Lives of Significance and Service
NORTH PARK UNIVERSITY CHICAGO

School of Business and Nonprofit Management
Course Syllabus

Course: *SBNM 5450 – Information Technology*
Academic Year: 2012/13 **Semester/Quad:** *Spring Quad A*
Credit Hours: 2
Prerequisites: *none*

Instructor: *Katherine Acles, SBNM Director of Operations and Adjunct Faculty*

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Email: kacles@northpark.edu

Availability:

By email or appointment. For a quick reply, it is best to communicate questions, concerns or issues via email. A special discussion forum, "Ask the Professor," is provided for general course and assignment questions. But, you may also contact me via phone or in-person by appointment. Please email to set up an appointment.

I will monitor the online course frequently during the week, and will comment in discussion forums as necessary. I will respond to "Ask the Professor" forum questions within 24 hours during the week. On weekends, participation frequency will vary.

Course Description:

This course provides an overview of Information Technology (IT) and its application in business. This is an online course, which covers basic technology and trends, as well as management practices. An emphasis is placed on developing the skills that managers, in various levels of an organization, need to assess needs, evaluate options and make sound decisions regarding IT.

Introductory Comments:

Organizations today, large or small, public or private, for-profit or nonprofit, are increasingly dependent upon information technology to achieve their mission and strategic goals. In fact, given the proliferation of technology and our mass acceptance and reliance upon technology, one could argue that the ability to effectively navigate the IT waters is a business imperative. Use of the internet has become main stream and organizations routinely connect electronically to exchange information. I.e., customers, clients, partners and sponsors all have expectations which oblige an organization to embrace and utilize technology.

This course covers basic technology and trends, as well as management practices. Whether or not a manager has a direct responsibility for their organization's IT, he or she will need a working knowledge of IT and the ability to collaborate with members of the IT organization. An emphasis is placed on developing the skills that managers, in various levels of an organization, need to assess needs, evaluate options and make sound decisions regarding IT.

Course Materials:

REQUIRED

Textbook:

Managing Information Technology (Pearson 7th Edition)
Brown, Dehayes, Hoffer, Martin & Perkins
ISBN-10: 0132146320
ISBN-13: 9780132146326

Articles:

Articles from various business publications will be assigned via Moodle. Either a copy of the article, or a link to the article, will be posted.

OPTIONAL

There may be optional references or articles noted via Moodle.

Essential IDEA Objectives:

1. Gaining factual knowledge (terminology, classifications, methods, trends).
2. Learning to apply course material (to improve thinking, problem solving, and decisions).
3. Learning to analyze and critically evaluate ideas, arguments, and points of view.

Specific Course Objectives:

Upon successful completion of SBNM 5450, students will have the ability to:

- Explore the basic technology building-blocks underneath IT solutions
- Effectively represent their needs, or the needs of their functional organization, to members of IT
- Conduct a make vs. buy analysis for IT solution options
- Conduct a risk analysis for IT solution options
- Conduct a thorough assessment and evaluation of options and proposals for IT solutions for business
- Facilitate or participate in decision-making process involving IT solution choices for a business

Week	Learning Objectives
1	After completion of this module, students will have: • Examined introductory material on Information Technology (IT) and its role in society. • Examined fundamentals of basic computer systems (hardware and software components). • Demonstrated, and reinforced, comprehension of this introductory material (via discussion forum participation)

2	After completion of this module, students will have:
	• Explored the basic building blocks of telecommunication systems, networks and data
	  o By reviewing definition of telecommunications, common terminology and underlying technology
	  o By reviewing definition and purpose of networks. Identify different types and appropriate uses.
	  o By reviewing business' need for management of data and common solution for management of the data resource
	• Developed skill to discuss operational aspects of telecommunication systems, networks and the data resource (via discussion forum participation)

