MANAGEMENT INFORMATION SYSTEMS

School of Business, College of Charleston

INFM 220 | Fall 2021 | Section: 06 | CRN: 12336

Course location: Hybrid (Asynchronous)

Meeting times: Tuesdays 5:30 PM - 6:45 PM (In Person) | Thursdays (Online – Asynchronous)
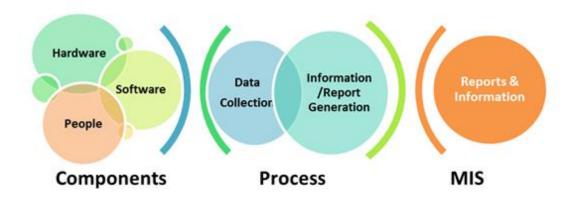
Course Prerequisite: Sophomore Standing

Professor: Brittany A. Denis**,** PMP, ITIL, Lean Six Sigma

Office: Bell Building 407 J | Beatty Center 420 (By Request)

Office Hours: Mondays 4:00 PM – 5:00PM | By appointment - Please schedule at least a day in advance if possible.

Contact: DenisBA@cofc.edu

COURSE OVERVIEW & OBJECTIVES

Introduction of contemporary information systems concepts. Students will gain experience and training on advanced functionality in Excel to support information management and to solve structured business problems. Students will be introduced to business analytics to explore the capabilities and challenges of data-driven decision making. Topics include also ethical issues associated with technology.

WHY MIS MATTERS

This may be the best course you will ever take to catapult you in business. Information technology, including MIS, is no longer a back-office service activity. Technology is now in the C-suite for strategic decision making. The more you know about information systems, the better you will be prepared to complete with others for jobs or as an owner of your own company! In this course you will find out why IT matters.

COURSE LEARNING OBJECTIVES

1. *Students will describe the differences among data, information, business intelligence and knowledge.*
2. *Students will be able to classify the different operational support systems, managerial support systems, and strategic support systems, and explain how managers use these systems to make decisions and gain competitive advantages.*
3. *Students will identify the six e-policies organizations should implement to protect themselves.*
4. *Students will identify the environmental impacts associated with MIS.*
5. *Students will identify the technologies reinventing the supply chain.*
6. *Students will be able to define customer relationship management and enterprise resource planning and their impact on organizations.*

7. *Students will solve a business problem using Excel and/or advanced tools in decision making.*
8. *Students will be able to identify ethical issues with corporate use of information and technology and will be able to list common corporate policies that address these issues.*
9. *Students will use data visualization tools to analyze real business data and provide conclusions.*

SCHOOL OF BUSINESS LEARNING GOALS FOR THIS COURSE

This is how this course delivers on each of the learning goals set forth by the School of Business for all majors in the school.

Communication Skills Students will be introduced to contemporary information systems concepts, terminology (e.g., TPS, MIS, DSS, EIS, databases) and provided an understanding of the differences between various types of computer information systems.

Quantitative Fluency Students will gain experience and training on basic and advanced functionality in Microsoft Excel to support information management and decision making. Students will also be trained on fundamental database concepts, implemented through Microsoft Access. Both of these software applications will then be used to solve structured and unstructured quantitative business problems.

Global and Civic Responsibility Students will become aware of the current ethical issues associated with corporate use of information and technology, and common corporate policies that address these issues. In addition, students will learn about the role of enterprise IT architecture in managing distributed business processes across the global enterprise.

Intellectual Innovation and Creativity After gaining training and exposure to database systems and decision support systems (Excel), both of these systems will then be used to solve structured and unstructured business problems. In addition, students will become aware of a variety of emerging technologies, and how companies are/should be leveraging these technologies for competitive advantage.

Synthesis By combining IS and business principles, students will be gain experience integrating knowledge from complementary disciplines and applying this knowledge to the development, evaluation, and improvement of management information systems.

