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Email: dburns11@depaul.edu

Office Hours: DPC 6001 - Before and after class and by appointment
Contact Phone: (630) 915-8808
MIS 555-201 - TUE 6:00 PM – 9:15 PM – DPC 8203

"Learning rarely, if ever, occurs passively."  
*Changing College Classrooms*, Halpern, D.F. and Associates, Editors,  

**Course Objectives**

- Explore and debate critical issues related to managing and administering the information technology (IT) function.
- Investigate the overall information needs of an organization and the role of IT in providing them.
- Examine alternative ways to match the IT function to the structure and culture of the organization.
- Consider some of the ethical and societal, as well as organizational implications and effects of IT.

**Behavioral Objectives**

Upon completing this course the students should:
1. Be prepared to manage IT in their areas of responsibility
2. Be prepared to cope with technology-driven change
3. Be able to identify ways to use IT in their areas of responsibility
4. Be able to guide the development or purchase of information systems
5. Be able to choose among different ways to procure an information system
6. Be able to identify potential strategic applications of IT
7. Be prepared to contribute to the development of a strategic plan for IT
8. Understand the need for an organizational IT infrastructure
9. Be able to evaluate the effectiveness of the information systems organization and to use the organization effectively
10. Have a vision of the future impact of IT on managers, organizations, economy, and society
11. Be aware of some of the ethical and societal considerations in the development and use of IT

**Course Approach**

Learning by discussion is both an effective and exciting pedagogical experience. This process requires active involvement of all participants, in this case students and instructor, although the instructor's function is primarily that of a catalyst, facilitator and evaluator in a collaborative learning experience. It is therefore essential that everyone participate as fully as possible. The framework for this participation will include case analyses, textbook assignments, and presentations, all designed to help convey the main body of knowledge and to stimulate the desired critical thinking. The most effective learning will result from your involvement in critical thinking through class presentation and discussion as well as through your homework assignments.
Course Materials


Flat World offers students a variety of low-cost digital and print choices, starting at just $24. Choose what fits your wallet, lifestyle, and learning style:

- Study Pass, $24 (Online book readable by your Web browser plus study and note-taking features).
- Digital All Access Pass, starting at $42 (Study Pass plus a variety of other digital formats, including printable PDFs and files for e-readers/tablets; this is the most popular choice).
- Printed textbook with bonus access to online and eBooks, starting at $69 (b/w and color).

All of the formats can be purchased by visiting the publisher’s site at: [http://students.flatworldknowledge.com/course?cid=1785027&bid=1254459](http://students.flatworldknowledge.com/course?cid=1785027&bid=1254459).

- A selection of Business Case Studies (REQUIRED). Ten cases are available online at [https://cb.hbsp.harvard.edu/cbmp/access/32270160](https://cb.hbsp.harvard.edu/cbmp/access/32270160) for $39.50 (click on the link and register as a student for discounted pricing). The remaining case, *Triple Play*, is posted on D2L.

Letter Grade Determination

The following table will be used in converting numeric grades into an official letter grade for the course:

<table>
<thead>
<tr>
<th>Number Scale</th>
<th>Letter Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>92 – 100%</td>
<td>A</td>
</tr>
<tr>
<td>90 – 91.99%</td>
<td>A-</td>
</tr>
<tr>
<td>88 – 89.99%</td>
<td>B+</td>
</tr>
<tr>
<td>82 – 87.99%</td>
<td>B</td>
</tr>
<tr>
<td>80 – 81.99%</td>
<td>B-</td>
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<tr>
<td>78 – 79.99%</td>
<td>C+</td>
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<tr>
<td>72 – 77.99%</td>
<td>C</td>
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<tr>
<td>70 – 71.99%</td>
<td>C-</td>
</tr>
<tr>
<td>68 – 69.99%</td>
<td>D+</td>
</tr>
<tr>
<td>62 – 67.99%</td>
<td>D</td>
</tr>
<tr>
<td>60 – 61.99%</td>
<td>D-</td>
</tr>
<tr>
<td>0—59.99%</td>
<td>F</td>
</tr>
</tbody>
</table>

Study Habits

Careful and timely reading and study is critical to the success in this course. Text and case readings will precede coverage of the material in class to facilitate your active participation in class discussions.

