

CIS300 – Syllabus (v1)
Computer Information Systems
Fall 2016

***NOTE: This document is unlikely to change during
the term and accompanies its associated schedule.***

Instructor: **Warren McIntosh**
Office: BS 305 Fax: (502) 852-4799
Phone: (502) 852-4792 E-mail: warren.mcintosh@louisville.edu

Section: Refer to the associated **schedule** for specific information on class or computer lab dates and locations. All time references indicated are given in Eastern Time.

Office Hours: Tuesdays and Thursdays 10:00 AM – 2:00 PM BS 305

All other hours are by appointment only - please contact me via e-mail to make arrangements.

Tutoring: Free tutoring is available to all students on an individual basis or in small groups through [REACH/CRC](#) located in Ekstrom Library. Visit the following URL for details:

[Blackboard Course Page](#)

[Rainer Textbook Student Companion Site](#)

Course Description

CIS 300 is a 3.0 credit hour course. The study of information technologies and systems that support business processes. Topics include the manipulation of data to produce information, applying business knowledge and experience to information to create knowledge, database management, information management and decision making, historical vs. current methodology in data communications, use of hardware and software in digital communications, an overview of automated information systems, and processes and procedures needed to protect an information system. Skills taught: critical thinking in the application of advanced use of spreadsheet and database software applications to solve business problems.

This course is a core requirement for graduation from the College of Business.

Throughout and central to this course, we will continually explore this important, guiding [Critical Thinking](#) question:

How do people and businesses use Information Technology to analyze data, solve problems, and make decisions?

You might think of this as a mission statement for the course. As we explore this open-ended question, we will review several fundamental and powerful concepts, including key components of information systems: hardware, software, data, procedures, and people. A key concept is to understand how computer systems process data to create information that is useful and adds value. This output is then stored in databases for future reference or shared with other people across networks via some form of telecommunications.

Throughout the course, we will explore how companies use information technology as a vital tool to better serve their customers, save money, increase revenue, solve problems, and explore new business opportunities.

Course Approach

This course has an **integrated two-part** approach, which prepares you to be a more effective information and technology literate worker. Your **proactive** participation in classes and **commitment** to completing each of the assignments/activities in a timely manner is **REQUIRED** in order to do well in this course.

First, this course will **teach you about IS/CIS** – their key components; how IS/CIS are used in business; how IS/CIS transform organizations and their cultures; how IS/CIS are designed, implemented, operated and maintained; developing some end-user applications; and security.

The major source of information presented for the first part will come from the course textbooks, Blackboard site, other Web-based references, and especially the in-class discussions. As you read the assigned textbook material, pay particular attention to concepts, terminology, practical examples, and case studies illustrated in each chapter.

The second part of the course provides you with **more advanced software application skills** in using tools within the Microsoft® Office® suite, especially Access and Excel. You need to develop these skills for use in future courses at this institution as well as in your chosen career path. I utilize lab activities, in-class exercises, and integrated business problem-solving activities as the primary sources for this information.

Learning Objectives

The pervasiveness of computer-based information systems (IS) in nearly all aspects of business means that you must understand enough about IS to incorporate technology effectively into your business enterprise regardless of your functional area (i.e., accounting, finance, marketing, operations, etc.). In fact, **IT literacy**, which is the understanding of technology and its consequences for society as a whole, will determine your ability to utilize and manage IT in both your personal and professional life.

In the course, you will achieve the following course objectives through class attendance, participation in all lectures and computer lab activities, analysis of course readings, and completion of both in-class and out-of-class assignments:

- (LO1) Become familiar with the functions of important organizational Information Systems (I.S).
- (LO1) Become familiar with the strategic role of that I.S. plays within organizations.
- (LO1) Learn how to collect, organize, and manipulate data to generate information that supports decision-making.
- (LO1) Learn about IS-related security risks at the individual and business levels and how individuals and companies deal with these threats.
- (LO2) Form critical opinions about the use of I.S. in the world around us.
- (LO3) Be exposed to concepts and tools that enhance your ability to define, analyze, and solve various types of business problems.
- (LO3) Develop an advanced understanding and competency of spreadsheet (Microsoft® Excel®) and database (Microsoft® Access®) software tools that you will use both as a business student and later on as a business professional.

To succeed in this course, you must engage in the class and materials early and consistently demonstrate initiative. In addition, you must work efficiently and make the best use of your time in managing the challenging set of expectations in the course.

Prerequisites

Successful completion of CIS100* and a good standing in the College of Business are the required prerequisites. In addition, I expect students to have a basic understanding of the following:

- *Microsoft® Excel® (spreadsheet software) for data analysis, formatting, printing, formulas and charts
- *Microsoft® Access (database software) for database object creation, manipulation, and maintenance
- Microsoft® Word® for document composition
- Blackboard (for course content), e-mail (CardMail, Microsoft® Exchange, etc.), and the World Wide Web for research and data acquisition

*Students should have acquired these skills in CIS100 at the University of Louisville.