COURSE DETAILS

COURSE REQUIREMENTS

Required Textbook

The textbook for this course is provided free in electronic form by the D.T. Bourgeois as part of the Open Textbook Library. We have is permission to use the book and even make derivative works from his work as long as we continue to give proper attribution that he was the original author.

> Bourgeois, D., Mortati, J., Wang, S., & Smith, J. (n.d.). Information Systems for Business and Beyond (2019).

Get a copy of the book at the URL below in the format of your choosing: https://opentextbook.site/exports/ISBB-2019.pdf (Creative Commons Attribution-Non-Commercial 4.0 International License.)

Recommended Textbook

Optional book for those who would like to have yet another perspective on topics and more details on topics covered in the required textbook.

> Baltzan, P. (2021). Business driven information systems. Dubuque: McGraw-Hill.

Laptop Requirement

All students must have access to a laptop equipped with a web camera, microphone, and Internet access. A tablet will not suffice for this requirement. Resources are available to provide students with these essential tools.

COURSE POLICIES

I treat class like a job, and I expect students to do the same. Thus, I take professionalism very seriously and I hope you will, too. A professional is courteous, focused, motivated, and reliable. A professional also contributes to the community, whether that community is a classroom or workplace. In this course, being a professional involves several elements:

Late Work

I expect you to treat this class like a job and deadlines must be met. Please don't make things awkward by asking for an extension.

Unless otherwise noted, all assignments are due on the due date and time listed in the OAKS calendar or by that graded item.

If extraordinary circumstances arise (e.g., hospitalization) or family emergency, or network outage, notify me as soon as possible so arrangements can be made in advance.

If you know you will not have access to OAKS when an assignment is due, it is your responsibility to turn in the assignment early.

Murphy's Law: "Anything that can go wrong, will go wrong." Laptops are stolen. Hard drives crash. Your wireless connection fails. So, do not wait until the last minute to submit your assignments and SAVE OFTEN.

Always save duplicates of your work on an external source (e.g., thumb drive, Google Drive, Dropbox.com). Every single semester, a student loses their work because of a hard drive crash or the Library computer logging off unexpectedly. For good records management, keep all assignments that are graded and handed back to you until final grades have been submitted at the end of the semester.

Attendance and Absence Policy

Just like any organization, this class is a community whose success is dependent on everyone's participation. Your performance will likely correlate to getting the job done by doing assignments and interacting with me and your classmates.

Your grade is directly impacted by your level of participation in assigned class work, so doing the work when scheduled or making up work when late (due to an absence) is your responsibility.

I trust you to tell me directly any time you will miss a class and I will trust that the explanation you give for your absence is honest and truthful. If you are absent, I will be happy to work with you to catch up. Just ask. Communication is the best way to reduce anxiety and increase your success.

Communication

Communication will occur in multiple ways: In class, office hours (via Zoom or in person), OAKS announcements, OAKS content, OAKS gradebook, OAKS discussions, and CofC email.

Ask Three, Then Me

Before emailing me, please follow these steps:

1. Consult the class schedule and syllabus on OAKS.
2. Check OAKS for announcements and check the class FAQ discussion boards.
3. Confer with one classmate.

Then, if you still don't know the answer to your question, you may email me.

4

Email

Most organizations are dependent on email for internal and external communications. The way you present yourself in emails says a lot about your work ethic and your priorities. Start practicing email etiquette now so that it will be second nature when you enter the workforce.

When corresponding with me, please:

- *Include "INFM" in the subject line*
- *Include a respectful greeting (e.g., "Dear Prof. Denis")*
- *Fully sign your name*
- *Use complete sentences*
- *Proofread your email*

Typically, I will respond to your email within 48 hours, please do not expect responses over the weekend. While I may occasionally respond after 6:00pm, please do not expect a response after this time. This means you will need to plan accordingly so you have adequate time to ask your questions and that you give adequate time for me to answer them.

If you do not receive a reply within 48 hours, please re-send/reply to your original message- please do not send a new one.