3	After completion of this module, students will have:
	• Analyzed common IT applications used in business
	  o By examining common types of Enterprise Systems and example applications
	  o By examining commonly utilized Managerial Support Systems and example applications
	  o By examining E-Business Systems, their uses and issues
	• Articulated pros and cons of utilizing specific IT building blocks in explicit business situations
	  o By participating in discussion forum

	o By applying skill to a real-world situation via case study assignment
4	After completion of this module, students will have: • Examined standard practices involved with obtaining IT systems. o By reviewing definitions, concepts for standard practices and processes • Analyzed best-in-class processes for evaluating and assessing IT systems supplied by outside vendors (third-parties). o By reviewing definitions, concepts, processes and tools utilized for assessing and evaluating third-party systems • Analyzed best-in-class processes for designing, building and implementing IT systems in-house. o By reviewing definitions, concepts, processes and tools utilized for custom software development projects • Evaluated and assessed best options for obtaining IT systems. Articulating pros and cons and defending views via participation in discussion forum.
5	After completion of this module, students will have: • Explored requirements for management of the IT projects within a business o By examining best practices for IT project management o By reviewing example cases of good and problematic projects • Developed skill to critically assess project organization according to best-in-class IT project management practices • Applied evaluation skills (attained in modules 1-5) to prepare a critical analysis of situational IT business case, including complete Make vs. Buy analysis
6	After completion of this module, students will have: • Explored managerial needs for leading the IT function within a business o By reviewing concepts and issues associated with planning IT resources o By identifying requirements for and practices utilized in leading the IT function • Articulated IT management issues, discussed and defended management needs and solutions via discussion forum participation
7	After completion of this module, students will have: • Explored key issues and realities associated with utilizing IT in business • Completed a final case study assignment, to demonstrate application of skills attained in modules 1-6

Course Methodology:

The goal of a good management education program should be to give students the opportunity to *study and practice* the application of management theory. Just studying theory without the opportunity to practice the application of that theory is not very effective. Upon completing their business education, managers will be expected to be able to apply what they've learned to real-world business situations. Just as a doctor or scientist would not be unleashed into the world to practice their craft without first successfully demonstrating that they are able to apply their learnings to real-world situations, so must an aspiring business leader.

Thus, this course stresses the application of core principles via the use of case studies.

Computer Requirements:

In order to effectively participate in and successfully complete this course, each participant will need to have access to a computer and a high-speed internet connection. Please visit http://www.northpark.edu/Campus-Life-and-Services/Information-Technology/Network/Minimum-Requirements
for information on computer requirements.

Technical Skills Required:

Written assignments must be done using MS WORD (or comparable word processing package capable of generating a PDF file), and must be uploaded into Moodle.

Schedule of Weekly Assignments:

Week	Dates	Topics	Assignments
1	1/14 – 1/20	• Introduction to IT and Computers	• Read chapters 1 & 2 • Discussion Forum
2	1/21 – 1/27	• Telecom, Networks & Data	• Read chapters 3 & 4 • Read case I-4 (Children's Health Fund) • Discussion Forum
3	1/28 – 2/3	• IT Applications in Business o Enterprise Systems o Managerial Support Systems o E-Business Systems	• Read chapters 5, 6 & 7 • Read case II-2 (Continental Airlines) • Discussion Forum • Written Case Assignment #1 due Case I-1 (IMT Custom Machine Co.)
4	2/4 – 2/10	• Obtaining and Implementing IT Systems o System Concepts and Tools o Custom Software Development o Purchased Software	• Read chapters 8, 9 & 10 • Read case III-3 (Benton Co.) • Discussion Forum
5	2/11 – 2/17	• Managing IT o Project Management	• Read chapters 11 • Discussion Forum • Written Case Assignment #2 due Case III-2 (Baxter Co.)
6	2/18 – 2/24	• Managing IT o Planning IT Resources o Leading the IT Function	• Read chapters 12 & 13 • Discussion Forum
7	2/25 – 3/3	• Issues and Realities o Security o Social, Ethical & Legal Issues	• Read chapters 14 & 15 • Discussion Forum • Written Case Assignment #3 due Case IV-1 (Clarion School for Boys)

Grading:

Points -- 300 possible points for the course

Activity	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	**Total Points**	Grade %
Discussion Forum	20	20	20	20	20	20	20	**140**	46%
Case Assignment #1			50					**50**	17%
Case Assignment #2					50			**50**	17%
Case Assignment #3							60	**60**	20%
Weekly Point Total	20	20	70	20	70	20	80		
Cumulative Points		40	110	130	200	220	300	**300**	

Grade Mapping:

Total Points	Letter Grade	Total Points	Letter Grade	Total Points	Letter Grade
285 - 300	A (95-100%)	240 - 248	B- (80-83%)	< 210	F (<70%)
270 - 284	A- (90-94%)	231 - 239	C+ (77-79%)		
261 - 269	B+ (87-89%)	219 - 230	C (73-76%)		
249 - 260	B (83-86%	210 - 218	C- (70-72%)		

Assignment Grading Policies:

Assignments consist of readings, discussion forums, and written case analyses. Assignments will be graded according to the rubrics given. Grades, and instructor feedback, will be posted in Moodle.

