

INFS 6330 02v Information Systems for Managers

Instructor: Qinyu Liao

Spring 2021 Module 1

(956)882-5825 qinyu.liao@utrgv.edu

Office: BMAIN 2.510

Office Hours: Monday & Tuesdays 2:00 to 5:00 pm central time through Zoom. All other times by appointments only.

Academic Coach

Victoria Coker.

Course Description

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 that will be covered include enterprise systems, managerial support systems, decision support systems, e-commerce applications.

Prerequisite

None.

Email Policy

Generally, I will respond to emails within 24 hours of receiving them. If I plan to be away from my computer for more than a couple of days, I will let you know in advance.

Textbook and Other Required Resources

Required Textbook:

Brown, C.V., DeHayes, D.W., Hoffer, J.A., Martin, E.W. & Perkins, W.C. (2012). Managing Information Technology, 7th edition, Pearson/Prentice-Hall, ISBN-10: 0132146320, ISBN-13: 9780132146326.

Required SAP Analytics Cloud (SAC) exercises and Learning Portal Access:

Information will be provided on a separate sheet and all students are required to use your utrgv email account to access it at <https://www.sapanalytics.cloud/higher-education/>. An invitation will be sent out prior to the start of the course module and access to the SAP Analytic Cloud is free.

Required Supplemental Readings:

Gardner, D. and Dandekar, S. “[Case study: How Dell converts social media analytics into strategic business advantage](#)” (2014).

[Ayyagari, R. and Tyks, J. “Disaster at a University: A case study in information security.” Journal of Information Technology Education: Innovations in Practice, 11 \(2012\), pp. 85-96.](#)

Hutchinson, A. “[Social Media, Privacy and Scams - 3 Recent Cases That Highlight the Need to Take Care](#)” (2015).

Carr, N.G. “IT doesn’t Matter.” Harvard Business Review, 81, 5 (May 2003), pp. 41-49.

Porter, M.E. and Millar, V.E. “How information gives you competitive advantage.” Harvard Business Review, 63, 4 (July-August 1985), pp. 149-174.

Porter, M.E. “Strategy and the Internet.” Harvard Business Review, 79, 3 (March 2001), pp. 62-78. Rindova, V.P. and Kotha, S. “Continuous ‘morphing’: Competing through dynamic capabilities, form, and function.”

Academy of Management Journal. 44, 6 (December 2001), pp. 1263-1280.

Mandatory Course Evaluation Period

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.

Robert C. Vackar College of Business and Entrepreneurship (VCOBE) Mission and Learning Goals

Our mission is to be the agent of innovation, knowledge discovery, and economic development in South Texas, Northern Mexico, and beyond, by offering a rigorous curriculum informed by experiential learning, high quality research, and community partnerships. Your mastery of these learning goals and objectives help us to achieve this mission.

The Robert C. Vackar College of Business Entrepreneurship 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 program.

VCOBE MBA Learning Goals	This course contributes to the following VCOBE MBA learning	Assessment Method
Leadership		
Communication	x	Group projects, case presentation, discussion forum postings, final exam
Critical analysis and decision making	x	Group projects, case presentation and critique, discussion forum postings, final exam
Ethics	x	Group projects, case presentation, discussion forum postings

Technical Requirements

Computer Hardware

To participate in this online course, you should have easy access to a computer less than 5-years old with high-speed internet connection via cable modem, LAN or DSL. To ensure you are using a supported browser and have required plug-ins please refer to [Blackboard Browser Support](#) from Blackboard help. A microphone is required for the recording of your presentation.

Student Technical Skills

You are expected to be proficient with installing and using basic computer applications and have the ability to send and receive email attachments.

