



## INFS 6330 SYLLABUS

**Course: INFS 6330 Information Systems for Managers**

Fall 2020

Meeting times: Online class

Office hours: This is online course and I will communicate with students by email or other electronic media. In addition, I will be available via a phone call or a video call. Please send me an email to set up a meeting time.

Academic Coaches: Given the class size, an academic coach is assigned for the course to help and facilitate course grading and operation. See Blackboard for the coach information.

**Instructor: Dr. Sunyoung Cho**

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Office location: EMAGC 3.334

### TEXTBOOK AND/OR RESOURCE MATERIAL

- Peter Weill and Jeanne W. Ross "IT Savvy: What Top Executives Must Know to Go from Pain to Gain", Harvard Business Press, ISBN 978-1-4221-8101-0
- Gene Kim, Kevin Behr, and George Spafford "The Phoenix Project: A Novel About IT, DevOps, and Helping Your Business Win", IT Revolution Press; 3 edition (2018) ISBN 978-1942788294
- Other Articles & Reports (to be assigned on the Blackboard course site)

### COURSE DESCRIPTION, PREREQUISITES, AND COURSE MODALITY

Alternative approaches to managing the resources (computers, networks, software, data, & people) that organizations utilize in applying information systems. The roles of the user/manager identifying opportunities, obtaining computer applications and creatively using information technology to improve operational, tactical and strategic planning and performance. Topics include enterprise systems, managerial support systems, decision support systems, e-commerce applications.

Prerequisite: None.

The main purpose of this class is to show that Information Technology (IT) is not merely a department, but rather it is an essential part of every aspect of a business and serves as the platform for business operations. Understanding what IT can and can't do has become a core competency that every business manager, regardless of his/her background, must have. If a business manager is leading a team or a business project without this competency, the project is very likely to fail. People are using IT everywhere in business. Businesses that can't utilize IT to create competitive advantage will likely perish.

This class will present a step-by-step guide to analyze and understand the role of IT in the organization where the business manager is employed, and how to derive value from IT for the business. This course will help a business manager acquire an appreciation for the possibilities created by IT-based solutions, and to understand how to turn IT into a strategic asset. In addition to providing you with general knowledge about IT, this class will help you to understand how your IT department is organized. It is important that you, as managers, are aware of and understand the key IT trends that will most likely influence businesses in the next few years.

### COURSE MODALITY AND COVID-19 PROTOCOL

#### Course Modality – Online Asynchronous Courses

INFS 6330 is offered as an **Online Asynchronous Course** in Fall 2020. Online Asynchronous Courses will be delivered fully online. There will be no designated class meeting time for real-time instructor/student interaction, which gives you the flexibility to engage with the course materials as best fits your daily schedule. Your learning will be guided by the digital presentation of the course content (e.g., recorded lectures, presentations, outlines, notes) and scheduled assignments. Your instructors will provide you with feedback on assigned work, communicate with you electronically, and be available to meet as defined on this syllabus.

**COVID-19 RESOURCES:** Required on all syllabi. Do not modify.

Please visit the [UTRGV COVID-19 Website](https://www.utrgv.edu/coronavirus/index.htm) via the following link for the most up-to-date information and resources (<https://www.utrgv.edu/coronavirus/index.htm>). This includes information on self-screening questions, links to forms for travel and contact, etc.

**FACE COVERING PROTOCOL:** Required on all syllabi. Do not modify.

As part of the university's ongoing COVID-19 mitigation efforts to maintain a healthy environment for all members of our campus community, anyone entering a campus building must wear a face covering that covers the mouth and nose. The covering must be worn in all hallways, public spaces, research labs, teaching/computer labs, libraries, classrooms, automobiles with a passenger, stairwells, elevators and common areas, as well as office spaces. In office spaces, when social distancing of 6 feet is possible and maintained, face coverings may be removed. Face coverings also are required in outdoor settings when safe social distancing and gathering practices are not possible.

