**SYLLABUS**

**IST 466 Professional Issues in IMT, Spring 2019**

Mondays and Wednesdays

IST 466- M001 (39399) 8:00-9:20am (Hinds021)

IST 466-M003 (37439) 12:45-2:05pm (Hinds 021)

Instructor: Marcene Sonneborn, MBA/MPA, Professor of Practice

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**Office:** I’ll usually be in my office M-W 9:30-12:30 between classes so you may stop in then, but it is a good idea to email me to reserve a specific appointment time so that I know you will be coming. Times may be available on Tuesdays upon request but I frequently work from home if I am not scheduled in the building for student, faculty or campus meetings. For specific appointment times, speak to me before or after class to schedule a time. If you do not schedule an appointment, I may not always be in my office or in the building.

**Audience:** School of Information Studies students who are completing their degree requirements. This course is intended to provide a professionalizing experience that integrates project management principles with and from other iSchool courses in database and web design/development, research strategies and other iSchool courses.

**Course Description from the iSchool Course Catalog:** Innovation in information technology. Integration of management strategies, information uses, and information technologies as related to professional conduct, ethics, and career strategies. Learn how to develop, grow and vet ideas and build teams ready to work with agencies to create a product, service or business.

Integration of management strategies, information uses, and information technologies as related to professional conduct, ethics, and career strategies. In-depth review and use of case studies. IST majors only.

**Additional Course Description:**

The main project for the course (Assignment 2) typically is a team-based (2-3 person) assignment which includes multiple deliverables to the class as presentations on the team project: 1) two team-delivered progress reports throughout the semester with slides posted to Blackboard (under Assignments), 2) a final presentation and a physical project report submitted in paper to the agency and to the professor in paper AND to Blackboard for a grade, 3) both paper and slides (if used) posted to Blackboard, 4) team evaluation form completed and posted to Blackboard under Assignments before the last day of class.

Throughout the semester we may have guests (including alumni from IST 466 who will be on campus recruiting IT talent for their employers). They will be invited to our class to speak about working as an IT professional and specifically about their job search and employment experiences. These alumni are excellent contacts for you so take advantage to speak with them when they are visiting campus. Consider preparing your list of questions in advance of these visits and using this opportunity as a networking experience.

**Prerequisites:** Undergraduate standing; Senior standing.

**Credits**: 3

**Course learning objectives:** After taking this course, students will have: (1) acquired technology planning and design skills, (2) experienced managing client relationships, (3) ability to manage projects and work on teams, (4) analyzed ethical professional issues and practice, and (5) performed as a professional in a business workplace.

This course helps students gain confidence going into professional IT careers. Many students use the product of the capstone assignment as an example of their capabilities for job searches and interviews.

## Bibliography/ Texts / Supplies Required: There is no text to purchase for the 12:45 section, but all students are required to purchase their team’s assigned case studies from the Harvard Case Library online (for less than $10 each). For the ethics assignment, IT professional ethics information is available on the Internet from IT professional standards organizations.

In addition to the above, the 8am class is required to purchase one book, Imagine it Forward, Courage, Creativity and the Power of Change, Beth Comstock and Tahl Raz, ISBN 9780451498298

**Course Requirements and Expectations:**

**There are three components for the course grade:**

1. **Ethics Case Presentation (team assignment)** This assignment is the analysis of a selected Harvard Business case about a professional ethics topic. The case is presented by the team, followed by a team-led discussion of the ethical issues in the case, generally taking two different sides or perspectives and asking thought-provoking questions to prompt discussion. The presentation and discussion should be planned by the team to have sufficient depth and content to take at least 20 minutes and include generation of active discussion. (See “HBR Cases and Assessment” in Blackboard) Follow the link and register a student account for yourself: <https://hbsp.harvard.edu/import/592560>

The ethics case titles for the semester are the following:  
1. Google and Project Maven (A): Big Tech, Government and the AI Arms Race  
2. Controversies of Progress – Human Genome  
3. Facebook: Hard Questions (A)  
4. Fresh to Table  
5. Evidence-based recommendations for employee performance monitoring  
6. Lighthouse  
7. Follow Dubious Orders or Speak Up?  
8. Blurred Lines: Happy or Harassed  
9. Gender and Free Speech at Google  
10. Uber: Kalanick's Tumultuous Era

