MANAGING INFORMATION SYSTEMS

Classes

Instructor: Bill Bonner, Ph.D.  
Office: ED 540.10  
Telephone: 585-4794  
E-mail: Through UR Courses only

Classes:  
Section 001  M/W  10:00am-11:15am  ED623  
Section 002  M/W  5:30pm - 6:45am  ED191

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 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 affects, shapes and is shaped by how work is done (processes), those who do and manage the work (people, including clients) and the way the business is organized (structure). These elements combined form the IS. Understanding the interrelationships between the elements and being able to anticipate and manage (do something about) them is integral to all managers, 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 distill 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 the unique contextual factors that define all information system issues within individual organizations and the influence these factors have on the viability of 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.


This is text is only available online. I usually use Firefox as my browser, but my personal settings (ad blocker, no pop ups or third party cookies) upset some web sites including this one. If you are experiencing difficulties try another, unmodified browser.

I used this text last Winter and Spring (2019), so copies may be around. If you can get away with reading online or the eBook version only, do it. There is a $32 US delivery fee for the book that puts the cost of this text over the top ($96.95 US), for me.

Instructions: Go to https://students.flatworldknowledge.com/course/2591183

You will be presented with options (below) in US $.

Select Format
Online Access $39.95
Online Access + Ebook Download $59.95
Online Access + Color Textbook $64.95
Online Access + Ebook Downloads + Color Textbook $84.95

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

Secondary Texts: Both Open Source texts (no cost to you). Chapters and open source licenses are posted in UR Courses.


Chapter 2 Achieving Efficiency and Effectiveness through systems
Especially, What is an Information System?


Chapter 10: Information Systems Development

Cases:
We will use Ivey cases (3), a journal case and an Auditor General’s report for in-class discussions. Cases run ab
out $4.00 each and your student account will the charged for the cost.

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**

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Midterm</td>
<td>20%</td>
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<tr>
<td>Contribution</td>
<td>10%</td>
</tr>
<tr>
<td>Quizzes</td>
<td>4%</td>
</tr>
<tr>
<td>Issue/Tech Talks</td>
<td>12%</td>
</tr>
<tr>
<td>Case questions</td>
<td>14%</td>
</tr>
<tr>
<td>Final Examination</td>
<td>40%</td>
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</table>

**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 2019-2020 University Calendar, page 50.

**GRADING GUIDE**

<table>
<thead>
<tr>
<th>Score Range</th>
<th>Grade</th>
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<tbody>
<tr>
<td>90-100</td>
<td>Outstanding</td>
</tr>
<tr>
<td>80-89</td>
<td>Very good</td>
</tr>
<tr>
<td>70-79</td>
<td>Above average</td>
</tr>
<tr>
<td>60-69</td>
<td>Generally satisfactory</td>
</tr>
<tr>
<td>50-59</td>
<td>Barely acceptable</td>
</tr>
<tr>
<td>0-49</td>
<td>Unacceptable</td>
</tr>
</tbody>
</table>

**CONTRIBUTION (10%)**

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. 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 and every discussion thread.

**Note:** On Discussion threads I have seen students post Yes, or No as their response to the questions posed by the group that presented. I viewed those as disrespectful and assigned negative contribution marks. This also applies when I find that moderators have asked for further comments from individual posters and those posters do not respond. I do not read posts just hours before the thread closes.

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.

**ISSUE/TECH TALK (14%)**

To be done in groups in the time slots specified in the class schedule below. Students will be assigned to groups and time slots. Three is the maximum per group. A topic sheet is posted outside my office. First come, first serve on the topics.

Deliverable: A 15 minute (maximum) presentation on a specific current IT/IS issue taken from newspapers or other sources that involves a use or potential use of technology that has implications for management and/or organizations.

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

**Presentation Expectation:** Teams are expected to identify the relevance of their topic to their peers, and present their research and findings. The goal is to bring the class up to speed on the issues(s) for subsequent discussion on UR Courses by the class. Your goal is to raise and describe the issue(s), not solve it (them). That is for class discussion on UR Courses.

