MANAGING INFORMATION SYSTEMS

Classes
Instructor: Bill Bonner, Ph.D.  Office: ED 540.10  Telephone: 585-4794
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Classes: Section 040  Mon/Wed  2:00-4:45 PM  ED 623

Prerequisite Information: BUS 205 (or ADMN 205 or ADMN 265), BUS 210 (or ADMN 210), BUS 250 (or ADMN 250), BUS 275 (or ADMN 275), BUS 285 (or ADMN 285), BUS 288 (or ADMN 288), and BUS 290 (or ADMN 290), and BUS 007 *** * Note: Students may only receive credit for one of BUS 375, ADMN 375, and ADMN 435AI.

Course Description
Calendar Description: An overview of management and organizational issues surrounding the Information Systems/Information Technology function (IS/IT) and in its interaction with business functions within and between organizations. Topics will include: the evolution of the IS/IT functions, functional area systems, current trends, strategy, managing and acquiring IS resources and ethical issues surrounding IS/IT.

This is an awareness raising overview course on managing information systems (IS) in which information technology (IT) is an element. IT is embedded in the organizational/business unit/functional area and shapes and is shaped by how work is done (processes), those who do and manage the work (people) and the way the business is organized (structure). These elements combined form the IS. Understanding the interrelationships and being able to anticipate and manage them is integral to everyone, independent of area of speciality.

Course Objectives
On successful completion of this course, students should be able to:
1. Understand, anticipate and address managerial issues around the organization and management of information systems, in your functional areas and organization wide.
2. Bridge the communication gap between business users and IT personnel by developing the vocabulary and understanding and taking on your role as part of the information system.
3. Demonstrate knowledge and understanding of IT/IS and confidently interact with internal user groups and technology vendors.
4. Contribute to the group evaluation, development and acquisition of information systems that are consistent with organizational needs and abilities.
5. Read and interpret business and IT press articles and papers and distil the essential managerial and organizational issues, implications, and challenges.
6. Be aware of and understand the challenges of information security and the responsibility organizations have to protect their own data and personal information collected from others.
7. Identify potential ethical issues that emerge from the development and implementation of information systems both within and beyond organizational boundaries,

8. Seek out and understand unique contextual factors that define information system issues within individual organizations and their influence on viable options within that organization.

TEXT AND RESOURCE MATERIALS

COURSE WEB SITE: UR Courses
Any changes or announcements to the course will be posted or sent through UR Courses. Discussion threads will be set up on the UR Courses pages after each Issue Talk and other topics as they emerge. Students are free to suggest Discussion Board topics.

This is text is only available online. I usually use Firefox as my browser, but my personal settings upset some web sites, including this one. If you are experiencing difficulties try another, unmodified browser. I used this text last term so copies may be around.

Instructions: Go to https://students.flatworldknowledge.com/course/2588964

The Online Ebook is required for all students. Add a downloadable version (including PDF) or full color printed textbook if you prefer.

- Online Ebook $39.95
- Online Ebook + Downloads $59.95
- Online Ebook + Color Printed Textbook $64.95
- Online Ebook + Downloads + Color Printed Textbook $84.95

You get access immediately, even if you are ordering a text.

Secondary Text: Managing Information Systems
Information Systems by Richard Watson, Copyright 2007 by the Global Text Project, licensed under the Creative Commons Attribution License 3.0

Chapter 2 Achieving Efficiency and Effectiveness through systems Especially, What is an Information System?
Chapter 3 Achieving efficiency and effectiveness through systems design.

I will have posted both of these chapters on UR Courses, with the Creative Commons Attribution License attached to each – Open Source texts.

Ivey cases (2) and Harvard Case (1): Will be provided through UR Courses or handed out in class. If there are costs they will be charged directly to students’ accounts.

ARTICLES: The URL links of articles listed under Other Readings, in the Class Schedule below were verified at the time the outline was printed. If you have trouble with the links, experiment with searching for the title using a search engine.

GRADING COMPONENTS
Midterm 20%  Monday, May 27, 2019

Contribution 10%

Quizzes 4% (2 online quizzes, after classes on May 8 and May 15)

Issue/Tech Talks 14% (8% for research and presentation, 6% for moderating discussion and one page summary at conclusion)

Ivey case summaries 12% (2, 2 page Max, respond to posted questions, June 3, 17)

Final Examination 40% June 26, 2019 (comprehensive)

Total: 100%

To receive credit for the course you must achieve at least 50% on the Final Examination and have a total course mark, per above, of at least 50%.

For information purposes, the following is taken directly from the 2019-20 University of Calendar, p. 51.

