
BUSINESS INFORMATION SYSTEMS in Fall 2018 (BA3500)

Course Code	BA3500	Professor(s)	Evelyn Odonkor
Prerequisites	None	Office Number	G- 2A04
Class Schedule	W: 16:55-19:50 in PL-1	Office Hours	By Appointment
Credits	4	Email	eodonkor@aup.edu
Semester	Fall 2018	Office Tel. Ext.	642

Course Description

One of the key challenges for companies today is how to manage the vast amount of information available to them effectively and efficiently.

This course is thus designed to expose students to some of the managerial issues in information systems such as how to best use information technology to increase efficiency in a firm. In an attempt to improve students' awareness and understanding of various aspects of business information systems, we adopt both a theoretical and practical approach. We begin with a brief overview of the necessity to study BIS, highlighting the strategic importance of BIS decisions. We examine various theories, concepts and strategies, with a focus on managerial challenges and best practices. We also discuss current issues in information technology.

I believe business is best understood by doing, thus this course is highly participative (interactive). Roughly 50% of class time focuses on traditional lectures with the balance of class time devoted to discussions, group presentations and practical exercises. You will learn from your classmates as much as from lectures and outside readings.

The objective is to develop an appreciation of how efficient management of information and information systems can help an organization to successfully compete in the marketplace.

Students will also learn how to use spreadsheets (Excel) to support business decision-making.

Course Learning Outcomes

Understand the different types of information systems, as well as the roles they play within various areas of business

Understand how to use software to create business intelligence and support decision making. familiar with core BIS concepts and processes, and their relationships with other business functions

Demonstrate high level competence in the use of IT as would be used in business
Understand how the proper management of information technology is fundamental to the value-creation processes of an organization and how it can be a source of competitive advantage
Understand the importance of information systems to all organizations that produce goods and/or provide services
Analyze situations and offer solutions to business problems related to managing information
Understand the place of human factors that may influence the adoption of information technology
Demonstrate critical thinking and the application of core competencies in business decision making
Communicate well and work collaboratively

General Education

1. Understand the place of human factors that may influence the adoption of information technology.
2. Demonstrate critical thinking and the application of core competencies in business decision making.
3. Communicate well and work collaboratively.

Course Outline

Please note that the schedule below is subject to change, it will be revisited as the course progresses.

COURSE SCHEDULE

Session	Themes	Reading and tasks before the schedule
Wednesday, Sept. 12	Overview of course syllabus, requirements and expectations Introduction to Business Information Systems	
Wednesday, Sept. 19	Decisions and Processes	Read: • Face Value: • Managing In different Ga

		• Chapters 1 & 2
Wednesday, Sept. 26 Mac Lab	Electronic Business Value Excel Basics	Read: You May Not Need B
Wednesday, Oct. 3	Electronic Business Value	Read: • How Smart C Are Transfor • <i>Where the D</i> <i>Moving the P</i> • Chapters 3 & 4
Wednesday, Oct. 10	EXAM 1 Review and master all the information provided in the assigned readings and lectures since the 1st day of class. The exam will consist of multiple choice questions. Excel: Formulas and Functions	Read: • Review the P Excel Basics functions
Wednesday, Oct. 17	Ethics and Information Security & Sustainable Technologies	Read: • With Big Dat Responsibilit • Customer Da transparency • Chapter 4 (te
Wednesday, Oct. 24 Mac Lab	Business Intelligence Excel: Pivot Tables and Charts	Read: • Chapters 5 &
Wednesday, Nov. 7	Business Intelligence	Read: • Analytics 3.0 • How Informa Competitive
Wednesday, Nov. 14 Mac Lab	A Connected World Excel: Lookup Tables	Read: • Making Adva for You • How Smart C Are Transfor

Wednesday, Nov. 21	Exam 2	Review and master provided in the ass lectures since exam
Wednesday, Nov. 28 Mac Lab	Social Media Excel: Adding Logic	Read: • <i>What is Your Strategy?</i> • <i>Tweet Me, F Buy</i> • Chapter 7 (te Case: Should We Fi Refer to the instructi The assignment will class and submitted record keeping. <i>Sub on Blackboard (the class once the task</i>
Wednesday, Dec. 5	Enterprise Application: Artificial Intelligence	Read: • China May M on AI • Chapters 8 & • Watch: The A (21:26) https://youtu.be/7lIdc Assignment: After v Write down two thou questions that the vi mind. Turn in your a than 16:30pm on Bla <i>page 3 of this docu mean by a thought</i>
Wednesday, Dec. 12	Enterprise Application	Read: • Special Repo Intelligence & • Coming to G Technology
Final Exam: (exam 3)		Review and master a

		provided in the assignment lectures since exams we've done in Excel sure to check the exam before exams week exams week.
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Note: The Harvard business articles are available for purchase on: <https://hbsp.harvard.edu/import/567689>

Textbooks

Title	Author	Publisher	ISBN	Required
BUSINESS DRIVEN INFORMATION SYSTEMS, 6TH INT'L EDITION	BALTZAN ET AL.	McGrawHill	9781260092929	Yes

Attendance Policy

Students studying at The American University of Paris are expected to attend ALL scheduled classes, and in case of absence, should contact their professors to explain the situation. It is the student's responsibility to be aware of any specific attendance policy that a faculty member might have set in the course syllabus. The French Department, for example, has its own attendance policy, and students are responsible for compliance. Academic Affairs will excuse an absence for students' participation in study trips related to their courses.

