American Public University System

The Ultimate Advantage is an Educated Mind

School of Science and Technology
Department of Information Technology
INFO531: Management Information Systems
Credit Hours: 3
Length of Course: 8 Weeks
Prerequisite(s): None

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Instructor Information

Instructor: *(Bio)*
Email:
Phone:
Office Hours:

Course Description (Catalog)

This course addresses information systems, to include their nature and role as key management resources. Student involvement with system analysis, system design, and implementation issues is set within a framework of available information technology, the socio-technical environment and the functional requirements of day to day operations. Course work and student assignments will stress two aspects--the application of innovation and creativity in dealing with the systems conditions and the ability to work effectively as part of an autonomous team. The student must have access to MS Excel, MS PowerPoint, and MS Access (2003 or higher).

This course has been evaluated by the American Council on Education. Credit Recommendation at the graduate level, 3 semester hours in Management Information Systems or Management.

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Course Scope

Today, in business, we see the emergence of a new digital firm. Global business opportunities afforded by electronic business and electronic commerce combined with the exponential change in technology

power and capacity has fueled the creation of this digital firm. Every aspect of the firm is not only touched by the digital process, but has been transformed by it.

Managing information systems has become a task for _all_ levels of managers and _all_ function areas of the business. In today's digital firm there is no escaping the opportunities (as well as the challenges) that technology brings. This course focuses on appraising the nature of the digital organization and the key issues in managing it.

Course Objectives

A successful student will fulfill the following learning objectives:

1. Assess the need for information systems in businesses. Explain the role played by systems serving the various levels of management in a business and their relationship to each other.
2. Evaluate the impact of information systems on organizations.
3. Analyze the relationships among ethical, social, and political issues that are raised by information systems.
4. Discuss the challenges of managing IT infrastructure and management solutions, and evaluate tools and technologies for providing information from databases to improve business performance and decision making.
5. Explain how Internet technology supports communication and e-business. Analyze how Internet technology has changed value propositions and business models.
6. Discuss why information systems need special protection from destruction, error, and abuse, and evaluate the most important tools and technologies for safeguarding information resources.
7. Assess the challenges posed by enterprise applications and analyze how enterprise applications can be used in platforms for new cross-functional services.
8. Evaluate the business benefits of using intelligent techniques for knowledge management. Evaluate the role of information systems in supporting the activities of managers and management decision making.
9. Demonstrate how building new systems produces organizational change.
10. Analyze the principle risk factors in information systems projects and evaluate strategies for managing project risk and system implementation.
11. Evaluate the issues and technical alternatives to be considered when developing international information systems.

Course Delivery Method

This 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 are due by the last day of each week** and 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

Author	Book Title	Publication Info	ISBN

| Kenneth C. Laudon & Jane P. Laudon | Management Information Systems: Managing the Digital Firm, 12th ed. eBook available at www.coursesmart.com. To purchase the e-book, you must be located in North America and have a billing address in North America | Prentice Hall, Inc | ISBN-10: 0-13-214285-6 ISBN-13: 978-0-13-214285-4 |

Evaluation Procedures

Course Requirements: Your final grade will be based on the following course requirements and percentages:

Course Requirement	Percent
1. Forum Activities	25
2. Term Paper Outline	5
3. Term Paper	20
4. Midterm - Case Study#1	25
5. Final - Case Study #2	25
Total	100

Submit your Term Paper Outline and Term Paper through the Assignments area of the classroom. Forum posts only need to be posted on the forum and I will review them there and manually update your assignment grade accordingly,

Assignment Requirements

This course has a strong writing component. The goal is to organize, synthesize, and demonstrate your comprehension of core concepts investigated during this course by applying a combination of the terms, concepts, and details you have learned in a systematic way. As important as "the details" that you analyze and arrange in your writing, however, are the conclusions you draw from those details, and your predictions, responses to, and ultimate interpretation of those details.

