MGMT 345: Computer Information Systems
Syllabus – Fall 2015

Course Logistics (Lecture)

<table>
<thead>
<tr>
<th>Where</th>
<th>Lawson 161</th>
<th>Tuesday 12:35 to 1:50</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>T, Th 9:00 to 12:00</td>
<td>And by appointment</td>
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<tr>
<td></td>
<td></td>
<td>(618) 453-7880</td>
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<tr>
<td>email</td>
<td><a href="mailto:actjn@siu.edu">actjn@siu.edu</a></td>
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Be sure to read “Emergency Procedures” at the bottom of this syllabus!!

Textbooks
Required:
Title: Information Systems Today: Managing in the Digital World
Author: Joe Valacich and Christoph Schneider
Publisher: Prentice Hall

Title: MGMT 345 Computer Information Systems Lab Manual
Publisher: Department of Management, SIUC
Edition/Year: Fall 2015 ← This is the ONLY one allowed

Course Background
Information technology and information systems are advancing at a staggering rate. Every day new technology, new software, and new business processes are introduced that take advantage of these advances. This course is an introduction to the core information technologies: hardware, software, database, and telecommunications. In addition, this course shows you how all this technology influences (and is influenced by) the people and the processes of the organization. For example, how are businesses taking advantage of the latest technology trends such as the cloud, big data, and mobile computing? And how can all this help you?

Course Objectives
This course will give you the “core” of information systems (except for the topic of programming) which will help you to:

- Understand the relationship between information systems and other systems in the organization, within an overall information systems framework;
- Acquire the background knowledge and language necessary to communicate effectively with information systems professionals and participate in the design, development and evaluation of information systems;
- Understand basic security and control issues relating to information systems.
- Acquire hands-on skills in Microsoft Excel and Microsoft Access.
Learning Outcomes
Learning outcomes for this class include both cognitive (knowledge you will gain) and behavioral (actions you will perform). Cognitive learning outcomes include the following:

1. Understand the concept of information technology (IT) and information systems (IS) and the role they play within and outside the business organization.
2. Describe approaches for evaluating information systems investments.
3. Identify the components, benefits, and limitations of core hardware, software, database, and telecommunications technologies.
4. Indicate how information systems can be used to manage data and support organizational goals, both strategic and operational.
5. Discuss the importance of aligning information systems and business strategies.
6. Explain the issues and mitigation methods related to information security and privacy.
7. Recognize technological solutions supporting various functional areas within an organization and activities along the supply chain.
8. Articulate issues related to information technology acquisition, development, and outsourcing.
9. Examine the impact of information technology on organizations and society

Grading
The course is broken into lecture and lab components. The lecture grade is broken into three exams: two midterm exams and a comprehensive final exam.

The lab component is described in the Mgmt 345 Lab Manual. There are eleven assignments: six Excel assignments, four Access assignments and one “capstone” assignment. Each assignment is worth 20 points. Here’s how it works:

Each lab assignment is broken into two parts: computer and quiz. The computer part of each lab must be completed by the time class starts (12:35) on Thursdays. You turn it in to the appropriate dropbox in D2L. The quiz part is due in class on Thursday. You take the quiz in the lab manual, tear out the page, and bring it in to class to turn in. The page you turn in must be an original from the lab manual complete with the “jagged” edges. NO COPIES. Be sure that your name is on it! You will get credit for the quiz ONLY if you turn in the computer portion first.

You can work on the labs at home, in the labs, or anywhere you have access to Microsoft Office 2013 Excel and Access.

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

Lecture Grades

| Exam 1       | 150 |
| Exam 2       | 150 |
| Final Exam (Dec 15 @ 12:30) | 200 |
| Labs: 11 @ 20 each | 220 |
| **Total**    | **720** |
Policy on Late and Missed Assignments
- You may not make up a missed mid-term exam or final exam. 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.

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, in 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.

Your numeric grade in the course will be based on a weighted average of all of your assignments. A list of assignments and their weights will be given to you in the course syllabus. Your letter grade will be determined by a combination of your work in the class (outstanding, average, etc.) and your standing compared to the rest of the students in the class.

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).
Emergency Procedures:
A better copy of the text below can be found at:
http://pvcaa.siu.edu/_common/documents/syllabus%20attachments/Syllabus%20Attachment%20Fall%202015.pdf

Syllabus Attachment
Fall 2015
http://pvcaa.siu.edu/

SAFETY AWARENESS FACTS AND EDUCATION
Title IX makes it clear that violence and harassment based on sex and gender is a Civil Rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as nce, national origin, etc. If you or someone you know has been harassed or assaulted, you can find the appropriate resources here: http://sexual.siu.edu

SALUKI CARES
The purpose of Saluki Care is to develop, institute, 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 families, SIU will continue to display a culture of care and demonstrate our students and their families that they are an important part of the community. For information on Saluki Care (618) 535-7711, or siu.cares@siu.edu, http://salukicare.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 Teams (BERT) programs. Please reference the Building Emergency Response Protocols for Syllabus attachments on the following pages. 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 status of society, nationalities, ethnicities, lifestyles, and affiliations. Learning from and working with people who differ is an important part of education as well as essential preparation for any career. For more information please visit: http://www.pvcaa.siu.edu/learning-support/services/

PROVIDING A HEALTHY AND SAFE ENVIRONMENT FOR STUDENTS
In the event of a documented or suspected outbreak of a communicable disease at SIU, the Center for Health and Wellness Educational Services will be notified and a plan of action developed. For more information please visit: http://www.pvcaa.siu.edu/learning-support/services/

WRIITING 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://Writing.siu.edu/
August 6, 2015

MEMORANDUM

TO: Susan Ford
   Interim Provost and Vice Chancellor

FROM: Linda McCabe Smith
       Associate Chancellor for Institutional Diversity

SUBJECT: New Student Online Training

Consent & Respect, an online education program regarding sexual violence and bystander intervention, will be open the week of August 10, 2015 for all SIU Carbondale students beginning work on any degree. The required course reflects the university’s commitment to campus safety and compliance with the federal Violence Against Women Act.

The deadline for completion is October 31, 2015. Please remind all students who are beginning work on any degree to complete this online training, inform students that a hold will be placed on their record and they will not be able to register for the spring semester until they successfully complete Consent & Respect.

Consent & Respect is offered through an online provider that guarantees confidentiality. While SIU will track whether or not the student has completed the course, their responses to questions within are completely confidential and will not be shared with the university.

Please contact my office if you have questions. Thank you.

Sincerely,

Linda McCabe Smith
Associate Chancellor for Institutional Diversity