

Business K650
Information Systems in Business
Winter 2021 Course Outline- TENTATIVE

Information Systems Area
DeGroote School of Business
McMaster University

COURSE OBJECTIVE

This course will introduce students the critical concepts of information systems and how they support management and operations in the modern business environment. The roles and importance of information systems across various business functions will be examined. Students will gain hands on experience with key information technologies in support of effective managerial decision-making. Through a series of case analyses and presentations, students will be exposed to the various opportunities and challenges involved in managing information systems in different industries and contexts. This course can be used towards the SAP certification in Business Integration.

INSTRUCTOR AND CONTACT

Dr. Nicole Wagner
Course Instructor
nwagner@mcmaster.ca
Office hours: TBD

Wenting Wang
Teaching Assistant
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Office hours: TBD

Class Schedule:

C01

Monday 10:30 am- 11:30 am (first half synchronous)

Thursday 9:30 am- 11:30 am (all synchronous)

Course Website: <http://avenue.mcmaster.ca>

COURSE ELEMENTS

Credit Value:	3	Leadership:	Yes	IT skills:	Yes	Global view:	Yes
Avenue:	Yes	Ethics:	Yes	Numeracy:	Yes	Written skills:	Yes
Participation:	Yes	Innovation:	Yes	Group work:	Yes	Oral skills:	Yes
Evidence-based:	Yes	Experiential:	Yes	Final Exam:	No	Guest speaker(s):	Yes

COURSE DESCRIPTION

Information Systems are having a dramatic impact on organizations and the way business is conducted. This course will introduce you to the critical concepts of information systems and how they support management and operations in the modern business environment. Topics will include strategic applications of information systems, database management, organizational systems, project management, risk management, security and privacy, managing global systems and new trends in Information Technology, including the heightened importance of business analytics and data mining for organizations in relation to the proliferation of Big Data. Students will gain hands on experience with various Information Technologies including Microsoft Excel and SAP.

LEARNING OUTCOMES

Upon completion of this course, students will be able to complete the following key tasks:

- Describe the principles of information systems and recognize their importance to the success of any organization.
- Describe the potential capabilities, use, and application of different types of information systems within an organization.
- Identify the major methodologies/challenges involved in building/acquiring and using information systems.
- Demonstrate proficiency in managerial decision-making using spreadsheets (MS EXCEL), and the SAP Client Interface.
- Assume the role of the decision maker in various managerial situations related to information systems in a variety of industries.
- Develop effective business presentation skills.
- Develop managerial critiquing skills.

REQUIRED COURSE MATERIALS AND READINGS

Lecture Notes, Assignments, and other Course Content Available via course website (Avenue)	\$ FREE
<i>Business Driven Information Systems, 7th edition</i> , Baltzan McGraw-Hill Education. Connect access (all digital) Purchase via link provided on course website (Avenue)	\$98.95
K650 Cases Course Pack, Winter 2021 Purchase instructions will be provided in class	~\$30.00

EVALUATION

Learning in this course results from all in-class and out-of-class activities. Students will be evaluated as individuals and as teams when team work is assigned. For team work, all team members share the same grade adjusted by peer evaluation. The instructor reserves the right to modify these weightings. Your final grade will be calculated as follows:

Components and Weights*

Team Development (Team & Individual)	Team Contract & Individual Peer Feedback Reports	5%
Assignment I (Individual)	Excel	15%
Assignment II (Individual)	SAP	15%
Case Presentation (Team)	30 minute Presentation	22.5%
Case Report (Team)	15 page Report	22.5%
Engagement (Individual)	Engagement in synchronous course components	9%
	Engagement in asynchronous course components	11%
Total		100%

**All assignments must be handed in electronically through the course website by the deadline specified for each assignment in the course schedule. The penalty for overdue assignments is 20% of the total assignment mark per day. Overdue case reports will receive a mark of zero.*

Grade Conversion

At the end of the course your overall percentage grade will be converted to your letter grade in accordance with the following conversion scheme:

LETTER GRADE	PERCENT	POINTS
A+	90-100	12
A	85-89	11
A-	80-84	10
B+	75-79	9
B	70-74	8
B-	60-69	7
F	00-59	0

Communication and Feedback

Students that are uncomfortable in directly approaching an instructor regarding a course concern may send a confidential and anonymous email to the respective Area Chair or Associate Dean:

<http://mbastudent.degroote.mcmaster.ca/contact/anonymous/>

Students who wish to correspond with instructors or TA directly via email must send messages that originate from their official McMaster University email account. This protects the confidentiality and sensitivity of information as well as confirms the identity of the student. Emails regarding course issues should NOT be sent to the Administrative Assistant.

