

MGMT 38200: Management Information Systems

Course Syllabus

Fall 2024
(This version: 08/21/2024)

Course Credit Hours: 3.0

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Instructional Modality: Face-to-Face
Class Location: KRAN G016
Class Times: 10:30am - 11:45am on Tuesday/Thursday
CRN: 11829

1 Course Overview and Key Policies

This course is designed to familiarize you with existing and emerging technologies and their business applications. It is therefore designed for **ALL STUDENTS** who expect to work in today's technology-driven business world. It also covers issues, problems, and opportunities that **information systems (IS)** executives and general managers face when managing IS resources in their organizations. Section 1 of this syllabus provides an overview of the course, identifies learning outcomes, and covers general policies for governing the course. Section 2 details course etiquette, logistics, and materials. Section 3 describes your grade and how it is determined. The course schedule at the end of this syllabus provides week-by-week details on course content and required preparation.

1.1 Course Overview

Every industry, every business, and every functional area of business is affected by information and **information technology (IT)**. Today's managers use them to aid in decision-making activities at every level of the organization, from vision casting to daily operation and everywhere in between. In this course, we will observe the power and pitfalls of IT as we investigate how mainstream corporations use it to compete and survive in the real world. Hands-on activities, teamwork, and case-oriented learning will be central to our investigation as we answer questions like these:

- What is the role and value of information in today's business world?
- How do companies use information, data, and IT for competitive advantage, daily operations, and strategic direction?
- What is e-commerce, and how are Internet-only companies different from those with a physical or hybrid structure?
- What is a database, how do companies use them, and how do I build one based on a particular business need or problem?
- How do I create a web presence for a business or company?
- How do companies go about developing "systems," and can they be applied to something other than computers?
- What are the various threats to companies' data and information, and how do they protect these resources?
- What type of infrastructure is needed to support a company's information needs?
- What are the ethical issues associated with information and IT?
- How is technology going to impact me in my career?

1.2 Learning Outcomes

The following learning outcomes will be assessed through a combination of participation, exams, and team projects, all of which will require synthesis and application of learned material. For details on assessment and grading, see section 3 of this syllabus.

1. Understand and interpret the main terminology/concepts of the IT field.
2. Analyze business needs to recommend appropriate technology-based solutions.
3. Develop proficiency in basic database design and system development processes.
4. Evaluate different companies' IS strategies, noting the issues, problems, and opportunities facing IS executives and general managers.
5. Establish familiarity with emerging technologies and understand how to apply them effectively in business contexts.

In addition to the learning outcomes identified above, the content, design, and execution of this course also supports the career readiness competencies of communication, critical thinking, equity and inclusion, leadership, professionalism, teamwork, and technology.

1.3 Academic Integrity

I do not tolerate academic dishonesty, and neither does Purdue University:

“Purdue prohibits ‘dishonesty in connection with any University activity. Cheating, plagiarism, or knowingly furnishing false information to the University are examples of dishonesty’ (Section B.2.a, Code of Student Conduct). Furthermore, the University Senate has stipulated that ‘the commitment of acts of cheating, lying, and deceit in any of their diverse forms (such as the use of substitutes for taking examinations, the use of illegal [notes], plagiarism, and copying during examinations) is dishonest and must not be tolerated. Moreover, knowingly to aid and abet, directly or indirectly, other parties in committing dishonest acts is in itself dishonest’ (University Senate Document 72-18, December 15, 1972)”

The paragraph above is an excerpt from the University’s *Academic Integrity: A Guide for Students*. The full guide provides other examples of dishonesty, offers tips on how to avoid it, and explains its consequences. Please review it here:

https://www.purdue.edu/odos/osrr/resources/documents/academic_integrity.html

Academic dishonesty of any kind will be reported to the Dean of Students and is grounds for **failing the course**. If you find yourself contemplating cheating, plagiarism, or any other form of academic dishonesty, either for your benefit or for the benefit of someone else, **please come to me first!**

I promise I will have a better option for you than dishonesty.