Course Materials

1. Required software:

- WileyPLUS digital learning platform purchased from the University's Barnes & Noble official bookstore or directly from within the Blackboard course at a reduced cost. **CIS300 students in my sections must have a code to access WileyPLUS in order to complete assigned activities in the course. You do NOT need a paperback textbook copy unless you want one! The textbook publisher is now only printing loose-leaf 3-hole unbound copies for students that want a physical textbook copy.**
- **Microsoft® Office 365™ Pro Plus for Students** software suite. If you have a Mac, I would strongly recommend you use the **Microsoft® Office® for Mac 2016** since it is a more stable Microsoft® Office® platform. However, you will have to use a Windows-based computer for the Microsoft® Access® assignments in the course since **Microsoft® Office® for Mac** versions do not include Access.
 - Refer to the **Get Started Here > Required Software > Microsoft Office** Blackboard folder for more information on obtaining the *Microsoft® Office 365™ Pro Plus for Students* suite.
- **Respondus LockDown Browser™** which is a custom browser that locks down the testing environment in Blackboard. Note that the College of Business computer labs as well as computers in the REACH Computer Resource Center (located in Ekstrom Library) are equipped with both **Respondus** and **Microsoft® Office® 2013** software.

2. Required textbooks:

- ***Problem-Solving Cases in Microsoft Access and Excel, 14th edition* by Monk, Brady, and Mendelsohn © 2016 (ISBN-10: 1-305-86862-5 | ISBN-13: 978-1-305-86862-5)**
- ***Introduction to Information Systems: Supporting and Transforming Business, 6th edition* by Rainer & Prince © 2016 (ISBN-10: 1-119-10800-4 | ISBN-13: 978-1-119-10800-9)**

3. USB thumb drive (a USB 2.0 specification flash storage device - 1GB minimum), and/or a **cloud storage drive** for file transfer, storage, and data back-up purposes.

4. Supplemental textbooks (completely optional, but are *highly recommended* and relatively inexpensive):

- ***Microsoft® Excel® 2010 Formulas and Functions Inside Out* by Egbert Jeschke, Helmut Reinke, Sara Unverhau, Eckehard Pfeifer, Bodo Fienitz, Jens Bock © 2011 (ISBN-13: 978-0-7356-5802-8)**
- ***Microsoft® Access 2013 Inside Out* by Jeff Conrad © 2013 (ISBN-13: 978-0-7356-7123-2)**

5. You may want to use paper and a writing instrument for taking notes in class and for problem-solving tasks on all exams. I provide scratch paper for quizzes and exams taken in the computer lab.
6. **Basic Calculator** – I prohibit the use of advanced programmable/graphing calculators, personal digital assistants, ALL smart watches, and cell phones on all assessments (exams/quizzes) including the final exam due to the ability to store e-text material and other notes.

If you do not have a personal computer or any of the software components readily accessible at your home, you can use a virtual desktop client found in the College of Business computer lab (BS 045) or a desktop computer found in the REACH Computer Resource Center (Ekstrom Library).

NOTE: The College of Business provides you with computing resources in its computer labs. Therefore, using your own computer to complete any assignment in this course is a convenience to you. You are responsible for all assigned work regardless of your choice in computing device.

Course Web Site

Students can find the most current information about the course on **Blackboard**, including digital versions of the **syllabus** and the accompanying **schedule**. It is your responsibility to check **Blackboard** and your CardMail e-mail account **frequently** (especially if you miss a class). Only students registered for the class will have access to this Web site. The most direct means of accessing Blackboard is by using the following Uniform Resource Locator (URL):

[**Blackboard Login Page**](#)

You may want to bookmark useful Web sites such as those above or add them to your list of favorites in your browser.

Course Expectations

Learning the material in any college class is the student's responsibility. No instructor can learn for you. My goal is for everyone in the class to master the material. I will be happy if everyone earns an A. The contest is between you and the material. My job is to help you master the material. However, in the end, I must act as an impartial judge as to the degree of success you have achieved. If you do not understand the material and do not ask questions to get clarification, you are responsible for your lack of understanding. You may choose not to read the material or not to complete the lab activities, but you must accept responsibility and consequences for those choices. Click [HERE](#) for an interesting article on how to study in college.

People learn in different ways, at different speeds and with different levels of effort. These things not only vary from person to person, but from task to task for the same person. Each person must understand their own learning style and be willing to put forth their required level of effort to master any material or skill, which includes effective time management. If it takes you 10 minutes to learn something, but it takes your friend 30 minutes to learn the same thing, then you should budget 10 minutes for study and your friend must budget 30 minutes for study. In terms of the length and difficulty of projects and assignments, this class is set up for the typical student and the typical class - that is 3 hours outside of class for every hour in class. On average, you should expect to spend at least 8-10 hours each week (for a normal semester, e.g. spring/fall) outside of class studying and preparing for this class. My job is **not** to judge your effort; it is to judge the results of your effort.

My expectations of ALL students:

1. Check your e-mail messages and Blackboard Announcements **every day** for important communications.
2. Review the schedule frequently to ensure that you are aware of the course topics that are scheduled and when assignments are due. Do NOT ask me what we will cover on a given day.
3. Read and complete any assigned material **prior** to when it is scheduled to be discussed in a given class session. I am known to give unannounced quizzes over content we cover. Be prepared!