Please be aware that late discussion forum postings **will be discarded from consideration** in grading. Also, any late case analysis *assignments* ***will be assessed a penalty.*** *A late submission which is received within 24-hours of the deadline will be assessed an automatic 10% point deduction, and if received 24-48 hours after the deadline the assignment will be assessed an automatic 20% point deduction. No submissions will be accepted over 48-hour past the deadline.*

Student Responsibilities:

1. Complete all assigned readings. You cannot successfully complete this course without completing the weekly readings assignments.
2. Actively participate in the discussion forums. Adhere to requested timelines to enable full engagement of all students in the course.
3. Use proper "netiquette" (see A Guide to Netiquette in Moodle Course Room Information folder).
4. Complete and submit all assignments on time.

Instructor Responsibilities:

1. Provide updated information on relevant resources for the various topics of interest.
2. Read and critically assess students' assignments and provide feedback within 7 days of receipt.
3. Respond to "Ask The Professor" forum questions within 24 hours during the week (and within 48 hours if posted on weekends).
4. Facilitate a participant-centered discussion forum experience, which focuses on student learning.
5. Respond to all student e-mails and phone calls within 48 hours of receipt (target is 24 hours).

ASSIGNMENT SPECIFICATIONS

WEEKLY ONLINE DISCUSSION FORUM

Discussion Forum Specifications:

Weekly discussion questions will be posted by the instructor. **Forums will open on Monday morning** and student **initial responses are to be posted by Thursday** of each week. Thus, it is essential that you complete your assigned readings for each week as early as possible (e.g., by Wednesday evening) in order to provide meaningful and substantive discussion comments. In addition to the initial response, each student is required to engage in interactive dialog by responding to at least 3 posts from other students. **Forums will close at midnight Sunday night**.

Please note that forum participants will be unable to see posts from others until after they have posted their initial response to the question. This helps to ensure that everyone's initial posting reflects original thinking. Once a participant posts their initial response, there may be a slight delay before Moodle reveals the other posts to you (the Moodle delay time seems to vary, but should be no more than 30 minutes.)

Posted comments and responses should be **thorough and thoughtful, BUT CONCISE**. Just posting an "I agree/disagree" or an "I have the same opinion" in response to the question posed or to someone else's

comment is not considered to be an adequate response. Likewise, posting a lengthy rambling comment is strongly discouraged. Participation in the discussion forum will be graded on a weekly basis according to the following criteria:

Rubric for Grading Discussion Forum Participation

	18 - 20 points	12 - 17 points	0 - 12 points	Score
Timeliness	The initial post created by Thursday, allowing time for others to respond.	The initial posting created on Friday.	Initial post not created or created after Friday of the week.	
Initial Response	Provides a thorough and insightful response to the prompt question(s).	Post partially answers the prompt question(s).	Does not address the prompt question(s).	
Integration of Content (Initial & Reply Responses)	Reinforces course material or challenges interpretation of material, and does so in a concise manner. Any references to external sources provide references (URL link or page number in text) so others can follow the thought process.	Refers to lesson content but not integrated effectively.	Does not refer to key points with no evidence participant understands the key points. Or, is excessively long.	
Reply Responses	Responds to the ideas presented in the original post and 3 or more reply responses posted.	Response are loosely related to the ideas of the original post, and/or only 2 reply responses posted	Responses do not relate to the original post, and/or less than 2 reply responses posted	
Constructive Comments (Reply Responses)	Is characterized by at least 3 of the following: a. supportive b. thought-provoking c. challenging d. reflective e. ties to course concepts	Is characterized by two of the following: a. supportive b. thought-provoking c. challenging d. reflective e. ties to course concepts	Response is one or none of the following: a. supportive b. thought-provoking c. challenging d. reflective e. ties to course concepts	
Clear Writing	Organized, concise, grammatically correct, clearly written in understandable language.	Writing is adequate but may include inconsistencies or inaccuracies.	Writing is poor, unclear, disorganized or contains significant grammatical errors.	

CASE ANALYSIS ASSIGNMENTS

Why utilize case studies? In short, cases have tremendous educational value. Just as a doctor or scientist would not be unleashed into the world to practice their craft without first successfully demonstrating that they are able to apply their learnings to real-world situations, so must an aspiring business leader.

