

**SCHOOL OF BUSINESS, PUBLIC ADMINISTRATION AND INFORMATION SCIENCES  
LONG ISLAND UNIVERSITY- BROOKLYN**

**DEPARTMENT OF TECHNOLOGY, INNOVATION AND COMPUTER SCIENCE**

**Foundations of Business Information Systems- Spring 2016**

**1. INSTRUCTOR INFORMATION**

Course: BUS 110-001 Foundations of Business Information Systems

Section: 001

Credits: 3

Monday, Wednesday: 1:30 PM – 2:45 PM, PRATT 610

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Office Hours: Monday, Wednesday: 12:30 PM – 1:20 PM and *by appointments*.

Blackboard: <http://blackboard.liu.edu/>

Website: <http://bus110.ghriga.com/>

*Email access is essential in communicating with the instructor and your peers. Please activate your LIU e-mail account. You must use your LIU e-mail for all communication with me.*

**2. RESOURCES**

**Required Textbook Information and Options**

***Print Version:*** Baltzan, Paige (2015). M: Information Systems. 3e. New York, NY: McGraw-Hill/Irwin. ISBN 978-0-07-337686-8

*Electronic Version (eTextbook):* Baltzan, Paige (2015). M: Information Systems. 3e. New York, NY: McGraw-Hill/Irwin. ISBN-13: 9780073376912.

[http://www.coursesmart.com/IR/1131963/0077637348?\\_hdv=6.8](http://www.coursesmart.com/IR/1131963/0077637348?_hdv=6.8)

**Recommended e-book:**

Lencioni, Patrick. The Five Dysfunctions of a Team: A Leadership Fable. San Francisco, CA, Jossey-Bass (Availability date: 9/16/2015)

## **Supplementary Reading or Research Materials:**

Edwards, N. Paul (2008), How To Read a Book. V4.0. School of Information, University of Michigan: <http://pne.people.si.umich.edu/PDF/howtoread.pdf>

*Tech World*: <http://www.techworld.com/>

*Tech World Applications*: <http://www.techworld.com/applications/>

*Bits, The Business of Technology, New York Times*: <http://bits.blogs.nytimes.com/>

*Digits, Tech News and Analysis, The Wall Street Journal*: <http://blogs.wsj.com/digits/>

*LIU Brooklyn Library Resources*: <http://www2.brooklyn.liu.edu/library/index.html>

**Software, Databases and Tools:** *Word, Excel, PowerPoint, Lucid Chart/Google Drawing, Google Forms, Google Spreadsheets, SQL Databases, Content Management System- WordPress*

## **3. BUSINESS CONTEXT**

*Keywords:* Management Information Systems (MIS), Decision Making, Business Intelligence, Business Strategy, E-Business, Web 2.0 & Web 3.0 Business, Mobile Business, Ethics and Information Security, MIS Infrastructures, Customer Relationship Management and Enterprise Resource Planning (ERP), and Project Management

## **4. INSTRUCTIONAL DESIGN**

### **Course Description:**

Information systems are an integral part of all business activities and careers. This course introduces students to contemporary information systems and demonstrates how these systems are used throughout global organizations for today's management. The focus of this course is on the key components of information systems - people, software, hardware, data, and communication technologies, and how these components can be integrated and managed to create competitive advantage. The course takes place in a computer lab and helps students develop practical competences in the use of various computer systems and software. The course also provides a theoretical and practical introduction to systems and development concepts, technology acquisition, and various types of software applications, which have become prevalent or are emerging in modern organizations and society and that are essential to be competitive in today's job markets. (3 credits).

***Prerequisites:*** *Passage of the computer literacy requirements. If Microsoft Office skills are needed students may then take the appropriate 1 credit course or courses as elective credits and then retake the examination.*

## **Course Rationale/Course Overview:**

The objective of this course is to introduce students to the various types of Management Information Systems (MIS) and their impact on business success and innovation. The course will examine the applications of technology to the management of organizations. The topics are categorized into three components: Module I) Business Driven MIS; Module II) Technical Foundations of MIS; and Module III) Enterprise MIS and Applications. The course will also prepare students to formulate and execute technology policies, strategies, plans and procedures.