**LEARNING OBJECTIVES/OUTCOMES FOR THE COURSE**

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

- Describe and evaluate emerging information technologies.
- Analyze and evaluate the use of information systems as a strategic weapon.
- Explain what it means to be IT savvy and how to build an IT savvy organization
- Describe and link key performance measures to the IT systems that support them
- Explain the complexities of current IT systems
- Apply MIS capabilities:
  - Using sales and distribution modules of SAP (ERP) system
  - Analyzing and visualizing data
- Apply MIS knowledge to transform IT into a strategic asset in business organizations

**COLLEGE OF BUSINESS AND ENTREPRENEURSHIP & INFORMATION SYSTEMS DEPARTMENT LEARNING GOALS AND MISSION**

The Robert C. Vackar College of Business Entrepreneurship (VCOBE) has adopted the following learning goals and objectives that each student should achieve while in the degree program. Not all goals and objectives are covered in each course; however, all goals and objectives should be addressed throughout the degree programV.

VCOBE MBA Learning Goals	This course contributes to the following College of Business and Entrepreneurship learning goals:	How measured
Leadership	☒	Leader role in group assignments
Demonstrate effective business communication skills	☒	Project and assignment reports and reading summary and discussions
Critical analysis and decision making	☒	Assignments
Ethics	☒	Assignments and discussions
Demonstrate the ability to critically analyze business issues.	☒	Assignments and Tests

<b>Information Systems Major Learning Objectives</b>	<b>This course contributes to the following Department of Information Systems learning objectives:</b>	<b>How measured</b>
Students will understand the role of the Information Systems department is to align Information Systems projects to the strategic goals of the company and to enhance organizational effectiveness.	☒	Assignments and Tests
Students will be able to communicate effectively orally and in writing.	☒	Assignments and Tests

#### UTRGV STUDENT LEARNING OUTCOME

INFS 6330 serves UTRGV Student Learning Outcomes in the following.

<b>Core Objectives</b>	<b>UTRGV Student Learning Outcome Statement</b>	<b>Core Area Requiring this SLO</b>
<b>Critical Thinking</b>	Students will demonstrate comprehension of a variety of written texts and other information sources by analyzing and evaluating the logic, validity, and relevance of the information in them to solve challenging problems, to arrive at well-reasoned conclusions, and to develop and explore new questions.	All Core Areas
<b>Communication Skills</b>	Students will demonstrate the ability to adapt their communications to a particular context, audience, and purpose using language, genre conventions, and sources appropriate to a specific discipline and/or communication task.	All Core Areas
<b>Empirical &amp; Quantitative Skills</b>	Students will be able to make and communicate informed conclusions and predictions based on the interpretation, manipulation, and analysis of empirical and quantitative data.	Math, Life & Physical Sciences, Social & Behavioral Sciences
<b>Teamwork</b>	Students will collaborate effectively with others to solve problems and complete projects while demonstrating respect for a diversity of perspectives.	Communication, Life & Physical Sciences, Creative Arts
<b>Social Responsibility</b>	Students will recognize and describe cultural diversity, the role of civic engagement in society, and the link between ethics and behavior.	Language, Philosophy, & Culture; Creative Arts; American History; Government & Political Science; Social & Behavioral Sciences
<b>Personal Responsibility</b>	Students will demonstrate an awareness of the range of human values and beliefs that they draw upon to connect choices, actions, and consequences to ethical decision-making.	Communication; Language, Philosophy, & Culture; American History; Government & Political Science

## GRADING POLICIES

Graded Item	Description	% of Final Grade	Date Due
Discussions	You need to post your written discussion on Blackboard. Also, you need to add comments to at least two other postings.	30	To be announced in Blackboard
Quiz	A simple quiz will be due before each unit based on assigned reading	15	To be announced in Blackboard
Assignments	Assignments are scheduled regarding course materials	15	To be announced in Blackboard
SAP ERP and Analytics assignments	These assessments will require research and hands-on exercises using software systems.	20 ERP (15%) BusinessObjects (5%)	To be announced in Blackboard
Project	A group of 3 or 4 students will do a project together. Details will be announced on Blackboard. I will form and announce student groups.	20	To be announced in Blackboard
<b>Total</b>		<b>100%</b>	

Grading scale:	Letter Grade
More than 90% of the semester total	A
More than or equal to 80% and less than 90%	B
More than or equal to 70% and less than 80%	C
More than or equal to 60% and less than 70%	D
Less than 60%	F

## QUIZZES

To get the most out of this class, it is imperative that you read the assigned readings. Unit quizzes are based on the assigned reading and are designed to help you get a good understanding of the basic concepts introduced in the material that will be further discussed in class. ***Quizzes will close at 11:59pm CT on the announced due date.***

## DISCUSSIONS

Each week or each unit, you will be asked to summarize your reading and each discussion submission is due by 11:59 pm on the announced date. You need to post your discussion and add comments to at least two other postings. Failing to add comments to others will result in 20% point-deduction.