4. Attend all class/lab sessions and participate fully in discussions. The course schedule is laid out for you from the beginning. Therefore, you are responsible for all lecture material covered regardless of your attendance in the classroom or computer lab. Pre-planned personal trips, vacations, etc. are not excusable. Work-related travel must be documented and provided in advance of the anticipated absence.
5. Ask questions when you do not understand the assigned reading, in-class presentations, or assigned work.
6. Respect the opinions of other students and feel free to present your own.
7. Collaborate with other students (when appropriate) to enhance your understanding of the material.
8. Seek to be accurate, precise, and relevant. **Do not plagiarize or otherwise misrepresent your work.** I report cases of plagiarism to the Dean's office in the College of Business, without prejudice, and all students involved will face the consequences of their actions. Make sure you understand the policy.
9. Demonstrate professionalism in the classroom and computer labs and while working on all learning activities.
10. Limit your views/concerns regarding course content and its level of difficulty for discussion during my office hours and speak only for yourself. Class/lab sessions will not be used for conjecture or speculation.
11. Do not procrastinate! Keep up with the flow of all course-related activities. Plan your time wisely - get course work done ahead of schedule and submit all assignments well before the due date and time.
12. Work hard. Play harder. Moreover, have a whole bunch of **fun** while learning a lot about information technology!

Other Important Notes:

1. You should make every effort to make it to class (or any lab sessions) **on time**. I do not tolerate disruptions in the classroom or lab, and I consider walking in after class has started to be a disruption to me and the class. If you have a compelling reason why you will be arriving late or needing to leave class early, I insist you have a conversation with me about it prior to the start of class.
2. I will usually be to class **on time**, if not early. However, if I am more than 15 minutes late to class or a computer lab session, you may consider the session canceled. You should then make best use of the balance of such unusual time to review other class material or perhaps work on any incomplete assignments.
3. You contribute to your own learning through exercising critical thinking, offering new insights, and adding value to discussions, not by merely showing up to class or just talking. Class/lab participation is a vital part of the educational process, and your willingness to contribute enriches the overall learning experience for all students. Be prepared for every class/lab session!
4. **Silence and stow all cell phones, pagers, audio electronics, and other handheld devices** while in the classroom or computer lab unless specifically instructed otherwise. I use the 3-strikes rule. The first time I have to tell you to put away your device, I will make note of it and you will forfeit your participation points for that session. The second time I notice you using your device without permission, regardless of when, I will instruct you to leave class for the rest of the period and not return until you see me during office hours in addition to forfeiture of that day's participation points. The third, and final time, I notice this as an issue, I will exercise my right to have you administratively removed from the course resulting in either an "F" course grade, or a "W" (if still within the acceptable time period to withdraw from classes).
5. Food and beverages (with the exception of bottled water) are **not** permitted in classrooms or computer labs. Sorry, this is the University's policy not mine.
6. The University of Louisville adopted a smoke-free policy effective November 18, 2000. Smoke-free means that smoking of any substance is not allowed on any of the University of Louisville campuses. This includes, but is not limited to, cigarettes, cigars, pipes, and any other product that produces smoke.

7. I have a personal policy that forbids the use of any smokeless tobacco product while in a classroom or computer lab. While researchers are still studying the effects of second-hand smokeless tobacco vapors, the use of such products is a distraction to me and to the rest of the class. Smokeless tobacco products include, but are not limited to, dipping tobacco, chewing tobacco, snuff, electronic cigarettes, and any other tobacco/nicotine-based product that does not produce smoke but may also produce vapor.
8. Computers provided by the University in labs, classrooms, libraries, and other facilities are **strictly** intended for educational purposes. Do not install any software, modify settings, or update configurations on desktop computers unless specifically directed by me, another instructor, lab assistant, or REACH tutor to do so.
9. Assignments are *normally* due by 11:59 PM on the assigned date with few exceptions. If you submit a quiz late, even one minute past its due date, you will incur a 60% late penalty. Case projects are **NOT** eligible for a late penalty...if you do not turn in the case project by the due date, you earn zero points. Unless you provide me with sufficient documented proof of a notable extenuating circumstance causing you to miss a deadline, I will **not** accept assignments as "late" or permit "make-up" work beyond what I outlined above. Documented proof includes, but is not limited to, an Athletic Department Excused Absence memo, note on letterhead paper from a Louisville-area physician, hospital discharge paperwork, obituary notice (for a family member), etc. Written documentation must include the phone number of a person who can verify the situation and reason for your absence. I expect to receive prior notification except in the case of an emergency that prevents you from communicating with me. Please e-mail me as soon as you are aware of any such extenuating circumstance. **Remember that your absence does not excuse you from the responsibility of assigned work, regardless of course activity type (lab activity, quiz, exam, etc.).**

Grade Basis

Grading Component	Points
Participation – Recorded through the use of QR codes	100
Exams – Four exams, 100 points each (3 regular, 1 final) – Refer to the schedule for date, time, and location	400
Case Projects (<i>group contribution</i>) – Access (50 points) – Excel (100 points)	150
Lab Activities – Completed with assigned lab partners (4 lab activities planned)	100
Blackboard Quizzes (<i>individual or possibly small teams</i>) – Lab activity quizzes (4 planned) – Additional random quizzes or exercises given in class or lab – Will typically be given via Blackboard, but may be on paper	125
WileyPLUS Reading Quizzes (<i>individual contribution</i>) – Total of 5 quizzes associated with assigned readings – Must be completed <i>within</i> 24 hours of class discussion	125
WileyPLUS Orion Study Tool (Proficiency-based) – Total of 5 proficiency-based assessments associated with each chapter – Must be completed before each class discussion	50
Approximate Total Points (subject to change as needs dictate)	1,050

I usually offer a limited number of "extra credit" opportunities (i.e. course surveys in Blackboard, attendance at College of Business Career Fairs, etc.) during a normal fall/spring term. In addition, you may or may not see a few extra credit questions added to exams as well as quizzes.