A business case imitates or simulates a real situation. Cases are verbal representations of reality that put the reader in the role of a participant in the situation. The unit of analysis in cases varies enormously, from a single individual or organization to an entire nation or the world. Cases can range from one page to fifty or more. But they are have a common purpose: to represent reality, to convey a situation with all its cross currents and rough edges—including irrelevancies, sideshows, misconceptions, and little information or an over whelming amount of it.

Most educational texts represent the real as logical and coherent. But real business situations are fluid and inevitably involve uncertainty; they don't present selected and sorted information. Cases don't either. Real situations consist of some

clarity, too much or too little information and lots of contingency—and so do cases. They provide business students with the equivalent of laboratories used for educating scientists and doctors.[1]

So consider this your laboratory.

Assignment Specifications:

The cases are found in the assigned textbook. The instructor will supply a list of questions, pertaining to each case. Students must submit a written case analysis, per the schedule of assignments given earlier.

Your paper is due before the end of the week in which the assignment is listed. I.e., an assignment which is shown in week 3 is due at the end of that week on Sunday at midnight. Another way to view this is to look at the specific dates listed in the schedule of assignments table. Any assignments due must be uploaded into Moodle by the ending date for that week.

Your paper should provide critical analysis of the case and your answers to the associated list of questions must be incorporated into this analysis. Case analysis papers must follow APA guidelines and **should generally be 5-8 pages double spaced, but absolutely no more than 10 pages**.

General guidelines for conducting a case analysis:

- **You should spend more time thinking about a case than reading it!**
- Initially read through the entire case, focusing on understanding the business situation more so than the minute details.
- Read the assigned questions carefully. These questions are your guide to the essential elements of the case. **Think about the specific topics being addressed in the course** and reflect on how these questions tie into the course content and discussion topics.
- Re-read the case, noting various details (e.g., taking notes, highlighting text, etc.) and reflect on the situation, immediate challenge and potential solutions. Also **reflect on your answers to the assigned questions.**
- **Consider yourself to be a key decision maker.** Before you begin writing your analysis, make a firm decision on your assessment of the situation, your specific stance and any recommendations that you would give.
- Do not spew back the case details and events of the case in your analysis. Assume that the reader has read the case. Instead, your focus should be on providing a critical assessment of the situation outlined in the case. Summarize key points/details as you explain your rationale, citing references using APA format**. But . . . do NOT take a book report approach, do NOT simply summarize or reiterate what you read in the case.** View yourself as a key stakeholder in the scenario. If it helps, think of yourself as an "arm-chair quarter-back" or "passenger-seat driver" who is critiquing what the case characters have done and giving opinions, in no uncertain terms, on recommended courses of action.
- Make sure that you address each of the assigned questions in your analysis, but note that a thorough analysis consists of more than just your answers to these questions. The questions are provided as a "guiding light," but you must still navigate your way to the final destination.
- Before drawing your conclusions and making recommendations, it is often a good idea to summarize your rationale (e.g., use a table listing pros vs. cons, a table comparing options, etc.).
- Proof-read your document carefully! Use spelling and grammar checking tools. If possible, have someone else proof-read your document, giving you feedback on whether your points have been well conveyed.

[1] Ellet, W., (2007), *The Case Study Handbook: How to Read, Discuss, and Write Persuasively About Cases*, Boston, Massachusetts: Harvard Business School Press

Your written case analyses will be graded according to the following criteria:

Rubric for Grading Case Analysis

	45 - 50 points	40 -44 points	30 - 39 points	< 30 points	Score
Content	Effectively references course content and properly applies principles to real-world situation outlined in case. Length of paper is within the stated limit.	References course content but application of principles is only partially appropriate for the particular case situation.	References course content but principles not correctly applied, or unfitting to case situation.	Does not refer to course content. Little or no application of course principles. Paper length exceeds limit.	
Case Questions	Fully addresses all posed case questions. Provides a thorough and insightful response to the questions.	Addresses all posed case questions. Responses adequate but not exhaustive.	Addresses some but not all of the posed case questions. Responses less than adequate.	Does not address the posed case questions	
Overall Analysis	Thorough and concrete analysis, going beyond posed case questions. Firm position taken, with strong justification. Discussion, conclusions and recommendations demonstrate strong grasp of course content and principles being studied in this course.	Solid analysis, sufficient depth. Firm position taken and justified in analysis. Conclusions are recommendations follow directly from stated rationale.	Adequate analysis, adequate depth. Conclusions and recommendations are unclear or questionable, and/or do not correctly apply principles being studied in this course.	Poor analysis. Insufficient depth, no conclusions drawn or rationale is questionable.	
Clear Writing	Organized, concise, grammatically correct, clearly written in understandable language.	Writing is adequate.	Writing is adequate but may include inconsistencies, inaccuracies, and/or some grammatical errors.	Writing is poor, unclear, disorganized or contains significant grammatical errors.	
APA Format	Follows APA format	Follows APA format	Partially follows APA format	Does not follow APA format	