Class Climate & Etiquette

As stated in the Student Handbook: "a college classroom requires a higher level of courtesy than many people exercise in ordinary public space. Everyone in a classroom is there for the purpose of learning, and no one should be able to deprive another person of the chance to learn. Expressions of rudeness and even carelessness degrade the high purpose of learning that should be paramount in a college classroom." This applies equally to the online classroom.

To maintain a respectful and supportive environment, please uphold these rules of netiquette. Netiquette is network etiquette, the do's and don'ts of online communication.

Be kind and ethical. Avoid using sexist, racist, and homophobic language in your writing and speaking; it will not be tolerated. Ask yourself, "Would I say this to the person's face?" If the answer is no, rewrite. And I'm assuming here that you would not feel comfortable saying rude or harassing things to a person's face.

Be aware of how your communication may be perceived by others. For example, if you use ALL CAPITAL LETTERS, will folks feel like you are angry or shouting? Or, if you have a dry sense of humor, will your sarcasm be evident, or might others misinterpret your message?

Be forgiving. We all make communication faux pas, so ask clarifying questions rather than attacking. But if you experience any questionable or outright inappropriate behavior from your colleagues, please let me know.

Respect disagreement. I expect everyone in the class to respect others' rights to speak, to listen attentively to what is said, and to use discretion and sensitivity when speaking. This does not mean you have to agree with everything said. Debate is a valuable component of a learning community. However, I expect you to be respectful of me and of your colleagues.

Share your knowledge. As Bill Nye says, "everyone you will ever meet knows something you don't." You are an expert in something (perhaps many things), so if that expertise becomes relevant, share your knowledge.

Cite your sources. When you share opinions, it's important to support your claims with sources. This doesn't mean that you must have a citation for everything you post but providing evidence will strengthen your arguments and will also provide additional resources for your colleagues. But whenever you are using the intellectual property of others, you must always cite your sources.

Help each other. If you notice a colleague has asked a question or written about a problem, jump in and offer assistance. This is especially true on discussion boards.

COURSE LOGISTICS & PHILOSOPHY

What can you expect from me?

My goal is to challenge you and help you excel. I will set high expectations and push you to surpass them. I plan to do this in the most enthusiastic and supportive way I can.

I will provide you with instructions and expectations for your work and fairly evaluate you according to those expectations.

I will always make time to listen to your ideas and concerns and support your endeavors to become a more competent communicator.

This course will only succeed if, together, we create an atmosphere of respect, openness, and honesty.

What can I expect from you?

You will be engaging, inquisitive, and respectful. Take time to engage with your colleagues in the class. Be present and helpful. Ask questions. Help others to understand better. Pay it forward when you can. It's OK if you, like me, make mistakes, that is the best way to learn.

At the beginning of every week, you are expected to log in to the course to review the upcoming modules and make a note of upcoming Zoom meetings. Then at least one time per day, check for new announcements, participate on the discussion boards, check the calendar, and review assignments.

This online/hybrid course is academically rigorous

Because we don't meet face-to-face for the entirety of this course, it's essential that you maintain an active presence in the class, including posting to and reading discussion board threads. You should log into the course at least one time per day at minimum in order to be successful. Remember that I can see when you log into OAKS and can monitor your progress.

It is essential that you stay on top of the course assignments. I will post due dates and reminders, but it is your responsibility to make sure you don't get behind, especially in a class this short. Do not make the mistake of thinking this is an easy class because it is partially online. The material is challenging, and it will take a lot of effort on your part to master. The workload for this class will be the same, except our classroom will be in person and on OAKS (asynchronous).

Method of Teaching/Learning

This course is a hybrid online course with weekly in person meeting times and posted recorded lectures on OAKS. The course is organized on OAKS with reading materials, videos, discussions, quizzes, and skill development on business software platforms.

> **Tell me and I forget.**
> **Teach me and I remember.**
> **Involve me and I learn.**
> - *Benjamin Franklin*

We learn by doing. We are learning together through active engagement with each other and with the material in the course. Just as important as the material are your ideas, reflections and feelings about the material and what matters to you. My foundation for my interaction is simple.

