BA 548b: Seminar in Management Information Systems
Syllabus – Fall 2013

Course Logistics

<table>
<thead>
<tr>
<th></th>
<th>Rehn Hall 215 (MGMT conference room)</th>
<th>Tuesday 1:00 pm – 3:45 pm</th>
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<tbody>
<tr>
<td>Instructor</td>
<td>Dr. Jim Nelson</td>
<td>Rehn 208A</td>
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<tr>
<td>Office Hours</td>
<td>09:00 – 11:00 T Th</td>
<td>(618) 453-7880</td>
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<tr>
<td></td>
<td>13:00 – 15:00 Th</td>
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<tr>
<td>email</td>
<td><a href="mailto:nelson.j@cob.siu.edu">nelson.j@cob.siu.edu</a></td>
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Be sure to read “Emergency Procedures” at the bottom of this syllabus!!

Textbooks
Required:
None

Course Background
Information is critical to the way we work, the way we play, and the way we live. An understanding of the various forms that information may take, and the many methods that information is collected, managed, distributed, and protected is vital if we are to be intelligent consumers of information through information systems and information technology.

The course name is “Management Information Systems,” but that is far too narrow. This course will explore many different kinds of information and the information systems and information technology that bring it about. For example, the next four weeks cover healthcare information systems, security information systems, financial information systems, and geographic information systems.

Course Structure
This class is a seminar. That means that there will be very little lecture. Classes will be structured around a series of readings that will be assigned each week. Here’s how it will work. I will pick the topic and the readings and then lead the discussions for the first few classes. The topics will cover the foundations and important areas of information systems.

Then I’ll turn the class over to you. Each week one student will be assigned to be the discussion leader. That student will choose the topic (with my approval) and four readings that cover the topic. Three of the readings will be assigned to other students to read, analyze, and prepare a three(ish) page summary. The discussion leader will lead the discussion (duh) and present his/her paper. The other three will then present their papers in turn.

You will also write a paper (approximately 30 pages with references) on an information systems topic of your choice. It’s probably a good idea to choose the same topic that you chose as the discussion leader, but it’s up to you. Near the end of the semester you will present this paper to the class.
There will be no exams in the course. Your grade will be determined entirely on your class participation, paper presentations, and topic paper. This class will be demanding of your time, of your cognitive skills, and of your organizational skills.

**Surprises:** Opportunities often present themselves during the semester that will enhance the quality of the course. If such an opportunity presents itself we will adjust the course to take advantage of it.
**Attendance / Participation**
This is a very small class, and it is a seminar. Each week I will expect you to participate actively in the class discussions. If you are sick during a class where you will be making a presentation, please try to make arrangements with someone else in the class to “trade presentation days.”

**Grading**
NOTE: The following numbers are APPROXIMATE. They will be finalized once the assignment is turned in.

**Lecture Grades**

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Class participation</td>
<td>20%</td>
</tr>
<tr>
<td>Discussion papers</td>
<td>30%</td>
</tr>
<tr>
<td>Project Paper topic analysis</td>
<td>10%</td>
</tr>
<tr>
<td>Project Paper</td>
<td>40%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
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**Policy on Late and Missed Assignments (Generic)**
- You may not make up a missed quiz.
- You may not make up a missed midterm or final. See me as soon as possible if you discover that you have to miss the midterm or final so we can figure something out.
- Late homework assignments (turned in after the class starts) will earn a maximum of half of the possible points. Homework more than a week late will not be graded.
- A project due date is announced when the project is assigned. Projects must be turned in by 5:00 p.m. (or in class if the class meets after 5) on the due date. No late projects will be accepted. None. At all. Don't even ask. If you don't get the project in on time you probably won't pass the course.

**Grade Appeals**
Assigning grades is sometimes more art than science. While I make every effort to follow your thinking in your answers, I may from time to time completely misunderstand what you are trying to say. If you believe that I graded something incorrectly (either too high or too low), you may appeal your grade. What you need to do is: on a separate sheet of paper, write the question number and an explanation of why you believe that your question deserves a higher grade. Backing up your appeal with citations from the book, notes, or another source is always good. Attach the paper to your original quiz, exam, project, or whatever, and give it to me in class or during office hours. I will consider your original answer and your appeal and I will let you know if your grade is raised or why it will not be changed. You may turn in appeals any time up to the date of the final exam. While I am pretty careful in keeping track of papers, sometimes things get misplaced in the confusion around midterms, finals, or project turn-in dates. It may be a good idea to keep a copy of your quiz, exam, or whatever “just in case.”
### Jim’s Grading Philosophy

Many students ask me how I assign grades on their class projects, homework assignments, and class participation. Here’s what I do…