GRADING GUIDE

90-100: Outstanding
80-89: Very good
70-79: Above average
60-69: Generally satisfactory
50-59: Barely acceptable
0-49: Unacceptable

ISSUE/TECH TALK

To be done in groups in the time slots specified in the class schedule below. I will assign students to groups through UR Courses. The interest of time and getting the show on the road I have set up topics for the 1st four Issue Talks (See Predefined Issue Talks below).

Research and Presentation: Presenters are expected to identify the relevance of their topic to their peers, and present their research and findings to the class. The goal of presenters is to bring the class up to speed on and leave the class aware of the existence of issues, for subsequent discussion on UR Courses.

Discussion Thread Moderation: Students (non-group members) are expected to contribute to Discussion threads and offer considered, reflective comments on other Issue Talks. Group members are expected to moderate their own discussion thread, clarify misconceptions, follow up on comments and generally promote discussion. The discussion thread will be closed one week after the presentation.
One Page Summary: At the end of the week after their discussion thread on UR Courses closes, group members are to prepare a one page written summary of a) the discussion that took place and b) reflections on what group members might have done differently if they were to do it or something like it again.

Predefined Issue Talks: 2 days worth of Issue Talks have been predefined: May 20 and May 226

Deliverable: Each group will deliver a 15 minute (maximum) presentation explaining the issues.

Undefined Issue Talks: Students are to find and research a specific current IT/IS issue taken from newspapers, interests or other sources that involves a use or potential use of technology that has implications for management and/or organizations. The goal of the Issue/Tech Talk is to analyze and synthesize an issue or technology and promote class discussion (keep this point in mind when preparing talks). Issue Talks by definition (there being issues) involve choices and alternatives. There is often an ethical component to the issues although there need not be.

Prior to Starting: Students are expected prepare a brief (one paragraph) proposal that identifies, articulates and justifies their proposed topic. The topic is to be chosen with the instructor and the direction is to be agreed upon in advance.

Prior Issue Talk Topics: Students choose their own topic based on personal interest, experience, or an issue seen in the news, business press, privacy commissioner reports, government auditor reports or other sources. Recent topics include surveillance capitalism, self-driving cars, Google anti-trust, Facebook content moderators, Internet of Things security, work place surveillance software, DNA testing, identify theft, RFID vulnerability, employee monitoring, Sony’s data losses, net neutrality, credit card fraud and work place tethering.

IVEY CASE SUMMARIES
We will do 2 Ivey cases this term (June 3 and 17). A question will be posted for each case. Be concise and to the point. Address the question.

These are NOT intended to be group submissions. While group discussion is encouraged, each individual is expected to provide their own, unique, submission. Copying between students will result in a mark of zero (0).

Each submission shall be a maximum two pages, double-spaced, 12 pt. Arial font or equivalent. The write-ups are to be submitted using the UR Courses assignment submission tool or through UR Courses email. Note,

1) If you are running out of space,
   a. you are not being concise and/or
   b. you have included extraneous information. (I have already read the case! Do not give me a summary of events to date or the case as a whole. Focus addressing the question).

NOTE: Please be sure to submit your write-ups by the due date. Late submissions are not acceptable (It would make no sense. We discuss the case in that class!)
CONTRIBUTION

A significant amount of the learning in this course will occur as a result of contributions directly from the members of the class. The course has been designed to reflect this expectation in meeting the course objectives.

Contribution is thus an important part of the course and can occur in a variety of ways:

a) active in-class discussion on text readings,
b) active in-class discussion on article readings,
c) active in-class discussion on cases,
d) active discussion on Issue Talks (on UR Courses),
e) active discussion on other topics discussion board topics (on UR Courses),
   asking questions and/or helping to answer questions,
f) connecting current topics to prior material or other classes,
g) offering insights based on past or current experience.

The 10% contribution component of the final grade will reflect the quality of your contributions to the learning of others in the class. Participation will be on a voluntary basis or through warm or cold calls.

Class attendance is not considered a contribution to the learning of others and therefore is not a positive factor in determining the contribution grade. A consistent failure to attend class indicates a deliberate decision to pass on the opportunity to contribute to the learning of others. Contribution grades will be the instructor's assessment of the quality (not quantity) of individual student contributions to the learning of the class and recorded after every class.

Note also: On Discussion threads I have seen students post Yes, or No as their response to the questions posted by the group that presented. I view these responses as disrespectful to everyone and I assign negative contribution marks for that. I also assign negative contribution marks for single posts made in the hour before a thread closes (I do not wish to read throw away comments). I also note when someone is asked a question but fails to respond, that results in negative contribution.