> **Be human**. Open yourself up. Treat others with respect.
> **Be present**. Be engaging. Share your thoughts with me and other students.
> **Be adaptable**. Expect things to change. Work with me. I'll work with you.

Let's ready our minds for new ideas and skills, challenging preconceptions about technology in business. In doing so, we'll all be successful in the end and satisfied with the experiential learning journey that got us there.

What is Experiential Education?

Challenge and experience followed by reflection leading to learning and growth.

Experiential education is a teaching philosophy that informs many methodologies in which educators purposefully engage with learners in direct experience and focused reflection in order to increase knowledge, develop skills, clarify values, and develop people's capacity to contribute to their communities.

See https://www.aee.org/what-is-ee

7

Course Schedule

The schedule is organized weekly throughout the course. The updated schedule will be provided on OAKS as a course map, where it is kept up-to-date.

Course Map

This course consists of a skills and a conceptual component.

Skills - We will cover the skills portion of the class in our weekly in person class on Tuesdays. Each software platform has its own module on OAKS for easy referencing as we work this this material.

Conceptual – Each chapter has its own assigned module which is a self-contained unit of work that provides a set of learning objectives for us to master. These modules follow a standard structure of submodules making up that module.

> **Quiz** – A quiz will be the first thing you see within each module as that is the measure by which we will assess your understanding of the module's materials. Each quiz will have an assigned start and due date. This information can be found under the quiz name within the module or via the course calendar and/or course map.
> **Class Content** – This submodule will contain the course lecture for this module as well as any other relevant course content you are responsible for reading, watching, or listening to.
> **Assignments** – This submodule will contain all assignment you are responsible for completing. Each assignment will have a due date. This information can be found under the quiz name within the module or via the course calendar and/or course map.
> **Supplementary Study Materials** – This submodule will contain any supplementary study materials to help you master the material as well as prepare for subsequent quizzes and exams.

You should schedule 3 hours to work through each module. It may take you less time or more time, but you will know your pace after the first few modules. It is important to schedule your week so that you are not trying to accomplish all the work within the module the day before its due – or worse the day of.

This map of weekly modules guides your progress in this course. It is how you will move through the course in an organized and unambiguous way from week to week. You will organize your time for engagement during the week using the course map.

OAKS

OAKS, including Gradebook, will be used for this course throughout the semester to provide the syllabus and class materials and grades for each assignment, which will be regularly posted.

Errors in the Gradebook on OAKS

Grades will be posted on OAKS. It is the student's responsibility to ensure that all grades entered are correct. If I have made a mistake, the student has two weeks from when the assignment/exam was graded to notify me of the mistake. Failure to notify me within this time frame will result in the recorded grade becoming permanent.

Exam and Quiz Proctoring

Tests and the final exam are closed book, closed notes, closed phone, with no other browser windows or tabs open on your computer. Tests and the final exam are timed.

Inclement Weather, Pandemic or Substantial Interruption of Instruction

If in-person classes are suspended, faculty will announce to their students a detailed plan for a change in modality to ensure the continuity of learning.

Questions and Problems

You are encouraged to ask questions during class and office hours. Your problems, ideas and opinions need to be expressed in a professional way.

FINAL GRADE COMPUTATION

To be successful in this course, here is what to expect. This course is divided into a ~50/50 split of conceptual learning and skills development. Active participation as an individual student and as a member of a student team are also a graded component.