Concern over your (or anyone else’s) performance in the class, forgetting an assignment, or trying to improve your exam grade are not valid reasons for cheating. Do your own work, and do your best. Finally, it is your responsibility as a student in this class to report any suspected academic misconduct. You may come to me directly, or if you prefer to report anonymously, you can email integrity@purdue.edu or call 765-494-8778. To do so is your obligation as a Boilermaker:

“As a boilermaker pursuing academic excellence, I pledge to be honest and true in all that I do. Accountable together - we are Purdue.”

- Purdue’s *Honor Pledge*, as written by our own Purdue students

Lastly, as a matter of clarification, notes are considered to be derivative works of the instructor’s presentations and materials, and as such they are subject to my copyright in them. Therefore, do not sell or barter notes taken in my class or based upon my materials without asking me for and receiving my express written permission.

1.4 Artificial Intelligence (AI)

Unless I have clearly stated otherwise, AI-based resources (e.g. ChatGPT) are not permitted for the completion of any assessment in this course. You are welcome to use AI to help you understand concepts in this course (e.g. by searching for supplementary instructional materials) or to assist you in studying/preparing for exams (e.g. by modifying ungraded questions I have provided to you for practice). However, the use of AI-based or AI-enabled tools to complete assignments, quizzes, exams, etc. will be considered violations of academic integrity, and subject to the aforementioned penalties.

1.5 Discrimination and Harassment

I do not tolerate discrimination or harassment of any kind, and neither does Purdue University:

“Purdue University is committed to maintaining a community which recognizes and values the inherent worth and dignity of every person; fosters tolerance, sensitivity, understanding, and mutual respect among its members; and encourages each individual to strive to reach his or her own potential. In pursuit of its goal of academic excellence, the University seeks to develop and nurture diversity. The University believes that diversity among its many members strengthens the institution, stimulates creativity, promotes the exchange of ideas, and enriches campus life.”

The paragraph above is an excerpt from Purdue’s Nondiscrimination Policy Statement. Please review the full statement here:

https://www.purdue.edu/purdue/ea_eou_statement.php

“Harassment in the workplace or the educational environment is unacceptable conduct and will not be tolerated. Purdue University is committed to maintaining an educational and work climate for faculty, staff and students that is positive and free from all forms of Harassment. This policy addresses Harassment in all forms, including Harassment toward individuals for reasons of race, religion, color, sex, age, national origin or ancestry, genetic information, disability, status as a veteran, marital status, parental status, sexual orientation, gender identity or gender expression.”

The paragraph above is an excerpt from Purdue’s Anti-Harassment Policy. The full policy provides examples of harassment and outlines its associated procedures and consequences. Please review it here:

<http://www.purdue.edu/policies/ethics/iic1.html>

Conduct of the kind outlined in that policy, including but not limited to “conduct towards another person or identifiable group of persons that has the purpose or effect of creating an intimidating or hostile educational environment,” will be immediately reported and is subject to disciplinary or remedial action, including **expulsion from the University**.

1.6 Attendance Policy

I value your attendance, and especially your participation, so please come to class, and participate when you can. Doing so will benefit you as well as your classmates. Moreover, Purdue's academic regulations regarding attendance state that students are expected to be present for every meeting of the classes in which they are enrolled. As much as I like seeing you in class, though, protecting our community needs to come first. Stay home if you feel ill or suspect you have been exposed to a contagious illness.

Inform me of any conflict that can be anticipated and will affect the submission of an assignment or your ability to take an exam. Only the instructor can excuse a student from a course requirement or responsibility. When conflicts can be anticipated, such as for many University-sponsored activities and religious observances, you should inform me of the situation as far in advance as possible. For unanticipated or emergency conflicts when advance notification is not possible, you should contact me as soon as possible by email, through Brightspace, or by phone. If you are unable to make direct contact with me due to circumstances beyond your control, as well as in cases of absences that are formally excused by the University, you or your representative should contact the Office of the Dean of Students via email (odos@purdue.edu) or phone at 765-494-1747. Our course website includes a link with more information under the University Policies menu.