Attendance at all exams is mandatory.

IN ALL CASES OF MISSED COURSE MEETINGS, THE RESPONSIBILITY FOR COMMUNICATION WITH THE PROFESSOR, AND FOR ARRANGING TO MAKE UP MISSED WORK, RESTS SOLELY WITH THE STUDENT.

Whether an absence is excused or not is ALWAYS up to the discretion of the professor or the department. Unexcused absences can result in a low or failing participation grade. In the case of excessive absences, it is up to the professor or the department to decide if the student will receive an "F" for the course. An instructor may recommend that a student withdraw, if absences have made it impossible to continue in the course at a satisfactory level.

Students must be mindful of this policy when making their travel arrangements, and especially during the Drop/Add and Exam Periods.

Grading Policy

Final grades will be weighted based on performance within the various factors as follows.

Class attendance and participation	15%
1 Presentation	15%
3 exams (each worth 15%)	45%
Individual Assignments (4 or 5)	25%

Grading Scale

Excellent	Good	Satisfactory	Unsatisfactory
100-95 A (4.0)	89-87 B+ (3.4)	79-77 C+ (2.4)	69-67 D+ (1.3)
90-94 A- (3.7)	86-84 B (3.0)	76-74 C (2.0)	66-64 D (1.0)
	83-80 B- (2.7)	73-70 C- (1.7)	60-63 D- (0.7)
			Under 60 F (0)

To give you a better understanding of what the grading scale means, let's take a quick look at the typical student profile for each category:

Excellent: Reserved for students that display superior quality and outstanding performance throughout the course, including the extensive use resources other than the textbook and assigned readings to complete assignments and presentations. An 'A' student is one who regularly reads supplementary material and incorporates it into their work. The student participates fully (quality not quantity) in course discussions and group activities, maintains excellent attendance, and **performs extremely well on course exams.** An 'A' student is highly motivated to learn the material and completes the course readings in advance of the lecture, showing strong skills in critical thinking, global learning, and exceptional informational literacy on all of the assignments, projects and exams. The student also takes a leadership role in the group projects and consistently responds to the presentations of other student groups. My goal is to see every student perform this well. This student may put in more than 8 hours of studying each week for this course.

Good: The student provides work that is above average in quality. He or she maintains good performance on exams and in class discussions, including the effective use of assigned readings and above average course participation. Occasionally refers to supplementary readings and other external sources. Assignments are turned in on time and to a good level of quality. There is some evidence of additional research and critical thinking on core topics. Attendance, while not perfect, is still good. The student shows evidence of critical thinking, global learning and information literacy through their engagement in the course.

Satisfactory: Adequate and acceptable work in meeting course requirements and average performance in assignments, exams and projects. There is little use of external resources beyond the required texts. The student shows some engagement with the course, but participates at a minimal level. He or she meets the minimum attendance requirements, displays some critical thinking, global learning and/or information literacy in assignments and group projects.

Unsatisfactory: Failed to meet basic course requirements, below average performance and attendance. Such students often show up late to class, are often unprepared for class, and/or are frequently absent. The student is rarely prepared for group presentations or discussions. Assignments are missing, late, or copied or paraphrased directly from Wikipedia. The student probably spends an inordinate amount of time in class on their smartphone or other devices unrelated to the course. Such students are encouraged to withdraw and try again when they have improved their academic skills or they are able to put more effort into their studies.

A significant amount of studying outside of the course meetings is expected from all students who expect a 'B' grade or higher in the course. This means AT LEAST two hours of reading, group work and research outside of class for every hour you spend in class - much more if the expected grade is an 'A'. I expect students to use resources other than the required materials to complete assignments. Outstanding and good performance will be awarded to those students who go beyond the required and suggested readings in their final projects, assignments and presentations.

Students with unsatisfactory performance will be notified at the midterm point so that we may mutually assess the likelihood of successful course completion. If you receive a 'C' or below at the midterm point, contact me for an appointment. Often times, we can work out an academic study plan to get you back on track.

Other

Note: The Harvard business articles are available for purchase on: <https://hbsp.harvard.edu/import/567689>

I strongly advise you to buy these articles from the site above, in the past students have found that articles they find online appear to be the same but are sometimes missing

critical information. The presentation of the document you buy from the HBSP site is also better.

Assigned readings and materials are vital. Preparing the assigned material before class, allows the student to gain a better understanding of the issue to be discussed in class. Students are also able to actively participate and provide valuable insights on the issues at hand.

