Special Topics in Decision, Operations and Information Technologies; Management of Information Systems

BUDT 758J Fall 2019

Dr. Paul Shapiro
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Class Meets
Monday and Wednesday
8:00am – 9:15am
1528 VMH

Office Hours
4318 VMH
Monday & Wednesday
10:00am-12:00pm,
Thursday 5:00 – 6:00 pm,
and by appointment

Prerequisites
For MS in Information
Systems students only

Learning Outcomes

This course introduces students to the key issues in the management of information systems. "Today's private and public organizations are increasingly dependent on information technologies for achieving their strategic and operational objectives. Over the past decade alone, enterprise systems have been expanded to provide secure, electronic linkages with suppliers and customers, and the Internet has become a mainstream channel for communications and business transactions. As a result, decision-making about information technology resources has also become even more visible as the roles and accountabilities of the IS function have become important not only operationally but also strategically." [1]

The overall objectives for this class are "to provide comprehensive coverage of IS management practices and technology trends for advanced students and managers." [1]

Required Textbook:
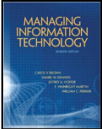
Managing Information Technology*, seventh edition, by Brown, DeHayes, Hoffer, Martin and Perkins. It was published in 2012 by Prentice Hall, an imprint of Person (www.pearsonhighered.com). ISBN 13:978-0-13-214632-6.

Other Sources:

1. Cases available from Harvard Business School Publishing at this link: http://cb.hbsp.harvard.edu/cbmp/access/66079502
2. Articles published in The Wall Street Journal (http://www.wsj.com), The Wall Street Journal
3. CIO Journal (http://www.wsj.com/news/cio-journal) , CIO Magazine and website (http://www.cio.com), and CIO Insight (http://www.cioinsight.com/)
4. Articles, videos, and other content posted on the class website on ELMS

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[1] *Instructor's Manual. Managing Information Technology, 7th edition.*

Grades

- Learning Journal   10%
- Class Participation and Contribution   20%
- Quizzes   30%
- Final Exam   40%

A=100-90, B=89-80, C=79-70, D= 69-60, F= 59 and below
(+ &- grades are assigned within these ranges)

You are encouraged to meet with me at any time to discuss the assignments, my methods for grading, the grading rubrics, the strengths and weaknesses of your course work (i.e., to gain understanding of your performance). We will seek to ensure that grading is fair and consistent for all students.

Quizzes and Final Exam (INDIVIDUAL): The exams will test assigned readings and material discussed in class. The quizzes and exam will be closed book, timed exams administered in class rooms. They will contain essay questions, multiple choice questions, and fill in the blank questions.

Lectures: Important material from the text and outside sources will be covered in class.

Participation and Attendance: Participation will be evaluated based on on-time attendance, in-class contributions, and team contributions and participation. All students are expected to contribute to our classroom discussions. The quality of your contribution is much more important than quantity. I recognize that not all students are comfortable participating in class. Our class is a relatively low risk environment in which to practice presentation, discussion and negotiation skills that you will need later in life. Please bring your name "tent-card" to every class, and place it in front of you before class starts.

Assignments: Learning journal submissions, in CANVAS, are a short written reflection on the assigned readings.

Use of computer and information technologies in the classroom

No computers, phones or tablet devices are permitted during our class meetings. I understand and have considered arguments for permitting laptop and tablet computers in the classroom. However, in my experience (and based on the research evidence) the reality is that they present an irresistible distraction and detract from the cooperative learning environment. Researchers have found that these distractions do in fact interfere with learning and active participation. For that reason, the use of computers and phones will not be permitted during class meetings (except when required for ADS accommodations). If a computer is needed to accomplish a class objective for the day I will provide it or give you advanced notice to bring one with you.

Campus Policies

The University's *Code of Academic Integrity* is designed to ensure that the principles of academic honesty and integrity are upheld. All students are expected to adhere to this Code. The Smith School does not tolerate academic dishonesty. All acts of academic dishonesty will be dealt with in accordance with the provisions of this code.

Course assistance websites, such as CourseHero, are not permitted sources for Smith School courses, unless the professor explicitly gives permission for you to use one of these sites. Material pulled from these sites can be deemed unauthorized material and a violation of academic integrity. These sites offer information

that might not be accurate and more generally shortcuts the learning process. In addition, it is understandable that students may use one of a variety of online or virtual forums for course-wide discussion (e.g., GroupME or WeChat). Collaboration in this way regarding concepts discussed in this course is permissible. However, collaboration on graded assignments is strictly prohibited. Examples include: asking classmates for answers on quizzes or exams, asking for access codes to clicker polls, etc.).

On each exam or assignment you will be asked to write out and sign the following pledge.
 "I pledge on my honor that I have not given or received any unauthorized assistance on this exam/assignment."

Please visit academiccatalog.umd.edu/graduate/policies/academic-record/ for the Office of Graduate Studies' full list of campus-wide policies and follow up with me if you have questions.