1.7 Mental Health Resources

- **If you find yourself beginning to feel some stress, anxiety and/or feeling slightly overwhelmed:** Try WellTrack, <https://purdue.welltrack.com/>. Sign in and find information and tools at your fingertips, available to you at any time.
- **If you need support and information about options and resources:** Please contact or see the Office of the Dean of Students, <http://www.purdue.edu/odos>. Drop-in hours are M-F, 8:00am - 5:00pm.
- **If you find yourself struggling to find a healthy balance between academics, social life, stress, etc.:** Sign up for free one-on-one virtual or in-person sessions with a [Purdue Wellness Coach at RecWell](#). Student coaches can help you navigate through barriers and challenges toward your goals throughout the semester. Sign up is completely free and can be done on BoilerConnect. If you have any questions, please contact Purdue Wellness at evans240@purdue.edu.
- **If you're struggling and need mental health services:** Purdue University is committed to advancing the mental health and well-being of its students. If you or someone you know is feeling overwhelmed, depressed, and/or in need of mental health support, services are available. For help, such individuals should contact Counseling and Psychological Services (CAPS) at 765-494-6995 and <http://www.purdue.edu/caps/> during and after hours, on weekends and holidays, or by going to the CAPS office of the second floor of the Purdue University Student Health Center (PUSH) during business hours.
- **If you're just not sure what to do:** Reach out to me, and I will do my best to guide you to someone who can help. You matter to me.

1.8 Accessibility

Purdue University and I strive to make learning experiences as accessible as possible. If you anticipate or experience physical or academic barriers based on disability, you are welcome to let me know so that we can discuss options. You are also encouraged to contact the Disability Resource Center at drc@purdue.edu or by phone at 765-494-1247.

1.9 Basic Needs Security

If you are facing challenges securing food, housing, or any other basic need, please let me know right away. Please also contact the [Office of the Dean of Students](#), odos@purdue.edu, for further support. This group of people exists to care for and support you! There is no appointment needed and Student Support Services is available to serve students 8:00am - 5:00pm, Monday through Friday. Students may submit requests for emergency assistance from the [Critical Need Fund](#).

1.10 Emergency Preparation

In the event of a major campus emergency, course requirements, deadlines and grading percentages are subject to changes that may be necessitated by a revised semester calendar or other circumstances beyond my control. Relevant changes to this course will be posted onto the course website or can be obtained by contacting me or your TA via email or phone. You are expected to read your Purdue email on a frequent basis.

2 Course Management and Materials

2.1 Classroom Etiquette

I value your presence in my class, and I want your classmates to feel the same way. Please stay home if you feel sick or believe you may have been exposed to a contagious illness. You are welcome to eat or drink during class, as long as it does not disturb those around you. Please silence your cell phones, pagers, or other electronic devices during class. You are welcome to take notes on your laptop, tablet, etc.

2.2 Course Logistics

Class times and locations are given on the first page of this syllabus, along with contact information and office hours for both myself and my teaching assistant. Feel free to email either one of us with any questions you may have. I will make every effort to respond to your emails within 1 business day. I typically answer emails between 9am and 3pm, Monday through Friday. If you need to meet with me one-on-one and/or outside of office hours, please schedule ahead of time with me. Of course, I am always available by email as well. If you need to reach me urgently, a text to my cell phone at 219-393-0370 is the best way.

We will use the Brightspace learning management system for this course. I will post PDF copies of the syllabus, lecture slides, and other materials there. Brightspace will be the primary way I send important announcements to the entire class, so please be sure you have consistent access to the site, and that your settings for my course allow you to receive announcement notifications via email. I will also use Brightspace to share other resources (e.g. audio/video resources not shareable with a link), to conduct occasional surveys, and to deliver, collect, and grade team projects and participation quizzes. Therefore, you will need reliable access to the Internet to succeed in this course. You can access the course website by logging in here:

<https://purdue.brightspace.com/>

I strongly suggest that you explore and become familiar not only with the site navigation, but with content and resources available for this course. See the Help tab for resources.

