



COURSE SYLLABUS

Delivery method: Online, Off-campus

Location: Online / Off-campus

Instructor: Dr. Matthew Mullarkey

Instructor email: mmullarkey@usf.edu

Virtual Office Hours: Technology using Microsoft Teams or mobile call as arranged with Professor

Minimum Technical Skills & Requirements:

In order to take courses online at USF, you will need to be able to demonstrate proficiency at basic computer skills, maintain reliable internet access, and meet the [computer system requirements](#) listed at:

<https://www.usf.edu/it/remote/requirements-for-students.aspx>

I. University Course Description

An introduction to the fundamentals of information systems including an examination of information technology terminology and concepts, alternative methodologies for developing information systems, and the application and impact of information technology in contemporary organizations.

II. Course Prerequisites

No prerequisites.

III. Course objectives

By the end of this course, you will be able to:

- Analyze a tough socio-technical business decision and make a recommendation on the most feasible courses of action to the decision-maker in the organization.
- Read and analyze a business case and share your analysis in a group online forum.
- Demonstrate an ability to develop multiple plausible solutions to a tough business decision based upon empirical evidence identified in the course of the investigation of the tough decision with an organization.

IV. Instructor Contact Information and Communication

Email is always the best way to contact me. Please avoid messaging me through Canvas because it is often unreliable. Instead, always use your USF email account and include the name of our course somewhere in your email. Please allow 24 hours for a response and longer over the weekend. However, if you are emailing me to inform me of an urgent issue, please write 'urgent' in the subject line of the email.

V. First Week Attendance Policy

In the first week of class, you will be required to complete a First Day Attendance discussion board post to introduce yourself and register your first day attendance. Your post is due by **Monday of the first week of class at 11:59pm**. *Students who do not complete the First Day Attendance activity by the due date will be dropped from the course.*

VI. **How to Succeed in this Course**

One of my goals is to make this class as personally and professionally relevant to you as possible. To succeed in this course, follow the Course Schedule, regularly check our Canvas page to make sure that you are up-to-date with deadlines, and ask questions anytime you would like clarification.

VII. **Required Texts and/or Readings and Course Materials**

All slides, assignments, and case discussions are available on Canvas – no books or other purchases are required for this course. Online discussion threads will occur on Canvas.

VIII. **Supplementary (Optional) Texts and Materials**

Unless otherwise indicated, all materials in Canvas are required.

IX. **Grading Scale**

Grade components: Case Discussion Assignments (individual) 100%

Pre-Case, Opening, Online Discussion, Post-Case Reflection

Grading scale: Letter grades as per USF policy with letter grade +/- awarded and calculated automatically on Canvas.

X. **Instructor Feedback Policy & Grade Dissemination**

Instructor will respond to email communication relevant to the subject matter within 48 hours of the date received. Instructor will provide feedback on assignments within one week of the posted deadline. [You can access your scores at any time using "Grades" in Canvas.](#)

XI. **Case Discussion Assignments**

The class will be divided into groups. Each group will “Open” the case discussion on the same week as the number for their team – Group 1 will Open Case 1 on Monday of Week 1; Group 2 will Open Case 2 on Monday of Week 2; etc... An opening is where each student in the group takes one of the opening questions for that week’s case and makes a post to share their perspective. This “opens” one thread in the case discussion. All other students can then add their post to that thread. A temptation is to “open” by posting your pre-case assignment – that is not what we want and will not lead to full credit for the post.

Each group should post to their respective case by **Monday of the week of their respective group’s case – the Group number corresponds to the Case number and the week of the Case opening**. Please note it is the responsibility of the group members to select questions so that responses to all questions are posted. If there are enough people in the group, there may be more than one person to each question and this is fine.

All other students should then start posting to the various threads not later than Tuesday each week. Full credit is awarded to each student who makes multiple

high-quality posts to multiple threads over multiple days each week. Typically, this means 6-9 high quality posts per week

These assignments are designed to make you read and critically think about the assigned readings/case discussions for that class. Some assignments may require additional research on your part beyond the assigned readings. Your discussion of the case discussion questions should be concise, direct, and structured.