Instructors are encouraged to conduct an informal course review with students by Week #4 to allow time for modifications in curriculum delivery. Instructors should provide evaluation feedback for at least 10% of the final grade to students prior to Week #8 in the term.

EVALUATION COMPONENTS

Team Development

A significant component of the evaluation of this class will be based on team work. You will be grouped into teams of about 5 students. In order to achieve the full benefits expected from working in a team and to be fair to fellow team members, all members are expected to contribute equally to team work and to be fully informed of all aspects of their team assignments. One negative aspect of working in teams is that conflict may arise among team members. Such conflict could negatively impact the progress of the team towards achieving its objectives. Hence, every effort should be made, by all team members to be reasonable and to avoid conflicts.

Team Development components (worth **5%** of your grade) are intended to provide groups with tools to help encourage the development of a constructive group-work environment. Teams will develop a contract as a group to set expectations for the term. Each individual will then submit a peer feedback form (found on the last two pages of this document) within three days after each case study deliverable to assess the contribution of each team member. At the discretion of the instructor, peer feedback may impact student grades as follows: if 75% or more of the members report that a team member has not contributed equally, the assignment grade of the offending student may be reduced by up to 20% on that component. Further details will be provided in class.

Assignment I – EXCEL

This individual assignment is worth **15%** of your final grade. Through this assignment you will create Pivot Tables, Macros, and VBA, which help you learn to quickly analyze data to make better decisions. This assignment assumes that students are familiar with basic Excel functionality. The course TA will also be available to answer assignment-related questions during specified hours to be posted on Avenue to Learn. Further details will be provided in class.

Assignment II – SAP

This individual assignment is worth **15%** of your final grade. The purpose of the assignment is to get you familiarized with the SAP Client Interface and provide you with hands-on experience in the Enterprise Resource Planning software provided by SAP. This assignment assumes that students are not familiar with SAP. Necessary background, including an SAP demo, will be provided in class. The course TA will also be available to answer assignment-related questions during specified hours to be posted on the course Website. Further details will be provided in class.

Team Case Presentation

This team assignment is worth **22.5%** of your final grade. Teams of about 5 students will conduct a case analysis and present it in class. These presentations are distributed throughout the course schedule to support the learning objectives of the course (Refer to the Course Schedule at the end of the course outline for a list of these cases). All the cases are selected from the Business K650 course pack. The link to access and purchase the course pack will be posted on Avenue to Learn. The assignment of teams to particular cases is done according to the procedure described in the Case Work Schedule Section on page 10 of this course outline.

Presentations should take no more than 30 minutes in addition to 10 minutes allowed for questions and answers. Students are expected to make effective use of material discussed in class as well as other resources available from the web or specialized relevant references. The mark of the team presentation will be based on how professional and comprehensive the presentation is, and how well the Q&A period was handled by the team. PowerPoint presentations are expected. The evaluation form used in assessing case presentations is available on the course Website. In addition, sample presentations and reports of several other cases are placed on the course website for your reference¹.

Case presentation slides must be handed in electronically through the course website at least two hours before the beginning of class on the day the case is being presented². Late slides will result in a 10% grade penalty.

Team Case Report

This team assignment is worth **22.5%** of your final grade. Teams of about 5 students will hand in a written case analysis report for one case. The assignment of teams to particular cases is done according to the procedure described in the Case Work Schedule Section on page 10 of this course outline. This report should not exceed 15 pages in length (double line spacing) inclusive of any exhibits and/or appendices but exclusive of the title page, table of contents, and executive summary page. In completing case reports, students are expected to make effective use of material in the case as well as other resources available from the web or specialized relevant journals. Your mark in this assignment will be based on how professional and comprehensive your case analysis report

¹ Please note that these samples are very good to excellent but not perfect.