In class, the instructor will highlight specific areas only, answer your questions on the covered material, and then ask you questions. This will stimulate discussion. Do not expect full-coverage lectures. Make notes while reading the assignments. You can then highlight material as appropriate during the class coverage.

You will find it difficult to complete the assignments effectively the night before class. Space the readings over the whole week. Work ahead and make sure to prepare for classes ahead of time and take quizzes before the start of each class.
Academic Honesty

Academic dishonesty is a serious offense and will not be tolerated. Any student found cheating will receive a grade of "F" for the course and will be subject to disciplinary action under DePaul University regulations. Please review the DePaul's Academic Integrity Policy for further information.

I thought this reminder was unnecessary, but have recently stumbled on several cases of plagiarism. Please be aware that any written work submitted in this course will be verified using Turn-It-In technology in order to ensure that the work is the student's own creation and not in violation of the University's Academic Integrity Policy. Submission of work in this course constitutes a pledge that the work is original and consent to have the work submitted to verify that fact.

Miscellaneous

You are encouraged to be "entrepreneurial" in your approach to the class presentation and interactions. Your observations or experiences, and how they might relate to the subject at hand, have the potential to enhance the class sessions. Please share those of value so that you may be a resource to all participants, including the instructor. You are also encouraged to employ the systems perspective and wear the "manager's hat" in relating to the issues so that you will be able to think about them critically from multiple dimensions.

Homework Assignments

Assignments, all due before the start of each session, will consist of:

1. Readings from the text and the selection of cases.
2. Quizzes covering the readings.
3. Written assignments:
   a. D2L Discussion Board postings of two Critical Questions and responses to at least two Critical Questions from the previous class, and
   b. New Development in Information Technology every other week.

All of these assignments are further explained below. Please note that quizzes cover both readings from the textbook and business cases, while Critical Questions relate to the content of the textbook only.

Evaluation of Students

<table>
<thead>
<tr>
<th>Component</th>
<th>Weights</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation in Class Discussion</td>
<td>35%</td>
</tr>
<tr>
<td>Quizzes</td>
<td>25%</td>
</tr>
<tr>
<td>Critical Questions</td>
<td>10%</td>
</tr>
<tr>
<td>Responses to Critical Questions</td>
<td>10%</td>
</tr>
<tr>
<td>New Developments in IT</td>
<td>10%</td>
</tr>
<tr>
<td>Technology Impact Presentation</td>
<td>10%</td>
</tr>
</tbody>
</table>

There will be no midterm or final examination.
Participation in Class Discussion

Throughout the term, each student's participation will be continuously evaluated and, if requested, suggestions of how to improve it will be offered. Of course, this will be on an individual basis.

Class participation is a subjective evaluation of each student’s contribution to the unstructured discussion of the reading assignments, questions and business cases. The evaluation will consider both the quality of contributions and the frequency of participation. Completion of reading assignments and preparation of the cases is essential for full participation. The grade will be prorated as follows:

4  Asks good questions, makes valuable observations, and answers questions effectively on an ongoing basis.
3  A frequent participant, but all questions, answers, or observations are not always effective, or not on an ongoing basis, or tends to discourage effectiveness.
2  Only participates infrequently, or questions/answers do not reflect adequate preparation, or late to class.
1  Very rare participation, or questions/answers reflect little or no preparation, or very late to class.
0  Displays no sign of life, or absent for entire class.

As can be seen, you are expected to attend classes and participate. Not attending a class will have an influence on this portion of your grade since you cannot participate if you are not in class. More than two unexcused absences will result in a failing grade.

Quizzes

The quizzes will be available online on D2L and should be taken before the start of each class starting with the second week. They will be based on the readings assigned for each individual class and will be in true/false and multiple choice formats. The quizzes will cover both the content from the textbook chapters (including imbedded mini-cases) and the case studies assigned for each particular class. They will be timed and you will have 10 minutes to respond to 12 multiple-choice or true/false questions. Each correct answer is scored as one point. Submissions late by up to one minute will be accepted (to compensate for occasionally sluggish server). Two points will be deducted for each additional minute that expires. Please note that the quiz will not be automatically submitted when the 10 minutes expire; you need to click on the Submit/Save button.