**Moderation Expectation:** A UR Courses discussion thread will be open for one week after the presentation. The team presenting will moderate the discussion on the thread, adding information as necessary as well as directing and responding to the discussion.

**Final Act:** The team presenting has one week after the discussion thread closes to prepare a one page written summary of the discussion that took place and reflections on what the team might have done differently in presenting the topic or moderating it.

Where Issue Talks are indicated in the Class Schedule below (i.e. Jan 20 and 22) class will only be an hour long, creating class time to watch the video.
Non-Presenting Students Expectation: Students in each class sub-group (A or B) are expected to view the video presentation and then contribute to Discussion threads, offering considered, reflective opinions. Your turn will come and you need others to participate in your discussion. Last minute opinions will not be read. Failure to respond to the moderators will count as negative contribution.

Topics: In general, 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. Past topics include a wide range of data breaches, radio frequency identification technology, data theft, data security, electronic health records (EHR), employee monitoring, computer forensics, Sony hacks, specific work experience issues, an individual’s experience with identity theft and others. Two issues that are particularly current are a ransomware attack in Louisiana (November 2019), the City of Ottawa falls for phishing attack (August 2019) Dejardins credit union 2.9 million client record data beach, Capital One data breach (100 million individuals) by cloud service provider, Amazon (July 2019).

CASE QUESTIONS
We will do 3 case question hand-in assignments this term due February 5 (Ivey case), March 16 (Auditor General’s report) and March 23 (Ivey case). Cases take about 2 hours to properly prepare. For 3 of the 5 cases an assignment question will be posted that must be submitted at the start of class, through UR Courses.

Each assignment is due no later than the start of class on the above dates. They are to be submitted through the Assignments tab on UR Courses. You file name must include your name, Last name, first name.

For each case, a question will be posted. 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. The challenge is to be concise. Note,

1) If you are running out of space,
   a. you are not being concise and/or
   b. you have repeated unnecessary information from the case or wasted space by typing out the question (I have already read the case and I wrote 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!).

The learning takes place in the breakout room and in-class discussions of the case. Negative contribution marks and minimum feedback on submissions will be offered to those missing class discussion.
EXPECTATIONS

Class Preparation
Students are expected to read the assigned chapter material and articles before class and to contribute to the discussion. This is also the answer to the questions, “How do I prepare for the exam” or “How do I do better on the next exam”?

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. The text is not the course. It is supplemental to the course.

Articles
The article readings are selected to help achieve the course objectives and expose you to a wide range of IS issues. Fifteen-twenty minutes will be set aside to discuss articles, in classes where articles are assigned. In class discussion will be based on questions designed to focus on organizational/managerial lessons within the articles.

Contribution
The course is designed to create discussion opportunities through the inclusion of articles, Issue Talks and in-class exercises and online discussion forums. 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 will usually lead off the class and it is very disrespectful to have presenters disrupted by people drifting into the room late. If a student must leave early then please, out of courtesy, let me know in advance that you must leave early so I am not surprised.

Cell Phones
Turn off cell phones or leave them somewhere else altogether.

Class Notes
I post slides to UR Courses for the week, by Sunday evening. 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 pass through the appropriate channels, as per page 50 of the 2019-2020 University Calendar. All requests go through the Associate Dean, Undergraduate Programs.

Dictionary Use
Use of paper dictionaries in the exam will be permitted (even encouraged). To ensure the integrity of the process and the appearance of that integrity the instructor will check all dictionaries at the start of an exam. The can be no writing or loose pieces of paper in the dictionary.

Services for Students with Disabilities
Students with a verifiable need for accommodation please register with the Centre for Student Accessibility at 306-585-4631. More information can be found on page 66 of the 2019-2020 University of Regina Undergraduate Calendar.

Academic Misconduct
Academic misconduct will not be tolerated and will be dealt with swiftly. Any instance of a student will be referred to the Associate Dean, without exception.

Be familiar with University Regulation on Academic Misconduct, section 5.14.2 (link below) of the current University Calendar and the Faculty of Business Administration has included the following statement in the Undergraduate Calendar, section 10.5.4, 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”. See p. 139 of the University of Regina Undergraduate calendar, 2019-2020.