Each week, you will submit a pre-case analysis and a post-case reflection in addition to your online threaded posts. These three exercises over the eight weeks of the course constitute the graded assignments.

The case discussions online will follow a protocol designed to get everyone a chance to open a case and to comment on multiple threads for the cases throughout the week. The protocol has a Preparation Phase, an Opening Phase, a Participation Phase, and a Reflection Phase. Every student will prepare each case and submit a Pre-case each week prior to the Opening Phase beginning. Then, the Group that opens will have each team member (you choose) answer one or more questions posted to the online threaded discussion for that case – this will start something like 6-7 discussion threads. Every student (including posting students) must then make multiple postings to multiple threads of online discussions over the course of the week. Finally, at the close of the week (Saturday typically), each student submits a Post-case for the case that week to report their lessons learned and how their point of view on the case changed over the course of the week and the posts by classmates.

Before each case: *Preparation*

Students should expect to spend 2-3 hours preparing each case study. Preparing a case typically involves:

- Reading the case
- Making notes and analyzing the case during a careful second reading

Post your Pre-case using the form provided where you define the Issue (as you see it), your Recommendation (to the Company/Protagonist), and your Justification (using facts from the case and any research you conducted).

Your goal in the Pre-Case is to identify (1) the Most important **Issue** facing the protagonist (from the student's point of view –there are always multiple key issues in every decision case), (2) your **Recommendation** on how the protagonist should address the issue, and, (3) your **Justification** with facts from the case for the recommendation.

Each week, Pre-Case submissions for each student will be graded on a scale of:

- 3.0 - Excellent pre-case – definitely one of the key issues, great recommendation, well justified with facts from the case!
- 2.5 - Very good identification of the key issue and solid recommendation. Good identification of facts to support your recommendation. Expand upon your support for

full credit in future submissions.

- 2.0 - Good identification of key issue. Add more to your recommendation and the facts to support it for full credit in future submissions.
- 2.0 - Good submission - what I would prefer to see for full credit in future submissions is that you simply state the key issue in a sentence or two and then spend more time on the justification.
- 1.5 – Below Average submission. Add more to key issue, recommendation and justification for full credit in future pre-case submissions
- 1.0 – Weak Pre-case submission requiring significant improvement in all areas of the submission for full credit in future submissions.
- 0 – Unsatisfactory or missing submission.

Monday of the week when a case is discussed: *Opening questions*

For each case, before Monday at 9 pm of the week that a case is being discussed, each student for the team assigned to open must post his or her opening thread as a response to their question.

The discussion for a new case discussion will open each Monday.

Case discussion week: *Participating in the discussion*

Once an opening response has been posted, the rest of the class must enter the discussion. Each student should feel free to respond with as many posts as desired. *Each student's participation in every discussion will be graded. Full credit will be given to students making multiple, high quality posts throughout the week to multiple question threads over multiple days.*

What we typically look for in discussions is the following:

- High quality posts will frequently include specific references to facts in the case that you believe are important. You may also reference outside sources if you found them to be valuable.
- When responding to another student's comments it helps if you give the name of the student, since the number of posts can become quite large.
 - Agreeing with a previous post without adding something new gets you nothing. If, on the other hand, you agree and then point out something that was missed or requires clarification, that is fine.
 - Disagreeing with a previous post—provided a good explanation of *why* you disagree is included—is considered in a very positive light.
- Repeating what someone else said simply bloats the discussion; you should always strive to add something new. The earlier an idea is posted, the more likely it will be credited.
- If all your posts appear to have been made in one setting (their dates and times cluster together), we will normally deduct points. We like to see back and forth in a discussion and that cannot happen when students enter the discussion for just onesession.

Each week, discussion threads for each student will be graded on a scale of:

- 3.0 - Excellent high-quality contributions to multiple discussion threads over multiple days.
- 2.5 - Very good high quality contributions to multiple threads. Contribute to more discussion threads over multiple days for full credit in future discussions.
- 2.0 - Good contributions to the discussions. Add more high quality contributions to multiple threads over multiple days for full credit in future discussions.
- 1.5 – Below average contributions in number and quality.
- 1.0 – Weak contribution to discussion threads.
- 0 – Unsatisfactory or missing submissions.