I base your final letter grade on a plus/minus scale as shown in the table below. Grades are non-negotiable so do not contact me to grovel for an improved grade. The fact that you may be on academic probation/suspension is not a concern to me and will not have an effect on the grade I report to the registrar's office.

A+	97.0 - 100%	C	73.0 - 76.9%
A	93.0 - 96.9%	C-	70.0 - 72.9%
A-	90.0 - 92.9%	D+	67.0 - 69.9%
B+	87.0 - 89.9%	D	63.0 - 66.9%
B	83.0 - 86.9%	D-	60.0 - 62.9%
B-	80.0 - 82.9%	F	0.00 - 60.0%
C+	77.0 - 79.9%	EF (Earned Failure)	UF (Unearned Failure)

Note: After I grade assignments, quizzes, and exams, I will post scores and feedback in Blackboard, along with an associated course announcement and will make them available for your review via My Grades.

Grading Policies and Procedures

Everything submitted for grading must reflect your own work, unless I specifically assigned it as a collaborative, group, or team-based activity or assessment such as some of the planned quizzes.

- 1) Unless I notify you otherwise, all assigned work is due on the dates noted in the **schedule by the due date and time**. Assignments not submitted by the due date and time **will not be eligible for full credit unless proof of an extenuating circumstance (as previously discussed) is provided**. I do not consider technology-related issues a sufficient justification for submitting assignments late. You should keep a digital copy of all work in progress or completed files especially when utilizing the College of Business Virtual computers.
- 2) Grading in this course is, to a large extent, a subjective process. I will use discretion in grading especially for subjective work including any written material posted for lab activities, case projects, or brief essay responses on quizzes, and exams. **Do not** ask me to justify their grading in such cases. Remember, my job is to assess the outcome of your effort, not the effort itself.
- 3) **Disputes involving recorded grades:** If you have an issue with the score and/or feedback that you received on a specific assignment or other assessment (such as an exam), you must send me an e-mail within **one week** after I post your score in Blackboard. Keep in mind that if you request me to re-grade your work, I will re-grade your work, as well as any other involved student's work (if applicable), entirely from scratch. Note that this re-evaluation may actually result in a lower score than you initially received, since it is possible that a more thorough review of the entire assignment or assessment will reveal additional shortcomings in meeting requirements or expectations.

Students may NOT dispute any assignment, quiz, exam, or other score that has been formally posted in "My Grades" (in Blackboard) for more than one week.

- 4) On assignments or exams that require objective problem-solving efforts using Microsoft® Excel® or Microsoft® Access®, it is not sufficient for you to provide just the correct answer(s). Where applicable, you must include the proper identification, formulas, cell references, linked worksheets, appropriate data formats, and layouts in your solution set to receive full credit. Partial credit is not guaranteed for any question yet I reserve the right to award it if warranted.

- 5) I clearly identify all exam dates in the **schedule**. If you cannot take an exam for a valid reason, you must notify me **PRIOR** to the date of the exam. A make-up exam will only be available for unusual and extenuating circumstances and students must arrange for one **PRIOR** to the scheduled exam date; otherwise, there will be **NO** alternate exam dates. Any student with a qualifying disability may arrange to take an exam in the **Disability Resource Center** (see "Request for Accommodations" below). Failure to appear for any exam will result in you earning a grade of **zero** for that exam unless I have given you **PRIOR** permission.
- 6) You can determine your term grade by adding all points earned and dividing that figure by the total number of points allocated. I base your grade on the percentage of total points earned. I will set up the **My Grades** area of Blackboard to show your total points earned through the course. The items in the Grade Basis section generally describe the intended total points. However, keep in mind that the total points the course is worth may vary due to changes in content coverage.
- 7) I do not "round up" grades/scores, so do not ask. As stated previously, it is my job to determine and assess the results of your effort in this class. When reporting final course grades, I will report a grade that is commensurate with the effort and learning I feel a student demonstrated.

Request for Accommodations

The University of Louisville is committed to providing access to programs and services for qualified students with a disability. If you are a student with a known and documented disability and require accommodation to participate in and complete requirements for any UofL class, notify me immediately and contact the UofL Disability Resource Center ([DRC](#), phone number 502-852-6938, or visit Stevenson Hall - Room 119) for verification of your eligibility and determination of specific accommodations. You **must** provide me with the required formal accommodation letter from the DRC within the first week of class or right after receiving formal notification during a term.

Instructional Methods

I teach this class through a combination of in-class discussions and computer lab activities. For the discussion-based portion of the course, you must take an active role. This means that you must read chapter material before class. I expect you to keep up-to-date on the related current trends in information technology we discuss and be willing to participate during class. I may randomly call on you in a class session to expound upon material with which you should already be familiar with from readings or a given class or computer lab session. An explanation of each assessment item follows:

- **Exams:** There will be three (3) regular exams during the term as well as a final exam. You should expect to use the full class period for each exam. The exams may include multiple choice, true / false, multiple answer, matching, and other recognition question types. In addition, each exam may include some fill-in-the-blank questions that will evaluate your knowledge, critical thinking skills, and problem-solving skills with respect to the Microsoft® Office applications covered. I will normally administer exams via Blackboard, but reserve the right to opt to use paper-based exams.