- Explain the role of information and technology in management, strategy, tactics, and operations both orally and in writing
- Identify and explain the technology, people, and organizational components of information systems in various industry contexts.
- Understand the correlation between technology/ innovation and business strategy and its converse in shaping competition in markets or societal progress.
- Understand the ethical and social issues in IT.
- Understand the essential features of IT infrastructures and sustainability concerns
- Develop an understanding of the methodologies and project management techniques for the production of successful MIS systems and applications.
- Develop proficiency in the use of online and electronic tools for collaboration and communication and be able to use social media in business. Productivity software and research for reliable and quality information are prerequisites.

## **5. COURSE REQUIREMENTS AND POLICIES**

### **5.1 COURSE REQUIREMENTS**

Students are expected to:

- 1) Actively participate in the learning of the all course materials
- 2) Be prepared to discuss the assigned readings and cases (articles, videos, etc.)
- 3) Participate in team work assignments
- 4) Attend all course lectures and lab sessions. Attendance is mandatory and failure to do so will reflect negatively on your final grade.

In addition to the reading requirements from the Textbook or eTextbook and other assigned readings or multimedia screenings, students will complete 9 online quizzes (e-quizzes), 3 MIS case assignments, term project, and two exams. Some activities to advance your learning by doing will be conducted in class and be assigned for completion outside of the class and they count towards attendance and participation and/or bonus points. The MIS case reports and the term project will be team-based, with each team consisting of three to four students. The respective weights of the course requirements are as follows:

<b>Course Requirements</b>	<b>Weight (%)</b>
E-Quizzes + submission timeliness	10%
Participation + Activities	10%
MIS Case Reports	20%
Exam 1	15%
Term Project + Presentations	30%
Exam 2	15%
<b>Total:</b>	<b>100%</b>

### **Term Project**

Students will produce a **prototype web site** using **WordPress** as a content management system. Students will work in teams to apply MIS concepts and principles to develop an e-business prototype solution using reusable components suggested by the instructor. It is expected that the teams document the whole process from conception to system release. Student teams will be required to give periodic updates in terms of written reports or oral presentations. It is expected that student teams develop short presentations regarding their system prototypes and present it to the class at the end of the semester.

### **Overall Grade**

Your grade will be computed as follows:

- There will be **9 e-quizzes** worth 10 points each for a total of **90 points**. **10 Points will be allocated to the timeliness in submitting the e-quizzes by the due date.**
- There will be some classroom **activities** during the semester. Some class time will be devoted to guided work for hands-on learning. Some of the activities require everyone's participation and completion outside of the class allotted time. This component is tied to everyone's participation evaluation.
- There will be **2 team-based MIS cases** during the semester. The MIS cases are worth **50**

**points each:** 44 points + 6 points for compliance with posting requirements of reports. The total score for the MIS cases requirement is **100 points**.

- There will be **1 team-based term project**, which is worth **100 points**. The prototype (out of 50 points) will be graded based on **teamwork effectiveness, contribution(s), collaboration, and content and creativity**. Group presentations (out of 50 points), see grading rubrics, will be scheduled either the last week of classes or during the final exam week. **Student peer reviews may be used to gauge individual contributions to the group work.**
- **The will be two exams which are worth 100 points each.**
- Your Final letter grade will be assigned using the following scale:

<b>A</b> <b>&gt;= 93%</b>	<b>B+</b> <b>&gt;= 87%</b>	<b>C+</b> <b>&gt;= 77%</b>	<b>D+</b> <b>&gt;= 67%</b>	<b>F</b> <b>&lt; 60%</b>
<b>A-</b> <b>&gt;= 90%</b>	<b>B</b> <b>&gt;= 83%</b>	<b>C</b> <b>&gt;= 73%</b>	<b>D</b> <b>&gt;= 63%</b>	
	<b>B-</b> <b>≥ 80</b>	<b>C-</b> <b>&gt;= 70%</b>	<b>D-</b> <b>&gt;= 60%</b>	