Cases cost $5.00-$15.00 each. Yes, you must purchase a copy of the case but one copy can be shared by the team. (Note that the 8:00am class will be responsible for 2 cases with two different teams)   
Use this link to purchase and view your case study:  
<https://hbsp.harvard.edu/import/592560>

Additional Information on Preparing and Presenting a CASE Study

Each team will present and lead discussion for an assigned case study for 20 minutes. Cases may have many dimensions but the main topic of your presentation will focus on ethics. You will also prepare a deck of ten or more slides as a backdrop to your presentation. There is a set of cases reserved at the Harvard Business Review Publishing website as mentioned above. The cases are listed as “optional” by the HBR website, meaning that the site will let you purchase all of them but you only need to purchase the case that your team is assigned. Only one person on the team needs to purchase the case if it is shared with the entire team.

Teams will consist of two to three randomly selected students. However, the first two teams will be selected from students that volunteer to go first. Students interested in this option must inform the professor immediately. All other teams are randomly assigned.

Your team must purchase, read and analyze the **Case Analysis Coach** on the Harvard Business Review Publishing website. It will help you prepare for the case discussion. Remember that you and your team are the “instructors” for presenting the case, and the other students in the class will NOT have read the case. The presenting team must describe the case to the class in sufficient detail that they will be able to analyze and discuss the facts of the case in class.

Start by having one team member give an overview of the case. What is the ethical dilemma? If there are only two members on the team, then one would present the case, then they each would present a different side of the case, and the other team member would close with the Q&A and summary. If there are three members on the team, one member might present the overview at the beginning and summary at the end, with the other two members presenting each of the two sides of the case in between. In some cases the ethical dilemma is obvious. In other cases, the ethical dilemma is subtle. Remember that the solution is never obvious.

Finally, it is your responsibility to engage the class in a discussion of the case. Allow questions during your presentation for clarity. Leave at least five minutes at the end of your presentation for audience engagement (led by the team).

Your fellow students are earning participation points for asking GOOD questions. A sign of a professional is his/her ability to engage with the conversation. Avoid bias in selecting the students you call on. Students that are presenting do NOT earn participation points on the day they present.

Ask questions of the class at the end of the presentation. What do your fellow students believe is the correct action to take for this case? If new information were presented, would it make a difference? After all of the questions are asked and discussed, you may want to take a vote on two or three likely alternative actions.

At least one week before your team presentation you must meet (as a team) with the instructor for 15 minutes to give a practice presentation. Be prepared with your presentation, slide deck, and classroom questions for this practice. This practice meeting is worth 5 of the 15 points for the case presentation. The remaining 10 points are for your classroom presentation of the case.

Note: 8:00am class section is required to prepare and present two case studies, each with a different team. Class time will be used for preparation of the second case.

1. **Major Capstone Project -** The Capstone Project is the main project for the course and is an all-semester team-based project for 2-3 students (and occasionally for individual students for internships or research projects or up to 4 students on more complex projects). There are seven types of opportunities from which you can choose to complete this part of the course (Build, Consult, Create, Work, Research, Give (Crowdfund), and Teach). (Syllabus pages 4-5) Choose wisely, but quickly! Choose the option that will support or enable you to be successful in your employment search. If you have questions, make certain that you discuss your options with me before your final selection.

Regardless of the project you choose, you should anticipate spending 120 or more hours outside of the classroom working on the major project. If you are working on a team project, the team as a whole is responsible for the project and the grade assigned is a team grade. If you are not happy with the performance and quality of work produced by one or more members of your team, it is your responsibility to assure that the final deliverable is of the highest quality that the team can produce. Individual members of the team have the opportunity to assess others on the team at the end of the semester by completing the final team assessment (which is a point-bearing assignment). Also, if members of your team are not showing up for meetings or are not doing their part of the team project, the team can fire selected team members.