Software

- Microsoft's [Edge](#)
- Microsoft's [Internet Explorer](#) (latest version)
- Google Chrome for SAP Analytics Cloud
- Mozilla [Firefox](#) (latest version; Macintosh or Windows)
- Adobe [Flash Player & Reader](#) plug-in (latest version).
- Apple [QuickTime](#) plug-in (latest version).
- Virus protection
- Microsoft Office
- Panopto
- Blackboard Collaborate
- Skype

- Zoom
- SAP GUI

Technical Assistance

If you need technical assistance at any time during the course or to report a problem with Blackboard you can:

- Visit the [Blackboard Student Help Site](#)
- Submit a [Blackboard Helpdesk Ticket](#)
- COLTT Help Desk Contact Information (UTRGV's Blackboard Support)

Brownsville Campus One West University Boulevard Brownsville, TX 78520 Office: Rusteberg 108 Email: coltthelp@utrgv.edu Phone: (956) 882-6792 Fax: (956) 882-6751 Facility Hours Mon - Fri 8:00AM - 6:00PM	Edinburg Campus 1201 West University Dr Edinburg, TX 78539 Office: Education Complex (EDCC) 2.202 Email: coltthelp@utrgv.edu Phone: (956) 665-5327 Fax: (956) 665-5276 Facility Hours Mon - Thurs 8:00AM - 7:00PM Friday 8:00AM - 6:00PM
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Course Organization & Online Tools

Course Structure

This course will be delivered entirely online through the course management system Blackboard Learn. You will use your UTRGV account to login to the course from the [MyUTRGV](#) site and under applications click on Blackboard Learn. The course is organized into weeks of instruction, as outlined in the Course Schedule below. Each week is listed by its main topic and contains required readings, videos, discussion forum assignments, essay assignments, and collaborative project that you complete by working in teams. **Note:** Most materials used in conjunction with the course are subject to copyright protection.

Discussion Forums

You will find the following discussion forums in the course Blackboard site:

- General Help: Post any questions or comments you may have about course mechanics or technical issues to this forum.
- Forums related to collaborative and discussion assignments, as described in Learning Module sections

Forums versus Email

If you have a question about course content or mechanics, I encourage you to post it to the General Help discussion forums. Doing so gives students in the course an opportunity to help one another and allows everyone to benefit from answers to your questions. Of course, don't hesitate to email me directly if your concern is of a personal nature.

My role in discussion forums is that of a facilitator. I will occasionally correct misconceptions and/or redirect conversations that need redirecting. I may also post comments following the completion of discussion indicating my general impressions of the comments and conclusions. The discussion forum will be graded by the academic coach.

Assignments

Unless indicated otherwise in Weekly materials, you will submit case discussions, case presentation critique, wikis, and group presentations to its respective assignments area. When submitting the wikis, please make sure each group starts a new submission at the wiki link.

Collaborate

Group presentations should be recorded using Collaborate. For more information about Collaborate, visit Blackboards website [Collaborate Handouts for Participants](#).

Course Objectives (CO)

1. Students will describe, analyze, and evaluate managerial issues modern organizations face when using information technology infrastructure.
2. Students will describe, analyze, and evaluate managerial issues modern organizations face when using information systems.
3. Students will describe, analyze, and evaluate managerial issues modern organizations face in the development and procurement of information systems.
4. Students will describe, analyze, and evaluate security, social, and ethical issues modern organizations face when using information technologies.
5. Students will describe and evaluate modern or emerging information technologies.
6. Students will analyze and evaluate the use of information systems as a strategic weapon.