At the end of this document you will find a class schedule, which provides a tentative outline of the content covered and the preparation required for each class. Our in-class time will be spent primarily on lecture, class discussion, and Q&A, with some time devoted to review, team project work, and in-class activities. This is a 3-credit-hour course, which means we will have about 3 hours per week of class. **You should expect to spend, on average, another 6 hours per week outside of class on reading, preparation, team projects, and review.**¹ If you find you are spending substantially more time than that on my class outside of lecture, please let me know! My goal is to teach you, not to trample you.

2.3 Course Materials

Textbooks

There is no official text for the course, so attendance, participation, and very good notetaking are crucial. Students are free to seek out texts from a variety of authors such as Laudon and Laudon, Turban, Baltzan, Haag and Cummins, and others for support in understanding concepts. A copy of the Haag and Cummins text will be placed on reserve in the Parrish Library.

¹Quoting from the Purdue website, “each in-class hour of college work should require two hours of preparation or other outside work.” Source here: https://www.purdue.edu/registrar/documents/forms/Credit_Hr_Guidelines.pdf

Readings

I will assign readings from various online sources. Any readings beyond those listed below will be posted in advance on Brightspace.

- Gallagher, S. and Barrett, L. (2003) McBusted: Case 077, McDonald's. *Baseline*, July, 1, 2003. Vol. 1, Iss. 20, 36-56.
 - <https://www.eweek.com/enterprise-apps/mcbusted/>
- Gillespie, N. (2006) Welcome to Niche Nation. *Reason*, November 2006, Vol. 38, Iss 6, pp. 62-68.
 - <https://reason.com/2006/09/22/welcome-to-niche-nation1/>
- Mason, R.O. (1986) Four Ethical Issues of the Information Age. *Management Information Systems Quarterly*, Vol. 10, No. 1, pp. 5-12.
 - <https://www.jstor.org/stable/248873>
 - Alternative link: <http://www.gdrc.org/info-design/4-ethics.html>
- Mason, R. (1994) The Vasa Capsizes as revised by Miesing, P. (2004)
 - <http://www.albany.edu/faculty/miesing/teaching/cases/vasahome.html>
 - 1994 version: https://scholar.smu.edu/business_workingpapers/173/
- Rosenbush, S. and Stevens, L. (2015) At UPS, the Algorithm is the Driver: Turn Right, Turn Left, Turn Right: Inside Orion, the 10-Year Effort to Squeeze Every Penny from Delivery Routes. *Wall Street Journal* (Online), February 17, 2015.
 - <http://www.wsj.com/articles/at-ups-the-algorithm-is-the-driver-1424136536>
 - Full-text version available through Purdue Libraries for those without a subscription.

Videos

- Video support for HTML will be provided in Brightspace.
- Video support for Microsoft Access will be provided in Brightspace.
- Video support for the long tail phenomenon can be found here:
 - What is the Long Tail? https://youtu.be/e_4YUM0lbU
 - The Long Tail Business Model <https://youtu.be/kJEBwqxG9OU>
 - The Long Tail and E-Commerce: https://youtu.be/S-08tv0V_4Q
- Video support for quantum computing can be found here:
 - How Quantum Computers Break the Internet: <https://youtu.be/-UrdExQW0cs>

3 Assessment

Your course grade is broken down as follows:

- 10% participation
- 40% team projects
- 25% exam 1
- 25% exam 2

While stand-alone extra credit is not offered in this course, all categories above include extra credit opportunities. See the subsections below for further details.