Points	Letter Grade	Points	Letter Grade
≥ 94	A	73-75.99	C
90-93.99	A-	70-72.99	C-
86-89.99	B+	66-69.99	D+
83-85.99	B	63-65.99	D
80-82.99	B-	60-62.99	D-
76-79.99	C+	<60	F

	EVALUATION ITEM	ITEM WEIGHT
Conceptual	Participation via Study Questions (13)	5%
	Chapter Reading Quizzes (13)	10%
	Case Study (1)	5%
	Chapter Exams (2)	20%
Skills	Excel Fundamentals	20%
	• *GMetrix Practice Exams for Certification (5)*	• *15%*
	• *Excel Certification Exam (1)*	• *5%*
	Advanced Excel	10%
	• *Advanced Excel Assignments (2)*	• *5%*
	• *Advanced Excel Exam (1)*	• *5%*
	Tableau	10%
	• *Tableau Assignment (1)*	• *10%*
Final Exam	Final Exam - Cumulative	20%

Final Exam: The final exam is cumulative and is delivered on OAKS.

CONCEPT LEARNING

Participation/Study Questions: You will complete the reading questions for each assigned chapter. You will submit a written response via
OAKS.

Chapter Reading Quizzes: You will be asked to complete a reading quiz following a chapter reading assignment for each concept module.

Case Study: You will submit a case study (written or video) that integrates what you have learned throughout this course (i.e., MIS components, roles, competitive advantage, etc.).

Chapter Exams: There will be two exams during this course. Exam 1 covers the concepts in the first half of the textbook (Ch. 1–6) and Exam 2 the second half, except for the last chapter (Ch. 7-12).

SKILL LEARNING

Components

> **Core Excel**: Using an online learning tool, GMetrix, you will complete (5) Core Excel tests in testing mode for your grade on this section. You will be able to practice the tests in practice mode as many times as you would like. You may take the test in testing mode as many times as you like up to the due date when your highest grades will be entered. This will all be to help prepare you for the required Excel Certification you will need to sit for.

> **Advanced Excel**: You will complete additional Excel labs to help you master advanced Excel skills beyond the basic certification. You will also have (1) exam to cover the Advanced Excel skills.

> **Tableau:** You will complete a lab in data visualization using Tableau, a vendor tool for data analysis and visualization, including dashboard deployment (Android, iOS).

COLLEGE POLICIES AND ACCOMODATIONS

ACADEMIC INTEGRITY

"Lying, cheating, attempted cheating, and plagiarism are violations of our Honor Code that, when suspected, are investigated. Each incident will be examined to determine the degree of deception involved.

Incidents where the instructor determines the student's actions are related more to misunderstanding and confusion will be handled by the instructor. The instructor designs an intervention or assigns a grade reduction to help prevent the student from repeating the error. The response is recorded on a form and signed both by the instructor and the student. It is forwarded to the Office of the Dean of Students and placed in the student's file.

Cases of suspected academic dishonesty will be reported directly by the instructor and/or others having knowledge of the incident to the Dean of Students. A student found responsible by the Honor Board for academic dishonesty will receive a XXF in the course, indicating failure of the course due to academic dishonesty. This status indicator will appear on the student's transcript for two years after which the student may petition for the XX to be expunged. The F is permanent.

Students can find the complete Honor Code and all related processes in the Student Handbook at: http://studentaffairs.cofc.edu/honor-system/studenthandbook/index.php."

GENDER EQUITY

The instructor will gladly honor your request to address you by the name, nickname and/or gender pronouns of your choice. Please advise the instructor of this early in the semester via your college-issued email account or during office hours so that I may make the appropriate notation on my class list.

INCLUSION

The College of Charleston offers many resources for LGBTQ+ students, faculty, and staff along with their allies.

- *Preferred Name and Pronoun Information*
- *On Campus Gender Inclusive facilities*
- *Campus Resources*
- *College of Charleston Reporting Portals*
- *National Resources for Faculty & Staff*
- *GSEC Reports*
- *Documenting LGBTQ Life in the Lowcountry (CofC Addlestone Library Special Collections Project)*
- *College of Charleston Quality Enhancement Plan (QEP)*
- *Articles about CofC and LGBTQ+ Issues*

DISABILITY ACCOMMODATION

Any student eligible for, and needing accommodations because of, a disability is requested to speak with the professor during the first two weeks of class or as soon as the student has been approved for services so that reasonable accommodations can be arranged.