<table>
<thead>
<tr>
<th>Grade</th>
<th>Meaning</th>
<th>Explanation</th>
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<tbody>
<tr>
<td>A</td>
<td>Excellent Performance Superior Achievement</td>
<td>An A student is one who understands the content and learning objectives thoroughly, completely, and accurately, and can demonstrate that understanding in a number of ways. Such a student will have done exceptionally well on assignments, exams, and class projects, and will have participated extensively in class discussion by asking good questions and contributing constructive thoughts. An A student will also have demonstrated a strong interest in the learning process by contributing to a constructive class environment and to the learning success of his or her fellow students.</td>
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<tr>
<td>B</td>
<td>Good Performance Substantial Achievement</td>
<td>A B student is one who has demonstrated a relatively high level of mastery of the content and learning objectives of the course. A B student will have done very well on assignments, exams, and class projects, and will have participated constructively in class discussion. A B Student will have demonstrated a positive attitude toward the learning process and made a positive contribution to the learning environment of the class.</td>
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<tr>
<td>C</td>
<td>Standard Performance and Achievement</td>
<td>A C student will have demonstrated a reasonable level of mastery of the content and learning objectives of the course. A C student will have completed assignments and demonstrated a reasonable grasp of requisite knowledge on exams and class projects. A C student will have demonstrated a reasonable level of commitment to the learning process and made a positive contribution to the learning environment of the class.</td>
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<tr>
<td>D</td>
<td>Substandard Performance Marginal Achievement</td>
<td>A D student will have demonstrated some level of mastery of the content and learning objectives of the course, but less than that desired to serve as a basis for future endeavor. A D student will not have completed all assignments in a satisfactory manner, nor demonstrated more than a partial grasp of requisite knowledge on exams and class projects. A D student will have demonstrated only some commitment to the learning process and made only a marginal contribution to the learning environment of the class.</td>
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<tr>
<td>F</td>
<td>Unsatisfactory Performance and Achievement</td>
<td>An F student has failed to demonstrate any significant mastery of the content and learning objectives of the course. An F student will not have completed all assignments in a satisfactory manner, nor demonstrated any significant grasp of the requisite knowledge on exams and class projects. An F student will have failed to demonstrate any significant level of commitment to the learning process, nor made any positive contribution to the learning environment of the class.</td>
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Course Grade
Important note: If you do only what you are assigned to do and nothing more, then you will earn a C. For example, if I ask a question on a quiz or on an exam and you give me an answer that is copied from the book or from the notes, that answer will earn at most a C. While that answer is technically correct, I assume going into the class that you can read and that you can look up things in the book. To earn a B, you will have to show me that you have actually learned something. An example of this would be if you could integrate several diverse facts into your answer. To earn an A (superior achievement), you would have to show me that you can apply this knowledge somehow. For example, a real-world situation.

This philosophy reflects the real world: A manager or an employee of a competitive company who consistently meets only the minimum requirements of the job would soon be looking for another job.

Information systems is a rapidly evolving field. A course will probably change from semester to semester as new information, tools, and techniques are introduced to keep up with the best practices in industry. This year’s class may be totally different from last year’s class. Because of this, there’s no way to "perfect" assignments over many years of teaching the same thing so that outstanding students will always end up with a course grade of 90 or above, average students will end up with a grade of 80-89, and so on.

Therefore, your course grade will NOT be determined by a 90-80-70 grading scale. I look for breakpoints in the final grades of all the students in the class. I start around 90 then look up and down for a breakpoint. There is always a break between outstanding students and average students, between average and below average students, and so on. The breakpoint for an A in the class may be a 93 or it may be an 85. Of course, if everyone in the class is outstanding, then everyone will get an A. Also, if no one in the class is outstanding, then there won’t be any As.

If you have any questions, comments, or suggestions on this grading philosophy, please don’t hesitate to let me know (anonymously, if you like).

Instructor Biography
Jim Nelson is an associate professor of Information Systems in the Management Department at Southern Illinois University. He received his BS in Computer Science from California Polytechnic State University, San Luis Obispo, and his MS and PhD in Information Systems from the University of Colorado, Boulder. His research interests include developing theoretically grounded models and metrics for evaluating business processes, investigating the problems people have shifting to emerging technologies, and determining the business value of information technology. Jim generally teaches the more technical courses in information systems including object oriented technology, systems analysis and design, database theory and practice, and business data communications.
Emergency Procedures:
Southern Illinois University Carbondale is committed to providing a safe and healthy environment for study and work. Because some health and safety circumstances are beyond our control, we ask that you become familiar with the SIUC Emergency Response Plan and Building Emergency Response Team (BERT) program. Emergency response information is available on posters in buildings on campus, available on the BERT’s website at www.bert.siu.edu, Department of Public Safety’s website www.dps.siu.edu (disaster drop down) and in the Emergency Response Guidelines pamphlet. Know how to respond to each type of emergency.

Instructors will provide guidance and direction to students in the classroom in the event of an emergency affecting your location. It is important that you follow these instructions and stay with your instructor during an evacuation or sheltering emergency. The Building Emergency Response Team will provide assistance to your instructor in evacuating the building or sheltering within the facility.
Southern Illinois University

"We emphasize student achievement and success because achievement and success are essential if we are to shape future leaders and transform lives."