Exams will be relatively equally spaced throughout the term. All exams are valued at 100 points. All students are required to take the final exam, also worth 100 points, on the date formally specified by the University - you should check for details in the schedule, which is accessible via Blackboard. The comprehensive final exam will require nearly the entire time allotment to complete. It includes comprehensive problem-solving questions requiring the practical application of all Microsoft® Excel® material taught in the course.

Note: To pass this course, you must achieve at least a 60% exam average.

All exams are **closed book and closed notes** assessments. I will derive some questions from in-class exercises and quizzes as well as lab activities and their associated quizzes. Exams are definitely **NOT** collaborative! You may use a basic calculator (excluding the calculator in your cell phone, smart-watch, PDA, or advanced programmable graphing calculators) for any exam. **Note:** all exam questions are property of the University of Louisville's College of Business. You must make an appointment with me to review the results of your final exam.

- **Lab Activities:** Throughout this course, you will be required to work on, and solve, many Microsoft® Excel® and Microsoft® Access problems during the scheduled lab activities. I designed these activities to help you refine the Microsoft® Office® skills required to do well on my exams. To simulate work team environments you will encounter in your business careers, I will assign you to the work teams for each of the lab activities. I will collect your completed work for the lab activities at the end of the lab activity period and count it as a quiz grade. However, I encourage you to complete them within your work team as exam preparation. You will NOT perform well on my exams if you engage in the Microsoft® Office® material only during lab activity periods. You should treat the lab activity periods as the prime opportunity to sharpen your skills while I can assist you with concepts that are unclear to you.

The majority of the lab activities feature problem-solving using Microsoft® Excel® while one involves Microsoft® Access. I provide a method for you to check your work in the Microsoft Excel lab activities. However, because many of the Microsoft Excel answers can be written using a variety of formulas, I do not provide you with a specific formula. Use the lab activities to practice the material for which you will see on an exam. You may have prior knowledge that may allow you to arrive at the correct answers in the lab activities. However, you are still responsible for demonstrating knowledge and application of the concepts taught in the course. Refer to the **schedule** for each scheduled lab activity.

- **Case Projects (group contribution):** You will complete two separate team-based projects that will demonstrate your proficiency with the Microsoft® Office® suite, specifically Microsoft® Excel® and Microsoft® Access®, in solving a realistic business problem in addition to demonstrating the ability to work in a group setting. As a **major** course requirement, they are comprised of assignments worth a combined total of 150 points (~15%) toward your final course grade. Groups are expected to submit one solution set per case project via Blackboard by the due date and time. I will post additional details about the case studies in the assignments folder as the term progresses. In addition, each student is required to complete a self-and-peer evaluation assessment for each group project for which evaluation scores are included in the project grade. *NOTE: Grading on these group projects is **stringent** and **meticulous**. Each student within the group will receive the same grade regardless of contribution. Therefore, students should hold each other responsible for equitable contribution toward the final product. Each group is required to identify the portion of work each group member contributed toward the final product.*
- **Quizzes:** You are required to complete a variety of quizzes in the classroom, computer lab, or at home - some may be team-based. These quizzes will help reinforce the content in the IS textbook and Microsoft® Office® knowledge and skills. I periodically give unannounced quizzes during the term. I do not offer make-up opportunities for any such quizzes unless there is an extenuating circumstance (as noted earlier). I may decide to drop one or more of the lowest quiz scores before determining the final course grade. However, this is purely at my discretion and is **NOT** a guarantee. I also retain the right to award additional points to students for regularly participating in classroom lectures and computer lab sessions, including such periodic, unannounced quizzes.

Class Attendance and Participation

I take attendance in my classes for a reason. I believe attendance is essential to the learning process and inasmuch, I expect you to come to class, participate in discussions, and take good notes. Participation and engagement will help you better understand the material and definitely enhance your overall grade for the course. While this is a college course, you certainly can make the choice to skip my classes. However, anecdotal evidence proves poor attendance and course participation results in lower grades.

I usually record my class discussions and the majority of lab activities using a lecture capture tool. Therefore, if you miss a class or lab session, or any significant portion of one, it is **your responsibility** to obtain class session notes from another student in your section and/or watch the recorded session. Except for pre-authorized absences, I will not entertain any requests for class session notes if you miss class.

As I stated before, exams require mandatory attendance. I **do not** provide "make-up" opportunities without my **PRIOR** consent for an extenuating circumstance as noted previously in this document. No documentation is required when you miss a class/lab session. However, I require written documentation for pre-authorized absences during scheduled exams.

Classroom/Lab Decorum

The University's Dean of Students Office maintains a [Classroom Disruption Policy](#) that provides guidelines for how students and faculty should interact in the classroom. Part of my role as your instructor is to provide a safe and respectful environment conducive for maximal learning opportunities with minimum disruption. Your role as the student is to participate and ask questions in a manner that respects the thoughts of others. When possible, I will provide opportunities for students to collaborate during class sessions.

