

Syllabus
INFM 220 Management Information Systems
 Fall 2021
 School of Business, College of Charleston

Section: 05	Section: 04
CRN: 12005	CRN: 12004
Course location: Beatty Center 218	Course location: Beatty Center 218
Meeting times: MWF 12:00 PM – 12:50 PM	Meeting times: MWF 1:00 PM – 1:50 PM

Instructor: Dr. Mohamed Tazkarji
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Office Hours: MWF 9:00 AM – 11:00 PM

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Course Description

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 ethical issues associated with technology.



<https://www.whatissixsigma.net/wp-content/uploads/2013/12/Management-Information-System-Figure-1.png>

Why IT 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 compete with others for jobs or as an owner of your own company! In this course you will find out why IT matters.

Course Prerequisite

Sophomore Standing

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.

The School of Business Learning Goals for this course

This is how INFM 220 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. Students will also gain valuable experience writing and presenting group project on MIS in the cloud.

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 gain experience on the basic functionality in Tableau which will allow them to visually analyze data.

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 gain experience integrating knowledge from complementary disciplines and applying this knowledge to the development, evaluation, and improvement of management information systems.

Required Material

- Essentials of MIS, 13th Edition, by Laudon & Laudon, Pearson.
ISBN 978-0134802756
- Students will need to bring laptops to class to be used with:
 - Microsoft Office (Word, Excel, Access, PowerPoint)
 - OAKS

Method of Teaching/Learning

This course is a face-to-face, in-person course. The course is organized on OAKS with excel, Information Management, and Tableau material. Live Zoom sessions will be held for students who cannot make it to class due to COVID-related reasons.

Teaching and Learning Philosophy

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>

Course Schedule

The updated schedule will be provided on OAKS as a course map.

Course Map

This course consists of concept slides and skill slides organized in weekly releases. A concept module focuses on learning the concepts of MIS. A skill module focuses on increasing your skill level with an MIS tool. Each week of work contains 2 modules in combination of concept and skill modules. Every Friday, the coming week's material will be uploaded on OAKS. You are expected to go through the slides and read the material.

We should each schedule 2 hours to work on the material we cover in class. It may take you less time or more time, but you will know your pace after the first couple of weeks. It is important to schedule your week so that you are not trying to accomplish all of the material on Sunday for the due date on Monday.

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.

Rather than overwhelming you with all material for the course all at one time, the modules are released in weekly sets of modules. As for the group project, you will work at your own pace and share with us your progress every Friday.

Final Grade Computation

To be successful in this course, here is what to expect. This course is divided into 50% concept learning and 50% skill development. Active participation as an individual student and as a member of a student team of three or four is also a graded component.

Concept Learning

Tests: There will be two tests during this course. Test 1 covers the concepts of the first five chapters. Test 2 covers the concepts of chapters 6 to 10.

Discussions: You will engage in class discussions on both class material and the projects that you and your classmates are presenting. Remember that you should read the material on the slides prior to the class so that you can participate in the discussions.

Skill Learning

Core Excel

GMetrix Practice and Tests: 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.

Advanced Excel

You will complete additional Excel projects to help you master advanced Excel skills beyond the basic certification.

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

Team Project: A team project will be completed by groups of 3 or 4 students. This helps you to gain experience by integrating knowledge from complementary disciplines and applying this knowledge to the development, evaluation, and improvement of management information systems.

Evaluation	Weight
Skills	
Basic Excel GMetrix Practice Tests (5)	15%
Lab work in Advanced Excel	10%
Final Excel Exam	5%
Tableau project	5%
Team MIS project	15%
Concepts	
Chapter material Quizzes	5%
Test 1 (Chapters 1-5)	12.5%
Test 2 (Chapters 6-10)	12.5%
Discussions	10%

Attendance

10%

Numerical Grade to Letter Grade Mapping

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

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. Then at least one time per day, check for new announcements and review assignments.

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 you are in a time zone other than Eastern, make sure you pay very close attention to dates/times. I recommend changing your time zone setting in OAKS to Eastern Time to prevent confusion. You can accomplish this by clicking on your name in the upper right corner of OAKS, then choose Account Settings.

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

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.

Communication

Communication will occur in multiple ways: Zoom (classes and office hours), 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.
3. Confer with one classmate.

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

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 220 in the subject line
- include a respectful greeting (e.g., "Dear Dr. Tazkarji")
- fully sign your name
- use complete sentences
- proofread your email

Typically, I will respond to your email within 24 hours.

If you do not receive a reply within 48 hours, please re-send your message.

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.

Class Climate and 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.

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 level of class attendance is not part of your grade. Your number of class absences is not part of your grade. Your grade is directly impacted 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.

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.

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 the instructor of the mistake. Failure to notify the instructor within this time frame will result in the recorded grade becoming permanent.

Test, Exam and Quiz Proctoring

Tests and the final exam are proctored by the instructor in the classroom. 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. All students must have access to a computer equipped with a web camera, microphone, and Internet access. Resources are available to provide students with these essential tools.

Laptop Requirement

All students must have access to a computer equipped with Internet access. Resources are available to provide students with these essential tools.

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.

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

1. 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 Disability Services/SNAP](#).
2. The College will make reasonable accommodations for persons with documented disabilities. Students should apply for services at the [Center for Disability Services/SNAP](#) located on the first floor of the Lightsey Center, Suite 104. Students approved for accommodations are responsible for notifying me as soon as possible and for contacting me one week before accommodation is needed.
3. This College abides by section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act. If you have a documented disability that may have some impact on your work in this class and for which you may require accommodations, please see an administrator at the [Center of Disability Services/SNAP](#), 843.953.1431 or me so that such accommodation may 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 students' 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 (for example, 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. Please also consider reaching out to Professor ABC if you are comfortable in doing so.

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” in 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.

2021 – 2022 Religious Holidays¹

Date	Holiday	Religion
September 6 – September 8, 2021	Rosh Hashanah ²	Jewish
September 15 – September 16, 2021	Yom Kippur ²	Jewish
September 20 – September 27, 2021	Sukkot ²	Jewish
September 27 – September 29, 2021	Shemini Atzeret ²	Jewish
October 6 - October 14, 2021	Navaratri	Hindu
November 4, 2021	Diwali	Hindu
November 28 – December 6 2021	Hanukkah	Jewish
January 7, 2022	Christmas ³	Orthodox Christian
January 14, 2022	Sankranti	Hindu
March 2, 2022	Ash Wednesday (Beginning of Lent)	Christian
March 7, 2022	Eastern Orthodox Beginning of Lent	Orthodox Christian
March 16- March 17, 2022	Purim ²	Jewish

March 21, 2022	Naw-Rúz	Baha'i
April 2 - May 1, 2022	Ramadan	Muslim
April 15, 2022	Good Friday	Christian
April 15 - April 23, 2022	Passover ²	Jewish
April 24, 2022	Good Friday (Orthodox) ³	Orthodox Christian
April 20 – 29, 2022 and May 2, 2022	Ridván	Baha'i

¹ *The previously included Islamic holidays of Eid al-Adha and Eid al-Fitr fall outside the regular academic year and are therefore not listed here.*

² *All Jewish holidays begin at sunset on the evening before the date given.*

³ *Orthodox Christian holidays begin at sunset on the evening before the date given.*