

**Course Outline 2016**  
**INFOSYS 725: NEW PERSPECTIVES ON ORGANISATIONS AND**  
**INFORMATION SYSTEMS (15 POINTS)**

**Semester 2 (1175)**

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**Course Prescription**

Investigates major issues facing organisations in adopting, implementing and using information systems for competitive advantage. Explores a set of critical issues from both an academic and practical perspectives. Topics include: Strategic Information Systems, Ecommerce, Knowledge Management, the Emergence of the Business Process, ERP Implementation, Virtual Teams and Global IT, IS and Developing Countries.

**Programme and Course Advice**

None

**Goals of the Course**

The course really attempts to teach students two things. First and foremost, this course is about learning how to write a research paper. We will talk about how to frame and focus a research question, how to write a literature review, and how to develop a study. This is different, but complementary to quantitative and qualitative research methods. Those are analytical techniques. This course explores how to set up and develop the question.

Understanding these ideas requires a research theme. We will explore this using the theme, "How do we manage the IS work environment?" Theories and topics we will explore will be control theory, agency theory, change management, vendor management, self-control and social capital

You will know you have done well in the course if you can develop a proposal for your honors, masters or PhD dissertation that you can show to a faculty member to supervise. Also, you will know you have done well if you can successfully obtain ethics approval for your proposed study.

**Learning Outcomes**

By the end of the course, the student will:

1. display familiarity with general principles behind research methods and approaches used within the field of information systems;
2. develop academic thinking by presenting and evaluating academic arguments;
3. be able to write a journal-quality empirical introduction, literature review and methods section
4. have written a proposal someone in the department is willing to supervise.

## Content Outline

Lesson Number	Topic	Readings I- Developing Research	Readings II- Exemplar Papers	Exercise
1	Introduction: Science	(Kuhn 1996; Popper 1959)	(Tiwana and Keil 2007)	
2	Social Science/Writing the Academic Paper	(Lee 1991; Milgram 1965)	(Miner 1956; Pencil 1976)	
3	Choosing a research topic	(Cachon 2012; Todd et al. 2004) <a href="http://www.socscidiss.bham.ac.uk/research-question.html">http://www.socscidiss.bham.ac.uk/research-question.html</a>		
4	Theory	(Doty and Glick 1994; Gregor 2006; Markus and Robey 1988; Sutton and Staw 1995)		Explaining Colony Collapse Disorder
5	Theoretical Lens	(Barley and Tolbert 1997; van de Ven and Poole 1995)	(Sarker et al. 2006)	ANT Analysis of the tin can
6	Literature Review		(Faraj and Xiao 2006; Kirsch 1996; Orlikowski 1993)	Critique Kirsch 1996
7	Academic Culture	<a href="http://aisnet.org/general/custom.asp?page=SeniorScholarBasket">http://aisnet.org/general/custom.asp?page=SeniorScholarBasket</a> <a href="http://people.cs.uchicago.edu/~fortnow/papers/growup.pdf">http://people.cs.uchicago.edu/~fortnow/papers/growup.pdf</a>	Draft and final version of (Chua et al. 2012) with one round of response to reviews	The math of publications
8	Quantitative Data Collection I: General Concepts	(Straub et al. 2004)	(Hunton and Beeler 1997; Vance et al. 2013)	Developing a quantitative study
9	Qualitative Analysis	(Dyer and Wilkins 1991; Eisenhardt 1989)	(Barley 1986)	Open code 2013 US State of Union Address
10	Quantitative Data Collection II: Psychometry	(Anderson and Gerbing 1988; Petter et al. 2007; Straub 1989)		
11	Qualitative Data Collection		(Bechky 2006; Schultze 2000; Weick 1993)	Transcribe 2014 US State of Union Address
12	Writing the Thesis/Dissertation			

## Learning and Teaching

The anticipated class size should be no more than 25 students. The course comprises approximately twelve seminar sessions of 3 hours each. In the first lesson, students will read the assigned paper in class. In succeeding lessons, students will be expected to

have completed readings before coming to class. The class is lecture based, but the instructor will leverage heavily on the readings. Getting a good grade on the online assignments requires that students have thoroughly read the assigned papers.

## Teaching Staff

**Cecil Chua**

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## Learning Resources

All readings will be online.

## Assessment

Draft Literature Review	30%
Essay built on previous Lit Review	40%
10 Online Assignments	30%
Participation	Adjustment to final grade
Total	<hr/> 100%

Further details on these assessments will be provided during our first lecture.

The broad relationship between these assessments and the course learning outcomes is as follows:

Learning Outcome	Online Assignments	Draft Literature Review	Essay	Participation
1	X			X
2		X	X	X
3		X	X	
4		X	X	

## **Inclusive Learning**

Students are urged to privately discuss any impairment-related requirements in person and/or in written form with the course convenor/lecturer and/or tutor.

## **Student Feedback**

There were only two students who did the teaching evaluation last semester.

## **Inclusive Learning**

We undertake to maintain the continuity and standard of teaching and learning in all your courses throughout the year. If there are unexpected disruptions the University has contingency plans to ensure that access to your course continues and your assessment is fair, and not compromised. Some adjustments may need to be made in emergencies. In the event of a disruption, the University and your course coordinators will make every effort to provide you with up to date information via canvas and the university web site.