1. **Participation, Engagement, Contribution to Classroom Learning/Insights and Professionalism** is a major part of your final grade in this course. There are several expectations for this class including meeting with the professor, coming to class on time, and providing quality input in class. All students in the class are expected to contribute by adding thoughtful comments and asking questions and actively participating in discussions with contributional comments, taking an active role in discussions, not just being passively present in the room.)

If a student arrives late for class, does not come to class or is in class but disengaged from the classroom (texting or on a laptop during classroom presentations) the student will lose points against the final grade, accruing from each class in which such disengagement occurs. Thus, if a student attends class but is unprofessional—talking to classmates, reading email on laptop or phone, leaving or entering while a speaker is talking, are dressed inappropriately, falls asleep, etc.—that student will receive -1 to -2.5 points for the class.

Points are equally allocated across the total number of classes attended on time during the semester,that includes participation, defined as actively engaging and participating in discussion. There is approximately 1 point for each class in which you engage – so make a contributing comment or ask a contributing question during each class.

The 16 classes where you have an opportunity for participation does not include your own team’s practice presentation or team presentation dates. There is 1 point for each class in which you engage – make a contributing comment or ask a contributing question during class. A student cannot receive positive points in a class session in which a student has otherwise not been engaged in the classroom activity.

**Presentation Requirements:** The presenting team for the case assignment will analyze and discuss case details, and lead the discussion to engage other class members with questions and requests for individual insights. The presentation must be presented (No more than 15% read from the slides). Business casual is required for all presentations, as is formal presentation style and posture: **NOTE that the assignment grade will be reduced to a maximum grade of B- if team members do not present professionally which includes students reading from slides, inappropriate attire.** (No shorts, athletic clothing or sweatpants, T-shirts, wrinkled or torn clothing and no scuffed or dirty boots or non-black sneakers. See the following for guidelines: https://fitsmallbusiness.com/what-is-business-casual/ )**.** If the same student not properly attired as noted above ALSO reads from the slides, the highest grade that individual can earn is a C if all other requirements are followed.

**GRADING SCALE**

**Letter Grades**: The numeric total that you have amassed during the semester will translate into a letter grade according to the following formula. Please examine the following table carefully:

|  |  |  |
| --- | --- | --- |
|  | Grade | Expectation of that grade |
| A | A: (.95, 1.00) A-: (.90, .94) | Your work is outstanding and ***exceeds*** expectations. |
| B | B+: (.87, .89) B: (.83, .86) B-: (.80, .82) | Your work meets minimal expectations; on par with the average student. |
| C | C+: (.77, .79) C: (.73, .76) C-: (.70, .72) | Your work is below average and could be better. |
| F | D: (.60, .69) F: (0, .59) | Your work is inadequate and needs substantial improvement. |

Note: Achieving an A in this course requires **a minimum of 95% of the available points** and no more than 2 absences). (See Attendance Policy on next page.) As a result, only the highest achieving students will attain an A for the semester. At the end of every semester, I often get several requests from students who have come within a few points of the next highest letter grade category to *please*, *please* boost their grade, but barring an error in the grade calculation I don’t do it. Students need to think about this from the beginning of the class, not at the end. This includes rounding, an 86.9 is a B not a B+. The grade you earn is the grade you receive. Begin earning your final grade right during the first week by keeping up with readings and supplemental materials, work diligently with the agency, and be prepared to present in class on the day presentations are scheduled. Grades are reduced if the student is not prepared to present by being able to discuss the topic without excessive reliance on notes.

**Spelling and Grammar Errors:** These are unacceptable in professional documents, and frequently job candidates are rejected if errors appear in a cover letter or resume. I will follow professional standards in this class. USE your spell check and grammar check functions on your computer to check your work. Grades will be lowered accordingly.

**All Assignments Must be Submitted in Standard Microsoft Office File Fonts and Formats, no PDFs or Apple/Mac fonts, and no presentations in Prezi.** The professor makes comments on assignments on the document submitted by the student. Non standard formatting significantly increases grading time and the assignment will not be accepted in other than MSOffice formats.