I expect thorough responses. This mode of learning is a key indicator of your understanding and application of course materials, and discussions also build on your ability to provide feedback and support to classmates, key skills for managers.

## ASSIGNMENTS

A few assignments will be given (other than SAP and Data analytics) to summarize given reading materials separate from discussion activities.

## SAP AND DATA ANALYTIS ASSIGNMENTS

SAP is a leading vendor in the ERP market and in business analytics tools market. You will have opportunities to get exposed to SAP products through individual assignments, which accounts major assignments points. In addition, you will have opportunities to do hands-on exercises of a couple of analytics products.

## PROJECT (TENTATIVE – TOPIC MAY CHANGE)

A group of 3 or 4 students picks a technology, does research, and write the research paper. Each group needs to choose a firm which strategically implemented the chose technology in a successful way. If you want to do the project by yourself, send me an email. The paper should include description of technology, its applications or uses, and analyzes how the firm has successfully/strategically implemented the technology and how the technology becomes strategic assets to the firm reshaping its business model and operations. Use the Peter & Weil book's framework as much as possible (if possible).

Topics include but are not limited to the following:

- You can choose one of the emerging technology trends in the following documents
  - <https://www.gartner.com/en/newsroom/press-releases/2019-10-21-gartner-identifies-the-top-10-strategic-technology-trends-for-2020>
  - <https://www.gartner.com/smarterwithgartner/gartner-top-10-strategic-technology-trends-for-2019/>
  - <https://www.gartner.com/en/newsroom/press-releases/2017-10-04-gartner-identifies-the-top-10-strategic-technology-trends-for-2018>
- You are not limited by the Garter reports. When you choose a topic, please discuss it with the professor so that you avoid topic overlap with other teams.

### Format

- APA format
- Double Space, 12-point font, 1 inch all around margins
- 10 references minimum. All references must be current. No references before the year 2008 will be accepted. References not used within the paper should not appear in the References Section.
- Must include Title Page, Table of Contents & References but these are not counted pages of the paper.
- Minimum number of words without bibliography is 2200 words, and maximum is 2700 words (The total number of pages does not matter as long as your word count is between 2200 and 2700).

## LATE SUBMISSION POLICY

Without an official document, the following rules will apply to late assignment submissions:

Within 24 hours	80 %
Within 48 hours	50 %
After 48 hours	0 %

This applies to any graded item submission including discussions, assignments, projects and etc.

Late submissions with acceptable official excuses will be given full credit. However, they must be submitted within a reasonable time period. Assignments submitted late without documentation will be graded using the penalties indicated above. All assignments and group projects are required to be submitted through Blackboard.

Your submissions will be graded within 72 hours from the due. Final group projects and SAP ERP assignments will be graded within one week from the due date.

## ABSENCE/SICK POLICY

If you cannot complete course assignments and activities due to personal emergency and health issues, you need to notify the professor in a timely manner. If the student has a valid, documented reason, the student will be given a make-up work without penalty. If you sick with COVID and are unable to complete assignments or exams by the original due date, you need to report the university following the reporting protocol. Based on the student reporting protocol (to be shared separately), the student will be able to provide you documentation from the UTRGV COVID-19 response team.

## BLACKBOARD

If you need assistance with course technology at any time, please contact the [Center for Online Learning and Teaching Technology](#) (COLTT).

Campus:	Brownsville	Edinburg
Location:	Casa Bella (BCASA) 613	Education Complex (EEDUC) 2.202
Phone:	956-882-6792	956-665-5327

**Toll Free: 1-866-654-4555**

Office Hours: Monday - Friday, 7:30 a.m. - 6:00 p.m.