² Please note that your case presentation slides may be used as a sample for students in future deliveries of this course (after removing any identifying information of the authors). If you object to this, simply let me know and I will make sure it is not shared.

is. Reports are expected to be free of spelling and grammatical mistakes. All references must be included and properly cited. The evaluation form used in assessing case reports is available on the course website.

Case reports must be handed in electronically through the course website before the beginning of class on the day the case is being presented³. **Case reports handed after the case has been presented and discussed in class will not be accepted and will receive a mark of zero.**

Engagement

Engagement with the online course is worth 20% of your final grade, divided between synchronous engagement (9%) and asynchronous engagement (11%). The delivery of the course will be split between synchronous and asynchronous elements fairly evenly.

Synchronous elements of the course (online classes) will take place during the scheduled course time and students are required to attend in real-time. Opportunities for synchronous engagement include:

- Taking part in discussions during online classes by asking questions, responding to questions and polls, and reporting back to the class after break-out discussions
- Taking part in case discussions and asking questions of the presenting group. To do this properly, you must read and reflect on the case being presented on any given week prior to coming to class.
- Engaging in discussion and asking questions of guest speakers

To help give credit for synchronous engagement, students should identify themselves using their full first and last name when signing in for online classes. You should also have your camera on and participate using video chat whenever possible. If you are absent from any synchronous component for a legitimate reason, you should indicate that to the instructor through e-mail so that you are not penalized for lack of engagement during that class. Engagement marks will be based on both the quantity and **quality** of your synchronous contributions. Mere attendance without participation does not earn you any engagement marks.

Asynchronous elements of the course are to be completed individually at the student's own pace. Weekly reading assignments (7 worth 1% each) and/or discussions (2 worth 2% each) will be assigned through the course website. Students can then plan for the completion of these tasks at their discretion prior to the deadlines.

Students can expect to spend approximately 4 hours per week (total) engaged in the synchronous and asynchronous delivery elements of the course.

³ Please note that your case report may be used as a sample for students in future deliveries of this course (after removing any identifying information of the authors). If you object to this, simply let me know and I will make sure it is not shared.

ACADEMIC DISHONESTY

You are expected to exhibit honesty and use ethical behaviour in all aspects of the learning process. Academic credentials you earn are rooted in principles of honesty and academic integrity.

Academic dishonesty is to knowingly act or fail to act in a way that results or could result in unearned academic credit or advantage. This behaviour can result in serious consequences, e.g. the grade of zero on an assignment, loss of credit with a notation on the transcript (notation reads: “Grade of F assigned for academic dishonesty”), and/or suspension or expulsion from the university.

It is your responsibility to understand what constitutes academic dishonesty. For information on the various types of academic dishonesty please refer to the Academic Integrity Policy, located at:

<http://www.mcmaster.ca/academicintegrity>

The following illustrates only three forms of academic dishonesty:

1. Plagiarism, e.g. the submission of work that is not one’s own or for which other credit has been obtained.
2. Improper collaboration in group work.
3. Copying or using unauthorized aids in tests and examinations

In this course students will use Avenue2Learn to submit course assignments and projects electronically. The Assessment tool in Avenue2Learn has the ability to check for plagiarism using the Originality Checking function. This function is directly linked to Turnitin and therefore students' work may be checked against the Internet, published works and Turnitin's database for similar or identical work. To see the Turnitin.com Policy, please go to:

<http://www.mcmaster.ca/academicintegrity/turnitin/students/>

MISSED ACADEMIC WORK

Missed Mid-Term Examinations / Tests / Class Participation

Where students miss a regularly scheduled mid-term or class participation for legitimate reasons as determined by the Student Experience – Academic (MBA) office, the weight for that test/participation will be distributed across other evaluative components of the course at the discretion of the instructor. Documentation explaining such an absence must be provided to the Student Experience – Academic (MBA) office within five (5) working days upon returning to school.

To document absences for health related reasons, please provide to Student Experience – Academic (MBA) office the Petition for Relief for MBA Missed Term Work and the McMaster University Student Health Certificate which can be found on the DeGroote website at

<http://mbastudent.degroote.mcmaster.ca/forms-and-applications/>. Please do not use the online McMaster Student Absence Form as this is for Undergraduate students only. University policy states that a student may submit a maximum of three (3) medical certificates per year after which the student must meet with the Director of the program.