After the (online & in-class) discussion: *Post-case reflection*

After participating in each discussion, students will fill out a Post-Case form and upload it to Canvas. This form will consist of two questions:

What are the three most important things you learned from the case?

And, why were they important for you to learn?

1. How did the case discussion change your view of the case?

The post case form must be completed by each student for all cases (read the case discussions for both cases to gain some insight into the reflections you post.)

Each week, discussion threads for each student will be graded on a scale of:

- 3.0 - Excellent reflections on key learnings and why they were important to learn as well as your reflection on how your point of view was affected by the discussion.
- 2.5 - Very good reflections on learnings and point of view. Add why each learning was important to learn for full credit in future reflections.
- 2.0 - Good reflections. Spend additional time on how your point of view was affected by the discussions for full credit in future reflections.
- 2.0 - Good reflections. Spend more time on the three things learned and why they were important to learn for full credit in future reflections.
- 1.5 - Good reflections but spend significantly more time on the three things learned and why they were important to learn and on how the discussion effected your point of view of the case for full credit in future reflections.
- 1.0 – Weak reflection contributions.
- 0 – Unsatisfactory or missing submissions.

XII. Class Schedule: Available through the Modules list in Canvas

Note: The above schedule is tentative and may be subject to change. However, any and all such changes will be announced through Canvas or in class.

XIII. Standard University Policies

Policies about disability access, religious observances, academic grievances, academic integrity and misconduct, academic continuity, food insecurity, and sexual harassment are governed by a central set of policies that apply to all classes at USF. These may be

accessed on the [USF Core Syllabus Policy Statements page](https://www.usf.edu/provost/faculty/core-syllabus-policy-statements.aspx) at <https://www.usf.edu/provost/faculty/core-syllabus-policy-statements.aspx>.

XIV. Course Policies:

Late Work Policy

Late work may be accepted – with at least a letter grade penalty.

Extra Credit Policy

There's no extra credit.

XV. Course Policies: Student Expectations

Turnitin.com

In this course, turnitin.com may be utilized. Turnitin is an automated system which instructors may use to quickly and easily compare each student's assignment with billions of web sites, as well as an enormous database of student papers that grows with each submission. After an assignment is processed, as instructor I receive a report from turnitin.com that states if and how another author's work was used in the assignment. For a more detailed look at this process visit <http://www.turnitin.com>.

End of Semester Student Evaluations

All classes at USF make use of an online system for students to provide feedback to the University regarding the course. These surveys will be made available at the end of the semester, and the University will notify you by email when the response window opens. Your participation is highly encouraged and valued.

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.

Email and Discussion Board Guidelines

1. Use the subject line effectively by using a meaningful line of what your email or discussion is about.
2. Keep your emails and postings related to the course content. You should not post anything personal on a discussion board, unless is requested by the instructor.

3. Any personal, course or confidential issues should be directly communicated to the instructor via email. The discussion boards are public spaces; therefore, any issues should not be posted there.

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.

[Office of Student Success website for the Tampa campus.](#)

[Office of Student Success website for the St. Pete campus.](#)

[Office of Student Success website for the Sarasota-Manatee campus.](#)

Canvas Technical Support

Include information where students can find technical support.

Example: 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

Example: 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.

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

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

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

Counseling Center

Example: 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.](#)

Tutoring

Example: The Tutoring Hub offers free tutoring in several subjects to USF undergraduates. Appointments are recommended, but not required. For more information, email asctampa@usf.edu.

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

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

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

Writing Studio

Example: The Writing Studio is a free resource for USF undergraduate and graduate students. At the Writing Studio, a trained writing consultant will work individually with you, at any point in the writing process from brainstorming to editing. Appointments are recommended, but not required. For more information or to make an appointment, email writingstudio@usf.edu.

[Writing studio website for the Tampa campus.](#)

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

[Writing studio 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/>

XVIII. Course Assignments Summary:

Available directly in Canvas.