**University Attendance Policy**

Points are taken off for students arriving in class after attendance has been taken. Attendance in classes is expected in all courses at Syracuse University. Students are expected to arrive on campus in time to attend the first meeting of all classes for which they are registered. Students who do not attend classes starting with the first scheduled meeting may be academically withdrawn as not making progress toward a degree by failure to attend. Instructors set course-specific policies for absences from scheduled class meetings in their syllabi.

It is a federal requirement that students who do not attend or cease to attend a class to be reported at the time of determination by the faculty. Students should also review the university’s religious observance policy and make the required arrangements at the beginning of each semester.

**Course Policies on Class Attendance, Late Work**

Attendance is required but not sufficient to receive points. However, you will lose points if you are not present. If you arrive late for class, do not come to class or are in class but disengaged from the classroom (this includes being on your laptop or phone during presentations by outside visitors or by your peers who are presenting) you will receive negative points for that class. If you attend class but are unprofessional—talking to classmates, leaving or entering while a speaker is talking, are dressed inappropriately, fall asleep, working on your computer —you will receive -1 points for the class.

Students will be assigned to ask questions of a guest speaker or team presentation—on assigned “hot seat” days. The schedule of hot seat days will be distributed in class (for external visitors or speakers if known) and are considered to be a requirement of your basic attendance.) If you arrive late for class or do not come to class or are in class but disengaged from the classroom (this includes being on your laptop or phone during presentations regardless of the presenter) you will receive negative points for that class.

Students must be present in class for all classes in which there are content lectures, and student and team presentations on ethical issues and peer project reporting (PR1, PR2 and final presentations). Due to the focus of the capstone on team and community projects, it is often difficult for all team members to meet outside of the scheduled class time. Therefore, a number of days on the course schedule are designated as “workshop days” for outside team meetings with the project sponsor. Teams that do not have external meetings are expected to either use the classroom for their meetings or to come to the classroom at the beginning of the period to check in for attendance and to provide an informal update to the professor on the project before relocating somewhere else in the building.

Late work is subject to a late penalty of one grade level (such as A to A-, B to B-, etc.) per day.

**Add/drop Process and Course Withdrawal Policy**

It is the responsibility of the student to be fully informed of the college attendance policies as described in the academic catalog regarding course add, drop and withdrawal policies. For more information about the Syracuse University Add/drop Process and Course Withdrawal Policy, please see the following web site: <http://registrar.syr.edu/>

**How to Succeed in this Course**

Students who succeed in this course are diligent, honest and conscientious regarding good communications with team members, project agency representatives and the professor. Openness and willingness to solve problems that arise through discussion and a commitment to a mutually beneficial resolution is optimal. Adhere to the course requirements, maintain your composure if something goes wrong due to an honest mistake, and be willing to compromise to achieve a win-win outcome for all sides. Problems occasionally occur and when they do, the best resolution is through an open discussion. Participate, engage and be professional.

**iSchool Spring 2019 Capstone Options**

You will choose one from among the following options for your major project in IST466. The goal is for your project to become a significant learning experience, a capstone to your degree in information management and technology. What you produce could become part of your resume, LinkedIn profile, and a point of discussion during a job interview. Your project will highlight your abilities in technology, management, and your presentation of information. Expect to individually spend more than 120 hours on the major project which will be tracked on individual timesheets. Students may be required to participate in the iSchool poster event at the end of the semester. All individuals and teams must submit a copy of their final project to the professor as it was presented and delivered to the client (paper and digital). Detailed instructions for each option are below.

