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 also ethical issues associated with technology.

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.

REQUIRED TEXTBOOKS

**Required:**
- *Information Systems for Business & Beyond* by Bourgeois, Wang, and Smith (2019) [Free online version]

**Recommend:**
- *Business Driven Information Systems* by Baltzan (2021)

COURSE PREREQUISITE

- Sophomore standing.
- Laptop equipped with working camera and microphone (tablets and Chromebooks not acceptable as substitutes).
- Reliable internet connectivity.
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 (addressed below).

Late Work

- Late work is not accepted.
- Work can be submitted early for planned absences.
- Exceptions can be made for extraordinary circumstances.
- All assignment due dates are in EST.

Attendance

- Class attendance and participation count towards your grade.
- Notify the professor in advance if you will miss a class.
- Any student not attending class during attendance verification will be automatically dropped from the course.

Course Interruptions

- Instructor will share detailed updates on any changes to in-person class schedules.
- All students must have access to a working laptop (see course prerequisites).
- Instructor can use discretion to accommodate Covid-19 isolations/quarantine needs of students.

Policy Highlights

- The Why Behind the Policy..

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

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.

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. Communication is the best way to reduce anxiety and increase your success.

Only students officially registered (graded or auditing) for this course may attend class. During the week following the drop/add deadline, the professor will verify student enrollments in this course. Any student appearing on the class roll but determined not to have attended the class even once will be removed, except for cases where a student is absent because of quarantine or isolation due to COVID-19.

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.

F2F courses when students are quarantined/isolated due to Covid-19

If one or more students are absent for an extended period of time due to COVID-19 (quarantine or isolation), instructors may, at their discretion, conduct the class exclusively online via OAKS for the duration of student quarantine/isolation, record class lessons to share with students, or choose an alternate accommodation that provides the impacted student(s) with the opportunity to continue in the course. The specific accommodation will vary depending on the number of students affected, the expected duration of their absence, and the needs of the class.
Communication

Communication will occur in multiple ways: In class, 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 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.

CLASS CLIMATE & NETIQUETTE

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.

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 Professor Denis”)
- Fully sign your name
- Use complete sentences
- Proofread your email

Typically, I will respond to your email within 48 business 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 business hours, please re-send/reply to your original message- please do not send a new one.
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.

### Course Structure & Grading

**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

**Skill Development**

**Excel Fundamentals**
- **Gmetrix Practice Exams** - 15% of Grade
- **Excel Certification Exam** - 10% of Grade

Using an online learning tool, Gmetrix, you will complete (3) 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. As long as you submit the assignment on time I will accept the highest grade achieved for each individual assessment up until the end of the semester (exact end date provided closer to end of semester). This will all be to help prepare you for the required Excel Certification you will need to sit for.

**Advanced Excel**
- **Advanced Excel** - 5% Grade
- **Advanced Excel Exam** - 5% of Grade

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**
- **Tableau Assignment** - 5% Grade

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

**Conceptual**

**Chapter Lectures**
- 10% of Grade

You will watch the recorded lectures in entirety and complete the outlined required participation requirements when prompted.

**Chapter Quizzes**
- 10% of Grade

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

**Chapter Exams**
- 20% of Grade

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).

**Final**

**Final Exam**
- 20% of Grade

The final exam is cumulative of the conceptual and skills based knowledge gained throughout the semester.

### 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.

**Exam and Quiz Proctoring**

Quizzes, chapter exams, and the final exam are open book/notes, closed phone, with no other browser windows or tabs open on your computer. Tests and the final exam are timed. All quizzes are to be taken as part of your at home, independent course work. All exams are to be taken and proctored during our in-person classes unless otherwise specified by the instructor.

**Errors in the Gradebook**

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.

**Time Management**

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.
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 XF 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 XF 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.

Accommodations for Students with Disabilities

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 for Disability Services/SNAP, 843.953.1431 or me so that such accommodation may be arranged.

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.

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.

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

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 (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/ctc/index.php, or meet with them in person 3rd Floor Stern Center). These services are there for you to help cope with difficulties you may be experiencing and to maintain optimal physical and mental health.
If you have questions or problems related to the course, please follow the communication procedures noted above and reference the guide below to help direct you to the appropriate resources for help.

**COLLEGE OF CHARLESTON**

**Student Computing Support**
Reach out for student instructional technology services. These can include, but are not limited to, support for:
- AppsAnywhere (i.e., ability to access/open applications such as GMetrix)
- Respondus LockDown
- Zoom
- OAKS
- MyCharleston
- Tableau

☎ 843-953-5457  ⚡ StudentComputingSupport@cofc.edu  ☝️ Blogs.cofc.edu/scs

**IT Service Desk**
Reach out for technical issues and troubleshooting support. In addition to the wealth of information available in the knowledge base (KB articles, e.g., "How do I...?" articles), the Service Desk can assist with:
- Hardware diagnostics
- Access to loaner computers due to financial hardships
- Password assistance
- Assistance with the College wireless network

☎ 843-953-3375  ⚡ HelpDesk@cofc.edu  ☝️ Https://Help.cofc.edu

**GMETRIX**

**Technical Support**
Reach out for technical issues and troubleshooting support specific to GMetrix, such as:
- Issues with redeeming an access code (do not let them refer you back to me on this, I cannot help).
- GMetrix freezing during an exam.

Do **NOT** contact them for issues with opening GMetrix. That is an AppsAnywhere issue that should go through the CofC IT Service Desk.

☎ 801-323-5800  ☝️ https://support.gmetrix.net/support/solutions/67000306133

**CERTIPORT**

**Technical/Customer Support**
Support is specific to Certiport Authorized Test Centers (CATCs), Certiport Authorized Partners (CAPs) and Test Candidates. Explore the appropriate sections for frequently asked questions and contact information specific to your issue. These can include:
- Technical issues while taking the exam.
- Questions on testing accommodations for SNAP students.

1. [https://certiport.pearsonvue.com/Educator-resources/Exam-policies/Accommodations.aspx](https://certiport.pearsonvue.com/Educator-resources/Exam-policies/Accommodations.aspx)
2. [https://certiport.pearsonvue.com/Support/Install/EFH/support](https://certiport.pearsonvue.com/Support/Install/EFH/support)

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.