EXERCISES

Class Preparation

Students are expected to read the assigned chapter material and articles before class and to contribute to the discussion. Class time will be used to stress aspects of the chapter or readings and potentially supplement them with additional materials not included in the text. As a rough rule of thumb, to do well students will spend 3 hours out of class for each hour in class.

The above is the answer to the question I often get, “How do I prepare for the exam?” usually just before an exam or “How should I have prepared?” after the midterm.

If I find myself distracted by side chatter in the classroom I will assume you have something to contribute and you will be called upon.

Articles
The article readings are selected to help achieve the course objectives and expose you to a wide range of actual experiences. Thus, they are important and 15-20 minutes will be set aside in classes where they are articles assigned to discuss them. Discussion should focus on specific questions provided, comments or organizational/managerial lessons that emerge from reading the articles.

**Contribution**
The course is designed to create discussion opportunities through the inclusion of articles, Issue Talks and in-class exercises. Discussion is expected and time is provided for discussion. Students may be called upon.

**Class Attendance**
Regular and punctual attendance provides a foundation for academic success, and is expected of all students. The persistent lateness or absence of a student may result in the student being dropped from the course or being barred from writing the final examination. I do keep track of who is in each class, at the start of the class only.

**Missing Classes:**
Students are expected to buddy up and catch up on notes or notices about upcoming classes on their own.

**Class Courtesy**
Class will start on time and students are expected to be punctual. Issue Talks by your fellow students will usually lead off the class and it is disrespectful to have them interrupted. If a student must leave early then please, out of courtesy, advise the instructor in advance.

**Cell Phones**
Turn off cell phones and other devices or leave them somewhere else altogether.

**Class Notes**
I post slides to UR Courses for the week, by the evening before class. I provide them to facilitate note taking. By themselves they are not study guides for exams.

**CLASS POLICIES**

**Student Identification**
For all quizzes and exams, your student id is required.

**Exam Deferrals**
Deferrals will only be granted for the following reasons:
- Illness, accident, death of a family member, other extreme circumstances beyond the student’s control.
Any requests for deferrals must be supported by appropriate written documentation and go through the appropriate channels, as per page 48 of the 2019-20 University Calendar.

**Dictionary Use**
Use of paper dictionaries in the exam will be permitted (even encouraged), if there is no writing in the dictionary or loose pieces of paper. To ensure the integrity of the process and the appearance of that integrity the instructor will check each and every dictionary at the start of an exam.
Students with Disabilities
Students with a verifiable need for accommodation please notify me in the first two weeks of class and register with the Coordinator of the Disability Resource Office at 585-4631. More information can be found on page 66 of the University of Regina's 2019-20 Undergraduate Calendar.

Academic Misconduct
*Academic misconduct will not be tolerated and will be dealt with swiftly.* Any student caught cheating on an exam will forfeit their exam which will be turned over to the Associate Dean, without exception. This applies to quizzes as well. You are expected to do the quizzes on your own.

Be familiar with University Regulation on Academic Misconduct, page 42 of the 2019-20 University Calendar and the Faculty of Business Administration has included the following statement in the Undergraduate Calendar, section 0.5.4, copied below:

>“Students enrolled in Business courses at the University of Regina are expected to adhere rigorously to principles of intellectual integrity. Plagiarism is a form of intellectual dishonesty in which another person's work is presented as one’s own. Plagiarism or cheating on examinations/assignments is a serious offence that may result in a zero grade on an assignment, a failing grade in a course, or expulsion from the University (2019-20 University Calendar, p. 140)."

Email
Email is a limited tool best for communication on single and simple topics or questions. Emails dealing with complex or multiple topics will result in the suggestion to meet face to face. I check my email daily during the week, but I do not track it all day long or on weekends. Please *do not email me to ask me what we covered today in class (see Missing Classes under Expectations).*