Critical Questions and Responses to Critical Questions

Each student should post at least two Critical Questions before each class (starting with the second week) and respond to at least two Critical Questions after the class and before the next class. For example, before the third class, each student should post two Critical Questions inspired by reading Chapters 2 and 3 in the D2L Discussion Board folder for week 3. Each student should also respond to at least two Critical Questions posted for week 2 (regarding Chapter 1).

The second and the last week are exceptions. Students are only expected to post two Critical Questions related to Chapter 1 and no responses before the second class. Students are also expected to post responses to Critical Questions for last week within four days after the last class.

A critical question is defined as a written, open-ended query that emanates from the assigned textbook (not the case study) and, when asked in class, causes a spontaneous critical thinking discussion.
These qualifying criteria define an **effective** critical question:

1. It draws upon the existing knowledge and experience of other students (and instructor) about the textual material.
2. It is always written with an emanation (reference) point in the textual material appropriately noted (and announced when asked).
3. It can be discussed (or answered) without the need to refer to some second source unavailable at the time of discussion.
4. It is clear, concise, and not confusing as written; that is, it does not require paraphrasing to be understood.
5. It is well focused to avoid vague generalizations or rampant speculation during discussion.
6. It cannot be answered with a simple yes or no.

Please note that in the context of the above definition, "critical" **does not mean** "most important." It connotes instead the image of a student acting in the role of a "critic" relating to the subject matter at hand. Generating critical questions should become a natural result of reviewing the subject matter with a **critical eye**. Each student will be required to prepare at least two critical questions in written form, submit them to the Discussion Board section of D2L before each class, and bring a copy to the class, so they can be presented for discussion when called.

The questions will serve as a basis for in-depth discussion of the subject matter scheduled for a class session. During class, a student will be selected on a random basis to ask the class a critical question and to guide the related discussion. After a short discussion period (approximately five minutes), another student will be selected to ask a critical question, and so forth until the instructor terminates the discussion period. At least two critical questions will be discussed at most class sessions.

Each question should be posted separately as a new thread. A separate Forum (folder) will be available for each class in the Discussion Area. To post a question, go to MIS 555 Critical Questions and Responses Forum and click on the topic for the given week in question. Try to find a meaningful name (or Subject) for the question, as it should indicate the focus of the question. Other students will only see the list of Subjects before they decide to open questions of their interest. The Critical Questions are sometimes repetitious. One reason for this is inexpressive naming of Critical Questions. Instead of using names such as “ERP,” “Middleware,” “EIS,” “Smart tags,” etc., try using names that tell what in particular about ERP, middleware, EIS, smart tags, etc. the question focuses on, for example “ERP Vendor Selection,” “Middleware – Who Develops it?” “EIS – Should Access be Universal?” and “Are Smart Tags Unethical?”

Following are a few examples of appropriate critical questions:

- What might be some of the major inhibitors to the vision of full interconnectivity among everyone on earth? [p. X]
- Why might knowledge-based intellectual assets be the only source of sustainable competitive advantage? [p. X]
- It can be debated that either organizational change drives technology (i.e. technology is a response to organizational needs), or technology drives organizational change (i.e. feasible technology is used to cultivate organizational wants), or that both technology and organizational change evolve together. Which view do you agree with and why? [p. X]
- How does IT contribute to turbulence in the business environment? [p. X]

After each class and up to the time the next class meets, students are expected to reply to at least two of the posted Critical Questions and thus extend the discussions beyond the class meetings. To use this virtual classroom, “open” the chosen question and use the Reply button to expand the thread.

When responding to Critical Questions, formulate a short, concise answer, comment, or reaction. Everybody will appreciate crisp response straight to the point. Appropriate Critical Questions and Responses will each receive a scored of one point. The instructor will provide an explanation via email whenever less than the perfect score will be granted.
New Developments in Information Technology

Information technology and its applications, impact, and related public policy is fast moving and ever changing. In order to keep up to date, it is necessary to follow technology news as reported on a day-to-day basis.