Support Tickets Submit a Support Case via our [Ask COLTT Portal](#)

### 24/7 Blackboard Support

Need Blackboard assistance after hours? You can call our main office numbers, 956-882-6792 or 956-665-5327, to speak with a support representative.

## ONLINE CLASS EXPECTATIONS

The following ground rules will help your work in this course to go much more smoothly. Please carefully review these expectations and follow them.

1. Online courses are typically just as time intensive and rigorous as face-to-face courses. Many students claim that online courses require more time and commitment. As you begin this course, you would be wise to schedule 9 or more hours per week for studying materials and completing assignments.
2. Falling behind in this course is particularly problematic because the concepts we cover are cumulative. This means that not becoming proficient with information and objectives presented and assessed in a particular week can lead to low scores for that week as well as in subsequent weeks.
3. Academic integrity will be appraised according to the student academic behavior standards outlined in The University of Texas Rio Grande Valley Student Conduct and Discipline. See [http://www.utrgv.edu/\\_files/documents/student-experience/student-rights-responsibilities/srr-hop-stu-02-100.pdf](http://www.utrgv.edu/_files/documents/student-experience/student-rights-responsibilities/srr-hop-stu-02-100.pdf) for further details.
4. Don't turn in late assignments. Late submissions will result in a point deduction in your grade.
5. Keep up with the reading. You have quite a few chapters, modules, discussion postings, and e-mail messages

## EMAIL TIPS

E-mail will be an integral part of this course. Make sure you:

1. Use your UTRGV email account for communication with me. Using a personal account is technically against FERPA regulation and I may not respond to you to your personal email account.
2. Check your e-mail at least once per day (more often is better).
3. Be patient. Don't expect an immediate response when you send a message. I will respond within 24 hours during weekdays.
4. Include "Subject" heading which starts with "INFS 6330 **section #** - your topic". I may teach multiple sections of the same course in a semester. Section number in the email subject helps me locate your information easily.

5. Be courteous and considerate. Being honest and expressing yourself freely is very important but being considerate of others online is just as important as in the classroom.
6. Make every effort to be clear. Online communication lacks the nonverbal cues that fill in much of the meaning in face-to-face communication.
7. Do not use all caps. This makes the message very hard to read and is considered "shouting." Check spelling, grammar, and punctuation (you may want to compose in a word processor, then cut and paste the message into the discussion or e-mail).
8. Break up large blocks of text into paragraphs and use a space between paragraphs.

## IMPORTANT DATES ON ACADEMIC CALENDAR

Be sure to include important dates relative to the academic calendar. The UTRGV academic calendar can be found at <https://my.utrgv.edu/home> at the bottom of the screen, *prior to login*. Some important dates for Fall 2019 include:

Aug. 24	First day of classes
Aug. 27	Last day to add a class or register for Fall 2020 classes
Sept. 7	Labor Day – NO classes
Nov. 11	Last day to drop a class or withdraw
Nov. 26- 27	Thanksgiving Holiday – NO classes
Dec. 3	Study Day – NO classes
Dec. 4-10	Final Exams
Dec. 14	Grades Due at 3 p.m.

## UTRGV POLICY STATEMENTS

### **STUDENTS WITH DISABILITIES:** *REQUIRED ON ALL SYLLABI. DO NOT MODIFY.*

Students with a documented disability (physical, psychological, learning, or other disability which affects academic performance) who would like to receive academic accommodations should contact **Student Accessibility Services (SAS)** as soon as possible to schedule an appointment to initiate services. Accommodations can be arranged through SAS at any time, but are not retroactive. Students who experience a broken bone, severe injury, or undergo surgery during the semester are eligible for temporary services.

### **Pregnancy, Pregnancy-related, and Parenting Accommodations**

Title IX of the Education Amendments of 1972 prohibits sex discrimination, which includes discrimination based on pregnancy, marital status, or parental status. Students seeking accommodations related to pregnancy, pregnancy-related condition, or parenting (reasonably immediate postpartum period) are encouraged to apply to **Student Accessibility Services** using the following link: [Pregnancy Accommodations Request Form](https://www.utrgv.edu/pregnancy)  
<https://www.utrgv.edu/pregnancy>

### **Student Accessibility Services:**

**Brownsville Campus:** Student Accessibility Services is located in 1.107 in the Music and Learning Center building (BMSLC) and can be contacted by phone at (956) 882-7374 or via email at [ability@utrgv.edu](mailto:ability@utrgv.edu).

