussions in class. Weekly assignments will be assigned to reflect upon Case Studies discussed in class. The Case Study assignments will be worth **40%** of the overall grade. Students must prepare 2 – 4 hours each week for each Case Study.

XII. Course Schedule.

Week	Class Meetings		Class Project - Deliverables
1	10-Jan	12-Jan	Programming basics
2	17-Jan	19-Jan	Conditional statements
3	24-Jan	26-Jan	Iterative Statement
4	31-Jan	2-Feb	Arrays
5	7-Feb	9-Feb	Methods
6	14-Feb	16-Feb	Python (1) - Data structures
7	21-Feb	23-Feb	Python (2) - Programming
8	28-Feb	1-Mar	Python (3) - OOP
9	6-Mar	8-Mar	Python (4) - Data Analysis Fundamentals I
	13-Mar	15-Mar	Spring Break
10	20-Mar	22-Mar	Python (4) - Data Analysis Fundamentals II
11	27-Mar	29-Mar	Case Study Discussions (1)
12	3-Apr	5-Apr	Case Study Discussions (2)
13	10-Apr	12-Apr	Case Study Discussions (3)
14	17-Apr	19-Apr	Case Study Discussions (4)
15	24-Apr	26-Apr	GitHub portfolio (remote sessions)
16	1-May	3-May	Finals week - Last date to submit final deliverables

* Note: The Schedule is subject to revision

XIII. Course Policies: Grades (include sections as applicable to your course)

Late Work Policy: No late submissions are allowed.

Final Examinations Policy: No exams.

XIV. Course Policies: Technology and Media (include sections as applicable to your course)

Canvas: This course will be offered via USF's learning management system (LMS), Canvas. If you need help learning how to perform various tasks related to this course or other courses being

offered in Canvas, please consult the Canvas help guides or investigate online training. You may also contact USF's IT department at (813) 974-1222 or help@usf.edu.

Recordings: Some lectures, content and class materials will be made available in a recorded format via Canvas. We may also record group sessions where student's voices and video will be included in class recordings. It is the student's responsibility to make sure the privacy of their surroundings and background is maintained.

Laptop Usage: This is a technology class and I encourage to use of computer technology for class related activities. Students are allowed and encouraged to use devices for recording class sessions for personal use.

Phone Usage: Please turn phones off and have them put away during any class related meetings or sessions.

XV. Course Policies: Student Expectations

Title IX Policy:

Title IX provides federal protections for discrimination based on sex, which includes discrimination based on pregnancy, sexual harassment, and interpersonal violence. In an effort to provide support and equal access, **USF has designated all faculty (TA, Adjunct, etc.) as Responsible Employees, who are required to report any disclosures of sexual harassment, sexual violence, relationship violence or stalking.** The Title IX Office makes every effort, when safe to do so, to reach out and provide resources and accommodations, and to discuss possible options for resolution. Anyone wishing to make a Title IX report or seeking accommodations may do so online, in person, via phone, or email to the Title IX Office. For information about Title IX or for a full list of resources please visit: <https://www.usf.edu/title-ix/gethelp/resources.aspx>. *If you are unsure what to do, please contact Victim Advocacy – a confidential resource that can review all your options – at 813-974-5756 or va@admin.usf.edu.*

Course Hero / Chegg Policy:

The [USF Policy on Academic Integrity](#) specifies that students may not use websites that enable cheating, such as by uploading or downloading material for this purpose. This does apply specifically to Chegg.com and CourseHero.com – almost any use of these websites (including uploading proprietary materials) constitutes a violation of the academic integrity policy.

Professionalism Policy:

Per university policy and classroom etiquette; mobile phones, iPods, etc. **must be silenced** during all classroom and lab lectures. Those not heeding this rule will be asked to leave the classroom/lab immediately so as to not disrupt the learning environment. Please arrive on time for all class meetings. Students who habitually disturb the class by talking, arriving late, etc., and have been warned may suffer a reduction in their final class grade.

Students are expected to adhere to the overall class calendar and to complete work or assignments by the due dates posted in Canvas. It will be difficult to perform at a high level if you do not regularly attend discussion group meetings and actively participate. If you need to miss a group meeting, please send a communication to your team with a copy to the professor

in advance. If you will be late with a submission, it's always good to let your professor know in advance.

Netiquette Guidelines

1. Act professionally in the way you communicate. Treat your instructors and peers with respect, the same way you would do in a face-to-face environment. Respect other people's ideas and be constructive when explaining your views about points you may not agree with.
2. Be sensitive. Be respectful and sensitive when sharing your ideas and opinions. There will be people in your class with different linguistic backgrounds, political and religious beliefs or other general differences.
3. Proofread and check spelling. Doing this before sending an email or posting a thread on a discussion board will allow you to make sure your message is clear and thoughtful. Avoid the use of all capital letters, it can be perceived as if you are shouting, and it is more difficult to read.
4. Keep your communications focused and stay on topic. Complete your ideas before changing the subject. By keeping the message on focus you allow the readers to easily get your idea or answers they are looking for.
5. Be clear with your message. Avoid using humor or sarcasm. Since people can't see your expressions or hear your tone of voice, meaning can be misinterpreted.

XVI. Learning Support and Campus Offices

Academic Accommodations

Students with disabilities are responsible for registering with Student Accessibility Services (SAS) in order to receive academic accommodations. For additional information about academic accommodations and resources, you can visit the SAS website.

[SAS website for the Tampa and Sarasota-Manatee campuses.](#)

[SAS website for the St. Pete campus.](#)

Academic Support Services

The USF Office of Student Success coordinates and promotes university-wide efforts to enhance undergraduate and graduate student success. For a comprehensive list of academic support services available to all USF students, please visit the [Office of Student Success website.](#)

Canvas Technical Support

If you have technical difficulties in Canvas, you can find access to the Canvas guides and video resources in the "Canvas Help" page on the homepage of your Canvas course. You can also contact the help desk by calling 813-974-1222 in Tampa or emailing help@usf.edu.

[IT website for the Tampa campus.](#)

[IT website for the St. Pete campus.](#)

[IT website for the Sarasota-Manatee campus.](#)

Center for Victim Advocacy

The [Center for Victim Advocacy](#) empowers survivors of crime, violence, or abuse by promoting the restoration of decision making, by advocating for their rights, and by offering support and resources. Contact information is available online.

Counseling Center

The Counseling Center promotes the wellbeing of the campus community by providing culturally sensitive counseling, consultation, prevention, and training that enhances student academic and personal success. Contact information is available online.

[Counseling Center website for the Tampa campus.](#)

[Counseling Center website for the St. Pete campus.](#)

[Counseling Center website for the Sarasota-Manatee campus.](#)

XVII. Important Dates to Remember

For important USF dates, see the [Academic Calendar](#) at <http://www.usf.edu/registrar/calendars/>