CENTER FOR STUDENT LEARNING

The Center for Student Learning's (CSL) academic support services provide assistance in study strategies, speaking & writing skills, and course content. Services include tutoring, supplemental instruction, study skills appointments, and workshops. Students of all abilities have become more successful using these programs throughout their academic career and the services are available to you at no additional cost. For more information regarding these services please visit the CSL website at http://csl.cofc.edu or call (843) 953-5635.

MENTAL & PHYSICAL WELLBEING

At the college, we take every student's mental and physical wellbeing seriously. If you find yourself experiencing physical illnesses, please reach out to student health services (843.953.5520). And if you find yourself experiencing any mental health challenges (e.g., anxiety, depression, stressful life events, sleep deprivation, and/or loneliness/homesickness) please consider contacting either the Counseling Center (professional counselors at http://counseling.cofc.edu or 843.953.5640 3rd Robert Scott Small Building) or the Students 4 Support (certified volunteers through

texting "4support" to 839863, visit http://counseling.cofc.edu/cct/index.php, or meet with them in person 3rd Floor Stern Center). These services are there for you to help you cope with difficulties you may be experiencing and to maintain optimal physical and mental health.

FOOD & HOUSING RESOURCES

Many CofC students report experiencing food and housing insecurity. If you are facing challenges in securing food (such as not being able to afford groceries or get sufficient food to eat every day) and housing (such as lacking a safe and stable place to live), please contact the Dean of Students for support (http://studentaffairs.cofc.edu/about/salt.php). Also, you can go to http://studentaffairs.cofc.edu/student-food-housing-insecurity/index.php to learn about food and housing assistance that is available to you. In addition, there are several resources on and off campus to help. You can visit the Cougar Pantry in the Stern Center (2nd floor), a student-run food pantry that provides dry-goods and hygiene products at no charge to any student in need.

STATEMENT ON "RELIGIOUS ACCOMMODATION FOR STUDENTS"

The College of Charleston community is enriched by students of many faiths that have various religious observances, practices, and beliefs. We value student rights and freedoms, including the right of each student to adhere to individual systems of religion. The College prohibits discrimination against any student because of such student's religious belief or any absence thereof.

The College acknowledges that religious practices differ from tradition to tradition and that the demands of religious observances in some traditions may cause conflicts with student schedules. In affirming this diversity, like many other colleges and universities, the College supports the concept of "reasonable accommodation for religious observance" with regard to class attendance, and the scheduling of examinations and other academic work requirements, unless the accommodation would create an undue hardship on the College. Faculty are required, as part of their responsibility to students and the College, to ascribe to this policy and to ensure its fair and full implementation.

The accommodation request imposes responsibilities and obligations on both the individual requesting the accommodation and the College. Faculty members are expected to reasonably accommodate individual religious practices. Examples of reasonable accommodations for student absences might include: rescheduling of an exam or giving a make-up exam for the student in question; altering the time of a student's presentation; allowing extra-credit assignments to substitute for missed class work or arranging for an increased flexibility in assignment dates. Regardless of any accommodation that may be granted, students are responsible for satisfying all academic objectives, requirements and prerequisites as defined by the instructor and by the College.

For a complete schedule of holidays please see the College's full statement of accommodation (https://academicaffairs.cofc.edu/documents/procedures-and-practices/statement-of-accommodation.pdf).

TECHNICAL DIFFICULTIES

If you have questions or problems related to the course, please follow the communication procedures noted above. If you have technical problems, please contact Student Computing Support or Helpdesk using these methods:

Student Computing Support
    843-953-5457
    studentcomputingsupport@cofc.edu
    blogs.cofc.edu/scs

Helpdesk
    843-953-3375
    helpdesk@cofc.edu
    https://help.cofc.edu

It's important to resolve technical problems swiftly, so do not delay getting support. Computer failure or unavailability does not constitute an excuse for not completing assignments.