Student Resources and Services

Taking personal responsibility for you own learning means acknowledging when your performance does not match your goals and doing something about it. I hope you will come talk to me so that I can help you find the right approach to success in this course, and I encourage you to visit tutoring.umd.edu to learn more about the wide range of campus resources available to you. In particular, everyone can use some help sharpen their communication skills (and improving their grade) by visiting ter.ps/writing and schedule an appointment with the campus Writing Center. You should also know there are a wide range of resources to support you with whatever you might need (see go.umd.edu/assistance), and if you just need someone to talk to, visit counseling.umd.edu or one of the many other resources on campus.

Basic Needs Security

If you have difficulty affording groceries or accessing sufficient food to eat every day, or lack a safe and stable place to live and believe this may affect your performance in this course, please visit go.umd.edu/basic-needs for information about resources the campus offers you and let me know if I can help in any way.

Names/Pronouns and Self Identifications

The University of Maryland recognizes the importance of a diverse student body, and we are committed to fostering inclusive and equitable classroom environments. I invite you, if you wish, to tell us how you want to be referred to both in terms of your name and your pronouns (he/him, she/her, they/them, etc.). The pronouns someone indicates are not necessarily indicative of their gender identity. Visit trans.umd.edu to learn more.

Additionally, how you identify in terms of your gender, race, class, sexuality, religion, and dis/ability, among all aspects of your identity, is your choice whether to disclose (e.g., should it come up in classroom conversation about our experiences and perspectives) and should be self-identified, not presumed or imposed. I will do my best to address and refer to all students accordingly, and I ask you to do the same for all of your fellow Terps.

Course Schedule

DATE	CLASS #	TOPIC	ASSIGNED READINS
8/26	#1	Course Overview / Introduction/	Chapters 1,2,3,4: Information Technology
8/28	#2	Managing IT in a Digital World	Chapter 1: Managing IT in a Digital World Case 1: Midsouth Chamber of Commerce (A): The Role of the Operating Manager in Information Systems
9/2		Labor Day (No Class)	
9/4	#3	Enterprise Systems	Chapter 5: Enterprise Systems
9/9	#4	Enterprise Systems	Case Study I-7: Midsouth Chamber of Commerce (B): Cleaning Up an IS Debacle
9/11	#5	Enterprise Systems	Case II-1: Vendor-Managed Inventory at NIBCO
9/16	#6	Enterprise Systems	Case Study III-3: ERP Purchase Decision at Benton Manufacturing, Inc.
9/18	#7	Managerial Support Systems	Chapter 6: Managerial Support Systems
9/23	#8	Managerial Support Systems	Case Study II-2: Real-Time Business Intelligence at Continental Airlines
9/25	#9	e-Business Systems	Chapter 7: e-Business Systems
9/30	#10	e-Business Systems	Case Study II-6: Rock Island Chocolate Company, Inc.: Building a Social Media Strategy
10/2	#11	Custom Software Development	Chapter 9: Methodologies for Custom Software Development
10/7	#12	Custom Software Development	Chapter 8: Basic Systems Concepts and Tools
10/9	#13	Custom Software Development	**Case**: *Jharna Software: The Move to Agile* - ARCS Case – HKU614 from Harvard Business School Publishing
10/14	#14	Custom Software Development	**Case**: *TopCoder (A): Developing Software through Crowdsourcing* – Harvard Business School Publishing Product #: 610032
10/16	#15	Purchased Software	Chapter 10: Methodologies for Purchased Software Packages
10/21	#16	Purchased Software	Case Study III-2: A Make-or-Buy Decision at Baxter Manufacturing Company
10/23	#17	IT Project Management	Chapter 11: IT Project Management
10/28	#18	IT Project Management	Case Study III-7: A Troubled Project at Modern Materials, Inc.
10/30	#19	IT Project Management	**Case:** *"Medisys Corp.: The IntensCare Product Development Team"*, Anne Donnellon, Joshua D. Margolis. HBS BRIEF CASE 4059. 10/30/2009
11/4	#20	IT Project Management	*Article: Maine's Medicaid Mistakes.* At: Link to Article
11/6	#21	Planning IS Resources	Chapter 12: Planning Information System Resources
11/11	#22	Planning IS Resources	Case Study IV-2: Fast Track IT Integration for the Sallie Mae Merge

11/13	#23	Leading the IS Function	Chapter 13: Leading the Information Systems Function
11/18	#24	Leading the IS Function	Cases IV-3 and IV-4: IT Infrastructure Outsourcing at Schaeffer (A and B).
11/20	#25	Information Security	Chapter 14: Information Security
11/25	#26	Information Security	Current Events
11/27		**Thanksgiving Recess**	
12/2	#27	Social, Ethical, and Legal Issues	Chapter 15: Social, Ethical, and Legal Issues
12/4	#28	Social, Ethical, and Legal Issues	Case IV-8: Mary Morrison's Ethical Dilemma *"Current Events"*
12/9	#29	Review for Final Exam	
12/16	--	**Final EXAM**	**In-Class (*MSGE)**

Note: This is a tentative schedule, and subject to change as necessary – monitor the course ELMS page for current deadlines. In the unlikely event of a prolonged university closing, or an extended absence from the university, adjustments to the course schedule, deadlines, and assignments will be made based on the duration of the closing and the specific dates missed.

* Major Scheduled Graded Events (*MSGE). These events correspond to the University Approved Absence policy only and not your class' more general late submission policy.