There are many excellent sources of current news about technology and technology issues. They include, but are not limited to, *The Wall Street Journal, The New York Times, Business Week, CIO, Information Week,* and *Computerworld,* all of which are widely available in the libraries and on the Internet. Alternatively, you may select an article from a journal which covers technology and technology issues, such as *Sloan Management Review, Harvard Business Review, MIS Quarterly,* etc. and certainly from any of the other relevant journals and magazines.

During the course, you are expected to read or scan one or more of these publications and every other week select an article about something that in your opinion is a particularly significant event or announcement of a new development in IT. You should properly reference your source and prepare three separate sections subtitled Summary, Key Points, and Impact/Significance, together not exceeding one page in length (see template provided at the end of this syllabus). As the name suggests, the first section should briefly and concisely summarize the article. The second section should highlight the key points made in the article. The third section should describe both the potential business impact and why you consider the article so significant (this is the most important section). You must submit the document to the Dropbox titled *New Development in IT* for the week when the paper is due, together with a complete reference to the source. You should be prepared to present your choice of topic in class (visual aids not required) and lead a discussion of it. The grade will be based on the quality of analysis and on the significance and potential impact of the chosen news item.

Grading Scale:

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Numeric Equivalent</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>E</td>
<td>4</td>
<td>Excellent; extraordinary effort, important topic, complete summary and thoughtful analysis</td>
</tr>
<tr>
<td>VG</td>
<td>3.5</td>
<td>Very good; complete work, good choice, solid summary and analysis</td>
</tr>
<tr>
<td>G</td>
<td>3</td>
<td>Good</td>
</tr>
<tr>
<td>L</td>
<td>2</td>
<td>Solid effort, but too verbose, repetitive and light in substance</td>
</tr>
<tr>
<td>S</td>
<td>2</td>
<td>All right, but could be more thoroughly analyzed and better presented</td>
</tr>
<tr>
<td>W</td>
<td>2</td>
<td>Weak overall</td>
</tr>
<tr>
<td>WC</td>
<td>2</td>
<td>Weak choice, but solid summary and analysis; announcement not related to IT or rather insignificant</td>
</tr>
<tr>
<td>WS</td>
<td>2</td>
<td>Weak summary, but otherwise good</td>
</tr>
<tr>
<td>WA</td>
<td>2</td>
<td>Weak analysis, but otherwise good</td>
</tr>
<tr>
<td>AC</td>
<td>2</td>
<td>Analysis is mostly a continuation of the summary</td>
</tr>
<tr>
<td>M</td>
<td>X - 1</td>
<td>Subtitles Summary and Analysis are missing (used in combination with other grades)</td>
</tr>
<tr>
<td>R</td>
<td>X – 1</td>
<td>Reference or citation is missing (used in combination with other grades)</td>
</tr>
<tr>
<td>T</td>
<td>X/2</td>
<td>Late (used in combination with other grades)</td>
</tr>
<tr>
<td>WI</td>
<td>1</td>
<td>Weak; insufficient effort, poor choice of new development, superficial summary, incomplete analysis</td>
</tr>
<tr>
<td>SL</td>
<td>1</td>
<td>Hastily written, many grammatical and spelling errors or faults</td>
</tr>
</tbody>
</table>

Good and complete write-ups will be scored with a grade of G. To be recognized as excellent, they should reflect a research effort based on more than just the selected source. In other words, excellent submissions should relate the summarized source to other similar treatments of the topic, personal experiences, or the textbook.
Technology Impact Presentation

For each class it is assumed that you have read the assigned materials from the textbook. A lecture or presentation covering the same material would therefore be superfluous. What is important and interesting is how these concepts relate to your work environment, i.e., what “impact” they might have on your professional occupation. In a group such as this, a wide variety of organizational types and job functions are inevitably represented. Therefore, we can assume the existence of a variety of experiences and observations, which have the potential to enhance our knowledge and understanding. Although you are encouraged to contribute your observations whenever appropriate during class discussion, it is important to insure that everyone has an opportunity to describe in some detail how the concepts covered in class might relate to your work environment.