In addition, the College of Business supplies language in the [College of Business Student Academic Rights and Responsibilities](#) policy that aptly states, "Inappropriate classroom behavior will be dealt with in the same manner as academic dishonesty." Therefore, students must refrain from engaging in sidebar conversations and other such distracting behavior (e.g. talking, texting, chat, Web surfing, etc.) as it is not only distracting to me, but to other students as well. I will take appropriate action in accordance with College's policy when necessary.

Submitting Assignments Checklist

- 1) Students/groups are required to submit all required case study solution files in a digital format using the respective **Submit Work Here** assignment item in Blackboard using the specified naming conventions and file format as noted in the **Assignments** folder. Students must **not** use any special characters (other than dash signs) in their file names. You may use Microsoft® Office® 2010/2013 file formats for assignments. I do not accept files created with other application suites or products (e.g. OpenOffice, Corel, etc.).
- 2) You must submit each of your assignment files via Blackboard through the **Assignments > Submit Work Here** folder using any one of the four common, and current, Web browsers (i.e. Google Chrome, Mozilla Firefox, Internet Explorer, and Apple Safari) by the scheduled due date and time.
- 3) Assignment files submitted for grading **must** include the required information on the ID worksheet tab at the beginning of each Microsoft® Excel® template or on the first page of a Microsoft® Word® or PDF document. Also, be sure that your page header and footer contain the proper information as noted in the respective instructions for each assignment. I will deduct points if any of this required information is missing or incorrect.

Note: Be sure to properly save and close your file(s) prior to posting in Blackboard to avoid data corruption.

I will not accept technical issues as a valid excuse for submitting any assignments after the due date and time published in the schedule.

- 4) You must submit **YOUR OWN** work for grading, unless instructed otherwise. If you are submitting an assignment via Blackboard, always check to be sure that you see an **exclamation mark (!)** in the Gradebook for each assignment that you submit. If a **dash (-)** or **"key lock"** icon is showing, then Blackboard has not successfully stored the file and you must re-submit it. Students may post solution files into Blackboard multiple times if necessary, however, I will only grade the last file posted.

- 5) **ALWAYS** keep a back-up copy of all your work on a USB thumb drive, external storage media, or on the Web.
- 6) If technical issues preclude you from posting a completed assignment into the **Assignments > Submit Work Here** folder in Blackboard, you should log out, close your browser, and repeat the process again. If further efforts fail or the specific assignment is no longer available in Blackboard, **contact the UofL IT Help Desk at (502) 852-7997** to report any issue you are having. If the Help Desk is unable to assist you or resolve your issue in a timely manner, then you should e-mail me the assignment file(s) with an appropriate explanation and the Help Desk ticket number **PRIOR** to the due date/time listed in the Schedule.
- 7) Do **NOT** wait until the last minute to submit solution file(s) in Blackboard as assignment items may automatically close shortly after the due date and time. Be advised that Blackboard is unavailable during the following time:
 - Friday nights from 10:00pm until 2:00am on Saturdays for scheduled maintenance

I will communicate any additional planned outages via e-mail and/or the **Announcements** area in Blackboard.

Sending and Receiving E-mail

- I do not guarantee an e-mail response, for any e-mail sent to me after 4:00 PM on Fridays, until late afternoon on Mondays. Course-related questions or concerns should be addressed with me before/after class or during my office hours.
- Use the **Send Prof. McIntosh E-mail** link on the left side of the navigation menu within Blackboard or your official University of Louisville CardMail account. Information for using CardMail is available at: [How to Use CardMail](#)
- Students should check their e-mail in-box (and the Announcements section in Blackboard) every day, as there may be important messages from me or any other professor that requires immediate attention. I do not accept failing to check your e-mail at least every day or two as an excuse for missing an important announcement.
- Because most e-mail services are not secure, you should refrain from using e-mail to transmit any type of sensitive, confidential, proprietary, or personal information. I consider all messages sent to/from your CardMail and/or Microsoft® Exchange accounts as secure communications.
- E-mail, by its very nature, is not guaranteed deliverable. You should not simply assume the recipient has received a copy of it or any attachments without getting some sort of confirmation message back.
- Delivery of e-mail is not time-sensitive. Depending on server reliability, availability, performance, and several other factors, it may take a couple of hours or even more than a day to deliver a given message via e-mail.
- There is also no guarantee that recipient(s) will read your e-mail messages in a specific time period. If you do not receive a response from me after a reasonable period of time (1-2 days), then you should locate the original e-mail message in your "Sent Items" and forward it with any additional information.
- Many servers and some client software will not accept .exe, .dll, or Microsoft® Access® (.mdb) file formats as e-mail attachments. Should you need to send such a file, you should compress the file and alter its file format using a utility program (PKZip, WinRAR, WinZip, etc.) prior to attaching an executable file to your e-mail message.
- E-mail attachments are notorious for transmitting malicious software (aka "malware") such as computer viruses (especially a "worm" or "Trojan Horse") as well as adware or spyware. I expect you

to adequately protect your computer(s) and e-mail file attachments from computer hackers by actively using anti-virus software with current virus signature files. You can usually obtain additional protection by installing monthly critical security patches from various software vendors, firewall products, and anti-malware software.

