

MASTER SYLLABUS MIST315: INFORMATION SYSTEMS

1. Course Details

Semester:	
Course Code:	MIST315
Course Name:	Information Systems
Course Prerequisites:	None
Course Co-requisites:	Successful completion of the MIST 315 screening examination ¹
Credits Hours:	Three (3) credit hours
Classroom:	
Class Timing:	(45 contact hours)
Final Exam Period:	

2. Instructor Details

Professor:
Office Location:
Office Hours:
Email:
Course website:
Phone (Office):

3. Catalog Course Description

This course provides an introduction to information technology and application software. It also introduces students to how information is used in organizations and how information technology enables improvement in decision making at all managerial levels.

¹ Students must demonstrate proficiency in using productivity software (word processing, spreadsheet processing, database management, PowerPoint). A screening/qualifying examination is given during the first day of class. Students who do not demonstrate proficiency in a specific topic are placed into the respective "Professional Enrichment" training seminar to strengthen skills.

4. Course Overview

This course is intended to provide students in business related disciplines with an understanding of the role of MIS in business organizations. Emphasis is placed on management and technical concepts fundamental to business applications and management control of Information Systems. Students are exposed to an overview of the many areas that make up MIS. Topics include: business as a system; systems components; computer based information systems, types of information systems; what is MIS; quality of information; specification, design and engineering or reengineering of information systems; application versus system software; procedural versus non-procedural programming languages; database features, functions, and architecture; telecommunications applications; characteristics of MIS professionals and MIS career paths; and MIS ethics. Each student is administered a computer productivity software screening test during the first day of class (to check for MS-Office competencies). Students who do not pass the exam must attend Professional Enrichment workshops. Students who have not passed the exam by add/drop deadlines are administratively withdrawn from this class. Students may repeat the exam, as necessary, while attending the workshops.

5. Course-Level Learning Goals²

(A) Invariant Learning Goals (In support of the BSBA Programmatic Learning Goal(s)):

Upon the successful completion of this course, the student will be able to:

1. Collect and analyze strategic information with software tools, and discuss the results in clear, effective and meaningful ways;
2. Use the language and terminology of Information Systems technologies used in contemporary business;
3. Participate in teams to accomplish a goal;
4. Distinguish different business domains, including distributed, networked, multi-national and multi-cultural environments;
5. Describe the social /ethical impacts of information technologies and be able to define appropriate uses within cultural and ethical norms; and
6. Use the Microsoft Office suite of products as tools of the trade.

² A note on School of Management Course-Level Learning Goals: Learning goals are partitioned into those that are in support of the programmatic learning goals (Invariant), specific to globalization (Contextualized), and specific to the domain expertise of the instructor (Instructor-Specific). The former two categories are required for all courses. Invariant “Assurance of Learning Validations” are specifically linked to the associated programmatic learning goal and objective, with course-level learning goals representing the programmatic goal as it applies to the context of the course. Learning goals that focus on knowledge acquisition (Bloom’s Taxonomy) are not specifically or necessarily included into the course-level learning goals, although it is assumed that knowledge acquisition of all relevant business core fundamentals is addressed within each course. Examinations in class are used to provide feedback concerning knowledge and comprehension for the purpose of ensuring that students who have not mastered these will not advance through the curriculum. Attainment of knowledge within each core area is assessed by way of standalone testing of each student as a required part of the instructional program prior to graduation (e.g. ETS).

Assurance of Learning Validations (Linked to the BSBA Programmatic Learning Goal(s))³:

- A1. Internet Project: Each student must submit responses to the questions that are in an internet assignment, based on their collecting, analyzing and presenting information obtained from the Internet. The responses must be submitted as a paper between two and five pages long. The overall grade for the assignment is based on two scores. The first score is based on the student's ability to demonstrate the impact of globalization within the context of the responses (G3O2)*. The second score is based on the comprehension and scope of information gathered and the resulting analysis that leads to the responses submitted (M2O1).
- *One specific question on the global context of business will be given to students to facilitate student attainment of BSBA programmatic learning goal G3O2.
- A2. Spreadsheet Project: Students must submit a paper between two and five pages long that presents a recommendation and supporting data (including method of analysis) for a project. The student must also submit electronically the spreadsheets that were used to support the analysis including all embedded formulas. The overall grade for the project is based on three scores. The first score is based on the correctness and appropriateness of the analysis and recommendation, based on students' ability to use technology (M2O2). The second score is based on the proficiency of the utilization of Excel and associated functions (M2O4). The third score is based on the executive summary's persuasiveness in supporting the problem recommendation/solution and accompanying assumptions that led to the specific recommendation/solution (M4O1).
- A3. Writing Assignment (Ethics): Students must submit a paper of six to eight pages that present recommendations and supporting arguments to establish an ethical position on an emerging or contemporary information systems business matter. The overall grade for the paper is based on two scores. The first score is based on the clarity, persuasiveness, writing style and the arguments presented (G1O1). The second score is based on the reasonableness of the position and the strength of the arguments (G2O1).

(B) Contextualized (Globalized) Learning Goal(s):

Upon the successful completion of this course, the student will be able to:

1. See Invariant Learning Goal 4, above.

³ A note on School of Management Assurance of Learning Scoring: Scores form the metric for the degree to which the validation (e.g. learning outcome) satisfies the associated learning goal or objective. Assurance of learning validation descriptions identify the criteria for each score that is to be given. All scores are scaled from 1-5 (1-poor, 2-fair, 3-good, 4-very good, 5-excellent). It must be noted that scores are to be differentiated from grades. Scores form a criterion from which an instructor will ascertain an overall grade for any instrument of assessment, and the overall assessment the student receives for an instrument is a "grade." A score is an extraction that specifically measures the degree of attainment of a learning goal and/or objective.

Assurance of Learning Validation (In support of the Contextualized (Globalized) Learning Goal(s)):

B1. See Assurance of Learning Validation A1, score 1, above.

(C) Instructor Specific Learning Goal(s) (Optional):

None

Assurance of Learning Validation (In support of the Instructor Specific Learning Goal(s)):

None

6. Teaching and Learning Methodology

The School of Management's teaching and learning strategy is informed by contemporary indicators/sources that derive from its target market, specifically the millennial generation. In particular, behavioral traits for this generation are identified and form the basis of emphasis for the schools' teaching and learning methodologies. These methodologies are reflected in the school's mission statement by way of its TEMPOS campaign⁴. In addition, teaching and learning strategies are informed by institutional indirect assessment results, periodically collected and reviewed by the Office of Planning and Assessment and the school's faculty⁵. Teaching and learning strategies are also externally referenced systematically (e.g., the Annual Stakeholder's Conference) through continuing consultations with non-board key stakeholder groups, including employers, business and community leaders, accreditation and ministerial agencies, alumni, students, peer institutions, and business and governmental agency representatives.

A component of all courses, as a part of the teaching and learning strategies, is to maintain academic rigor and to be intellectually challenging. This is validated in institutional survey results. However, School of Management faculty members utilize an overall collective portfolio of strategies/initiatives that obtain from the aforementioned sources in delineating those that are most appropriate or emphasized in the courses they lead.

In this course (MIST315), four (4) prioritized teaching and learning strategies focus on:

1. use of technology;
2. use of the web; and
3. solving problems.

All faculty members that instruct this course should consider how to execute the course to emphasize these key components of the strategies considered. Following a review of learning outcomes, faculty members

⁴ Teaching and Learning Strategies: "TEMPOS and the Millennials," revised September 2008.

⁵ E.g., Student Survey on Teaching Quality – Quantitative Data: School of Management.

consider how re-orientation of teaching and learning strategies might result in strengthening these outcomes, and adjustments are made, accordingly. Faculty members also consider how the School of Management Triple Platforms of Excellence (Professional Enrichment, Experiential Education, and Student Advancement) might be leveraged as a part of this strategy, and provide recommendations to the Directors of those platforms. The school also reviews the distribution of identified teaching and learning strategies periodically to ensure comprehension and the integration of each (from the designated list of approximately 20-25 strategies) within the curriculum. Finally, results from student teaching evaluations also provide indications of how various teaching and learning strategies are integrated into the course delivery. The following issues (indicator number is provided) are among those in the evaluations that bear on this review and analysis:

- 7. The instructor was responsive to student questions.
- 8. The instructor was available for course related consultation and advice.
- 9. The instructor graded and returned student work and exams promptly.
- 10. The instructor incorporated information technology (e.g. computer or the Internet) in the course.
- 18. The instructor was responsive to student needs and concerns.
- 21. The instructor assigned challenging course work.
- 22. The instructor provided helpful, constructive feedback on assignments and course work.
- 23. The instructor acknowledged cultural differences and diversity among students.
- 24. The instructor helped me understand the subject matter.