To document absences for reasons other than health related, please provide Student Experience – Academic (MBA) office the Petition for Relief for MBA Missed Term Work and documentation supporting the reason for the absence.

Students unable to write a mid-term at the posted exam time due to the following reasons: religious; work-related (for part-time students only); representing university at an academic or varsity athletic event; conflicts between two overlapping scheduled mid-term exams; or other extenuating circumstances, have the option of applying for special exam arrangements. Such requests must be made to the Student Experience – Academic (MBA) office at least ten (10) working days before the scheduled exam along with acceptable documentation. Instructors cannot themselves allow students to unofficially write make-up exams/tests. Adjudication of the request must be handled by Student Experience – Academic (MBA).

If a mid-term exam is missed without a valid reason, students will receive a grade of zero (0) for that component.

STUDENT ACCESSIBILITY SERVICES

Student Accessibility Services (SAS) offers various support services for students with disabilities. Students are required to inform SAS of accommodation needs for course work at the outset of term. Students must forward a copy of such SAS accommodation to the instructor normally, within the first three (3) weeks of classes by setting up an appointment with the instructor. If a student with a disability chooses NOT to take advantage of an SAS accommodation and chooses to sit for a regular exam, a petition for relief may not be filed after the examination is complete. The SAS website is:

<http://sas.mcmaster.ca>

POTENTIAL MODIFICATIONS TO THE COURSE

The instructor and university reserve the right to modify elements of the course during the term. The university may change the dates and deadlines for any or all courses in extreme circumstances. If either type of modification becomes necessary, reasonable notice and communication with the students will be given with explanation and the opportunity to comment on changes. It is the responsibility of the student to check their McMaster email and course websites weekly during the term and to note any changes.

EQUITY AND INCLUSION

McMaster is committed to an inclusive and respectful community. These principles and expectations extend to online activities including electronic chat groups, video calls and other learning platforms. If you are concerned about your virtual classroom experiences, the [Equity and Inclusion Office \(EIO\)](#) is available to advise and assist students who may be experiencing any equity, accessibility, inclusion, harassment, discrimination or sexual violence concerns. You can reach the EIO at equity@mcmaster.ca. Thank you for joining us in ensuring that our McMaster online communities are spaces where no one feels excluded and everyone is able to enjoy learning together.

<https://equity.mcmaster.ca/contact-us>

ACKNOWLEDGEMENT OF COURSE POLICIES

Your registration and continuous participation (e.g. on A2L, in the online classroom, etc.) to the various learning activities of MBA K650 will be considered to be an implicit acknowledgement of the course policies outlined above, or of any other that may be announced during lecture and/or on A2L. **It is your responsibility to read this course outline, to familiarize yourself with the course policies and to act accordingly.**

Lack of awareness of the course policies **cannot be invoked** at any point during this course for failure to meet them. It is your responsibility to ask for clarification on any policies that you do not understand.

K650 TENTATIVE COURSE SCHEDULE

WEEK	<u>Class 1 (Monday- 1h sync)</u>	<u>Class 2 (Thursday- 2h sync)</u>
1 Jan 18-22	<ul style="list-style-type: none"> • Course overview & website • The case analysis method (overview) 	<ul style="list-style-type: none"> • IS in Business Today • Data Concepts
2 Jan 25-29	<ul style="list-style-type: none"> • IS Overview & Strategy 	<ul style="list-style-type: none"> • IS Infrastructure • <u>Due</u>: Team Contract*
3 Feb 1-5	<ul style="list-style-type: none"> • <u>Case 1 Presentation</u> & Discussion <i>TBD</i> • Change Management 	<ul style="list-style-type: none"> • Project Management • Data Management & BI
4 Feb 8-12	<ul style="list-style-type: none"> • <u>Case 2 Presentation</u> & Discussion <i>TBD</i> 	<ul style="list-style-type: none"> • Excel tutorial: Pivot tables & Macros • Excel assignment overview
5 Feb 22-26	<ul style="list-style-type: none"> • <u>Case 3 Presentation</u> & Discussion <i>TBD</i> 	<ul style="list-style-type: none"> • Enterprise Systems • Mobile Networks
6 Mar 1-5	<ul style="list-style-type: none"> • <u>Case 4 Presentation</u> & Discussion <i>TBD</i> 	<ul style="list-style-type: none"> • SAP tutorial: Overview & Hands-on • SAP assignment overview • <u>Due</u>: Excel Assignment*
7 Mar 8-12	<ul style="list-style-type: none"> • <u>Case 5 Presentation</u> & Discussion <i>TBD</i> 	<ul style="list-style-type: none"> • Risk Management, Security & Privacy • Big Data & its Challenges
8 Mar 15-19	<ul style="list-style-type: none"> • <u>Case 6 Presentation</u> & Discussion <i>TBD</i> 	<ul style="list-style-type: none"> • IS Trends • <u>Due</u>: SAP Assignment*
9 Mar 22-26	<ul style="list-style-type: none"> • <u>Case 7 Presentation</u> & Discussion <i>TBD</i> 	<ul style="list-style-type: none"> • Guest Speaker (details TBA)

