American Public University System

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The Ultimate Advantage is an Educated Mind

School of Science and Technology
Department of Information Technology
INFO331: Management Information Systems
3 Credit Hours
8 Weeks
Prerequisite(s): None

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Instructor Information

Instructor:

Email:

Course Description (Catalog)

This course provides a technical and organizational foundation for understanding the use and importance of information systems and information technology in today's management environment. This course covers the hardware, software, and infrastructure that support management information systems. Information and decision support systems, knowledge management and specialized information systems, database management systems, telecommunications, the Internet, Intranets, Extranets, and wireless networks will be examined. This course also covers systems development, e-commerce, and the ethical and societal impact of management information systems.

Course Scope

This Management Information Systems course is designed to provide an introduction to vital information system concepts, information technology, and the influence and importance of information systems in today's business environment. INFO331, Management Information Systems begins with a definition of

key elements required for any information system used by management within an organization to make key operational decisions. The course will provide an examination of the key software and hardware components necessary for an information system to operate. In addition, successful completion of the course will broaden your knowledge of the business operations support by a corporate information system. You will describe how information systems transform business processes within the modern corporate organization. An understanding of information systems concepts will be obtained from weekly exercises from the chapter review questions, periodic threaded discussions, and case study analysis and reviews. The course concludes with the application of these information system concepts in a detailed analysis and description of an information system used as the basis of the final paper.

Note to Students: The course materials, assignments, learning outcomes, and expectations in this upper level undergraduate course assume that the student has completed all lower level general education and career planning coursework necessary to develop research, writing, and critical thinking skills. Students who have not fulfilled all general education requirements through courses or awarded transfer credit should strongly consider completing these requirements prior to registering for this course.

This course has been evaluated by the American Council on Education. Credit Recommendation - at the upper level/baccalaureate degree level 3 semester hours in Management Information Systems

Course Objectives

The successful student will fulfill the following learning objectives:

1. Identify and define the key components of the information system.
2. Examine the hardware and software configuration of an information system.
3. Analyze the successful strategies used by today's business professional to implement and support an information system.
4. Evaluate and explain the impact of an information system on corporate operations.
5. Discuss the procedures and practices for performing information system planning, design, development, and implementation.
6. Apply your knowledge to participate in the Information Systems case study and to develop the final paper.

Course Delivery Method

This B.A. in Business Administration course delivered via distance learning will enable students to complete academic work in a flexible manner, completely online. Course materials and access to an online learning management system will be made available to each student. Online assignments include Forum questions (accomplished in groups through a threaded Forum), examinations and quizzes (graded electronically), and individual assignments (submitted for review by the Faculty Member). Assigned faculty will support the students throughout this eight-week course.

Course Materials

Required Text

Gallaugher, John. (2012). *Information systems: A manager's guide to harnessing technology* (ver. 1.3). Irvington, NY: Flat World Knowledge, Inc.

An e-book copy of the above required text is available from
http://catalog.flatworldknowledge.com/bookhub/5425?cid=967887.

Optional Text

Publication manual of the American Psychological Association (6th ed.). (2010). Washington, D.C.: American Psychological Association.

Software Requirements

- MS Word 2010
- Adobe Acrobat Reader (Click here for free download)

Evaluation Procedures

Your final course grade will be based upon the following:

Course Requirements	Percentage
Forums	20
Quizzes	20
Analysis Essays	30
Case Studies	30
Total	100

Forums

Most weeks you will participate in a Forum activity. Each Forum activity will consist of one or more threads/topics. The questions are designed to allow you to apply the concepts you have learned in the chapter to real-world business scenarios or hypothetical, but realistic, situations. Both your initial post and your follow-up post is due on the Forum by **11:59 p.m. on Sunday** of each week, although, for a better flow of the discussion, you are strongly encouraged to post your initial post by Wednesday or Thursday of each week. Your initial post must be a **minimum of 350 words.** Your follow-up post must be a **minimum of 150 words.** Please post your initial post as early in the week as possible, because your classmates will be relying on you to post your initial post to give them a post to respond to later in the week. Of course, you may always post more than the required number of replies and you are encouraged to continue participating in the discussion even after you have met the minimum number of posts required. Your follow-up posts must contain substance and should add additional insight to your classmates' opinions or challenge their opinions. It is never sufficient to simply say, "I agree with what you wrote" or "Good post." You must use your follow-up posts as a way to continue the discussion at a high level of thinking. Be sure to read the follow-up posts to your own posts and reply to any questions or requests for clarification, including questions posted by your professor. You are encouraged to log into the classroom several times each week to participate in the class discussion. Forum postings are a large part of your grade and I will be looking for quality and depth in your postings.

