Course Syllabus
MIS 7650-M50 – Information Systems Global Enterprise
Fall Semester, 2020
3.0 Credit Hours
(Last updated: 8/9/2020)

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Office Hours: Virtual meetings/phone calls can be scheduled at mutually convenient times.

Course Overview:
Information systems and their roles and applications in global enterprises, including conceptual foundations, business applications, impacts on organizational behavior, and how IT may be used to implement global strategies to gain competitive advantage.

Pre-Requisites/Co-Requisites:
MBA student in good standing.

Required Texts (and Related Materials):


Location of Course Materials:
This is an online course and all course materials (lectures, discussion topics, news, etc.) are located on the eCourseware website (opens in new window).
Course Learning Objectives:

- Develop a working knowledge of terms and acronyms commonly used in the field of contemporary information systems and technology (IS/IT).
- Understand how IS/IT systems are used by 21st organizations to operate more efficiently and effectively.
- Describe the activities and components associated with building and managing an IS/IT infrastructure.
- Build an awareness of ethical decision-making in the selection and use of IS/IT within organizations.

Fogelman College: Learning Outcomes for Your Degree

The Fogelman College has established learning goals for all degrees. You should take a few minutes to review the MBA Program Learning Goals (new window).

Course Methodology

This course has been designed to primarily be an online course, and as such will consist of a combination of narrated (online) lectures, in-depth online discussions of real-world emerging technologies, and discussions as outlined in case studies and spontaneous active learning exercises. Mastery of the assigned material will be determined primarily by student performance on quizzes, the quality of individual and group participation, individual and group presentations, and course deliverables (outlined below).

Professor's Expectations of Students:

In general, you should assist the instructor in creating a positive, supportive environment for learning by staying engaged in the course, preparing for class, actively participating in all discussions, turning in assignments by their assigned due dates, actively managing your university-provided email account, and staying abreast of course announcements and policies by reviewing the syllabus and eCourseware site frequently.

Student's Expectations of the Professor:

In my role as your instructor, there are certain things you can expect from me: a well-organized and engaging learning environment, response to emails within two (2) business days, and timely feedback on all work submitted, typically within 7-10 calendar days.
Grading and Evaluation Criteria

Over the semester, you will have a variety of opportunities to earn points towards your final (overall) letter grade in this course. This section of the syllabus describes the assessed work you will be doing and how overall (final) letter grades will be computed.

Final Course Grades

Final course grades are earned according to the following table:

<table>
<thead>
<tr>
<th>Point Range</th>
<th>Assigned Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>900-1,000 Points</td>
<td>A</td>
</tr>
<tr>
<td>800-899 Points</td>
<td>B</td>
</tr>
<tr>
<td>700-799 Points</td>
<td>C</td>
</tr>
<tr>
<td>600-699 Points</td>
<td>D</td>
</tr>
<tr>
<td>&lt; 600 Points</td>
<td>F</td>
</tr>
</tbody>
</table>

Your overall grade for the semester is based on how well you perform on a mixture of formal activities including individual projects, discussions, quizzes, and team-oriented projects. A detailed description of each of the assessed activities can be found after the scoring summary table below.
Summary of Course Deliverables & Graded Activities

Points earned on the assessed activities will be distributed as follows:

<table>
<thead>
<tr>
<th>Assignment/Deliverable</th>
<th>How Delivered</th>
<th>Type (Independent or Team)</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scavenger Hunt</td>
<td>Quiz</td>
<td>Independent</td>
<td>25</td>
</tr>
<tr>
<td>Personal Introduction Discussion</td>
<td>Discussion</td>
<td>Independent</td>
<td>25</td>
</tr>
<tr>
<td>Article 1: Role of IT in Organizations</td>
<td>Discussion</td>
<td>Independent</td>
<td>50</td>
</tr>
<tr>
<td>Article 2: IT Infrastructure</td>
<td>Discussion</td>
<td>Independent</td>
<td>50</td>
</tr>
<tr>
<td>Article 3: Software Applications for 21st Century</td>
<td>Discussion</td>
<td>Independent</td>
<td>50</td>
</tr>
<tr>
<td>Article 4: Ethics - The Digital Divide</td>
<td>Discussion</td>
<td>Independent</td>
<td>50</td>
</tr>
<tr>
<td>Article 5: Disruptive/Sustaining Innovation</td>
<td>Discussion</td>
<td>Independent</td>
<td>50</td>
</tr>
<tr>
<td>AHA Report (3 500-word AHAs)</td>
<td>Dropbox</td>
<td>Independent</td>
<td>120</td>
</tr>
<tr>
<td>Group Project Part 1: Project Plan</td>
<td>Dropbox</td>
<td>Team</td>
<td>60</td>
</tr>
<tr>
<td>Group Project Part 2: Narrated/Annotated PowerPoint on YouTube</td>
<td>Dropbox</td>
<td>Team</td>
<td>190</td>
</tr>
<tr>
<td>Essay Quiz #1</td>
<td>Quiz</td>
<td>Independent</td>
<td>165</td>
</tr>
<tr>
<td>Essay Quiz #2</td>
<td>Quiz</td>
<td>Independent</td>
<td>165</td>
</tr>
<tr>
<td>Total Points</td>
<td></td>
<td></td>
<td><strong>1,000</strong></td>
</tr>
</tbody>
</table>
**Personal Introductions.**

The very first activity will be for you to post a personal introduction in the online course area and share a little bit about yourself. This is a fun activity and will give you an opportunity to learn more about others in the class and build connections. (Value = 25 pts)

**Scavenger Hunt.**

The scavenger hunt is a quick and fun way to learn how to navigate this course so you can operate independently and find what you need throughout the semester. During the first week of class you will be asked to complete a 10-question quiz that tests your knowledge of important attributes about the online course space (due dates, descriptions of assignment activities, etc.) The goal is for you to score 100% on this activity and you can take it up to three times. (Value = 25 pts)

**Article Posts with Replies.**

In the field of technology, staying on top of current trends is central to being equipped with the most relevant and useful information (and thereby being viewed as knowledgeable in a competitive marketplace). The purpose of this activity is to help you learn how to be more self-sufficient in staying current on technology-related news through the process of submitting short summaries of articles you have researched with the focus on contemporary news related to the field of MIS. There will be five (5) Article Post submissions over the course of the semester each aligned with specific units. (Value = 5 @ 50 pts, 250 pts total).

**Virtual Team Project.** For this project, students will work in their assigned groups utilizing various online collaboration tools to complete a 2-part project. The project will focus on assessing the IT organization of one of your team’s employers. The assessment will be conducted along several IT dimensions (described below). (Value = 1 @ 250 pts total).

**Virtual Team Collaboration.** Since this is an online course, we have the opportunity to work in a heavily virtual manner, utilizing online collaboration tools. The collaboration tools I would like you and your team to use include:

- Google Docs (or “Drive” as it’s now called) – for document creation and editing. Note: do not use Word and then upload .doc files to Google Drive. Do your work completely in Google Drive (you’ll thank me later)
- Google Drive’s “discussion” feature – for real-time chatting while working synchronously (at the same time) on your Google documents with your teammates
- Google Drive’s “comment” feature – for communication when working on your Google documents asynchronously, i.e., not at the same time
- Google+ “hangouts” – for video conferencing (Note: you will need access to a smartphone camera or PC webcam and microphone for this)
- Email (only to the extent that Google Docs uses email to notify teammates that the document has been revised, etc.)

Before you embark on the project, make sure that your entire team has access to your Google Drive Site (new window).
**Sharing Documents with Google Drive.** Google Drive will be the document-sharing platform used by your team throughout the project. Each team will then create and share all materials (documents, Gantt charts, etc.) with the Google Drive applications. All written documents will be created as Google Drive “Docs,” and the project plan Gantt chart will be created as a Google Drive “Sheet.” Each team member should familiarize themselves with these easy-to-use applications.

If you are new to using Google Docs, below are some useful Youtube videos to help you get started:

- An [Introduction to using Google Docs (new window)](#)
- Instructions on [How to open a Google account without a Gmail account (new window)](#): 
- Instructions on [Sharing documents using Google Docs (new window)](#)

**Team Project Part 1: Project Plan.** For the first phase of the project, your team will create a project plan outlining the activities, responsibilities, and due dates required for this class project. The project plan will be in the form of a simple Gantt chart using a Google Drive “Sheet” (i.e., a spreadsheet). Here is a sample to let you know what I’m looking for (see Chapter 14 for more information on Gantt charts):

![Sample Project Plan Gantt Chart](Image)

On the assigned due date, one member of your team will first download the Google Drive spreadsheet as an Excel (.xls) file (click on “File,” and then “Download as”), and then upload this file to the eCourseware Dropbox.