In our class the above is most likely applicable to the written case summary hand-ins and the Issue Talk presentations. Cite your sources. It can be in small fonts within the slides or at the end.

Email
Email is a limited tool best for communication on single and simple topics or questions. 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).

Laptop/tablet use in the classroom
I have no particular objections to the use of laptops/tablet in the classroom for note taking, but if individual use becomes a distraction to me or students I reserve the right to call you on it and limit it. The same is true of other technologies.
<table>
<thead>
<tr>
<th>Week 1: Jan 6, 8</th>
<th>Class Schedule</th>
<th>Readings, cases and Issue Talk dates</th>
</tr>
</thead>
</table>
| **Monday**      | Introduction, course set up, outline review, IS defined.  
**Supplementary Text**  
Chapter 2: Achieving Efficiency and Effectiveness through Systems. |
| **Wednesday**   | **Article:** 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)  
http://search.proquest.com/docview/205953065?accountid=13480 |

<table>
<thead>
<tr>
<th>Week 2: Jan 13, 15</th>
<th>Class Schedule</th>
<th>Readings, cases and Issue Talk dates</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Monday</strong></td>
<td>Chapter 2: Strategy and Technology: Concepts and Frameworks for Understanding What Separates Winners from Losers</td>
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</table>
| **Wednesday**     | **Article:** Pastore, R (2010) What CEOs Expect: CIO (Jun 15, 2010):  
U of Regina Library persistent link  

| **Monday**        | **Article:** Ross, J.W., Weill, P. (2002). Six IT Decisions Your IT People Shouldn’t Make,  
UR Library |
| **Wednesday**     | **Article:** Ross, J.W., Weill, P. (2002). Six IT Decisions Your IT People Shouldn’t Make,  
UR Library |
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<thead>
<tr>
<th>Week 3: Jan 20, 22</th>
<th>Monday</th>
<th>Issue Talk</th>
<th>Monday</th>
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<tbody>
<tr>
<td><strong>Wednesday</strong></td>
<td><strong>Issue Talk</strong></td>
<td><strong>Wednesday</strong></td>
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<tr>
<th>Week 4: Jan 27, 29</th>
<th>Monday</th>
<th>Issue Talk</th>
<th>Monday</th>
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<tbody>
<tr>
<td><strong>Wednesday</strong></td>
<td><strong>Issue Talk</strong></td>
<td><strong>Wednesday</strong></td>
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<tr>
<td>Chapter 6: Disruptive Technologies: Understanding the Giant Killers</td>
<td><strong>Online Article:</strong> Jefferies, Duncan, Digital banking or banking done digitally, Raconteur, June 2, 2019 <a href="https://www.raconteur.net/finance/digital-challenger-banks">https://www.raconteur.net/finance/digital-challenger-banks</a></td>
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<tr>
<th>Week 5: Feb 3, 5</th>
<th>Monday</th>
<th>Issue Talk</th>
<th>Monday</th>
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<tbody>
<tr>
<td><strong>Wednesday</strong></td>
<td><strong>Wednesday</strong></td>
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<td></td>
<td><strong>Case hand-in due today</strong> Ivey Case: Creating a Process Oriented Enterprise at Pinnacle West</td>
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<td>Week 6: Feb 10, 12</td>
<td>Monday</td>
<td>Wednesday</td>
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<td></td>
<td><strong>Ivey Case: Knight Capital Americas LLC</strong></td>
<td>Midterm</td>
<td><strong>Midterm</strong></td>
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<td><strong>Reading break</strong></td>
<td>Reading break</td>
<td><strong>Reading break</strong></td>
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<tr>
<th>Week 7: Feb 24, 26</th>
<th>Monday</th>
<th>Wednesday</th>
<th>Monday</th>
<th>Wednesday</th>
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<tr>
<td></td>
<td><strong>Chapter 11: Facebook: Building a Business from the Social Graph</strong></td>
<td><strong>Chapter 11: Facebook: Building a Business from the Social Graph</strong></td>
<td><strong>Issue Talk</strong></td>
<td><strong>Issue Talk</strong></td>
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<tr>
<th>Week 8: Mar 2, 4</th>
<th>Monday</th>
<th>Wednesday</th>
<th>Monday</th>
<th>Wednesday</th>
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<tbody>
<tr>
<td><strong>Midterm review</strong></td>
<td><strong>Pretexting (social engineering) health information presentation</strong></td>
<td><strong>Chapter 13: Understanding Software</strong></td>
<td><strong>Nothing required from students, I present research findings on con artists working their marks (you or your employees).</strong></td>
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<td></td>
<td><strong>Issue Talk</strong></td>
<td><strong>Issue Talk</strong></td>
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<tr>
<td>Week 9: Mar 9, 11</td>
<td><strong>Monday</strong></td>
<td><strong>Monday</strong></td>
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</table>
| **Chapter 14:** Software in Flux | **Issue Talk**  
**Article:** Wittow, M.H., Pearlman, J.C. (2009). How open-source software can affect a company’s value  
| Wednesday | Supplementary Text 2  
**Chapter 10:** Information Systems Development | Wednesday |
| | | **Issue Talk**  
**Article:** Perkins, Bart (2018). What is change management? A guide to organizational transformation, CIO Magazine, April 12, 2018,  