Weekly Forum Activities

Most weeks of this course you will participate in a forum activity. Each forum activity will consist of one or more threads/topics. The assignments may involve discussion or debate. The questions are designed to allow you to apply what you have learned in the chapter to real-world scenarios or hypothetical, but realistic, situations. Post your answers to the questions in each thread prior to **11:59 p.m. ET on Thursday.** The only exception to the **Thursday** deadline is week one of the course when your initial post will not be due until Sunday.   Please do not be late with this post because your classmates will be relying on you to post on time to give them a post to respond to later in the week. A discussion period will then ensue from Thursday through Sunday. Read your classmates' posts and post at least **two** follow-up messages to your classmates' posts in **each** thread prior to **11:59 p.m. ET on Sunday.** Some threads may require you to post more than two replies, so make sure you read the directions carefully. 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 forum participation will be considered at the end of the semester if your grade is on the borderline. Borderline grades will only be rounded up if you have exceeded the minimum requirements on the forum and shown insight and critical thinking in all of your posts and replies. 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 "I really liked your post." You must use your follow-up posts as a way to continue the discussion at a high level of discourse. 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 will be expected 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.

Midterm - Case Study#1

Please read and review the Chapter 6 Case Study:

Trouble with the Terrorist Watch List Database (page 240 of your text)

After your review, please answer the following questions and formulate them into an APA formatted paper:

(1) What concepts in this chapter are illustrated in this case?
(2) Why was the consolidated terror watch list created? What are the benefits of the list?
(3) Describe some of the weaknesses of the watch list. What management, organization, and technology factors are responsible for these weaknesses?
(4) How effective is the system of watch lists described in this case study? Explain your answer.
(5) If you were responsible for the management of the FBI's Terrorist Screening Center (TSC), what steps would you take to correct some of these weaknesses?
(6) Do you believe that the terror watch list represents a significant threat to individuals' privacy or Constitutional rights? Why or why not?
(7) Describe your understanding of the Traveler Redress Inquiry Program (TRIP), and provide at least two pros and cons to this initiative.
(8) Describe the current status of "Secure Flight." Has TSA been able to overcome the privacy concerns?

Protocol:

(a) Write in APA format
(b) Each item will have a proper APA heading
(c) Response to each of the 1-8 items above must be at least 150words
(d) The paper must have at least five (5) reputable sources with proper citations from these sources
(e) Please submit by the due date

Final - Case Study #2

Please read and review the Chapter 14 Case Study:

JetBlue and WestJet: A Tale of Two IS Projects (page 556 of your text)

After your review, please answer the following questions and formulate them into an APA formatted paper:

1. How important is the reservation system at airlines such as West Jet and JetBlue? How does it impact operational activities and decision-making?
2. Evaluate the key risk factors of the projects to upgrade the reservation systems of West Jet and JetBlue.

3. Classify and describe the problems each airline faced in implementing its new reservation system. What management, organization, and technology factors caused those problems?
4. Describe the steps you would have taken to control the risk in these projects.
5. Perform research to learn more about the Sabre system. What is it? How did come about?
6. JetBlue had the opportunity to learn from the problems encountered by West Jet during its migration. What options did West Jet have to learn from another company who faced a similar situation? What would you recommend to the leadership team?
7. Do you believe the West Jet problem is mostly IT-related, or do you think that poor leadership and planning caused the catastrophe? Explain.
8. Why do you think that West Jet has slowed down its growth plans, such as the RBC West Jet MasterCard? What does a credit card have to do with the IT issues? Explain.

Protocol:

(a) Write in APA format
(b) Each item will have a proper APA heading
(c) Response to each of the 1-8 items above must be at least 150 words
(d) The paper must have at least five (5) reputable sources with proper citations from these sources
(e) Please submit by the due date

Term Paper

a. You must write a 12-15 page term paper according to the assignment description provided by your professor.
b. Your term paper outline is due at the end of week 2.
c. Your term paper is due at the end of week 7.
d. In addition to the 12-15 pages of the body of the paper itself, you must include a title page, abstract page, and a references page.
e. Your title page must include the title of your paper, the date, the name of this course, your name, and your instructor's name.
f. You're in-text citations and your references page must be written in APA citation style.