1. You must decide which option to pursue by the end of the second week of the semester (Wednesday of Week 2). Some options require more student action and initiative to secure the project, so make certain you are aware of your responsibilities in pursuing a given plan. The majority of students will be on a “build,” or “consult/plan” project. You must identify your top project choices in one of the early class sessions. You will be assigned a team or project based on your interests. Students can put together a team to propose a project (generally from among the choices) but must notify the professor of their intention to do so.
2. The capstone course is the time for you to prepare for your career. It is a final opportunity for you to develop your network, get ready to be part of the workforce, and give you a compelling story of success to set the stage for your career. If you already have accepted a job, use the capstone to take some risks and explore an opportunity that you might not otherwise engage in. Start a venture. Work for a nonprofit organization. Think outside of your comfort zone and push yourself.
3. The options for your major project include:

While students have seven options to choose from, the majority of capstone students will work on a team either building an IT solution or consulting on an IT issue. The professor matches students with clients based on the student’s interests, background, and skills, and not everyone will get their top one or two choices.

The capstone team builds an information technology solution for a client. The client must clearly identify the IT solution specifications. Student teams can build a database, website, application, social media platform, or other technology solutions for the client.

**Build**

Teams will build a solution, give two 8-10 minute presentations during the semester, and a final 15-20 minute presentation to the class, and provide a 20 minute presentation to the client and provide a project report and appropriate documentation to the client for the presentation.

**Consult**

The capstone team consults on a project in information management and technology. The client must clearly identify the goal of the consulting project. Student teams can analyze which technology solution to deploy, offer a social media strategy, design and deploy market surveys, do research, or work on other consulting projects for clients.

Teams will do the research and analysis, give two 8-10 minute presentations during the semester, and a final 15-20 minute presentation to the class, and provide a 20 minute presentation to the client and provide a project report and appropriate documentation for the presentation.

The capstone student or team creates a for-profit or not-for-profit (social) venture. This is the option for entrepreneurial students interested in pursuing an idea.

**Create**

Any student choosing this option must have the venture approved by the faculty member within the first week of the semester. Students may have already taken on or more of the courses in the IDEAS minor--IDS401, IDS402, or IDS403--and can use this option to continue to work on the venture. The IDEAS minor was developed by the faculty of the iSchool, Department of Entrepreneurship and Emerging Enterprises in the Whitman School of Management, and School of Design in the College of Visual and Performing Arts at Syracuse University.

The capstone student venture must be developed, running, and have customers/clients/users by the end of the semester. Students choosing this option should have a well-developed idea before the start of the semester.

Students will create a venture, give a 20-minute investor presentation, and provide an investor deck. Students will be encouraged to participate in the venture competitions on campus and in Central New York.

**Work**

The capstone student works as an intern for this option. Students must work at least 10 hours a week (120 hours total) at an organization in a qualified internship in information management and technology.

Students must acquire the internship and be approved by the IST466 instructor before the end of the first week of the semester. The internship must occur and finish during the semester.

A student choosing this option will complete a 120-hour work requirement, give a 20-minute presentation on an innovation he/she would recommend to the organization, and provide a schematic report to his/her employer.

**Research**

The capstone student researches a topic under the mentorship and supervision of a faculty member. Students should anticipate spending at least 10 hours a week (120 hours total) on the project. A limited number of faculty research projects will be available at the beginning of the semester. The student can approach a faculty member you know about working on a research project. It is the student’s responsibility to email the faculty member, interview, and secure the research project before the end of the first week of the semester.

Deliverables typically include a research paper or report. The student will give a 20-minute presentation on the research project and will participate in the iSchool poster event at the end of the semester.

**Give**

The capstone team will spend time at a local nonprofit organization to plan and run a fundraising event. The team will use their combined talents in information technology management—social media, website development, database, etc.—to support this event. The team must raise a minimum of $2,000 for the organization. A senior member of the organization staff will supervise and mentor the team.

Students choosing this option must run a fundraising event; raise a minimum of $2,000; give a 20-minute presentation and a schematic report to the client.

**Teach**

The capstone student or team will teach an information technology skill to a group at a local organization. This can include a series of classes on social media basics, website design and development, Microsoft Excel, or other topics in information management and technology. Students should anticipate spending at least 15 hours teaching--typically 5 sessions of 3 hours each--and at least 105 hours in curriculum development.

Students choosing this option must teach at least one subject over the course of 15 classroom hours, give a 20-minute presentation on the experience, and prepare a schematic report or instructional guidelines.