Week	Week Level Objectives	Course Level Objectives	Instructional Activities and Assessments
Week 1: Course Introduction and Managing IT	<p>Upon completion of this unit, students will be able to:</p> <p>1.1 Analyze and evaluate how information technology changes the competitive landscape businesses face; and</p> <p>1.2 Analyze and evaluate how organizations can use information technology to achieve competitive advantage.</p>	<p>Related course level objective:</p> <p>CO1: Students will analyze and evaluate the use of information systems as a strategic weapon.</p>	<ul style="list-style-type: none"> • Review unit objectives • Review course introduction & video • Post self-introduction with picture • Select chapter for Chapter Wiki Project • Read Chapter 1 of the textbook • Review PowerPoint slides on Chapter 1 of the textbook • Read supplemental readings (Porter & Miller, 1985; Porter, 2001; Rindova and Kotha, 2001) • Assessment - Forum discussion on IT and competitive advantage
Week 2: Computer Systems and Networking	<p>Upon completion of this unit, students will be able to:</p> <p>2.1 Describe, analyze, and evaluate managerial issues related to the management of computer hardware and software in organizations;</p> <p>2.2 Describe, analyze and evaluate managerial issues related to the management of telecommunications and networking in organizations</p>	<p>Related course level objectives:</p> <p>CO1: Students will describe, analyze, and evaluate managerial issues modern organizations face when using information technology infrastructure.</p> <p>CO2: Students will analyze and evaluate the use of information systems as a strategic weapon.</p>	<ul style="list-style-type: none"> • Review unit objectives • Read Chapters 2 and 3 of the textbook • Review PowerPoint slides for Chapters 2 and 3 of the textbook • View online demos or related videos • Assessment - Define computer hardware, software, types of computer systems, and networking concepts • Assessment - Forum discussion on IMT Custom Machine • Assessment - Forum discussion on VoIP Adoption at Butler University
Week 3:	Upon completion of this	Related course level	<ul style="list-style-type: none"> • Review unit objectives

Database and Enterprise Systems	<p>unit, students will be able to:</p> <p>3.1 Describe, analyze, and evaluate managerial issues related to the management of databases in organizations;</p> <p>3.2 Describe, analyze, and evaluate managerial issues related to the management of enterprise systems in organizations</p> <p>3.3 Create data model for business operations using SAC</p>	<p>objectives:</p> <p>CO1: Students will describe, analyze, and evaluate managerial issues modern organizations face when using information technology infrastructure.</p> <p>CO2: Students will describe, analyze, and evaluate managerial issues modern organizations face when using information systems.</p> <p>CO3: Students will analyze and evaluate the use of information systems as a strategic weapon.</p>	<ul style="list-style-type: none"> • Read Chapters 4 and 5 of the textbook • Review PowerPoint slides on Chapters 4 and 5 of the textbook • Assessment – Define database and enterprise systems concepts • Assessment - Forum discussion on Data Governance at InsuraCorp • Assessment – Forum discussion on Vendor-Managed Inventory at NIBCO • Assessment-Data modeling using SAC
Week 4: Managerial Support Systems and E- Business Systems	<p>Upon completion of this unit, students will be able to:</p> <p>4.1 Describe, analyze, and evaluate managerial issues related to the management of managerial support systems in organizations;</p> <p>4.2 Describe, analyze, and evaluate managerial issues related to the management of e-business systems in organizations</p> <p>4.3 Analyze, create, and interpret SAC visualizations</p>	<p>Related course level objectives:</p> <p>CO1: Students will describe, analyze, and evaluate managerial issues modern organizations face when using information systems.</p> <p>CO2: Students will analyze and evaluate the use of information systems as a strategic weapon.</p>	<ul style="list-style-type: none"> • Review unit objectives • Read Chapters 6 and 7 of the textbook • Review PowerPoint slides & video for Chapters 6 and 7 of the textbook • View related online material • Assessment – Define managerial support systems and e-business systems concepts • Assessment - Forum discussion on Real-time BI at Continental Airlines • Assessment - Forum discussion on Social Media Analytics at Dell • Assessment- segmenting stores using SAC clustering
Week 5: Systems Development	<p>Upon completion of this unit, students will be able to:</p> <p>5.1 Describe, analyze, and evaluate managerial issues modern organizations face in the development of information systems;</p> <p>5.2 Describe, analyze, and evaluate managerial</p>	<p>Related course level objectives:</p> <p>CO1: Students will describe, analyze, and evaluate managerial issues modern organizations face in the development and procurement of information systems.</p> <p>CO2: Students will analyze and evaluate the use of information systems as a</p>	<ul style="list-style-type: none"> • Review unit objectives • Read Chapters 8, 9 and 10 of the textbook • Review PowerPoint slides on Chapters 8-10 of the textbook • Assessment – Define systems development concepts • Assessment - Forum discussion and critique on

