Course Syllabus
MIS 8640 – Information System Management and Planning
Fall Semester, 2015
3.0 Credit Hours

Instructor:
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Course Meetings:
• Monday: 7:10 PM – 10:10 PM FCB 369

Office Hours:
• Monday 2:00 PM - 5:00 PM or by appointment

Course Overview:
What we know: 1) firms who deliver the right information, to the right place, at the right time, have more effective business processes; 2) firms that train their people to effectively use information and technology are more agile; and, 3) firms that leverage network relationships via IT can establish competitive advantage. Therefore, Strategic Information Systems (IS) Management is a critical activity of the knowledge-based enterprise.

However, with the heightened role of IS come both opportunities and uncertainties for business leaders who often question the potential impact, cost, and applicability of a broad spectrum of IT for strategic information management. This course addresses critical strategic IS management issues by providing students with overarching evaluative frameworks combined with a practical “real world” approach. Skills developed in this course will aid future IS practitioners and scholars in evaluating IT and information management strategies and in improving business processes.

This course specifically will address information systems planning and management for the corporate executive and information systems manager. Topics will emphasize strategy and information systems, information as a critical resource, and its role in policy and planning. The role of competitive, environmental,
organizational and social issues in business strategy, planning and success, as related to the role of information and IT will be addressed.

Course Prerequisites:
MIS 7605, MIS 7610

Texts and Related Materials:
- I am avoiding the use of a traditional text ($200+ price range). In addition, I will provide you with most reading materials that will be needed in the class. While I will continue to try to keep your materials at a low cost, I reserve the right to ask you to purchase additional materials as the semester progresses;
- You must also purchase 4 teaching cases from Harvard Business School Press each at $3.95. Please follow this link https://cb.hbsp.harvard.edu/cbmp/access/38620072 to access the HBSP website. First register on the HBSP site and then acquire cases.
- Supplemental readings: articles, cases, and Internet resources will be utilized throughout the course.

Course Objectives:
The objectives of this course are:
- To explore the impact of strategic applications of IT and information management on organizations and to introduce methods for leveraging information resources in support of competitive strategies.
- To provide future managers with frameworks that will allow them to position rapidly changing information technologies where they will have the greatest strategic benefit.
- To explore concepts associated with effective information management.
- Recognize how enterprise IT architecture acts as an integral part of strategic management.
- Understand why comprehensive IT governance impacts organizational success.
- Analyze and critique different approaches to designing and governing enterprise IT, as documented in published case studies.

Fogelman College: Learning Outcomes for Your Degree:
This course is designed to help you to meet the overall learning objectives for the MSBA degree offered at the Fogelman College. You should take time to become familiar with the overall learning objectives as a MSBA student. See: http://www.fcbeassessment.net/LearningOutcomes/MSBADegreeLearningOutcomes.pdf
**Course Methodology:**
The course will consist of a combination of lectures, in-depth discussion of real-world business problems as outlined in case studies and spontaneous active learning exercises. Mastery of the assigned material will be determined primarily by student performance on exams and the *quality* of participation on case discussions and contribution on presentations and projects. Analytical writing and presentation skills will provide an integral resource for completion of projects.

**Professor’s Expectations:**
You should assist the instructor in creating a positive, supportive environment for learning. Past experience with graduate students has proven that the professor, as course instructor, will serve as only one source of the class’s learning. A portion of learning will also derive from in-class discussions, the discussions held in informal conversation and group meetings, as well as from individual contemplation of course readings and projects. All participants in the class should be considerate of the other class participants and treat them (as well as their opinions) with respect. The class will operate under the assumption that any and all feedback offered is positive in nature and that the intentions of the person(s) providing feedback are strictly honorable. Insensitivity in this area will not be tolerated.

Please do not use electronic devices in the classroom; these include but aren’t limited to wireless devices such as cell phones, music players, tablets and laptops (for any use other than taking notes or other class related activities—no chatting online during class!).

**Schedule of Class Activities:**
A specific schedule of class activities will be provided (see the eCourseware class website). The instructor reserves the right to make changes in this schedule as circumstances dictate. The eCourseware class website will update periodically so check for new materials or changes daily. Changes will also be announced in class. Any student not attending class is responsible for obtaining this information.

**Grading and Evaluation Criteria:**
Graded Students Activities:
- Exams and Quizzes: 35%
- Projects and Assignment: 45%
- Class Participation and Case Discussion: 20%

Final grades will be based on average score of course requirements. Please discuss any concerns you may have about the grading policy as early as possible in the semester. The following grading scale will be used.

