MIS 140
Management Information Systems
Course Syllabus for Fall Quarter 2014

Mon. 6:00 p.m. – 9:15 p.m.
Room: TBA

Instructor: Yujong Hwang, Ph.D.
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E-mail: yhwang1@depaul.edu
Office Hours: Mon/Thur 5:00 p.m. – 6:00 p.m.
and by appointment

Course Description
This course addresses how information systems (IS) may be developed and used to support business operations and management decisions. Students should become knowledgeable, effective users of information and information technology (IT), such as MS Access and Excel, with professional and managerial roles as knowledge workers in organizations. Weekly lecture notes will be posted on the D2L. Students are expected to download and review the notes before the class lecture. Successful students will follow class schedule and complete assigned chapter reading and are ready to apply the material in class discussions (PREREQ: none).

Course Objectives
Upon successful completion of this course, students should understand:

- the concept of an organization as a system; how information integrates the various parts of an organization; the nature of information; the information needs of managers, and how information systems support decision-making at all levels; effects of information technology on management processes, including existing and emerging forms of e-commerce.
- strategic uses of IT; how management information systems are developed and managed to help users meet their information needs; user roles in MIS development; how to communicate effectively with IS professionals.
- how and why to use several types of IT, such as MS Access and Excel, for problem solving and collaboration
- how to apply this knowledge and these skills to managing organizations
- ethical and legal issues with IT management.

Course Material
Management Information Systems for the Information Age, by Haag & Cummings, used or current edition, Irwin/McGraw-Hill &
http://fac.comtech.depaul.edu/yhwang1/MIS140_Files.pdf
Grading

The grading components are as follows:

- Midterm Exam 25%
- Final Exam 35%
- Problem Set 15%
- Group Project 15%
- Class Participation 10%

Exams

There will be two closed book and closed note exams. The exams will include a combination of objective questions, short answer questions, and applied problems. *Absence from an exam will result in a grade of zero unless the exam is missed due to a verifiable illness or family emergency on the exam day and permission from the instructor has been obtained prior to the exam*. In the event of an excused absence from an exam, either a make-up will be given, or another exam or assignment will be weighted more heavily.

Problem Set

There will be problem set (PS) for Excel/Access. *These problem set is individual assignments. Hence, all your printouts and other outcomes submitted for these assignments must be out of your own work*. Any student who violates this rule or who knowingly assists another to violate this rule shall be subject to academic discipline. This PS will be directly related to the topics discussed in the Excel/Access Lab classroom. Due date of these PS are specified in the class schedule. *The PS should be submitted at the beginning of class. Late PS will not be accepted. No hand-written PS will be accepted.*

Group Project

There will be two group projects – (1) article presentation and (2) final interview project – 7.5% each for 15% of group project score. Both presentations will be prepared with 10-15 power-point slides for up to 15 minutes presentation. The groups will be assigned randomly by an instructor, if you have no preference. The detailed description of project will be instructed in the class.

Class Participation

Students are expected to study the assigned course readings for a given day before coming to class and actively participate in the class activities. During class, students may be asked to solve problems related to the assigned readings or called upon to discuss issues covered in the assigned readings. The quality of solving problems, answering questions, and discussing readings will significantly determine class participation credit. In addition, criteria for the credit include attendance, punctuality, and attitude toward learning. Tardiness disrupts the flow of class activities and often leads to having to repeat announcements or
instructions. Entering and leaving the room during class similarly distracts both students and instructor and conveys a disregard for the material being discussed. During class, I encourage you to engage in critical thinking, to challenge ideas without showing disrespect for others' ideas. Please use judgment when raising issues in class - do not waste the class's time on a personal matter - instead see the instructor one-on-one. Effective participation has much more to do with the quality than with the quantity of your interaction. In other words, those who attempt to dominate air time for its own sake without contributing to the advancement of the discussion will not be rewarded for it. Those students who severely interrupt with or disrupt normal course activity will be awarded no participation points. Please note that you are required to turn off your mobile phone before the class starts.

Attendance will be taken regularly. In this course, a student who misses more than 20 percent of attendance checks, whether excused or unexcused, will be awarded no participation points. If you anticipate excessive absences, you must submit a written request and receive prior approval from the instructor before the last day to change schedule.