	<p>issues modern organizations face in the procurement and implementation of information systems</p> <p>5.3 Create and interpret forecast and predictions using SAC</p>	strategic weapon.	<p>Systems Development at Consumer and Industrial Products, Inc.</p> <ul style="list-style-type: none"> Assessment - Forum discussion on SAP Implementation at NIBCO
Week 6: IT Project Management & Technology Wikis	<p>Upon completion of this unit, students will be able to:</p> <p>6.1 Describe, analyze, and evaluate managerial issues related to IT project management; and</p> <p>6.2 Describe how modern or emerging technologies work and evaluate their strengths, weaknesses, and future directions.</p>	<p>Related course level objectives:</p> <p>CO1: Students will describe, analyze, and evaluate managerial issues modern organizations face in the development and procurement of information systems.</p> <p>CO2: Students will describe and evaluate modern or emerging information technologies.</p> <p>CO3: Students will analyze and evaluate the use of information systems as a strategic weapon.</p>	<ul style="list-style-type: none"> Review unit objectives Read Chapter 11 of the textbook Review PowerPoint slides & video on Chapter 11 of the textbook View online videos Assessment – Define IT project management concepts Assessment - Forum discussion on Troubled Project at Modern Materials Assessment – Technology wiki group project. Assessment-analyze ERPSIM data
Week 7: Information Security, Social and Ethical Issues, and Final Exam	<p>Upon completion of this unit, students will be able to:</p> <p>7.1 Describe, analyze, and evaluate IT security issues modern organizations face;</p> <p>7.2 Describe, analyze, and evaluate social and ethical issues modern organizations face when using IT;</p> <p>7.3 Use knowledge and theoretical frameworks learned during the course to analyze the strategic use of IT</p> <p>7.4 Use R code to visualize data</p>	<p>Related course level objectives:</p> <p>CO1: Students will describe, analyze, and evaluate security, social, and ethical issues modern organizations face when using information technologies.</p> <p>CO2: Students will analyze and evaluate the use of information systems as a strategic weapon.</p>	<ul style="list-style-type: none"> Review unit objectives Read Chapters 14 and 15 of the textbook Review PowerPoint slides on Chapters 14 and 15 of the textbook Assessment – Define information security, social and ethical issue concepts Assessment - Forum discussion on Disaster at a University Assessment - Forum discussion on Social Media, Privacy and Scams Assessment- Word clouds using R code in SAC Final Exam - “IT Doesn’t Matter,” Carr 2003.

Exam

There will be one final exam worth 200 points where each student will write an essay discussing “IT Doesn’t Matter” by Carr (2003).

Missed Exam/Late Assignment Policy

Prior arrangements must be made with the instructor, whenever possible. This arrangement will only be given

to students who are able to produce an official document within a reasonable time (within 7 days) period. Examples of official documents are medical reports, accident or traffic violations, and other unforeseen circumstances. Official documents should be written in English. All non-United States documents must be authenticated and verified.

Exam, Assignments and Project Policies

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

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

Athletic events and routine or pre-planned company assignments are not acceptable excuses for late work. Affected students should make arrangements for their assignments to be submitted prior to the deadline given.

Grading Policies

Chapter wiki group project	100
SAP Analytics Cloud exercises and group presentation	240
Technology research wiki group project	100
Individual discussion board postings (supplemental reading and case discussions)	360
<u>Individual final exam</u>	<u>200</u>
Total.....	1000

There will be **no** individual-based work for extra credit.

Grading scale: A ten-point grading scale will be used for determining final grades.

