



# MANA 120 INTRODUCTION TO INFORMATION TECHNOLOGY

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## COURSE OBJECTIVES

The course provides future managers a broad overview of information systems theory, research, applications and a basic understanding of systems jargon and responsibilities. The primary emphasis of the course is that both users and systems professionals share responsibility for implementing information technology (IT). After completing this course, students should:

- understand how technology can process data and provide information for decision making;
- be part of a team that helps solve a business problem that involves information technology;
- be able to apply the systems approach to business problems by identifying opportunities for improvement; and
- be able to improve their oral, written and group communication skills with in-class participation, group report preparation and final group presentation.

## REQUIRED TEXT

Haag, Cummings and Phillips, *Management Information Systems*, 6<sup>th</sup> Ed., McGraw-Hill Irwin.

**Prerequisites:** Personal computing skills.

**Required:** Flash or portable hard drive, do not use 3 1/4 in. diskette to store files for this class.

**Optional:** SmartDraw software available at a substantial discount

## TEAM PROJECT

You will be working in teams and will be applying the concepts of using IT for Business from the textbook to a project that involves creating an actual business application. As part of the project students will become familiar with selected IT software tools:

- SmartDraw – to show the process and data requirements of the client application that you will be studying.
- Microsoft Access – build a database application consisting of tables, queries, forms and reports.
- Microsoft Excel – to do a quick summary of data without using any coding. If time permits, we will venture into Visual Basic for Applications (VBA) that would be extremely beneficial for some of you.

Throughout the semester, you will follow the development of a sample project for the Aroma Coffee Company. This will serve as a continuing case study and an example to use for the team

project. You will employ the same approach to build a database application for a selected student group, activity or business. At the end of the semester teams will present their database applications of their projects to the class.

### Project Selection

Each team will select a real-world application during the first two weeks of the course. The application may come from the team's collective part time work experience. The key people must be accessible. Each team must identify some of the key users in the target organization. These users will be the source for most of the information that the team needs in order to determine the business requirements. It is important to consider a user's commitment and involvement with the project.

Sometimes, there are a few pre-selected projects with local community service organizations that will provide excellent opportunity for project work. I will provide them in class if it is available and you can determine as a team if you want to take advantage of the opportunity.

### GRADING

Grades will be based on the university grading system. Occasionally, if the average scores are lower, I will adjust the curve downward to accommodate the lower scores. However, each component of the overall grade is not curved. I have been able to adhere to this curve so far.

A	93 - 100	C	73 - 77.99
AB	89 - 92.99	CD	68 - 72.99
B	84 - 88.99	D	60 - 67.99
BC	78 - 83.99	F	Below 60

Final grades will be based on:

10 %	8 - 10 Individual Assignments and Exercises
10 %	Quizzes (There will be about 12 quizzes of which I will drop 3)
45 %	3 exams (worst exam count as half i.e. 18% + 18% + 9%)
5 %	Team Access Exercise
30 %	Team Project and Presentation

I do not assign grades for individual exams, quizzes and exercises. All the scores will be compiled together before I can provide you a grade assessment. Periodically, I will provide a ranking of how you are performing relative to your classmates in my two sections.

All students are capable of earning A's. It's your choice to live up to your potential and allocate your time among your many responsibilities. You will learn more from the project, exercises and assignments than a grade reflects. The teamwork process develops and may have more value after the class in other teams and in your work setting. Focusing on points and grades will distract you from the learning objectives.

### PEER EVALUATION

The prospect of working in teams carries with it the possibility that not all team members will pull their fair share of the workload. For this reason, there will be anonymous peer evaluations at the end of the semester after all team assignments and project is completed. Individual evaluations are the property of the instructor and will not be divulged to other team members – your confidentiality is assured. The average of the peer evaluation scores given to each member will be used as a weight in determining the member's score on the project work.

### PARTICIPATION

I expect and encourage students to participate in class. You are expected to discuss relevant issues during the lecture. I have a system in class that will give you ample chance to participate.

### CLASS ATTENDANCE AND POLICY

I will follow the university's policy on attendance and that students can be dropped from the course at the instructor's discretion without being informed. If the number of absence in hours is equal to **two weeks of class periods** the student will be withdrawn from the course, earning a grade of WA. The university does not distinguish between authorized and unauthorized absences. **Attendance will be taken regularly during the semester.**

Arriving late to class sometimes cannot be avoided however arriving late to class on a regular basis is disruptive and can cause you to miss important information. **If I see this as an ongoing problem, you will be warned and could also result in lowering of a grade, e.g. from an AB to B.**

### EXTRA CREDIT FOR QUIZ

There will be several opportunities to earn extra credit as an individual. I will announce that in class. Please take advantage of the opportunity when it is available. This extra credit for quiz allows you to replace one bad quiz or one that you missed.

### REPORT WRITING

Professionals are expected to have standards of excellence in their work quality. The following are some expectations regarding the quality of your submissions in class:

- Homework must be typewritten. Handwritten and hand-drawn assignments will not be accepted. If you have assignments that need to have illustrations, I expect you to use the drawing tools such as SmartDraw.
- Your name must be clearly stated on the top left corner of the document that you submit or on a cover sheet as described in the next point.
- The assignments must have a cover sheet with a centered and bold title that indicates the nature of the submission (e.g. Assignment 1: Basic concepts). If you are using a cover sheet, your name must be prominently displayed on this sheet.
- Your work must be clearly thought through. Homework that appears to have been rushed will lose significant points.
- Loose sheets of work will not be accepted. Your document must be properly stapled or bound in a folder.