Along with teaching and learning strategies, the notion of student effort/time on task is also considered, although it is not necessarily driven by metrics. It is noted that the notion of student effort, specifically metric driven, is not a universally adopted approach⁶. However, if an instance occurs where student learning outcomes do not meet targeted academic standards, the School of Management utilizes indirect inputs in this area to explore the interdependencies between factors including the amount of work required in the course, the degree of challenge in the coursework, and level of critical analysis, among others⁷.

The class will also be taught using an active and collaborative learning approach. This approach is student centered not instructor centered. Topics to be covered are given in the course outline. For the practical work the primary tools available will be MS Word, MS Excel, MS PowerPoint, MS FrontPage and MS Access.

⁶ See the Victorian TAFE Association Response – Strengthening the AQF: Proposal, June 2009. East Melbourne, Victoria, Australia, retrieved from http://www.vta.vic.edu.au/docs/PositionDiscussion%20Papers/VTA_Response_Strengthening_the_AQF.pdf on February 22, 2010.

⁷ Sample data regularly collected through the New York Institute of Technology Student Rating of Courses/Teaching Form.

7. Required Resource(s)

Haag, Stephen, & Cummings, Maeve. (2009). *Management Information Systems for the Information Age*. 8th Edition. McGraw Hill Higher Education. ISBN-10: 0070167095; ISBN-13: 9780073376783.

8. Reference Resource(s)

Laudon, K.C., and Laudon, J.P. (2007). 7th Edition. *Essentials of Business Information Systems*. Pearson/Prentice Hall. ISBN: 0-13227781-6.

Post, G.V. & Anderson, D. L. (2006). 4th Edition. *Management Information Systems: Solving Business Problems with Information Technology*. McGraw Hill. ISBN 13: 9780072947793.

O'Brien, J. A. & Marakas, G. M. (2006). 9th Edition. *Management Information Systems*. McGraw Hill. ISBN 13: 9780073376769.

Stair, R. & Reynolds, G. (2007). 8th Edition. *Principles of Information Systems*. Thomson Course Technology. ISBN13: 978-1423901150.

9. Assessment Methodology and Grading Guidelines:

Instrument	Points (e.g. Weights)	Time on Task ⁸
Internet project (see A1)	15 points	20 hours
Spreadsheet project (see A2)	25 points	20 hours
Written assignment (see A3)	15 points	20 hours
Tests (Two tests administered in class)	40 points	60 hours (30hrs each)
Formative Assessment (see a)	0 points	3 hours
TOTAL	95 points	123 hours

- a) Students must submit a draft of the Spreadsheet project paper two (2) weeks before the project is due. The instructor will return the drafts within one week with comments on the correctness and appropriateness of the analysis and recommendation, and on the persuasiveness in supporting the problem recommendation/solution and accompanying assumptions in support of a business plan. This assessment is implemented to improve BSBA programmatic learning goal M4O1. In addition, students will receive comments on the discussion of the global context of business. This assessment is implemented to improve BSBA programmatic learning goal G3O2.

⁸ An estimate of the period of time during which a student is actively engaged in a learning activity, excluding classroom contact hours.

10. Grading Guidelines:

11. Attendance Policy: Students are expected to attend every class session. Instructors will inform students of the exact number of absences and late-arrivals permitted during the semester. Students who exceed these limits may be subject to failure. If a student misses any class or test, the instructor has the right to either grant or deny an opportunity to make up the work that was missed. In such cases, the instructor shall be the sole judge of the validity of a student's explanation for having missed the class or test.

12. Deductions for Late Arrival, Early Departure, and Unexcused Absences:

13. Policy for Make-Up Assignments or Quizzes:

14. Classroom Behavior: Behavior that disrupts, impairs, interferes with, or obstructs the orderly conduct, processes, and functions within an academic classroom or laboratory violates the student code of conduct and may result in disciplinary action. This includes interfering with the academic mission of NYIT or individual classroom or interfering with a faculty member's or instructor's role to carry out the normal academic or educational functions of his classroom or laboratory, including teaching and research.