**Edinburg Campus:** Student Accessibility Services is located in 108 University Center (EUCTR) and can be contacted by phone at (956) 665-7005 or via email at [ability@utrgv.edu](mailto:ability@utrgv.edu).

### **MANDATORY COURSE EVALUATION PERIOD:** *REQUIRED ON ALL SYLLABI. DO NOT MODIFY.*

Students are required to complete an ONLINE evaluation of this course, accessed through your UTRGV account (<http://my.utrgv.edu>); you will be contacted through email with further instructions. Students who complete their evaluations will have priority access to their grades. Online evaluations will be available on or about:

Module 1	October 7-13, 2020
Module 2	December 2-8, 2020
Full Fall Semester	November 13 – December 2, 2020



### **ATTENDANCE:**

Students are expected to attend all scheduled classes and may be dropped from the course for excessive absences. UTRGV's attendance policy excuses students from attending class if they are participating in officially sponsored university activities, such as athletics; for observance of religious holy days; or for military service. Students should contact the instructor in advance of the excused absence and arrange to make up missed work or examinations. Note: I will check your Blackboard access history to prove your attendance if needed.

### **ACADEMIC INTEGRITY:**

Members of the UTRGV community uphold the [Vaquero Honor Code](#)'s shared values of honesty, integrity and mutual respect in our interactions and relationships. In this regard, academic integrity is fundamental in our actions, as any act of dishonesty conflicts as much with academic achievement as with the values of honesty and integrity. Violations of academic integrity include, but are not limited to: cheating, plagiarism (including self-plagiarism), and collusion; submission for credit of any work or materials that are attributable in whole or in part to another person; taking an examination for another person; any act designed to give unfair advantage to a student; or the attempt to commit such acts (Board of Regents Rules and Regulations, STU 02-100, and UTRGV Academic Integrity Guidelines). **All violations of Academic Integrity will be reported to Student Rights and Responsibilities through [Vaqueros Report It](#).**

### **SEXUAL MISCONDUCT AND MANDATORY REPORTING:** REQUIRED ON ALL SYLLABI. DO NOT MODIFY.

In accordance with UT System regulations, your instructor is a "Responsible Employee" for reporting purposes under Title IX regulations and so must report to the Office of Institutional Equity & Diversity ([oiie@utrgv.edu](mailto:oiie@utrgv.edu)) any instance, occurring during a student's time in college, of sexual misconduct, which includes sexual assault, stalking, dating violence, domestic violence, and sexual harassment, about which she/he becomes aware during this course through writing, discussion, or personal disclosure. More information can be found at [www.utrgv.edu/equity](http://www.utrgv.edu/equity), including confidential resources available on campus. The faculty and staff of UTRGV actively strive to provide a learning, working, and living environment that promotes personal integrity, civility, and mutual respect that is free from sexual misconduct, discrimination, and all forms of violence. If students, faculty, or staff would like confidential assistance, or have questions, they can contact OVAVP (Office for Victim Advocacy & Violence Prevention) at 665-8287, 882-8282, or [OVAVP@utrgv.edu](mailto:OVAVP@utrgv.edu).



## COURSE SCHEDULE

The following schedule is tentative and subject to change. Any changes from the tentative schedule will be announced in class and posted on the Blackboard course site.