Laptops in the classroom
I have no particular objections to the use of laptops in the classroom for note taking, but if individual use of a laptop becomes a distraction to me or other students I reserve the right to limit their use.
<table>
<thead>
<tr>
<th>May 6</th>
<th><strong>Monday</strong></th>
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<tbody>
<tr>
<td><strong>Introduction:</strong> Course set up, outline review, IS defined.</td>
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<tr>
<td><strong>Supplementary Text</strong> Chapter 2: Achieving Efficiency and Effectiveness through Systems.</td>
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<td><strong>Chapter 1:</strong> Setting the Stage: Technology and the Modern Enterprise,</td>
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<td><strong>Wednesday</strong> Chapter 2: Strategy and Technology: Concepts and Frameworks for Understanding What Separates Winners from Losers</td>
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<tr>
<td>Online quiz open this weekend (opens Thurs. noon, closes Sat. noon).</td>
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<tr>
<td><strong>Monday</strong></td>
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<td>Article handed out for in-class discussion</td>
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<td>Define IS. Efficiency, effectiveness are outcomes of some prior decisions and actions - terms meaningless otherwise.</td>
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<tr>
<td><strong>Online Article:</strong> Heller, Martha (2010). Reforming Business Education: It's time to teach MBAs what they really need to know about IT, CIO Magazine, April 1, 2010 (1 page)</td>
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<tr>
<th>May 8</th>
<th><strong>Wednesday</strong></th>
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<tbody>
<tr>
<td>Online article: Pastore, R (2010) What CEOs Expect: CEOs want CIOs who know their industries, think like customers and can envision new business opportunities, CIO (Jun 15, 2010):</td>
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<tr>
<td>Week 2</td>
<td><strong>Monday</strong></td>
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<td>Chapter 4: Netflix: The Making of an Ecommerce Giant and the Uncertain Future of Atoms to Bits (75 minutes)</td>
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<td>May 15,</td>
<td><strong>Wednesday</strong></td>
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<td>Chapter 8: Network effects</td>
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<td>May 20, Week 3</td>
<td><strong>Monday</strong></td>
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<td><strong>Chapter 11:</strong> Facebook, network effects (75 minutes)</td>
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<td>May 22</td>
<td><strong>Wednesday</strong></td>
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<td><strong>Chapter 14:</strong> Software in Flux</td>
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<td>May 27, Monday</td>
<td>Midterm (75 minutes)</td>
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<td>Mini case (75 minutes)</td>
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<td><strong>Wednesday</strong></td>
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<td>Case (practice case)</td>
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<td>May 29, Monday</td>
<td>Mini-case</td>
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<td><strong>Wednesday</strong></td>
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<td>Issue Talk (2)</td>
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<td>Case: Liferay: A portal and content management platform. (No assignment)</td>
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<td>Article/slide show: <a href="https://www.darkreading.com/the-7-best-social-engineering-attacks-ever/d/d-id/1319411?image_number=1">https://www.darkreading.com/the-7-best-social-engineering-attacks-ever/d/d-id/1319411?image_number=1</a></td>
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<tr>
<td>Jun 3</td>
<td><strong>Monday</strong></td>
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<tr>
<td>Week 5</td>
<td>Case hand in due today</td>
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<tr>
<th>June 5</th>
<th><strong>Wednesday</strong></th>
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<tr>
<td>Midterm review</td>
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**Supplementary Text 2**

Chapter 10: Information Systems Development


**Monday**

Issue Talk (2)

Case: Saskatchewan Provincial Park Campsite Management and Reservation System

Article can be read in class, then discussed in groups


**Wednesday**

Issue Talk (2)

**Article:** McLean, Jesse, Bruser, D. (2017) Investigative News reporter


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<tr>
<th>Date</th>
<th>Monday</th>
<th>Wednesday</th>
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<tbody>
<tr>
<td>Jun 10</td>
<td><strong>Chapter 15</strong>: The Data Assets: Databases, Business Intelligence and Competitive Advantage</td>
<td><strong>Issue Talk (2)</strong></td>
<td><strong>Issue Talk (2)</strong></td>
</tr>
</tbody>
</table>
| Week 6     | **Article**: Open Source - Dirty Code, Licenses and Open Source  
| Jun 12     | **Wednesday**                               | **Case**                                      | **Wednesday**                               |
|            | **Case**                                    | **Chapter 17**: Information Security: Barbarians at the Gateway (and Just About Everywhere Else) | **Issue Talk (2)**                          |
| Jun 17     | **Monday**                                  | **Wednesday**                                 | **Monday**                                  |
| Week 7     | **Chapter 17**: Information Security: Barbarians at the Gateway (and Just About Everywhere Else) Privacy ethics and catch up | **Catch up?**                                 | **Article**: TBA                            |
| Jun 19     | **Monday**                                  |                                               | **Case hand-in due today**                  |
|            | **Chapter 17**: Information Security: Barbarians at the Gateway (and Just About Everywhere Else) Privacy ethics and catch up |                                               | **Ivey Case**: Business Intelligence Strategy at Canadian |
|            | **Wednesday**                               | **Wednesday**                                 | **Wednesday**                               |
|            | **Online Article**: Brandel, Mary (2012). APT in Action, CSOonline, February/March 2012,  
**Michael Riley, Ben Elgin, Dune Lawrence, and Carol Matlack** (2014), Missed Alarms and 40 Million Stolen Credit Card Numbers: How Target Blew It, March 13, 2014,  