Grading Scale

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

Course Outline

Week	Topic(s)	Learning Objective(s)	Reading(s)	Assignment(s)
1	IS in Global Business and Ethical Issues	1, 4	Laudon Ch 1-2	Week 1 Discussion
2	Information Systems, Organizations and Strategy	2, 3	Laudon Ch 3-4	Week 2 Discussion Term Paper Outline

3	IT Infrastructure and Databases	5, 6	Laudon Ch 5-6	Week 3 Discussion
4	Telecommunications, The Internet, Wireless Issues, and Security Issues	7, 8, 9	Laudon Ch 7-8	Week 4 Discussion *Midterm - Case Study#1*
5	Enterprise Applications and E-Commerce	10, 11	Laudon Ch 9-10	Week 5 Discussion
6	Knowledge Management and Decision Making	12, 13	Laudon Ch 11-12	Week 6 Discussion
7	Building Systems and Project Management	14, 15	Laudon Ch 13-14	Term Paper Due
8	Managing Global Systems	16	Laudon Ch 15	*Final - Case Study #2*

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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.

Please note that Wikipedia is NOT an acceptable source for use in your academic writing at APUS, due to the fact that it is open for editing by anyone and is not guaranteed to be reviewed for accuracy. Use your judgment when choosing sources and try to stick with articles and websites from reputable organizations that are likely to be accurate and authoritative, rather than blogs and wikis that are subjective in nature.

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.

LATE ASSIGNMENTS

Students are expected to submit classroom assignments by the posted due date and to complete the course according to the published class schedule. As adults, students, and working professionals I understand you must manage competing demands on your time. Should you need additional time to complete an assignment please contact me before the due date so we can discuss the situation and determine an acceptable resolution. Routine submission of late assignments is unacceptable and may result in points deducted from your final course grade. Assignments submitted late without a prearranged extension will be subject to a 10% late penalty. **No late assignments will be accepted after the last day of the course.**

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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.
- *Smarthinking:* Students have access to 10 free hours of tutoring service per year through Smarthinking. Tutoring is available in the following subjects: math (basic math through advanced calculus), science (biology, chemistry, and physics), accounting, statistics, economics, Spanish, writing, grammar, and more. Additional information is located in the Online Research Center. From the ORC home page, click on either the "Writing Center" or "Tutoring Center" and then click "Smarthinking." All login information is available.

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Selected Bibliography

Association for Computing Machinery (ACM): http://www.acm.org/

IEEE Computer Society: http://www.computer.org/portal/site/ieeecs/index.jsp

Project Management Institute (PMI): http://www.pmi.org/info/default.asp

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 Graduate Level 500+	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	Student exhibits a good command of critical thinking skills in the presentation of material and supporting statements. Assignment	Student takes a common, conventional approach in guiding the reader through various linkages and connections presented in	Student demonstrates beginning understanding of key concepts, but overlooks critical details. Learner is unable to apply information in	20

APUS Assignment Rubric Graduate Level 500+	EXEMPLARY LEVEL 4	ACCOMPLISHED LEVEL 3	DEVELOPING LEVEL 2	BEGINNNIG LEVEL 1	TOTAL POINTS
	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.	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.	assignment. However, student presents a limited perspective on key concepts throughout assignment. Student appears to have problems applying information in a problem-solving manner.	a problem-solving fashion. Student presents confusing statements and facts in assignment. No evidence or little semblance of critical thinking skills.	
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 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.	Student provides an effective display of good writing and grammar. Assignment reflects student's ability to select appropriate word usage 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.	Assignment reflects basic writing and grammar, but more than 5 errors. Key terms and concepts are somewhat vague and not completely explained by student. Student uses a basic vocabulary in assignment. Student's writing ability is average, but demonstrates a basic understanding of the subject matter.	Topics, concepts, and ideas are not coherently discussed or expressed in assignments. Student's writing style is weak and needs improvement, along with numerous proofreading errors. Assignment lacks clarity, consistency, and correctness. Student needs to review and revise assignment.	20

APUS Assignment Rubric Graduate Level 500+	EXEMPLARY LEVEL 4	ACCOMPLISHED LEVEL 3	DEVELOPING LEVEL 2	BEGINNNIG LEVEL 1	TOTAL POINTS
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