- **You should always include "CIS-300-xx:" (where "xx" is your section number) along with a meaningful text topic in the subject line of each message. I prefer that when sending me e-mail, you utilize the "Send Prof. McIntosh E-mail" link in Blackboard. This ensures that Blackboard inserts your course section number automatically in the subject and will allow me to properly filter and prioritize your e-mail. Messages without a properly formatted subject line will receive a lower priority and may not receive a response from me for several days.**
- Be especially careful in writing e-mail messages that contain critical comments or use words that may offend the receiver or others can misinterpret. Call, or perhaps visit, the person if you think that there is a likelihood of any misunderstanding. Do not use CAPITAL letters - in 'netiquette' terms, this is akin to shouting at someone.
- Always use the Spell Check feature of your e-mail client software package or Web mail before sending it. Add words and even commonly used acronyms to the custom dictionary for more thorough screening of e-mail.
- Write clear and concise paragraphs - be direct (but courteous) and to the point. Review the contents of each e-mail for clarity and correct spelling before pressing the "Send" button.
- If someone asks you many questions in an e-mail message, it is quite acceptable to embed your responses into the sender's message.
- Always use your official University of Louisville CardMail account since many spoofing messages come from external e-mail accounts. I **will not** respond to messages from any external e-mail account unless the University notifies me that the University's e-mail system is not functioning properly.
- Always identify yourself at the end of any given message using your first and last name along with any necessary contact information. I receive numerous e-mail messages daily and many students may have the same first name (and possibly last name) - therefore a "John" or "Sally" does not adequately identify you.
- If we are having an ongoing dialog via e-mail, do not start a completely new message. Simply click the reply button and be sure to **include** prior responses so the entire message thread is available for review.
- Resist the urge to use the "Reply All" feature in responding to e-mail messages unless it is necessary.
- Attempt to respond to the sender within a reasonable time. This depends on the recipient's expectations and the criticality or inherent nature of the subject discussed.
- Attempt to use e-mail as the primary means of contacting me rather than relying on telephone, voice mail, paper notes, faxes, or any other forms of communications media.

You can find additional information about Netiquette at the following URL:

[Online Netiquette Information](#)

Code of Student Rights and Responsibilities

As noted in the [University of Louisville 2016 - 2017 Undergraduate Catalog](#):

Every student is expected to be thoroughly familiar with the University's Code of Student Rights and Responsibilities and Student Conduct, which can be found in the "General Information" section of this catalog. [Code of Student Conduct](#)

Every student is responsible for reading the academic policies in the Undergraduate Catalog and official announcements of the College of Business and for abiding by such regulations. Specifically, every student is responsible for knowing the grade point averages and program requirements needed for graduation. Students are encouraged to see a [College of Business] academic advisor to clarify any questions or concerns.

Along with preparing for and attending class, each student has the responsibility to promote high academic standards. Students are expected to cooperate in all classes with faculty members to achieve an optimal learning environment. Inappropriate classroom behavior may result in the student being withdrawn from the course, and potentially assigned academic penalties. Inappropriate classroom behavior will be dealt with in the same manner as academic dishonesty.

The [College of Business] will not tolerate academic dishonesty. The [College of Business] has a strong policy of academic discipline for action against students who commit academic dishonesty or conduct themselves inappropriately in the classroom. A proven case of academic dishonesty will normally result in the student being denied admission to or dismissed from the [College of Business].

Academic dishonesty is defined by the Code of Student Conduct in the Undergraduate Catalog. Its definition pertains to but is not limited to **cheating**, **fabrication**, **falsification**, **multiple submission**, **plagiarism**, and **complicity**. As evidence of the seriousness with which the [College of Business] regards these matters, academic dishonesty allegations are handled in accordance with [College of Business] Procedures for Dealing with Academic Dishonesty.

I will not tolerate academic dishonesty in any manner. My standard practices for handling proven cases of academic dishonesty usually results in a minimum of a zero for the assignment in question and permanent placement of a letter regarding the offense in the Dean's office. I reserve the right to issue a failing grade for the course to a student when I feel the academic integrity event warrants such action.

It is the student's responsibility to maintain high standards of ethical conduct, and intellectual integrity and to be familiar with the definition of academic dishonestly.

CIS Academic Dishonesty Statement

The CIS faculty takes violations of the university policy on academic dishonesty seriously. Students are encouraged to review the policy and to understand the consequences of any action that is proven to be a violation of the policy.

I expect students to do their own work when assignments and exams require individual work. For example, students may not copy the work of others, either manually or electronically, under these conditions. Furthermore, students who allow others to copy their work risk violation of the academic dishonesty policy.

The CIS faculty will take full and complete action against any student who violates the academic dishonesty policy.

In proven cases of violation of the policy, the College of Business may choose to suspend a student as stipulated in the University of Louisville undergraduate and graduate catalogs. The College will process any cases of academic dishonesty in accordance with the College of Business procedures.

In the case of proven academic dishonesty, I reserve the right to impose a more severe penalty (such as giving each student involved a score of zero for a specific assignment or exam, up to and including a final letter grade of "F" for the course) than is currently specified under University of Louisville and/or College of Business policies.

Understanding Plagiarism: Click the URL below to view an excellent write-up about plagiarism and read it thoroughly.