15. Students with Physical or Educational Challenges:

- It is the policy of New York Institute of Technology to provide reasonable accommodations for students who are otherwise qualified but have disabilities, including learning disabilities, health impairments, and other disabling conditions. Possible accommodations include, but are not limited to, test schedule modifications, class relocation, and possible assistance in acquisition of necessary equipment.
- The college has an interest in helping students with disabilities to be competitive in this academic environment. Therefore, reasonable accommodations will be made upon proof both of disability and need for the accommodations. It must be understood that accommodations are meant to facilitate educational opportunities. Admission to NYIT and accommodations do not guarantee success. Therefore, in addition to accommodations, the college encourages utilization of auxiliary services available to all students to maximize opportunities for success. Students whose disabilities may require some type of accommodation must complete a request for accommodations form and an intake interview with their campus services coordinator prior to the academic semester. Accommodations may be requested at any time during the semester; however, accommodations cannot be applied to past failures, only to future academic endeavors. Appropriate modifications of accommodations will be worked out on a case-by-case basis and will not necessarily incorporate all requested changes.

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- Students for whom auxiliary services—such as readers, interpreters, note takers, etc.—have been approved should arrange these with their campus services coordinator. In addition to discussing appropriate educational modifications, the campus services coordinator will serve as a liaison with other college faculty and administration on behalf of students with disabilities.

16. Academic Integrity:

- Each student enrolled in a course at NYIT agrees that, by taking such course, he or she consents to the submission of all required papers for textual similarity review to any commercial service engaged by NYIT to detect plagiarism. Each student also agrees that all papers submitted to any such service may be included as source documents in the service's database, solely for the purpose of detecting plagiarism of such papers.
- Plagiarism is the appropriation of all or part of someone else's works (such as but not limited to writing, coding, programs, images, etc.) and offering it as one's own. Cheating is using false pretenses, tricks, devices, artifices or deception to obtain credit on an examination or in a college course. If a faculty member determines that a student has committed academic dishonesty by plagiarism, cheating or in any other manner, the faculty has the academic right to 1) fail the student for the paper, assignment, project and/or exam, and/or 2) fail the student for the course and/or 3) bring the student up on disciplinary charges, pursuant to Article VI, Academic Conduct Proceedings, of the Student Code of Conduct. The complete Academic Integrity Policy may be found on various NYIT Webpages, including: <http://www.nyit.edu/images/uploads/academics/AcademicIntegrityPolicy.pdf>.

17. Week Topical Class Schedule

Week	Topic and Activities	Chapter
Wk 1	Introduction to the Course & Business Information Systems: Introduction	
Wk 2	The Information Age/Globalization of Business*	Ch. 1
Wk 3	IT Infrastructure: Hardware and Software	XLM A&D
Wk 4	IT: Management Strategy and Competition	Ch. 2
Wk 5	Database and Information Management	Ch. 3
Wk 6	Building Databases and E-R Diagramming	XLM B
Wk 7	Decision Analysis	Ch. 4
Wk 8	Midterm Exam	
Wk 9	Networks & Ecommerce	Ch. 5
Wk 10	Innovations in IT	Ch. 6
Wk 11	Building Information Systems	Ch. 7

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Wk 12	IT Security	Ch. 8
Wk 13	The Future of IT	Ch. 9
Wk 14	Social Networking & Media	Supplemental Materials
Wk 15	Emerging IT	Supplemental Materials
	Final Exam	

*The added lecture content is implemented to improve student attainment of BSBA programmatic learning goal G302.

18. Using the NYIT Library

All students can access the NYIT virtual library from both on and off campus at www.nyit.edu/library. The same login you use to access NYIT e-mail and NYITConnect will also give you access to the library's resources from off campus.

On the left side of the library's home page, you will find the "Library Catalog" and the "Find Journals" sections. In the middle of the home page you will find "Research Guides;" select "Video Tutorials" to find information on using the library's resources and doing research.

Should you have any questions, please look under "Library Services" to submit a web-based "Ask-A-Librarian" form.