Final Grade
Final letter grades are not determined according to a "curve" that specifies in advance the proportion of people to receive each grade. Instead, letter grades are determined according to the percentage of possible credit achieved by each student, computed by adding together scores for individual grading components. Every student can check his/her updated grade using the D2L after the grading. The cutoff points to assign letter grades are typically as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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</thead>
<tbody>
<tr>
<td>A (4.0):</td>
<td>94 or higher</td>
</tr>
<tr>
<td>A- (3.7):</td>
<td>90 or higher but lower than 94</td>
</tr>
<tr>
<td>B+ (3.3):</td>
<td>87 or higher but lower than 90</td>
</tr>
<tr>
<td>B (3.0):</td>
<td>84 or higher but lower than 87</td>
</tr>
<tr>
<td>B- (2.7):</td>
<td>80 or higher but lower than 84</td>
</tr>
<tr>
<td>C+ (2.3):</td>
<td>77 or higher but lower than 80</td>
</tr>
<tr>
<td>C (2.0):</td>
<td>74 or higher but lower than 77</td>
</tr>
<tr>
<td>C- (1.7):</td>
<td>70 or higher but lower than 74</td>
</tr>
<tr>
<td>D+ (1.3):</td>
<td>67 or higher but lower than 70</td>
</tr>
<tr>
<td>D (1.0):</td>
<td>60 or higher but lower than 67</td>
</tr>
<tr>
<td>F (0.0):</td>
<td>lower than 60</td>
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</table>

Class Policies
Lecture Notes
Lecture notes of this course will be available from the D2L before the lecture. You are strongly encouraged to download the files, print the slides, and use them for note-taking. Also, there will be frequent announcements on the D2L. Please check them before the class.
**Academic Misconduct**

The DePaul Student Handbook states: Violations of academic integrity include but are not limited to the following categories: cheating; plagiarism; fabrication; falsification or sabotage of research data; destruction or misuse of the university's academic resources-alteration or falsification of academic records; and academic misconduct. Conduct that is punishable under the Academic Integrity Policy could result in additional disciplinary actions by other university officials and possible civil or criminal prosecution.

Full text located at [http://condor.depaul.edu/~handbook/code17.html](http://condor.depaul.edu/~handbook/code17.html)

**Accommodation for Students with Disabilities**

Any student in this class who has a documented visual impairment, hearing disability, or any other disability should contact the instructor during the first week of class to discuss and arrange any instructional accommodation that may be necessary.

**Instructor and course evaluations** provide valuable feedback that can improve teaching and learning. The greater the level of participation, the more useful the results. As students, you are the unique position to view the instructor over time. Your comments about what works and what doesn’t can help faculty build on the elements of the course that are strong and improve those that are weak. Isolated comments from students and instructors’ peers may also be helpful, but evaluation results based on high response rates may be statistically reliable (believable). As you experience this course and material, think about how your learning is impacted. Your honest opinions about your experience in and commitment to the course and your learning may help improve some components of the course for the next group of students. Don’t miss this opportunity to provide feedback!

**Code of Conduct**

Full text located at [http://accountancy.depaul.edu/contents/currentstudents//AccCodeofConduct.doc](http://accountancy.depaul.edu/contents/currentstudents//AccCodeofConduct.doc)