General Document Formatting Guidelines:

- Spacing: Double or 1.5
- Font Size: 11
- Font Style: Times Roman or Book Antiqua
- Section heading
- Page Numbering for projects
- All diagrams are to be drawn in the same document instead of separate sheets.

### GROUP DYNAMICS

A significant amount of your grade will come from group work. Therefore, it is important for your team to establish good working relationship from the start. The entire team is responsible for setting quality and submission standards at the beginning of the semester and for ensuring that these standards are met consistently. Each group must identify a **group coordinator** at the beginning of the semester. This person is not the leader but is responsible for communicating with all the team members and ensuring that various components of the group project come together as required. Ideally, a team coordinator should be one who accesses e-mail 2-3 times a day, actively responds to e-mail, and has daily access to Blackboard. I will be communicating directly with the team coordinator and not with the entire team. The coordinator is then responsible for conveying my communications to the remaining team.

Communication among your team members is critical. I have found that two common problems within groups are “they did not tell me” and “he/she did not turn in the right parts at the right time / with the right quality”. In fairness to the rest of the class, I cannot make exceptions on these criteria. Therefore I strongly encourage you to take advantage of the Blackboard team space. Blackboard is a Web-based system that can facilitate my communication with you and the communication among your team members. You can post files there that only your team can access. There are virtual discussion boards that can reduce face-to-face meeting time. I have seen high correlation among team communication and grades.

### LEARNING PROCESS

Many business classes expect discussion, projects, group work, and good business writing. My role is facilitator and guide. This means that you must initiate and actively respond in the process. You are expected to come prepared to discuss all aspects of the topics and apply the assignments to your present or anticipated work setting. Learning will result from thorough preparation, lively class discussion, and a variety of assignments. Questioning theory and practice is highly valued as a learning method.

We will be discussing concepts and their applications during class time, so you will need to read and understand the text material and any supplementary materials that may be handed out. I will assume that you have done so, but I will ask for questions regarding specific problems with concepts at the start of each class. This is your chance to make sure you have a good grasp of the concepts. I am assuming that, at the University level, you are capable of self-managing your learning, so I will expect that you are capable of reading the materials and asking for more detailed explanations when you need them! I will also assume that you are keeping up with current events, and I encourage everyone to bring particularly interesting and relevant items to class for discussion. Relating the course materials to current events is an important learning tool. Be prepared! If you are up-to-date in your readings, questions and cases, you should have no problems preparing for the quizzes.

I always welcome constructive ideas, helpful comments, or the sharing of relevant, interesting and helpful resources. I encourage everyone to participate in making this course as pleasant, useful and 'current' as is possible and I hope you will take the time to share experiences, information, and other resources with your classmates and me.

### **COMMUNICATION**

I expect to hear from you as soon as possible if you are having difficulty with the material or the scheduling of any assignments. Do not hesitate to contact me when you do not understand an assignment or concept. Always leave a message. I check my e-mail regularly. Most items can be answered by an e-mail response or I will be happy to meet with you. Help is available but sympathy for wasted time is not.

We require the use of the Web and e-mail to update the class. Please communicate with me often using e-mail. If I have to change an assignment deadline or cancel a class, I will post it on D2L and/or send an e-mail. You are obliged to check your e-mail daily. All submissions and responses to them will be transmitted electronically. I have a hard copy mailbox on the first floor across from the lab. Do NOT leave anything under my door or in the envelope on my door. I will use the envelope on my door to leave hard copy materials for you. We will use IT resources to communicate documents as a preferred mode.

Submissions for written communication should follow professional guidelines for grammar, spelling, formatting, page numbering, neatness, and exclusion of colloquial or sexist language. All team members must review all submissions before receiving my feedback. Proper use of technical vocabulary is mandatory.

### **PROFESSIONALISM AND ETHICAL ISSUES**

MIS professionals must be trusted, because they have access to a wide variety of confidential and personal information. Similarly, cheating in class represents unethical behavior and will not be tolerated. During exams, cheating consists of looking, just once, at another paper. People who cheat on an exam will be given a zero on the exam. An appropriate report may also be submitted to the Dean.

No hats may be worn during class or exams. Please turn off your cell phone when you stepped into the classroom. If an individual is found looking around too much during an exam but has not been caught cheating, I may ask you to stop looking around and may ask you or someone else to move. Also, no electronic devices are to be used during exams. All PDAs, laptops, cell phone, IPODS, CD players, headphones and any other data storage and retrieval device have to be turned off. Attempts to use any of these devices will be consider an attempt to cheat during the test.

If two or more homework assignments are the same or nearly the same, I can request further evidence to determine collaboration. This will result in a zero for the assignment. A repeat of this behavior will result in a letter grade of F for the course.

All cell phones are to be turned off before you come to class. No hats may be worn during class. Please do not excuse yourself regularly to answer cell phones etc. If I see this as an ongoing issue, you will be warned and it can also result in lowering of a grade.

Each report should be submitted under a cover memorandum addressed to the instructor. This memorandum should indicate what items are included in the milestone. It should take the following format:

### **IMPORTANT DATES**

The following are important dates. I will continually update the schedule in D2L as we progress through the semesters. Other than the dates shown below, they are due dates for assignment and scheduled quizzes announced in class. However, the exam dates and team project datelines will not be changed. Your midterm and final exam cannot be rescheduled without prior consent from the instructor. I will only reschedule exam for students who have pre-arranged dates agreed by the university.

Report 1: January 25.  
Report 2: March 1.  
Report 3: April 12.  
Report 4: May 3.  
Team Access: March 27.

Midterm Exam 1: February 22.  
Midterm Exam 2: April 3 (the day before Easter Break).  
Final Exam: Section 1003: 9 May 2006, 8 – 10am.  
Section 1003: 11 May 2006, 1 – 3pm.