[Plagiarism Handout](#)

(Compliments of the University of Louisville Writing Center)

Watch the video at the link listed below created by SEA DEVIL TV and hosted by *YouTube* that provides several helpful examples:

[A Quick Guide To Plagiarism](#)

Diversity at the University of Louisville

The University of Louisville strives to foster and sustain an environment of inclusiveness that empowers us all to achieve our highest potential without fear of prejudice or bias. We commit ourselves to building an exemplary educational community that offers a nurturing and challenging intellectual climate, a respect for the spectrum of human diversity, and a genuine understanding of the many differences-including race, ethnicity, gender, gender identity and expression, sexual orientation, age, socioeconomic status, disability, religion, national origin or military status-that enrich a vibrant metropolitan research university. We expect every member of our academic family to embrace the underlying values of this vision and to demonstrate a strong commitment to attracting, retaining and supporting students, faculty and staff who reflect the diversity of our larger society.

Though all opinions are welcome in this classroom, it is our duty as members of the University of Louisville community to foster an environment of inclusiveness. In this class- all are welcome -regardless of one's sexual orientation, gender identity, and/or gender expression. To build this environment, it is important that we address each other by our preferred names and pronouns in order to show respect to our classmates. Pronouns are very common parts of speech that we use to refer to one another. Because they are used so frequently, it is important to know a persons preferred pronouns, in much the same way that it is important to know their name. Commonly used pronouns might include: He/him/his, She/her/hers, They/them/their, Ze/Hir (Pronounced 'zee' and 'here')

Americans with Disabilities Act

"The University of Louisville is committed to providing equal opportunity for persons with disabilities. This commitment includes complying with the Americans with Disabilities Act of 1990 (ADA), and Sections 504 and 508 of the Rehabilitation Act of 1973. In addition, all of the University's Web sites and online courses will comply with the Web page design standards established by the World Wide Web Consortium (W3C). The University of Louisville strives to maintain a barrier-free, welcoming environment for everybody.

The ADA Coordinator, located in the Affirmative Action Office (502-852-6688), will monitor compliance and assist all unit heads in meeting equal opportunity obligations. The University Disability Resource Center staff (502-852-6938) will assist the University community by serving as an information resource center and coordinating support services for students with disabilities. No otherwise qualified individual with a disability shall, solely by reason of such disability, be excluded from participation in, be denied benefits of, or be subjected to discrimination in University programs. The President, Board of Trustees, Student Government, Faculty and Staff Senates affirm the University's long standing and continuing commitment to Equal Opportunities for persons with disabilities."

Source: **[University of Louisville 2016 - 2017 Undergraduate Catalog](#)**

Student Sexual Misconduct Policy

The University of Louisville prohibits all forms of sex discrimination and sexual misconduct. This policy outlines student expectations, reporting options, and resources for all students, employees, University visitors, or third parties within the University community, regardless of sexual orientation or gender identity. Sexual misconduct offenses include, but are not limited to: sexual harassment; sexually abusive contact; sexual exploitation; or stalking.

Student sexual misconduct falls under the guidelines of the [Code of Student Conduct](#) and should be referred to the Dean of Students Office at 852-5787 or dos@louisville.edu. The University will take immediate steps to end sexual misconduct, prevent recurrence, and correct any effects on the complainant or those involved in the complaint process. If, in the process of the investigation, the University determines that the alleged conduct does not fall within the guidelines of the University's policy on sexual harassment, both the complainant and the respondent will be notified.

For additional details about this policy including who to contact to file a formal complaint, click the link below.

[Student Sexual Misconduct Policy Effective August 14 2015](#)

Title IX/Clery Act Notification

Sexual misconduct (including sexual harassment, sexual assault, and any other nonconsensual behavior of a sexual nature) and sex discrimination violate University policies. Students experiencing such behavior may obtain **confidential** support from the PEACC Program (852-2663), Counseling Center (852-6585), and Campus Health Services (852-6479). To report sexual misconduct or sex discrimination, contact the Dean of Students (852-5787) or University of Louisville Police (852-6111).

Disclosure to University faculty or instructors of sexual misconduct, domestic violence, dating violence, or sex discrimination occurring on campus, in a University-sponsored program, or involving a campus visitor or University student or employee (whether current or former) is **not confidential** under Title IX. Faculty and instructors must forward such reports, including names and circumstances, to the University's Title IX officer.

For more information, see the [Sexual Misconduct Resource Guide](#).

Observance of Religious Days

Federal law prohibits discrimination on the basis of religious belief. It is the policy of the University of Louisville to accommodate students, faculty, and staff who observe religious work-restricted holy days. Students who choose to observe work-restricted religious holy days must be allowed to do so without jeopardizing their academic standing in any course. The calendar and policy regarding Religious Days is available by clicking the following UofL link:

[Religious Work-Restricted Holy Days](#)

Faculty are obliged to accommodate student requests for adjustments in course work on the grounds of religious observance, provided that a student makes such a request **in writing** during the first two weeks of the term.

This Syllabus is subject to change as instructional needs dictate. I will communicate any significant changes to students verbally in class, in writing (via e-mail), and then post them in a timely manner into the Announcements or Course Information areas in Blackboard.

I look forward to sharing this valuable learning experience with you!

Last Revised: 8/19/2016