1. **Weekly Schedule for Deliverables**

Regardless of which of the seven project types (and the specific project) you choose for your capstone, you will have weekly deliverables that are due by 11:59 PM each Sunday during the semester. Your team’s deliverables for your agency will somewhat be determined by your project and the initial discussion you have with your client organization.

**Note that timesheets and dashboards are to be posted every week**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Week** | **Due Date** | **Deliverables and Activities** | | |
| **0** |  | * Introduction | | |
| **1** | Week 1, 1/16 W | * First meeting with professor * ethics case teams, topics, dates selected | | * online survey * LinkedIn connection * Resume |
| **2** | Week 2, 1/21M, 23W | * projects and teams selected | | |
| **3** | Week 3, 1/28M, 30W | * team roster * team contract * client meetings | * timesheets/dashboard * **weekly for the rest of the semester** | |
| **4** | Week 4, 2/4M, 2/6W | * client contract |  | |
| **5** | Week 5, 2/11M-2/13W | * project meetings |  | |
| **6** | Week 6, 2/18M-2/20W | * project overviews(PR1) * (~8 min) presentations |  | |
| **7** | Week 7, 2/25M-2/27W | * project overviews(PR1) * (~8 min) presentations |  | |
| **8** | Week 8, 3/4M- 3/6W | * Client meetings | | |
| **9** | Week 9, 3/18M -3/20W | * Spring Break March 11-17 – No Classes * Client meetings |  | |
| **10** | Week 10, 3/18-3/20 | * Project overviews(PR2) * (~8 min) presentations | | |
| **11** | Week 11, 3/25-3/27 | * project overviews(PR2) * (~8 min) presentations | | |
| **12** | Week 12, 4/1—4/3 | * practice final presentation * final slide deck * final report | | |
| **13** | Week 13, 4/8-4/10 | * **PRESENTATION to the class and to be scheduled with clients**. All team members, and the client must be present at these presentations. * Final teammate evaluation | | |
| **14** | Week 14, 4/15-4/17 |
| **15** | Week 15, 4/22-4/24, 4/29 |

**Notes:** Every student or team will submit a one-page dashboard/timesheet and a narrative description for the weekly progress on the project. The dashboard must include the total individual weekly hours spent on the project with calculated team totals.

All project deliverables must be completed before Monday, April 29.

*Teammate Policies: Y*ou will fill out an evaluation of your project teammates at two points during the semester. Project grades will be adjusted based on team evaluations.

Team members can be “fired” or “resign” from project teams. For a student to leave a team, a team meeting with the course instructor and all team members is required. Individuals who leave teams will not be replaced on the team. Individuals that leave teams will be required to complete an independent 120-hour research project for the course instructor. Hours spent on the team project may not count toward the completion of the research project, depending on the circumstances.

**Points Earned**

Participation, Engagement, & Professionalism 30 points

Team ethics presentation(s) 15 points

Major interim project deliverables (Project Report #1 and #2 presentation/slides) 30 points

Major project presentation and deliverables to Client and Professor

Final Project Report (Paper and Presentations) 25 points

TOTAL 100 points

*Team Evaluations:* will be completed for each team you are on (Ethics team and Project team). You will receive 100 points to divide among your teammates for this scoring, including yourself.

**Deliverables**

Regardless of which of the seven types of projects you choose for your capstone, you will have weekly deliverables (at least updates) that are due by 11:59 PM each Sunday during the semester. Examples of some of the project types from past semesters are available in my office and can be reviewed upon request.

**Team Ethics Presentation**

See document “Preparing and Presenting a Case Study” in Blackboard.

**Timesheets and Progress Reporting**

\*Every student or team will submit a progress report and accounting for time each week indicating the progress on the project in descriptive narrative and by hours spent. It must include a detailed accounting of the hours spent by week and in total, on the project by the individual submitting the dashboard as well as team progress. You can create an individual dashboard or use a modified Gantt chart to show goals, assignments, and progress.

**Course Deliverables**: All project deliverables must be completed before Sunday, May 5.

*Team Evaluations:* will be completed for each team you are on (Ethics team and Project team). You will receive 100 points to divide amongst your teammates, including yourself.