The objective of the assigned articles is to help students think critically about the points of view of thought leaders in MIS. This will enhance our examination of how MIS models and principles can be applied to real world organizational challenges, and assist the student in developing leadership and managerial capabilities.

The course material is thus intended to help develop awareness and knowledge of multiple issues associated with managing information within a business. The cases and class activities are designed to help students in applying theory to practical situations.

Guidelines for assigned articles(these are to help you to get a better grasp of what is most important in the articles). **Following these guidelines assiduously is essential for any student who wants to pass this class.**

Objective: Understand all the major concepts and the knowledge the author (s) is trying to convey.

Ask yourself the following questions:

- What are the main ideas of the document? What is the author trying to teach us?
- What are the key theories, concepts and strategies discussed in the document?
- What are the challenges the author(s) identified?
- What questions did the author(s) say are important to answer?
- What guidelines did the author(s) provide?
- What solutions did the author(s) provide for the issues (problems) they identified?
- If they propose steps to achieving an outcome, make sure you are familiar with them.
- If the authors ask questions in the article, know the question and the answers as well as the answers they provide to the questions.
- Write down three or four questions that you believe anyone who has read this document should be able to answer.
- **Keywords or phrases to look out for in the readings:** Idea in brief, Challenges, Require, Greatest, Risks, Changes, Key, Steps, Stages, Rule, Advantages, Disadvantages, Question, Problem, Solution, Approach, Strategy, Objective, Practices, Argue (argument) and Prove.

Please bring the assigned reading materials to class as some of them are needed for activities and discussions.

ASSIGNMENTS

Throughout the semester students will be given assignments to be completed in groups or individually. During the first course, students will be asked to select a classmate to work with (students may choose to work alone)

A number of group assignments are required throughout the course. Your group must decide upon the best strategy to address the problems presented in these cases:

- Assignments (presentations) will be allocated to individuals and groups. The assignments will be assigned randomly. An individual or group will be responsible for leading discussions on two or more issues.
- All students in the group must be involved in the presentation and leading the discussion.
- You are strongly encouraged to use some sort of visual aid or written materials to support your efforts and to help organize the discussion.
- If your group is called to present a case and fails to do so or if no one from your group attends class, the group will not receive any credit for the presentation. You are required to present the work you are assigned even if you are the only one present in class the day of your assigned presentation.

No late work will be accepted. If you are going to be absent on a day when an assignment is due, *submit the assignment on Blackboard no later than 09h00 on the due date and also ask one of your classmates to turn in a printed copy for you.*

INSTRUCTIONS FOR ASSIGNMENTS:

A. Articles (individuals or pairs): A 30-minute interactive oral presentation

1. Overview of the main ideas of the article (with class involvement)
2. Discussing and analyzing the contents of the article with thought provoking questions about the issues or information presented in the article. ***Thought provoking questions, are questions that spark debates and require the audience to think deeply about the response. These questions are related to the topic being discussed but not directly from the article.***
3. You must do additional research to complete or update the information the article provides. You may also share information from your own experience.
4. Conclude your presentation with a **well thought out** explanation of what you learned from the article. You have to **think deeply** about the article and discuss the implications of what is written. What you learned means: what is the significance of the information in the article. What did you get out of the article? Why is the article you read important? This is NOT A SUMMARY of the article but a reflexion on the ideas provided in the article and the questions it may have raised in your mind or what the information provided made you realize...
5. Always ask SO WHAT? You must demonstrate a clear understanding and mastery of the information in the article you've been assigned.
6. Present 1 exam question that will demonstrate that students have understood and can apply the contents of this article in a real situation.

Submit the PowerPoint slides you prepared for your presentation on Blackboard before 4:55pm on the day of your presentation.

B. Research Project (Individual or pairs): IT business technologies and applications

This project will allow students to explore existing IT business applications and technologies.

Each group will research and present a specific technology and its application to business (select one application and discuss it in depth).

You must answer the following questions (minimum)

- What does the technology do?
- How does the technology work?
- What are the applications for business (how do various companies use it and for what)?
- If you use this technology, what is your specific application?
- Your insights regarding this technology?

Present your findings to the class (10-minute presentation) and turn in a two page (typed) executive summary answering the questions asked. ***Submit the assignment on Blackboard no later than 4:30pm on the due date, and bring a printed copy to class.***

C. Cases: Individual assignment

- **Identify the major issues in the case:**
 - What is the main question presented in the case?
 - What are the 3 main issues in the case?
 - What are the reasons for these issues (meaning what are the causes and why)?

Please note that the issues are not always identified in the case. You have to think.

Type your work (1 page, 1.5 spacing, Times New Roman, 12pt, Justified), submit it on blackboard by 4:50pm on the due date and bring a printed copy to be turned in at the beginning of class.

No late work will be accepted. If you are going to be absent on a day when an assignment is due, *submit the assignment on Blackboard no later than 4:30pm on the due date and also ask one of your classmates to turn in a printed copy for you.*