	10 points	8 - 9 points	6 - 7 points	< 6 points	
Final Paper Only – Cumulative Thread (10 add'l pts.)	Final case analysis paper **clearly** illustrates interrelationship between various IT principles studied in the course	Final case analysis paper **adequately** illustrates interrelationship between various IT principles studied in the course	Final case analysis paper only **partially** illustrates interrelationship between various IT principles studied in the course	Final case analysis paper **does not** illustrate interrelationship between various IT principles studied in the course	

POLICY STATEMENTS

Academic Honesty

In keeping with our Christian heritage and commitment, North Park University and the School of Business and Nonprofit Management are committed to the highest possible ethical and moral standards. Just as we will constantly strive to live up to these high standards, we expect our students to do the same. To that end, cheating of any sort will not be tolerated. Students who are discovered cheating are subject to discipline up to and including failure of a course and expulsion.

Our definition of cheating includes but is not limited to:

1. Plagiarism – the use of another's work as one's own without giving credit to the individual. This includes using materials from the internet.
2. Copying another's answers on an examination.
3. Deliberately allowing another to copy one's answers or work.
4. Signing an attendance roster for another who is not present.

In the special instance of group work, the instructor will make clear his/her expectations with respect to individual vs. collaborative work. A violation of these expectations may be considered cheating as well.
For further information on this subject you may refer to the Academic Dishonesty section of the University's online catalog.

In conclusion, it is our mission to prepare each student for a life of significance and service. Honesty and ethical behavior are the foundation upon which such lives are built. We therefore expect the highest standards of each student in this regard.

Attendance Policy for Graduate Courses

The graduate courses in the SBNM are all 7 weeks in length. Missing one class session is allowed without penalty as long as all readings and assignments are made up by the student within a reasonable time period (the following week). Failing to log into an online course site for an entire week is allowed, but a penalty may be applied at the instructor's discretion. Missing a second class session is allowed only in unusual circumstances by prior arrangement with the instructor. Since this represents almost 30% of the engagement time for the course, the student runs the risk of receiving a lower overall grade for the class. Faculty are encouraged to drop the course grade by a full letter grade in this situation. A student who misses three classes (or the equivalent for an online class) will automatically fail the course, unless the student drops the course before the seventh week of class. Students who drop a course will be held responsible for tuition, based upon the current North Park University policy outlined in the University Catalog (found on the NPU website).

Attendance Policy for Undergraduate Courses

Attendance and participation are vital. Thus, students are expected to attend every class session, and to arrive on time – tardiness is undesirable and disruptive to your fellow classmates. This course has a strict requirement of documented, advance notification. If you are unable to attend any class session, you are to inform me (preferably by email) ***prior to*** that session. You need to provide a reason for your absence.
Failure to provide advance notification will result in an unexcused absence. Be advised that poor attendance can affect your grade adversely

APA Requirement

The School of Business and Nonprofit Management (SBNM) has adopted the *Publication Manual of the American Psychological Association* (APA) as the standard and required format for all written assignments in SBNM courses.

Our goal in adopting the *APA Manual* is to enhance student learning by:

1) Improving student's writing skills.
2) Standardizing the required format of all written assignments in all SBNM courses.
3) Emphasizing the importance of paper mechanics, grammatical constructs, and the necessity of proper citations.
4) Holding students accountable for high quality written work.

If you are unfamiliar with the requirements of the *APA Manual*, we recommend that you purchase the reference manual and/or that you consult one or more of the suggested resources as listed on the Student Resources section of the SBNM website. ***It is your responsibility to learn and ensure that all written work is formatted according to the standards of the APA Manual.***

Students with Disabilities

Students with disabilities who believe that they may need accommodations in this class are encouraged to contact your program's office (Business: 773-244-6270). Please do so as soon as possible to better ensure that such accommodations are implemented in a timely manner. For further information please review the following website: http://www.northpark.edu/ada