**Team Project Part 2: The Corporate IT Assessment.** For this project you will conduct a comprehensive investigation and assessment of the IT function of an organization. This includes a discussion of hardware, software, systems, people, and strategy, as described below.

The organization you select is up to you, but typically is an organization where at least one of the team members work. Please note that this is a corporate assessment, not just an assessment of one’s department. The nature of the project also requires that the organization be larger than a small
company. For extremely large companies, a division of said company may suffice. If you are having difficulty in determining which organization to assess, please contact me.

Typically, you will have to seek out IT leaders from around the organization to get the kind of information required for this project. Also recognize that sometimes this level of detail is considered “internal use only,” so you may have to mask or be intentionally vague in areas where IT provides a competitive advantage. However, this is usually just a very small part of the overall IT function.

The deliverable for the assessment is a narrated PowerPoint presentation posted on YouTube (as an “unlisted” video). The presentation should be 20-25 minutes in length and should outline details in each of the areas described below. This is a fairly exhaustive list of areas, but if there are other areas you feel merit assessment, feel free to add them. These areas are listed in no particular order, so discuss the areas in the sequence that you think tells the story best. The presentation will be evaluated on completeness, level of detail, level of analysis, as well as quality in terms of slide design, narration, and sound quality.

One member of your team should upload the URL of the “unlisted” YouTube presentation created by your team to the appropriate folder in the Dropbox.

Your assessment presentation should include analyses in the following areas:

**IT infrastructure**
- Main hardware systems (make, models, applications supported by system)
- Telecommunication systems (who provides networks, topologies used, voice, data support)
- Insourced/outsourced (which systems?)

**Primary systems software** (DBMS’s used, operating systems used)
- Primary vendors relied on

**Enterprise applications**
- Primary applications used to conduct the organization’s primary business
- ERP’s (yes/no, if yes, which ones?)
- CRM’s (yes/no, if yes, which ones?)

**Mobile computing applications, if any**
- Importance of mobile platforms to the organization

**Electronic commerce**
- B2B?
- B2C?
- Describe organization’s strategy, applications, and systems used to support it

**Social media presence**
- What social media platforms are used, in what capacity?
- Is the organization taking full advantage of the power of social media?

**Business intelligence/Big Data/Data analytics**
- Describe presence of these systems, where used, for what purpose
Knowledge management/Decision support
- Describe systems used to support organizational activities in these areas
- Where are they being used, to what benefit?

Data security
- Assess maturity of security policies, security exposures, potential threats/risks to systems

Application development methods
- Are applications developed in-house, purchased off-the-shelf, “rented” from the cloud?
- How are systems developed? Prototyped, Agile, SDLC?
- Provide examples, if possible

IT management/Staff
- Size of staff, responsibilities
- Head IT leader, whom he/she reports to in the organization
- Presence of external consultants, developers, etc.

IT strategy and how it supports the organization’s mission
- Describe presence of, and content of the IT strategy
- How well is it aligned with corporate strategy?
- How does the rest of the organization view the IT function?

Overall assessment
- After surveying all of these dimensions, what are the organization’s strengths? Weaknesses? Opportunities for improvement?

Individual AHA! Report. Hopefully throughout the semester, students will occasionally gain deeper learning/insights that they will find especially useful in their personal or professional lives. I call these kinds of insights “AHA’s!” because they often occur to us seemingly out of nowhere. These AHA’s are not usually fact-based pieces of information but are usually integrative ideas about how to apply IT in personal professional lives, how to interact with others, or perhaps how to be more effective in your endeavors. To this end, every week or so (or more often if the student prefers), each student should think deeply (i.e., reflect) on their thoughts and sentiments as it relates to the course (e.g., principles discussed, technologies used in the course, online vs. traditional learning, personal experiences from the course or team project, etc.), and write down their thoughts that might be “AHA-worthy.” Towards the end of the semester, students will review their collection of thoughts from throughout the semester and will use that information to identify their three (3) best/most useful AHA’s. Each AHA will be approximately 500 words in length, and the final 1500-word paper will be uploaded as a single Microsoft Word document (.doc or .docx) to the eCourseware Dropbox on the published due date. (Value = 3 @ 40 pts, 120 pts total).