Quizzes

Each week there will be a quiz due by Sunday night, covering the material in that week's readings. The quizzes are open book, non-proctored, and timed. You may only access and submit each quiz once. Make sure you have read, understood, and taken notes on the week's required reading material.

There will also be a Course Policies Quiz during Week 1. This is the only quiz you are allowed to take more than once. This quiz is designed to familiarize you with my policies for this course.

There are a total of 9 quizzes in this course (8 weekly quizzes + 1 Course Policies Quiz). Your lowest quiz grade will be dropped. Gradebook begins dropping your lowest quiz after you take your very first quiz. It indicates the quiz has been dropped by striking through the lowest grade and not averaging into your

current course grade. Please note that the Gradebook adjusts this throughout the semester; in other words, if you later earn a lower quiz score, that score will be dropped instead of your first quiz score.

Case Studies

You will have a Final Case Study due at the end of Week 8. Directions for the case study can be found in the Assignments area of the classroom.

Analysis Essays

During **Week 1,** you will choose an information system to analyze. During the semester you will write two analysis essays, in which you will analyze specific aspects of the information system. Each analysis essay must be a minimum of **1000 words** and be at least **2 double-spaced pages.** A template is provided under Resources with a pre-formatted file which will meet these requirements.

Analysis Essay 1 will be due at the end of **Week 3.** In this essay, you will provide an overview of your information system and the organization that uses it. After an introductory paragraph, in which you describe the information system and the organization that uses it, you will briefly describe the server-side and client-side hardware and software required to run the information system. Then you will describe the major features of the system, focusing on the way it is actually used by people in your organization and the types of data that are input into it and the kinds of information that are output from it.

Analysis Essay 2 will be due at the end of **Week 6.** In this essay, you will discuss both the positive and negative impacts your information system has on the users in your organization and you will provide three recommendations for improving the information system.

Grading Scale

Please see the **student handbook** to reference the **University's grading scale**.

Course Outline

Week	Reading(s)	Learning Objectives	Assignment(s)
1	Ch. 1, 2	CO1: Identify and define the key components of the information system. CO4: Evaluate and explain the impact of an information system on corporate operations.	Forum 1 Quiz 1
2	Ch. 3, 4	CO3: Analyze the successful strategies used by today's business professional to implement and support an information system. CO4: Evaluate and explain the impact of an information system on corporate operations.	Forum 2 Quiz 2
3	Ch. 5, 6	CO2: Examine the hardware and software configuration of an information system.	Forum 3 Quiz 3 Analysis Essay 1
4	Ch. 7, 8	CO3: Analyze the successful strategies used by today's business professional to implement and support an information system. CO4: Evaluate and explain the impact of an	Forum 4 Quiz 4

		information system on corporate operations.	
5	Ch. 9, 10	CO2: Examine the hardware and software configuration of an information system.	Forum 5 Quiz 5
6	Ch. 11	CO5: Discuss the procedures and practices for performing information system planning, design, development, and implementation.	Forum 6 Quiz 6 Analysis Essay 2
7	Ch. 12, 13	CO5: Discuss the procedures and practices for performing information system planning, design, development, and implementation.	Optional Forum 7 Quiz 7
8	Ch. 14	CO6: Apply your knowledge to participate in the Information Systems case study and to develop the final paper.	Quiz 8 Final Case Study

Policies

Please see the **student handbook** to reference all University policies. Quick links to frequently asked question about policies are listed below.

Drop/Withdrawal Policy
Plagiarism Policy
Extension Process and Policy

WRITING EXPECTATIONS
All written submissions should be submitted in a font and page set-up that is readable and neat. It is recommended that students try to adhere to a consistent format, which is described below.
- Typewritten in double-spaced format with a readable style and font and submitted inside the electronic classroom (unless classroom access is not possible and other arrangements have been approved by the professor).
- Arial 11 or 12-point font or Times New Roman styles.
- Page margins Top, Bottom, Left Side and Right Side = 1 inch, with reasonable accommodation being made for special situations and online submission variances.