**Final Note**

On a final note, if you have any concerns or problems during the course, feel free to contact me. I will attempt to resolve them to the best of my ability. You can see me during my office hours or call me at my office (312-362-5487) to set up an appointment. You can also get a response to a quick question or concern via e-mail (yhwang1@depaul.edu).
# Class Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topics</th>
<th>Readings</th>
<th>Note</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Sep. 15</td>
<td>Class Orientation&lt;br&gt;Information Age</td>
<td>Ch. 1</td>
<td></td>
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<tr>
<td>2</td>
<td>Sep. 22</td>
<td>Computer Hardware &amp; Software&lt;br&gt;IT for Competitive Advantage</td>
<td>ELM A&lt;br&gt;Ch. 2</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Sep. 29</td>
<td>Databases Management Systems (MS Access)&lt;br&gt;Designing E-R Diagramming</td>
<td>Ch. 3&lt;br&gt;ELM C</td>
<td>Article 1, 2</td>
</tr>
<tr>
<td>4</td>
<td>Oct. 6</td>
<td>Decision Support Systems (MS Excel)&lt;br&gt;Review for Midterm</td>
<td>Ch 4</td>
<td>Article 3, 4</td>
</tr>
<tr>
<td>5</td>
<td>Oct. 13</td>
<td><strong>Midterm Exam</strong></td>
<td></td>
<td></td>
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<tr>
<td>6</td>
<td>Oct. 20</td>
<td><strong>MS Excel/Access Lab Class</strong></td>
<td>ELM J&lt;br&gt;Lab Class&lt;br&gt;Article 5</td>
<td></td>
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<tr>
<td>7</td>
<td>Oct. 27</td>
<td><strong>MS Excel/Access Lab Class</strong></td>
<td>ELM D &amp; supplement&lt;br&gt;Lab Class&lt;br&gt;Article 6</td>
<td></td>
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<tr>
<td>8</td>
<td>Nov. 3</td>
<td>Electronic Commerce&lt;br&gt;Systems Development</td>
<td>Ch. 5&lt;br&gt;Ch. 6</td>
<td>Article 7, 8</td>
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<tr>
<td>9</td>
<td>Nov. 10</td>
<td>Protecting Information&lt;brEmerging Technologies &amp; Review for Final</td>
<td>Ch. 8&lt;br&gt;Ch. 9</td>
<td>PS due&lt;br&gt;Article 9, 10</td>
</tr>
<tr>
<td>10</td>
<td>Nov. 17</td>
<td>Final Interview Group Project Presentation</td>
<td></td>
<td>Interview Project report due</td>
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<tr>
<td>11</td>
<td>Nov. 24</td>
<td><strong>Final Exam</strong></td>
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This schedule is tentative. It provides a general plan for the course; deviations may be necessary depending on the class progress.
Final Structured Interview Group Project

Due: On the Final Group Project Presentation date – One week before Final Exam
15 minutes’ group presentation with 10-15 power point slides. Project Report up to 5 page written report that shows questions and responses from the interviewee should be submitted on the presentation date.
Grading: Interview project (7.5%) and article presentation (7.5%) are 15% of your total grade

Objective:
The objective of this assignment is to:
(a) provide career guidance and insight related to the IS profession.
(b) establish realistic expectations that help future course selection and internship activities.
(c) create potential contacts for future positions or advise (mentoring).
(d) provide real world insight on the sequence of steps of an IS development process.

Identify an experienced (5 years or greater in the field) IS professional or systems development participant (accountant, marketing manager, operation manager, and so forth) that has been involved in the entire process of implementation of an information system within his/her organization. Conduct and write-up structured interview. Be sure to place interviewees name, title, and the name of the organization they work at the top of the paper. Use the EXACT questionnaire format below to prepare your written assignment.

Suggested sources of interviewees: Try contacting the following: IS personnel in the organization which you are employed; if not employed, use the entree of a family member or friend; contact an IS professional that heads the IS operations of a Chicago based company: Banks, insurance companies, retailers, law firms, etc. Use your ingenuity!

Remember: You will be representing yourself and the University. Be professional! Write a thank you letter!

Contents: Conduct a structured interview that addresses the following questions and present the responses in the class:

1) Name of organization, location, number of company employees, number of IS employees.
2) Generally, what type of IS technology do you use (i.e., client-server; mainframe /mini based; network; languages used)?
3) What IS functions within this company are outsourced (i.e., programming; consulting/planning; operations; networking; end-user support; technical maintenance)?
4) What is your title and responsibilities in your job?
5) What department are you in and what is the relationship between your job and the rest of the organization?
6) How long have you been in this job? What did you do before assuming this job (career ladder to present)?
7) How did you become interested in a career in information systems?
8) What do you like about what you do?
9) What do you not like about what you do?
10) What formal education and training did you have prior to assuming your job?
11) What general advises to you have for a student that wants to make information systems their career?