Quizzes. Two online quizzes will be given during the semester to give you an opportunity to earn points for your content knowledge of the textbook and online lectures (see schedule). The format is short essay, and they are timed. (Value = 2 @ 165 pts, 330 pts total).
Final Exam Schedule. There will not be a final exam for this course. Courses that do have final exams will schedule them according to the Registrar’s Academic Calendar website.

Schedule of Activities

For a complete semester schedule of readings, activities, and due dates for assignments, please refer to the “Course Schedule” that can be found in the online course area under “Getting Started”.

Course Policies

E-mail:

All students are required to maintain and access their University of Memphis (@memphis.edu) email account. You will receive all official course correspondence at this email account. Any inability to receive incoming mail in a timely fashion (e.g., not regularly checking your email, having a “full mailbox” condition, etc.) is the student’s responsibility.

Attendance:

Since this is an online class taught asynchronously, there will be limited face-to-face scheduled meeting times. Thus, formal attendance will not be taken. However, you are expected to stay active and engaged throughout the academic term and keep up with the schedule of activities. Your full engagement in the class begins on the first day of the semester and should be maintained until the last assignment is submitted. For students receiving federal student loans, any lack of engagement in the course may be treated as non-attendance and potentially impact access to student loans in the future.

Adding / Dropping:

If you have questions about adding or dropping classes, please refer to this page on the Registrar’s website (opens in new window).

Academic Integrity:

The University of Memphis has clear codes regarding cheating and classroom misconduct. If interested, you may refer to the Student Handbook section on academic misconduct for a discussion of these codes. Note that using a “Solutions Manual” is considered cheating. Should your professor have evidence that using a “Solutions Manual” has occurred, he/she may take steps as described on the campus’ Office of Student Conduct website (opens in new window). If you have any questions about academic integrity or plagiarism, you are strongly encouraged to review the Fogelman College’s Website on Academic Integrity (opens in new window).

Participation:

To be successful in this course as a student, you must stay active and involved throughout the entire semester. Students are expected participate in all interactive aspects of the course. You should also regularly communicate with the instructor as part of your overall learning experience, check into the course frequently for announcements (usually on the course home page), and actively participate in threaded discussion events (both formal and informal). A good rule of thumb is to plan on logging into the course at least three times each week.
Classroom or Online Behavior:

All participants in the course should be considerate of the other course 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. If you have any questions about online communication, you should review the Fogelman College’s Netiquette website (opens in new window).

Late Assignments:

Assignments and projects may be submitted anytime up to and including the date due. Please review all information in this syllabus and related “Course Activity Summary / Schedule” for all due dates for formally assessed work. Late assignments will not be accepted.

Extra Credit:

There is no extra credit offered in this course. Your final grade will be computed based on your work on the formal/assessed activities previously described in this syllabus.

Reporting Illness or Absence:

Due dates and deadlines have been established for each graded assignment. In this course, deadlines are taken very seriously. Please do not wait until the last day to submit assignments or to take quizzes and exams. If an emergency should arise, it is the student’s responsibility to contact the instructor prior to the deadline to discuss the matter. A deadline extension will be considered only if all of the following conditions are met:
(1) Extreme emergency and (2) Instructor contacted prior to the due date.

Inclement Weather (not relevant for online courses):

In the event that inclement weather requires the cancellation of classes at The University of Memphis, local radio and television media will be immediately notified. Additionally, The University of Memphis has established an Inclement Weather Hotline at 678-0888 as well as LiveSafe (opens in new window), an emergency alert text messaging service to students, faculty and staff. This optional service is used in the event of an on-campus emergency, an unscheduled university closing, or a delay or cancellation of classes due to, for instance, inclement weather.

Syllabus Changes:

The instructor reserves the right to make changes as necessary to this syllabus. If changes are necessitated during the term of the course, the instructor will immediately notify students of such changes both by individual email communication and posting both notification and nature of change(s) on the course bulletin board.

Student Services

Please access the FCBE Student Services (opens in new window) page for information about:

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