**Assignment Submission Requirements for All Assignments (Individual or Team)**

1. **Papers and text documents MUST be submitted for grading in Microsoft program format. No PDFs, .pages, Google docs, Google Drive or Dropbox or other non-Microsoft Office submissions are acceptable. A 5% grade penalty will be assessed for submission of assignments in programs other than the Microsoft suite (Word, Powerpoint and Excel). This includes PDFs since these also take longer to process.**
2. Students are **not permitted to resubmit papers** for regrading. Spend the time and do it right the first time.
3. Submit all presentations, assessments and papers in Blackboard **by the due date/time**. Late papers will incur a 2% penalty per day for late submissions. If there is a team project, only one person on the team should submit the paper, and the names of all team members must appear on the assignment. All members of the team are responsible for the assignment and will receive the same grade including penalties.
4. This Capstone course is designed to give you professional experience. **Spelling and grammar errors are NOT acceptable** in professional documents and in this class. Such errors are critical failures because they undermine the credibility of the substance of the material. If an assignment is submitted (all submissions, such as papers, slides presented, etc.) **that has not been checked for spelling and grammar, the highest grade possible is 80% (B-)**. I will follow professional standards in this class. Always proof your work and USE your spelling and grammar check functions on your computer.

Required Text: There is no required text for this course but reading for agency projects and ethics research is required.

Learning outcomes: Experience in professional IT consultation and project management

(1) Application of technology planning, design and implementation skills, (2) managing client relations and project schedule, (3) project team-work, (4) client communications and ability to present in a professional manner to make a positive impression, and (5) awareness of ethical professional practice. Your performance will be assessed in each of these areas by both the professor and the agency representative. After completing this course, you will be able to define a problem, research and propose an implementable IT solution, work effectively with clients and team mates, and have a working knowledge of ethical practice in professional situations.

Peer Consultation in class (counts toward participation) and attendance

Students MUST attend all classes in which specific course content or presentations are listed on the schedule, and participate actively for a good participation grade.

All assignments are due in class and posted on Blackboard on the date and time indicated. All members of a team are required to participate in the Agency Project Progress Reports. Please check your email regularly. I will communicate with the class via email including through Blackboard email.

**Grades on a written assignment may be lowered significantly (up to 50%) or rejected because of too many errors in typing, spelling, grammar, usage, or because of its sloppy appearance).**

If you have a medical reason for not being in class or for not completing an assignment, or there has been a death in your family, you must obtain a doctor’s or academic advisor’s excuse (or a copy of the obituary in the case of the death of a relative). One of the advisors in Hinds 114 can provide an academic advisor’s excuse if your reason is an excusable situation.

**NOTE:** This schedule is subject to change. An open day may be switched for a team activity, which may occur especially when we have an outside speaker or unforeseen schedule change.

**UNIVERSITY AND SCHOOL POLICIES**

Course evaluations:

There will be an end of course evaluation for you to complete this term. This evaluation will be conducted online and is entirely anonymous. You will receive a notification from the Syracuse University Office of Institutional Research & Assessment (OIRA) department in your email account with the evaluation website link and your passcode. Please take the time and fill out this evaluation as your feedback and support of this assessment effort is very much appreciated. The school carefully reviews ratings and comments that you submit, and these factor into decisions about course, program and instructor development.

We faculty work hard to do the best possible job when preparing and delivering courses for our students. Please understand that not only does the school use the course evaluations to make decisions about the curriculum in order to improve where necessary, but they also use them to make decisions about faculty members. Please take the time and fill out both of these evaluations as your feedback and support of these assessment efforts is very much appreciated.

**Academic Integrity**

Individual work should be each individual’s effort, and true/accurate as presented. To be safe, do your own work and do not cover for other students. Violators of academic integrity will receive an **F** in the course and an incident report will be filed with the Office of Academic Integrity.