Syllabus Attachment
Fall 2013

IMPORTANT DATES
Last day to add a class (without instructor permission) ............................................. 8/25/2013
Last day to withdraw completely and receive a 100% refund........................................ 9/30/2013
Last day to drop a course using SalukiNet ................................................................ 10/27/2013
Last day to file elections application (the name to appear in Fall Convocation program) .................................................. 11/1/2013
Final examinations ........................................................................................................ 12/9 – 12/13/2013
Note: For outreach, internships, and short course drop/add dates, visit:
http://register.siu.edu/academicproblems

FALL SEMESTER HOLIDAYS
Labor Day 09/02/2013
Fall Break 10/13–10/15/2013
Veteran’s Day 11/11/2013
Thanksgiving Break 11/27–12/1/2013
WITHDRAWAL POLICY – Undergraduate only
Students who officially register for a session may not withdraw merely by the stopping of attendance. An official withdrawal form needs to be initiated by the student and processed by the University. For the proper procedures to follow when dropping classes and when withdrawing from the University, please visit:

INCOMPLETE POLICY – Undergraduate only
An INC is assigned when, for reasons beyond their control, students engaged in passing work are unable to complete all class assignments. An INC must be changed to a completed grade within one semester following the term in which the course was taken, or graduation, whichever occurs first. Should the student fail to complete the course within the time period designated, that is, by no later than the end of the semester following the term in which the course was taken, or graduation, whichever occurs first, the incomplete will be converted to a grade of F and the grade will be computed in the student’s grade point average. For more information please visit:
http://register.siu.edu/grade/incomplete.html

REPEAT POLICY
An undergraduate student may, for the purpose of raising a grade, enroll in a course for credit no more than two times (two total enrollments) unless otherwise noted in the course description. For students receiving a letter grade of A, B, C, D, or F, the course repetition must occur at Southern Illinois University Carbondale. Only the most recent (last) grade will be calculated in the overall GPA and count toward hours earned. See full policy at:

GRADUATE POLICIES
Graduate policies often vary from Undergraduate policies. To view the applicable policies for graduate students, please visit:
http://gpad.siu.edu/about-us/grad-catalog/index.html

DISABILITY POLICY
Disability Support Services provides the required academic and programmatic support services to students with permanent and temporary disabilities. DSS provides centralized coordination and referral services. To utilize DSS services, students must come to the DSS to open cases. The process involves interview, review of student-supplied documentation, and completion of Disability Accommodation Agreements.
http://dss.siu.edu/student-conduct-code.html

STUDENT CONDUCT CODE
http://dss.siu.edu/student-conduct-code.html

SALUKI CARES
The purpose of Saluki Cares is to develop, facilitate and coordinate a university-wide program of care and support for students in any type of distress—physical, emotional, financial, or personal. By working closely with faculty, staff, students and their families, SIU will continue to display a culture of care and demonstrate to our students and their families that they are an important part of the community. For information on Saluki Cares: (618) 453-5714, or sicares@siu.edu.
http://salukicares.siu.edu/index.html

EMERGENCY PROCEDURES
Southern Illinois University Carbondale is committed to providing a safe and healthy environment for study and work. We ask that you become familiar with the SIU Emergency Response Plan and Building Emergency Response Team (BERT) programs. Emergency response information is available on posters in buildings on campus, available on BERT’s website at www.berts.siu.edu, Department of Safety’s website at www.dps.siu.edu (disaster drop down) and the Emergency Response Guidance pamphlets. Instructors will provide guidance and direction to students in the classroom in the event of an emergency affecting your location. It is important that you follow these instructions and stay with your instructor during an evacuation or sheltering emergency.

INCLUSIVE EXCELLENCE
SIU contains people from all walks of life, from many different cultures and sub-cultures, and representing all strata of society, nationalities, ethnicities, lifestyles, and affiliations. Learning from and working with people who differ is an important part of education as well an essential preparation for any career. For more information please visit:
http://www.twbusinesscollence.siu.edu/

MORRIS LIBRARY HOURS
http://www.lib.siu.edu/about

LEARNING AND SUPPORT SERVICES
Help is within reach. Learning support services offers free tutoring on campus and math labs. To find more information please visit the Center for Learning and Support Services website:
Tutoring : http://tutorial.siu.edu
Math Labs http://tutorial.siu.edu/math_tutoring/index.html

WRITING CENTER
The Writing Center offers free tutoring services to all SIU students and faculty. To find a Center or Schedule an appointment please visit:
http://writng.siu.edu/

AFFIRMATIVE ACTION & EQUAL OPPORTUNITY
Our office’s main focus is to ensure that the university complies with federal and state equity policies and handles reporting and investigating of discrimination cases. For more information visit:
http://diversity.siu.edu/

Additional Resources Available:
SALUKINET: https://salukinet.siu.edu/home/displaylogin
ADVISEMENT: http://open.siu.edu
PROVOST & VICE CHANCELLOR: http://pvcaa.siu.edu/
SIU ONLINE: http://online.siu.edu/