<table>
<thead>
<tr>
<th>Points percentage</th>
<th>Letter grade</th>
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<tbody>
<tr>
<td>90 - 96.9; 97 – 100</td>
<td>A, A+</td>
</tr>
<tr>
<td>80 - 86.9; 87 - 89.9</td>
<td>B, B+</td>
</tr>
<tr>
<td>70 - 76.9; 77 - 79.9</td>
<td>C, C+</td>
</tr>
<tr>
<td>60 - 66.9; 67 - 69.9</td>
<td>D, D+</td>
</tr>
<tr>
<td>&lt; 59.9</td>
<td>F</td>
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**Exams Schedule:**

There will be two major examinations in this course. Exams may be in mixed format; a combination of true/false, multiple choice, and essay questions. All students are expected to be present and on time for all course exams. Make up exams will not be considered unless there is a documented, university-approved student emergency. If a legitimate emergency arises, a student will need to discuss the situation with me (in person or on the phone) prior to the exam or as soon after the emergency as possible. If written approval for a makeup exam is not secured from the instructor prior to the exam time, then it is very unlikely that a makeup exam will be granted. The final exam will be scheduled according to the Registrar’s academic calendar for final examinations unless notified otherwise.

**Projects:**

There will be projects assigned during the semester. Details regarding the projects will be discussed in class.

**Homework and Case Preparation:**

There will be cases, homework, and readings assigned throughout the semester. These assignments will be posted on the website. You are responsible for accessing the class eCourseware website, finding out about homework and case requirements, and completing them (including submission) according to instructions on the website. Assignments will be completed outside class, and late assignments will not be accepted.

**Case Participation:**

Your class participation points are dependent on participation in class and case discussions. For useful and high quality case discussion to occur, it is essential that you be thoroughly familiar with the case reading, as well as reading the assigned articles and text material. I suggest you prepare the case alone. Then, if possible, discuss it with several classmates prior to our full class discussion. For a good participation grade, you should do things like: (1) attend class and participate actively in all case discussions, (2) apply conceptual material to cases, (3) do readings and apply them in the discussion, (3) integrate comments from classmates, (4) recollect something said previously in the discussion that is important to the current discussion, (5) integrate material from several places into a case discussion, (6) draw parallels (or contrasts) from previous classes or cases, (8) briefly link a relevant experience you have had, or (7) generally demonstrate that you have not only read the case but also given it some careful thought with a recommended course of action that you can support. Saying something "wrong" occasionally or at times losing your train of thought will not be penalized. I look for a logical flow of argument and the thought process involved. The trick is to paint a picture of yourself as an informed and active contributor to the class' understanding of the case material. As Nike™ says, "Just Do It!" (And have fun). I reserve the right to pick students at random for discussion of the case. I will evaluate your contribution after each case, and your overall case grade will be an average of your performance. Obvious lack of preparation will be noted. To get credit for your in-class contribution, I must know who you are. Bring a name card to each class or state your name slowly and clearly before offering your contribution. I'm looking for quality and value in your remarks. I may also administer short objective quizzes for selective cases.

**Class Attendance:**

Students are expected to attend all class meetings, arrive on time and are expected to stay until the scheduled ending time. To that end, coming to class prepared to offer high-quality (not necessarily high quantity) insights, making a positive contribution to your group, contributing to and giving professional presentations and the
timely completion of high-quality projects will serve to enhance the learning environment and the student’s class performance. Tests are to be taken on time. No makeup exams will be given.

**Academic Integrity:**

The University of Memphis has clear codes regarding cheating and classroom misconduct. Please refer to the Student Handbook section on academic misconduct for a discussion of these codes. We will strictly adhere to the University guidelines for academic integrity.

**Grade Appeals:**

If you are not satisfied with your grade on an exam or assignments, I am willing to review the situation. You may submit a brief written summary (or email) of the situation, along with a justification of why you believe a better score is warranted. Three key rules apply to a grade appeal: 1) You must submit your appeal within one week of receiving the grade; 2) When reconsidering your grade, I will re-grade the entire assignment and reserve the right to change the grade higher or lower on any portion of the assignment if an appeal is requested; and 3) class time will not be spent to discuss grade appeals.

**Student Services**

Please access the [FCBE Student Services](#) page for information about:

- Students with Disabilities
- Tutoring and other Academic Assistance
- Advising Services for Fogelman Students
- Technical Assistance