Therefore, each class several students will be assigned to present to the class experiences of their own or of which they know relating to the application of the concepts covered in the course. If you have no relevant work experience, you may research ways in which the concepts have been implemented either in the literature or by interviewing someone in your own or another organization.

This presentation should not reiterate what is in the assigned material, but should be designed to add value by expanding the horizon. For instance, Chapter 9 discusses various aspects of software and methodologies. If your organization implemented an Enterprise Resource Planning (ERP) system, for example, a description of why it was decided to do so, how it was implemented, and what the results would add significantly to our understanding of the applicability of such technology.

Textbooks are time-sensitive, especially in the field of IT. Some aspects are already out of date when the book is published. We must depend on literature, both popular and technical, to update the material. Therefore, part of your presentation might indicate any recent developments of which you are aware. If you feel that the new developments are significant enough to warrant devoting your entire presentation to them, please see or email me for approval.

Your presentation will be limited to ten minutes and you must employ visual support (e.g., PowerPoint presentation). Any other audio-visual material, which may be appropriate, may also be utilized. You should be prepared to conduct a class discussion after you present, which is limited to five minutes.

Please Note:

- The presentation must be done in a professional manner as if you were making a presentation to top management.
- You must employ "professional" audio/visual techniques. The PowerPoint presentation technology and Internet access will be available in class.
- BE CREATIVE!

Feedback

After your presentation, you will receive written feedback and a grade on the form shown on the last page.

Students with experience in business presentations have an advantage and normally do better, because of their improved communication skills. Even so, it has been my experience that two communication skills – the eye contact and the use of hands – are often a challenge. Please try to refer to the monitor or screen very sparingly by memorizing the presentation. This way, you will be able to keep a virtually continuous eye contact with the audience. You will also not need to hold notes, which will free your hands, so you can use them to stress important points. Please do not lean on the lectern, lock your hands in front of you, or stuff them into pockets. Just release them straight down when you do not use them to enhance your message.
Most frequent suggestions for improvement:

1. You did not include any personal commentary or analysis to your story.

2. Try to memorize the presentation, so you do not need to read from the screen, monitor, or notes. This would enable you to keep a virtually continuous eye contact with the audience.

3. You spent too much time talking while turned toward the screen, which prevented you to keep the eye contact with the audience.

4. Not holding notes would improve your use of hands.

5. Avoid locking your hands in front or resting them on your hips. Just release them straight down when not used to stress important points.

6. Do not stuff your hands into pockets.

7. Do not keep anything in your hands, unless necessary. Playing with objects like a pen or just your fingers may be distractive.

8. Assume a comfortable stand and keep it throughout the presentation. Walking around for no particular reason may be distractive.

9. The slides with bullet points were rather dry. Try to enhance the message by imbedding some graphics.

10. The slides were visible, but some were too busy and could not be fully explored in the available time.
Case Analysis Template

Environmental Considerations
List the top three major environmental considerations or more specifically, the three items of relevant importance with respect to the environment surrounding the company in the case, including competitive and economic forces, key corporate employees, industry implications, etc.

Problems
List the top three problems, issues, challenges, or opportunities that you feel capture the essence of what the company is dealing with in the case.

Alternatives
List one or two alternatives you feel will address one or more of the major problems identified above.

General questions for all alternatives:

- What problems does your alternative satisfy, or not, and at what cost?
- What are the positives and negatives of your alternative?
- What is the correlation between your alternative and the goals of the organization?
- Do you have a suggestion on how best to implement the alternative?
New Developments In Information Technology

Title of Article: “Insert article name here”

Reference: Author(s), *Periodical Name*, Date, p. X.

Summary of Article:

Include a brief summary here.

Key Points: (list the top three key points made in the article)

1. 
2. 
3. 