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<thead>
<tr>
<th>Week 10: Mar 16, 18</th>
<th><strong>Monday</strong></th>
<th><strong>Monday</strong></th>
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</thead>
</table>
| **Case Discussion** | **Case hand-in due today**  
**Article:** Violino, Bob (2017). The secrets of highly successful data analytics teams, CIO Magazine, October 24, 2017,  
<p>| Wednesday | <strong>Chapter 15:</strong> The Data Assets: Databases, Business Intelligence and Competitive Advantage | Wednesday |</p>
<table>
<thead>
<tr>
<th>Week 12: Mar 23, 25</th>
<th><strong>Monday</strong></th>
<th><strong>Monday</strong></th>
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<tbody>
<tr>
<td><strong>Chapter 15:</strong> The Data Assets: Databases, Business Intelligence and Competitive Advantage (Continued)</td>
<td></td>
<td>Case hand-in due today</td>
</tr>
<tr>
<td><strong>Wednesday</strong></td>
<td><strong>Wednesday</strong></td>
<td>Ivey Case: Business Intelligence Strategy at Canadian Tire</td>
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<tr>
<td><strong>Chapter 17:</strong> Information Security: Barbarians at the Gateway (and Just About Everywhere Else)</td>
<td>Issue Talk</td>
<td></td>
</tr>
</tbody>
</table>
| | Online article: | Stilgherrian (2019). Schneier slams Australia's encryption laws and CyberCon speaker bans, ZDNET, October 9, 2019  
| | Paul, Katie (2019). U.S. senators threaten Facebook, Apple with encryption regulation, Reuters, December 10, 2019,  

<table>
<thead>
<tr>
<th>Week 13: Mar 30, Apr 1</th>
<th><strong>Monday</strong></th>
<th><strong>Monday</strong></th>
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</thead>
</table>
| **Chapter 17:** Information Security: Barbarians at the Gateway (and Just About Everywhere Else) | **Online Article:** Brandel, Mary (2012). APT in Action, CSOonline, February/March 2012,  
http://www.csoonline.com/article/701650/apt-in-action-the-heartland-breach | **Monday** |
| **Wednesday** | **Wednesday** | **Case:** Cybersecurity: The three-headed Janus, Journal of Information Technology Teaching cases, 8(2), pp. 161-171, U of R Library,  

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<thead>
<tr>
<th>Week 14: Apr 6, 8</th>
<th><strong>Monday</strong></th>
<th><strong>Monday</strong></th>
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<tbody>
<tr>
<td>Privacy, ethics and catch up</td>
<td><strong>Wednesday</strong></td>
<td><strong>Wednesday</strong></td>
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<tr>
<td><strong>Wednesday</strong></td>
<td>Recap</td>
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