Syracuse University’s academic integrity policy reflects the high value that we, as a university community, place on honesty in academic work. The pilot policy in effect at the School of Information Studies defines our expectations for academic honesty and holds students accountable for the integrity of all work they submit. Students should understand that it is their responsibility to learn about course-specific expectations, as well as about university-wide academic integrity expectations. The pilot policy governs appropriate citation and use of sources, the integrity of work submitted in exams and assignments, and the veracity of signatures on attendance sheets and other verification of participation in class activities. The pilot policy also prohibits students from submitting the same work in more than one class without receiving written authorization in advance from both instructors. Under the pilot policy, students found in violation are subject to grade sanctions determined by the course instructor and non-grade sanctions determined by the School or College where the course is offered. SU students are required to read an online summary of the university’s academic integrity expectations and provide an electronic signature agreeing to abide by them twice a year during pre-term check-in on MySlice. For more information and the pilot policy, see http://academicintegrity.syr.edu .

**Student Academic Work Policy**

In compliance with the Federal Family Educational Rights and Privacy Act (FERPA), works in all media produced by students as part of course participation at Syracuse University may be used for educational purposes. Such use may occur for this course. I may use academic work that you complete this semester for educational purposes during this semester if it is of high quality and would be an excellent example of the quality that we want to see from all students. I would either make your work anonymous or discuss this use with you in advance. I may also use academic work that you complete this semester in subsequent semesters for educational purposes. Before using your work for that purpose, I will either get your written permission or render the work anonymous by removing all your personal identification. It is understood that registration for and continued enrollment in a course where such use of student works is announced constitutes permission by the student. As generally accepted practice, honors theses, graduate theses, graduate research projects, dissertations, or other exit projects submitted in partial fulfillment of degree requirements are placed in the library, University Archives, or academic departments for public reference.

**Students with Disabilities**

Syracuse University values diversity and inclusion; we are committed to a climate of mutual respect and full participation. If you believe that you need accommodations for a disability, please contact the Office of Disability Services (ODS), [disabilityservices.syr.edu](file:///C:\Users\jlfouts\AppData\Local\Microsoft\Windows\INetCache\Content.Outlook\S4J7YO1F\disabilityservices.syr.edu), located at 804 University Avenue, room 309, or call 315.443.4498 for an appointment to discuss your needs and the process for requesting accommodations. ODS is responsible for coordinating disability-related accommodations and will issue “Accommodation Authorization Letters” to students as appropriate. Since accommodations may require early planning and generally are not provided retroactively, please contact ODS as soon as possible.  Our goal at the iSchool is to create learning environments that are useable, equitable, inclusive and welcoming. If there are aspects of the instruction or design of this course that result in barriers to your inclusion or accurate assessment or achievement, please meet with me to discuss additional strategies beyond official accommodations that may be helpful to your success.

**Faith-Based Observances**

SU’s religious observances policy, found at [supolicies.syr.edu/emp\_ben/religious\_observance.htm](file:///C:\Users\jlfouts\AppData\Local\Microsoft\Windows\INetCache\Content.Outlook\S4J7YO1F\supolicies.syr.edu\emp_ben\religious_observance.htm) , recognizes the diversity of faiths represented in the campus community and protects the rights of students, faculty, and staff to observe religious holy days according to their tradition. Under the policy, students should have an opportunity to make up any examination, study, or work requirements that may be missed due to a religious observance provided they notify their instructors no later than the end of the second week of classes through an online notification form in MySlice listed under **Student**

**Services/Enrollment/My Religious Observances/Add a Notification**.  Assignments are due the next class day following the religious observance.

**Learning Management System**

The iSchool’s learning management services are provided by centrally supported SU Blackboard system. This system is our primary delivery vehicle for online instruction and it serves as an important supplement to this on-campus courses. For information about Blackboard in the iSchool, see https://answers.syr.edu/display/ischool/iSchool+Blackboard+Student+Resources

To report problems on the Blackboard System, the best way to get the fastest possible response is to submit a trouble ticket at http://ischool.syr.edu/it/. Click on the Get Help button. It’s quick and easy. Use your Syracuse University NetID & Password to log into Blackboard.

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