*note: these items should be submitted through Avenue **before class time** on the due date; case submission details described above in the Evaluation section (page 5-6)

CASE WORK SCHEDULE

Teams will be formed in the first week of class, designated by alphabetical letters (e.g. A, B, C, etc.), and announced through the course website. Subsequently, a team representative must e-mail the course TA (as described in the first class) with the following information:

- Your team designated alphabetical letter (e.g. Team A)
- The top 3 choices selected by the team for a team package from the table below. Each team package is associated with a pre-arranged team case presentation/case report work sequence. For example, selecting team package number 4 as your top choice means that your team is indicating a preference for presenting Case 4 on March 1 and submitting a written report for Case 7 on March 22.

Team Package	Case Presentation (Group)	Peer Feedback 1 (Individual)	Case Report (Group)	Peer Feedback 2 (Individual)
1	Case 1, Feb 1	Feb 4	Case 4, Mar 1	Mar 4
2	Case 2, Feb 8	Feb 11	Case 5, Mar 8	Mar 11
3	Case 3, Feb 22	Feb 25	Case 6, Mar 15	Mar 18
4	Case 4, Mar 1	Mar 4	Case 7, Mar 22	Mar 25
5	Case 5, Mar 8	Mar 11	Case 1, Feb 1	Feb 4
6	Case 6, Mar 15	Mar 18	Case 2, Feb 8	Feb 11
7	Case 7, Mar 22	Mar 25	Case 3, Feb 22	Feb 25

The team packages assignments to particular teams will be made on a first come first assigned basis. An assignment schedule will be posted to the course website. Please note that the instructor reserves the right to make changes to team membership as the need arises especially during the courses drop/add period.

- Following each group case deliverable, each team member will submit a peer evaluation form within three days. The peer evaluation form can be found on the last two pages of this course outline document and should be submitted to the appropriate Avenue assignment box by 11:59 pm on the due date.

Peer Evaluation Form for Group Work

Your name _____

Write the name of each of your group members in a separate column. For each person, indicate the extent to which you agree with the statement on the left, using a scale of 1-4 (1=strongly disagree; 2=disagree; 3=agree; 4=strongly agree). Total the numbers in each column.

Evaluation Criteria	Self:	Group member:	Group member:	Group member:	Group member:	Group member:
Attends group meetings regularly and arrives on time.						
Contributes meaningfully to group discussions.						
Completes group assignments on time.						
Prepares work in a quality manner.						
Demonstrates a cooperative and supportive attitude.						
Contributes significantly to the success of the project.						
TOTALS						

Points Allocation:

Please provide an assessment of the overall contribution each group member made using a total points scale.

You have **50 points to allocate** toward all members of your group, including yourself. The total number of points given must add up to exactly 50 points; decimals are permitted.

Self: _____ points

Member 2: _____ points

Member 3: _____ points

Member 4: _____ points

Member 5: _____ points

Member 6: _____ points

Total: _____50_____ points

Feedback on team dynamics:

1. How effectively did your group work on this component?

2. Describe how the behaviors of any of your team members were particularly valuable or detrimental to the team.

Reminders:

- this form will be **viewed only by the course instructor**, it will not be shared with your team members in any way
- peer feedback may impact student grades- the grade of a non-contributing student may be reduced by up to 20% **any reduction of grades will not be applied until the calculation of final grades, team members will be aware of any penalties during the course work**
- this report is assessed for completeness and thoughtfulness; successful interaction of your team is not relevant to your score