CITATION AND REFERENCE STYLE
Assignments completed in a narrative essay or composition format must follow APA guidelines. This course will require students to use the citation and reference style established by the American Psychological Association (APA), in which case students should follow the guidelines set forth in *Publication Manual of the American Psychological Association* (6th ed.). (2010). Washington, D.C.: American Psychological Association.

Academic Services

ONLINE LIBRARY RESEARCH CENTER & LEARNING RESOURCES
The Online Library Resource Center is available to enrolled students and faculty from inside the electronic campus. This is your starting point for access to online books, subscription periodicals, and Web resources that are designed to support your classes and generally not available through search

engines on the open Web. In addition, the Center provides access to special learning resources, which the University has contracted to assist with your studies. Questions can be directed to orc@apus.edu.

- **Charles Town Library and Inter Library Loan:** The University maintains a special library with a limited number of supporting volumes, collection of our professors' publication, and services to search and borrow research books and articles from other libraries.
- **Electronic Books:** You can use the online library to uncover and download over 50,000 titles, which have been scanned and made available in electronic format.
- **Electronic Journals:** The University provides access to over 12,000 journals, which are available in electronic form and only through limited subscription services.
- **Turnitin.com: Turnitin.com** is a tool to improve student research skills that also detect plagiarism. Turnitin.com provides resources on developing topics and assignments that encourage and guide students in producing papers that are intellectually honest, original in thought, and clear in expression. This tool helps ensure a culture of adherence to the University's standards for intellectual honesty. Turnitin.com also reviews students' papers for matches with Internet materials and with thousands of student papers in its database, and returns an Originality Report to instructors and/or students.

Selected Bibliography

Laudon J.P. & Laudon, K.C. (2011). Management Information Systems: Managing the Digital Firm (12th ed.). Upper Saddle River, NJ: Prentice-Hall

O'Brien,J & Marakas,G. (2010). Management Information Systems. (10th ed.). New York, NY: Mcgraw-Hill

Rainer, R.K., Jr., & Turban, E. (2010). *Introduction to information systems: Supporting and transforming business* (3rd ed.). Hoboken, NJ: John Wiley & Sons, Inc.

Reynolds, G. & Stair, R. (2011). Principles of Information Systems (10th ed.). Boston, MA: Course Technology.

Appendix A – Grading Rubric

All written assignments will be assessed according to this rubric. Note that a score of 0 may be assigned in any category where your work does not meet the criteria for the beginning level.

APUS Assignment Rubric Undergraduate Level 300-400	EXEMPLARY LEVEL 4	ACCOMPLISHED LEVEL 3	DEVELOPING LEVEL 2	BEGINNNIG LEVEL 1	TOTAL POINTS
FOCUS/THESIS	Student exhibits a defined and clear understanding of the assignment. Thesis is clearly defined and well constructed to help guide the reader throughout the assignment. Student builds upon the thesis of the assignment with well-documented and exceptional supporting facts, figures, and/or statements.	Establishes a good comprehension of topic and in the building of the thesis. Student demonstrates an effective presentation of thesis, with most support statements helping to support the key focus of assignment.	Student exhibits a basic understanding of the intended assignment, but the thesis is not fully supported throughout the assignment. While thesis helps to guide the development of the assignment, the reader may have some difficulty in seeing linkages between thoughts. While student has included a few supporting facts and statements, this has limited the quality of the assignment.	Exhibits a limited understanding of the assignment. Reader is unable to follow the logic used for the thesis and development of key themes. Introduction of thesis is not clearly evident, and reader must look deeper to discover the focus of the writer. Student's writing is weak in the inclusion of supporting facts or statements.	10
CONTENT/SUBJECT KNOWLEDGE	Student demonstrates proficient command of the subject matter in the assignment. Assignment shows an impressive level of depth of student's ability to relate course content to practical examples and applications. Student provides comprehensive analysis of details, facts, and concepts in a logical sequence.	Student exhibits above average usage of subject matter in assignment. Student provides above average ability in relating course content in examples given. Details and facts presented provide an adequate presentation of student's current level of subject matter knowledge.	The assignment reveals that the student has a general, fundamental understanding of the course material. Whereas, there are areas of some concerning in the linkages provided between facts and supporting statements. Student generally explains concepts, but only meets the minimum requirements in this area.	Student tries to explain some concepts, but overlooks critical details. Assignment appears vague or incomplete in various segments. Student presents concepts in isolation, and does not perceive to have a logical sequencing of ideas.	20