900 and up	- A
800 to 899.9	- B
700 to 799.9	- C
699.9 and below	- F

Viewing Grades in Blackboard

Points you receive for graded activities will be posted to the Blackboard Grade Book. Click on the My Grades link on the left navigation to view your points.

Assignments and projects will be graded within three days of the due date. The Course Instructor will grade the group projects and the case presentation critique. The Academic Coach will grade other individual assignments, discussion forum postings, and the final exam. The Course Instructor has the final decision over the grading and may change the grades given by the Academic Coach due to grading errors.

Naming and Submitting Documents

Before you submit a document, name your file according to the format below. Avoid special characters and spaces in file names. Use a single underline _ to separate words.

<i>The name of your...</i>	<i>...should follow the format:</i>	<i>Example:</i>
Essay	LastNameFirstInitial_Essay.doc	SmithJ_Essay.doc

Online Student 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 may be more rigorous than traditional courses. Many students claim that online courses require more time and commitment. As you begin this course, you would be wise to schedule 8 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 <https://www.utrgv.edu/hop/policies/stu-02-100.pdf> for further details.
4. Don't turn in late assignments. Late submissions will result in a lower grade.
5. Keep up with the reading. You have quite a few chapters, modules, discussion postings, and e-mail messages to read for the class. Please keep up with the reading. Students who keep up with the reading tend to do much better in this kind of class than those who do not.
6. Work with others. You are required to make every effort to work effectively and promptly with others in your groups. Fair criticism of your failure to work effectively with others will significantly affect your collaboration and participation grade.

E-mail

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

1. Check your e-mail at least twice per week (more often is better).
2. Be patient. Don't expect an immediate response when you send a message. Generally, two days is considered reasonable amount of time to receive a reply.
3. Include "Subject" headings: use something that is descriptive and refer to a particular assignment or topic.
4. 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.
5. Make every effort to be clear. Online communication lacks the nonverbal cues that fill in much of the meaning in face-to-face communication.
6. 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).
7. Break up large blocks of text into paragraphs and use a space between paragraphs.
8. Sign your e-mail messages.
9. Never assume that your e-mail can be read by no one except yourself; others may be able to read or access your mail. Never send or keep anything that you would not mind seeing on the evening news.

Discussion Topics

Many of the "rules of the road" or protocols that apply to e-mail also apply to the use of discussions. Use the following conventions when composing a discussion posting:

1. During a Discussion assignment, deadlines for posting to and replying will be specified with each assignment. It is a good practice to always check the Discussions multiple times during the week.
2. If you want to send a personal message to the instructor or to another student, use e-mail rather than the discussions (see above E-mail Protocols).
3. Use the appropriate Discussion Topic.
4. Be patient. Don't expect an immediate response when you send a message.
5. A helpful hint for use with both discussions and e-mail --- Compose your message in your word-processing application in order to check spelling, punctuation, and grammar --- then copy and paste your composition into e-mail or the discussion. This also saves online time.
6. Everyone should feel free to participate in class and online discussions. Regular and meaningful discussion postings constitute a substantial portion of your grade.
7. Respect each other's ideas, feelings and experience.
8. Be courteous and considerate. It is important to be honest and to express yourself freely, but being considerate of others is just as important and expected online, as it is in the classroom.
9. Explore disagreements and support assertions with data and evidence.
10. "Subject" headings: use something that is descriptive and refer to a particular assignment or discussion topic when applicable. Some assignments will specify the subject heading.
11. Use the "reply" button rather than the "compose" button if you are replying to someone else's posting.
12. Do not use postings such as "I agree," "I don't know either," "Who cares," or "ditto." They do not add to the discussion, take up space on the Discussions, and will not be counted for assignment credit.
13. Avoid posting large blocks of text. If you must, break them into paragraphs and use a space between paragraphs.
14. Use the Technical Discussion topic for assistance with technical issues. Use the Help Discussion topic for questions about course material or assignments. There will be specific discussion topics for particular discussions -

pay close attention to the assignment, and post appropriately.