3.1 Participation (10%)

Participation is required, and it accounts for 10% of the course grade. Your responses to questions in class, your contributions to class discussion, your participation in review activities at the start of most class meetings, and your performance on online “**Participation Quizzes**” will collectively form the basis for your participation grade. All participation will be recorded and rewarded. (It cannot count against you.) **It is possible to earn up to 150%** credit in this category by exemplary participation. Here is how your score is tallied:

- Your first 5 participation points are worth 10% each. For example, if you earn a total of 5 participation points, you’ll earn 50% in the Participation category.
- Your next 8 participation points are worth 5% each. For example, if you earn a total of 13 participation points, you’ll earn 90% in the Participation category.
- Any further participation points yield extra credit worth 1% each, up to a maximum of 150% in the Participation category. For example, if you earn a total of 20 participation points, you’ll earn 97% in the Participation category; if you earn 30 participation points, you’ll earn 107%; and if you earn 73 points or more, you’ll earn the maximum of 150% in the Participation category.

The first two participation quizzes, detailed below, are mandatory. All remaining participation quizzes will be optional.

1. Tell me about yourself! Go to the course website and complete
Participation Quiz 1: Student Survey
2. Read the [guide to academic integrity](#), the [anti-harassment policy](#), the [nondiscrimination policy statement](#), the [Protect Purdue Pledge](#), and this syllabus in their entirety. Then go to the course website and complete
Participation Quiz 2: Syllabus Quiz

3.2 Team Projects (40%)

We will complete **three team projects** in this course. The objective for each one is to give you hands-on experience and/or a direct understanding of the impact of technology in business. Each project must be submitted no later than the specified deadline (see the class schedule at the end of this document for dates/times). Any submission/modification after the deadline will be assessed a **late penalty of 1% per hour** after the due date and time. Topic areas and relative weights for each project are as follows:

Project 1 (15%): Systems Development / HTML

Project 2 (15%): Database Management / Microsoft Access

Project 3 (10%): Assessment of an Emerging Technology

Teams will be assigned at the beginning of the semester for the remainder of the course, so get to know one another! **Every student is expected to contribute substantially to every project.** To ensure that teammates hold one another accountable, you will complete a peer evaluation for each of your group members at the end of the semester. The results will be used to alter team scores at the individual level when those evaluations warrant upward or downward adjustment. Thus, inadequate or substandard performance within the team may count against you, while outstanding performance may earn you extra credit in this category. **Note that peer evaluations are completed at the team level, so any adjustments they warrant will affect an individual's scores for ALL team projects.** Historical data suggests that students who don't do their fair share of work, take assignments and commitments lightly, wait until the last minute to submit their portions of teamwork, are absent or late to team meetings, don't promptly respond to team or member communications, etc. tend to suffer lower grades in this course due to scores received from their teammates on peer evaluations.

3.3 Exam 1 (25%)

Exam 1 will account for 25% of the course grade. It will cover all material discussed or assigned since the beginning of the course. We will take Exam 1 in person during normal class time.

*****Exam 1 is IN CLASS on THURSDAY, OCTOBER 10**

3.4 Exam 2 (25%)

Exam 2 will account for 25% of the course grade. It will cover all material discussed or assigned since Exam 1. We will take Exam 2 in person during normal class time.

*****Exam 2 is IN CLASS on TUESDAY, DECEMBER 3**

Both Exam 1 and Exam 2 will consist of a mix of essay, short answer, and multiple choice questions based on the lecture material, readings, videos, and discussion. No notes, books, laptops, or other aids will be permitted for either test. While exam grades are not curved, **it will be possible to earn more than 100%** credit on each exam by exemplary performance. That is, bonus points are built into the exams themselves (usually around 5-10% of the exam's overall point value). **In most cases, make-up exams will not be offered. Arrangements/adjustments for missed exams will be handled on a case-by-case basis.**

3.5 Grading

You will be able to view and monitor your course grade on Brightspace. I do not curve grades. I evaluate all graded items on a scale of 0-100%, computing a final percentage grade based on the weights given above at the end of the course. That final grade is translated into a letter grade according to the following scale:

97% ≤ final grade	A+	77% ≤ final grade	< 80%	C+
93% ≤ final grade	< 97% A	73% ≤ final grade	< 77%	C
90% ≤ final grade	< 93% A-	70% ≤ final grade	< 73%	C-
87% ≤ final grade	< 90% B+	67% ≤ final grade	< 70%	D+
83% ≤ final grade	< 87% B	63% ≤ final grade	< 67%	D
80% ≤ final grade	< 83% B-	60% ≤ final grade	< 63%	D-
		final grade	< 60%	F

Class Schedule

The schedule on the following pages is subject to change at any time, for any reason. I will notify you of any changes via Brightspace announcements and/or emails. Please complete the reading assignments before the class in which they are assigned. If we don't get to a reading during a particular class, we will cover it in the following class. It may be helpful to view our class schedule alongside the academic calendar, which you can find here:

https://catalog.purdue.edu/preview_program.php?catoid=16&poid=27599

Class Schedule, Weeks 1-3

Subject to change at any time for any reason.

Week	Day	Date	Class Content	Prepare in Advance
1	Tuesday	8/20	introduction and motivation	
	Thursday	8/22	IT history and impact	
	Friday	8/23	PARTICIPATION QUIZ 1 DUE PARTICIPATION QUIZ 2 DUE	Student Survey Syllabus Quiz
2	Tuesday	8/27	IT history and impact	
	Thursday	8/29	technology and ethics	READ: Four Ethical Issues
3	Tuesday	9/3	technology and ethics	
	Thursday	9/5	technology and ethics	
	Friday	9/6	PARTICIPATION QUIZ 3 DUE	(OPTIONAL)

Class Schedule, Weeks 4 and 5

Subject to change at any time for any reason.

Week	Day	Date	Class Content	Prepare in Advance
4	Tuesday	9/10	systems development	READ: The Vasa Capsizes VIEW: HTML videos
	Thursday	9/12	systems development	
5	Tuesday	9/17	systems development	
	Thursday	9/19	Project 1 work day	
	Sunday	9/22	PROJECT 1 DUE	

Class Schedule, Weeks 6-8

Subject to change at any time for any reason.

Week	Day	Date	Class Content	Prepare in Advance
6	Tuesday	9/24	databases	VIEW: MS Access videos
	Thursday	9/26	databases	
7	Tuesday	10/1	databases	
	Thursday	10/3	databases	
	Friday	10/4	PARTICIPATION QUIZ 4 DUE	
8	Tuesday	10/8	NO CLASS	OCTOBER BREAK
	Thursday	10/10	EXAM 1 IN CLASS	

Class Schedule, Weeks 9-11

Subject to change at any time for any reason.

Week	Day	Date	Class Content	Prepare in Advance
9	Tuesday	10/15	strategy	READ: McBusted
	Thursday	10/17	strategy	
10	Tuesday	10/22	strategy	
	Thursday	10/24	Project 2 work day	
	Sunday	10/27	PROJECT 2 DUE	
11	Tuesday	10/29	strategy	READ: UPS
	Thursday	10/31	strategy	

Class Schedule, Weeks 12 and 13

Subject to change at any time for any reason.

Week	Day	Date	Class Content	Prepare in Advance
12	Tuesday	11/5	Katie Rippel, Fall 2024 Old Master Global Director, Internal Quality ABInBev	READ: TBD VIEW: Katie Rippel
	Thursday	11/7	e-commerce	READ: Welcome to Niche Nation VIEW: long tail videos
13	Tuesday	11/12	e-commerce	
	Thursday	11/14	e-commerce	
	Friday	11/15	PARTICIPATION QUIZ 5 DUE	(OPTIONAL)

Class Schedule, Weeks 14-16

Subject to change at any time for any reason.

Week	Day	Date	Class Content	Prepare in Advance	
14	Tuesday	11/19	computer crime and security	VIEW: quantum computing video	
	Tuesday	11/21	computer crime and security		
15	Tuesday	11/26	infrastructure	THANKSGIVING	
	Thursday	11/28	NO CLASS		
16	Tuesday	12/3	EXAM 2 IN CLASS		
	Thursday	12/5	Project 3 work day		
	Sunday	12/8	PROJECT 3 DUE		