Impact/Significance: (NOTE: This section MUST be ½ of the page)

Describe the potential business impact (to you, your company, the industry, the economy, etc.) of this new development and why you consider it so significant.
Kellstadt Graduate School of Business  
MIS555 - Management of Information Technology  
Technology Impact Presentation Feedback

Student Name ____________________________________________ Date _____________

Subject of Presentation _______________________________________________________

Content
  Clear explanation of the main message or focus (2 points max.):
  Topic related to concepts in text (2):
  Presented a message (2):
  Added value (2):

Visual aids
  Visible to audience (1):
  Reinforced messages (1):
  Overall effectiveness (2):

Communication skills
  Vocal energy, volume, inflection (1):
  Eye contact (1):
  Body energy, stance, and use of hands (1):
  Enthusiasm (1):

Handling of Q & A (2):

Control of time (2):

Suggestions for improvement:

Grade _________ / 20
## Course Schedule

**MIS 555-201 – Winter 2015 - TUE 6:00 PM – 9:15 PM – DePaul Center 8203**

<table>
<thead>
<tr>
<th>Session</th>
<th>Date</th>
<th>Readings and Assignments (due prior to the start of class)</th>
</tr>
</thead>
</table>
| 1       | 1/6/15   | Course Introduction  
Case: Tektronix                                                                                                           |
| 2       | 1/13/15  | Chapter 1: Setting the Stage: Technology and the Modern Enterprise  
Case: United Services Automobile Association (USAA)  
Quiz 1  
Critical Questions for week 2  
New Development in IT #1 |
| 3       | 1/20/15  | Chapter 2: Strategy and Technology: Concepts and Frameworks for Understanding What Separates Winners from Losers  
Chapter 3: Zara: Fast Fashion from Savvy Systems  
Case: ZARA: IT for Fast Fashion  
Quiz 2  
Critical Questions for Week 3 and Responses for Week 2 |
| 4       | 1/27/15  | Chapter 4: Netflix in Two Acts: Making of an E-commerce Giant and the Uncertain Future of Atoms to Bits  
Chapter 5: Moore's Law: Fast, Cheap Computing and What It Means for the Manager  
Case: San Diego City Schools  
Quiz 3  
Critical Questions for Week 4 and Responses for Week 3  
New Development in IT #2 Due |
| 5       | 2/3/15   | Chapter 7: Understanding Network Effects  
Case: Partners Healthcare System  
Quiz 4  
Critical Questions for Week 5 and Responses for Week 4 |
| 6       | 2/10/15  | Chapter 8: Social Media, Peer Production, and Web 2.0  
Case: Binnj on the Apple iPad  
Quiz 5  
Critical Questions for Week 6 and Responses for Week 5  
New Development in IT #3 Due |
| 7       | 2/17/15  | Chapter 9: Facebook: Building a Business from the Social Graph  
Chapter 10: Understanding Software: A Primer for Managers  
Case: B2Bcs  
Quiz 6  
Critical Questions for Week 7 and Responses for Week 6 |
| 8       | 2/24/15  | Chapter 11: Software in Flux: Partly Cloudy and Sometimes Free  
Chapter 12: The Data Asset: Databases, Business Intelligence, and Competitive Advantage  
Case: Business Intelligence Software at SYSCO  
Quiz 7  
Critical Questions for Week 8 and Responses for Week 7  
New Development in IT #4 Due |
| 9       | 3/3/15   | Chapter 13: A Manager's Guide to the Internet and Telecommunications  
Case: The Triple Play (available on D2L)  
Quiz 8  
Critical Questions for Week 9 and Responses for Week 8 |
| 10      | 3/10/15  | Chapter 14: Information Security: Barbarians at the Gateway (and Just About Everywhere Else)  
Case: iPremier  
Quiz 9  
Critical Questions for Week 10 and Responses for Week 9  
New Development in IT #5 Due |
| 11      | 3/17/15  | Chapter 15: Google in Three Parts: Search, Online Advertising, and Beyond  
Chapter 6: Amazon.com: An Empire Stretching from Cardboard Box to Kindle to Cloud  
Case: Cisco Systems Architecture: ERP and Web-Enabled IT  
Quiz 10  
Critical Questions for Week 11 and Responses for Week 10 |