Unit	Week	Topic	Readings	Activities & Due Date
Pre	W1 8/24	<ul style="list-style-type: none"> <li>Introduction</li> <li>Motivation: understand and relate IT/IS projects to business and my work</li> </ul>	<ul style="list-style-type: none"> <li>Chaos report</li> <li>25-years of software project</li> </ul>	<ul style="list-style-type: none"> <li>Discussion: Self-introduction</li> <li>Discussion: Chaos report</li> <li>Discussion: Technology Trends</li> </ul>
1	W2 8/31	<ul style="list-style-type: none"> <li>Transforming IT from Strategic Liability to a Strategic Asset</li> </ul>	<ul style="list-style-type: none"> <li>Weill &amp; Ross – Chapter 1</li> <li>The Phoenix Project (Part 1 – Chapters 1-8)</li> </ul>	<ul style="list-style-type: none"> <li>Quiz1</li> <li>Discussion</li> </ul>
	W3 9/7	<ul style="list-style-type: none"> <li>Transforming IT from Strategic Liability to a Strategic Asset</li> </ul>		<ul style="list-style-type: none"> <li>Assignment 1</li> <li>Discussion</li> </ul>
2	W4 9/14	<ul style="list-style-type: none"> <li>Defining Your Operating Model</li> </ul>	<ul style="list-style-type: none"> <li>Weill &amp; Ross – Chapter 2</li> <li>The Phoenix Project (Part 1 – Chapters 9-16)</li> </ul>	<ul style="list-style-type: none"> <li>Quiz2</li> <li>Discussion</li> </ul>
	W5 9/21	<ul style="list-style-type: none"> <li>Defining Your Operating Model</li> </ul>		<ul style="list-style-type: none"> <li>Discussion</li> <li>Assignment</li> </ul>
3	W6 9/28	<ul style="list-style-type: none"> <li>Revamping Your IT Funding Model</li> </ul>	<ul style="list-style-type: none"> <li>Weill &amp; Ross – Chapter 3</li> <li>The Phoenix Project (Part 2 – Chapters 17-24)</li> </ul>	<ul style="list-style-type: none"> <li>Quiz3</li> <li>Discussion</li> </ul>
	W7 10/5	<ul style="list-style-type: none"> <li>Revamping Your IT Funding Model</li> </ul>		<ul style="list-style-type: none"> <li>Assignment</li> </ul>
	W8 10/12	<ul style="list-style-type: none"> <li>SAP Sales and Distribution Assignment</li> </ul>		<ul style="list-style-type: none"> <li>SAP SD assignment due</li> </ul>
4	W9 10/19	<ul style="list-style-type: none"> <li>Building a Digitized Platform</li> </ul>	<ul style="list-style-type: none"> <li>Weill &amp; Ross – Chapter 4</li> <li>The Phoenix Project (Part 2 – Chapters 25-32)</li> <li>Article</li> </ul>	<ul style="list-style-type: none"> <li>Quiz4</li> <li>Discussion</li> </ul>
	W10 10/26	<ul style="list-style-type: none"> <li>Building a Digitized Platform</li> </ul>		<ul style="list-style-type: none"> <li>Discussion</li> <li>Case analysis</li> </ul>
5	W11 11/2	<ul style="list-style-type: none"> <li>Allocating Decision Rights and Accountability and Security</li> </ul>	<ul style="list-style-type: none"> <li>Weill &amp; Ross – Chapter 5</li> <li>The Phoenix Project (Part 2 – Chapters 33-35)</li> </ul>	<ul style="list-style-type: none"> <li>Quiz5</li> <li>Discussion</li> </ul>
	W12 11/9	<ul style="list-style-type: none"> <li>Data Analysis with SAP BusinessObjects</li> </ul>		<ul style="list-style-type: none"> <li>Discussion</li> <li>Business Analytics assignment due</li> </ul>
6	W13 11/16	<ul style="list-style-type: none"> <li>Driving Value from IT</li> </ul>	<ul style="list-style-type: none"> <li>Weill &amp; Ross – Chapter 6</li> <li>Weill &amp; Ross – Chapter 7</li> </ul>	<ul style="list-style-type: none"> <li>Quiz6</li> <li>Discussion</li> </ul>
	W14 11/23	<ul style="list-style-type: none"> <li>Driving Value from IT</li> </ul>		<ul style="list-style-type: none"> <li>Quiz7</li> <li>Group project due</li> </ul>
7	W15 11/30	<ul style="list-style-type: none"> <li>Ethics</li> </ul>	<ul style="list-style-type: none"> <li>Other reading</li> </ul>	<ul style="list-style-type: none"> <li>Assignment – final reflection</li> </ul>
	W16 12/4 – 12/10	Final Exam Week		