CRITICAL THINKING SKILLS	Student demonstrates a higher-level of critical thinking necessary for 300-400 level work. Learner provides a strategic approach in presenting examples of problem solving or critical thinking, while drawing logical conclusions which are not immediately obvious. Student provides well-supported ideas and reflection with a variety of current and/or world views in the assignment. Student presents a genuine intellectual development of ideas throughout assignment.	Student exhibits a good command of critical thinking skills in the presentation of material and supporting statements. Assignment demonstrates the student's above average use of relating concepts by using a variety of factors. Overall, student provides adequate conclusions, with 2 or fewer errors.	Student takes a common, conventional approach in guiding the reader through various linkages and connections presented in assignment. However, student presents a limited perspective on key concepts throughout assignment. Student appears to have problems applying information in a problem-solving manner.	Student demonstrates beginning understanding of key concepts, but overlooks critical details. Learner is unable to apply information in a problem-solving fashion. Student presents confusing statements and facts in assignment. No evidence or little semblance of critical thinking skills.	20
ORGANIZATION OF IDEAS/FORMAT	Student thoroughly understands and excels in explaining all major points. An original, unique, and/or imaginative approach to overall ideas, concepts, and findings is presented. Overall format of assignment includes an appropriate introduction (or abstract), well- developed paragraphs, and conclusion. Finished assignment demonstrates student's ability to plan and organize research in a logical sequence. Student uses at least of 5-7 references in assignment.	Student explains the majority of points and concepts in the assignment. Learner demonstrates a good skill level in formatting and organizing material in assignment. Student presents an above average level of preparedness, with a few formatting errors. Assignment contains less than 5 resources.	Learner applies some points and concepts incorrectly. Student uses a variety of formatting styles, with some inconsistencies throughout the paper. Assignment does not have a continuous pattern of logical sequencing. Student uses less than 3 sources or references.	Assignment reveals formatting errors and a lack of organization. Student presents an incomplete attempt to provide linkages or explanation of key terms. The lack of appropriate references or source materials demonstrates the student's need for additional help or training in this area. Student needs to review and revise the assignment.	20
WRITING CONVENTIONS (GRAMMAR & MECHANICS)	Student demonstrates an excellent command of grammar, as well as presents research in a clear and concise writing style. Presents a thorough, extensive	Student provides an effective display of good writing and grammar. Assignment reflects student's ability to select appropriate word usage	Assignment reflects basic writing and grammar, but more than 5 errors. Key terms and concepts are somewhat vague and not completely explained by	Topics, concepts, and ideas are not coherently discussed or expressed in assignments. Student's writing style is weak and needs	20

	understanding of word usage. Student excels in the selection and development of a well-planned research assignment. Assignment is error-free and reflects student's ability to prepare a high-quality academic assignment.	and present an above average presentation of a given topic or issue. Assignment appears to be well written with no more than 3-5 errors. Student provides a final written product that covers the above-minimal requirements.	student. Student uses a basic vocabulary in assignment. Student's writing ability is average, but demonstrates a basic understanding of the subject matter.	improvement, along with numerous proofreading errors. Assignment lacks clarity, consistency, and correctness. Student needs to review and revise assignment.	
USE OF COMPUTER TECHNOLOGY/ APPLICATIONS	Student provides a high-caliber, formatted assignment. Learner exhibits excellent use of computer technology in the development of assignment. Quality and appropriateness of stated references demonstrate the student's ability to use technology to conduct applicable research. Given assignment includes appropriate word processing, spreadsheet and/or other computer applications as part of the final product.	Assignment presents an above-average use of formatting skills, with less than 3 errors. Students has a good command of computer applications to format information and/or figures in an appropriate format. Student uses at least two types of computer applications to produce a quality assignment.	Student demonstrates a basic knowledge of computer applications. Appearance of final assignment demonstrates the student's limited ability to format and present data. Resources used in assignment are limited. Student may need to obtain further help in the use of computer applications and Internet research.	Student needs to develop better formatting skills. The student may need to take additional training or obtain help from the Educator Help Desk while preparing an assignment. Research and resources presented in the assignment are limited. Student needs to expand research scope. The number of formatting errors is not acceptable.	10
TOTAL POINTS					100