Netiquette

"Netiquette" has evolved to aid us in infusing our electronic communications with some of these missing behavioral pieces. "Emoticons" and other tools have become popular and I encourage their use when it will add to the clarity of your communication.

- :-) happy, pleased
- :-(sad, displeased
- :-O surprised
- >:-| angry

Abbreviate when possible. Examples:

- LOL laugh out loud, "I find this funny"
- ROFL rolling on floor laughing, really funny
- BTW by the way
- *grin* smiling
- IMHO in my humble opinion
- FYI for your info
- Flame antagonistic criticism

Netiquette continues to evolve and I am sure that we will have constant additions to this growing language. The important thing to remember is that all of the "cute" symbols in the world cannot replace your careful choice of words and "tone" in your communication.

Viruses

A virus can spell disaster. Your use of a reputable anti-virus program is a requirement for participation in this course (good ones include McAfee or Norton). Also, back up your files: "My hard drive crashed." "My modem doesn't work." "My printer is out of ink." These are today's equivalents of "My dog ate my homework." And these events really do occur and they are really inconvenient when they do. However, these are not valid excuses for failing to get your work in on time.

Understand When You May Drop This Course

It is the student's responsibility to understand when they need to consider de-enrolling from a course. Refer to the UTPA Course Schedule for dates and deadlines for registration. After this period, a serious and compelling reason is required to drop from the course. Serious and compelling reasons includes: (1) documented and significant change in work hours, leaving student unable to attend class, or (2) documented and severe physical/mental illness/injury to the student or student's family.

Class Attendance and Participation

Students are expected to log into Blackboard Learn regularly to complete course activities. Students that fail to log into Blackboard Learn to access course materials or those that fail to submit assignments and projects on time may be dropped from this course.

Incomplete Policy

Under emergency/special circumstances, students may petition for an incomplete grade. An incomplete will only be assigned if you can provide official documents showing that you are unable to complete the remaining course requirements. All incomplete course assignments must be completed within one year.

Inform Your Instructor of Any Accommodations Needed

If you have a documented disability (physical, psychological, learning, or other disability which affects your academic performance) and would like to receive academic accommodations, please inform your instructor and contact Student Accessibility Services to schedule an appointment to initiate services. It is recommended that you schedule an appointment with Student Accessibility Services before classes start. However, accommodations can be provided at any time. **Brownsville Campus:** Student Accessibility Services is located in Cortez Hall Room 129 and can be contacted by phone at (956) 882-7374 (Voice) or via email at accessibility@utrgv.edu. **Edinburg Campus:** Student Accessibility Services is located in 108 University Center and can be contacted by phone at (956) 665-7005

(Voice), (956) 665-3840 (Fax), or via email at accessibility@utrgv.edu.

Sexual Harassment, Discrimination, and Violence

In accordance with UT System regulations, your instructor is a “responsible employee” for reporting purposes under Title IX regulations and so must report any instance, occurring during a student’s time in college, of sexual assault, stalking, dating violence, domestic violence, or 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, 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 in an environment free from sexual misconduct and discrimination.

Commit to Integrity

As a student in this course (and at this university) you are expected to maintain high degrees of professionalism, commitment to active learning and participation in this class and also integrity in your behavior in and out of the classroom.

At UTRGV, Scholastic dishonesty includes but is not limited to cheating, plagiarism, collusion, the 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.

Plagiarism is a form of cheating. At UTRGV, “plagiarism is the appropriation, buying, receiving as a gift, or obtaining by any means another's work and the unacknowledged submission (resubmission) or incorporation of it in one's own academic work offered for credit.”

Source: UTRGV HOP

Important Note: Any form of academic dishonesty, including cheating and plagiarism, may be reported to the Office of Student Affairs.

Course policies are subject to change. It is the student’s responsibility to check Blackboard for corrections or updates to the syllabus. Any changes will be posted in Blackboard.