## 5.2 COURSE POLCIES

**Lateness Factor:** Late submissions will result in points being deducted. The earned score for a late submission will be multiplied by a lateness factor to determine a late score. The formula will be presented in class. **Be sure to that you start your work early when assignments are made, so that we can detect and solve any problems or obstacles before they affect your grades.**

**Postings and Calendar of Activities:** This course will be very dynamic, so expect several postings/announcements during every week of the semester. Assignments and deadlines will be posted on the course website. It is the student’s responsibility to keep up with all postings and the calendar of the course.

**Individual/Group Meeting:** Students with questions or wishing any kind of follow-up from class should speak with me during class or during regular office hours. If you wish to meet with me outside of regular office hours, you should email me to make an appointment. Although email is commonly used, sometimes it can limit the effectiveness of the communication and may not be the best way for instructors to respond to some student questions, especially those requiring a demonstration of concepts or models covered in the course or if there are some more personal concerns. Depending on the nature of your situation, I may request that you follow up with a telephone call or personal meeting.

**Internet & Electronic Communication Devices:** Any surfing of the Internet during lectures

that is not directly related to the class discussion is distracting and strictly forbidden. Additionally, the use of any electronic devices (e.g., cellular phones) for e-mailing, text-messaging, etc. is strictly prohibited. In this regard, it is within the discretion of the instructor to determine the appropriate grade for the “class participation” component if a student repeatedly violates this policy. The instructor reserves the right to invite the students to leave the classroom before continuing lecture if they are being disruptive.

## 6. GENERAL COURSE OUTLINE

The following schedule gives the overall general plan for the course; deviations may be necessary. Alterations and possible additional reading assignments will be posted to the course website: it is the dynamic picture and is an integral part of the class; please make sure you check it on a regular basis.

Week	Class Topics	Reading Assignments
<b>1</b>	Course Overview, Requirements, Policies and Grading Policies	
<b>2</b>	Management Information Systems: Business Driven MIS	Chapter 1
<b>3</b>	Decisions+ Processes MIS Case I, II, and III Assignments	Chapter 2
<b>4</b>	Excel Essentials Business Process Improvement & Process Reengineering	Chapter 2 (continued)
<b>5</b>	Ebusiness and Web 2.0 Term Project using CMS	Chapter 3
<b>6</b>	Ethics & Information Security	Chapter 4
<b>7</b>	Technical Foundations of MIS: Sustainable Infrastructures Exam I	Chapter 5
<b>10, 11</b>	Databases and Business Intelligence	Chapters 6
<b>12</b>	Networks	Chapter 7
<b>13</b>	Enterprise Applications Exam II	Chapter 8
<b>14</b>	Systems Development and Project Management	Chapter 9
<b>15</b>	<i>Term Project Presentations</i>	

## 7. COURSE SUPPLEMENTARY TIME COMMITMENT

<i>Assignment</i>	<i>Hours</i>
<i>Lecture Time &amp; Lab Time</i>	<i>45 hours</i>
<i>Reading Assignments (9 chapters) and Supplemental Readings, Activities</i>	<i>30 hours</i>
<i>MIS Cases (2-3 Cases)</i>	<i>30 hours (min)</i>
<i>Term Project Development from Inception to Deployment</i>	<i>45 hours</i>
<i>Presentations and Exam (Preps)</i>	<i>20 hours</i>
<b><i>Total</i></b>	<b><i>170 hours</i></b>

## 8. ACADEMIC INTEGRITY AND REGULATIONS

- **Email Requirements:** It is your responsibility to check your LIU email account regularly for additional announcements and communications. All email communications to the instructor should have the following subject heading: BUS110-1 followed by a brief summary of the question such as **Google Drive Issue** question.
- **Plagiarism:** Plagiarism is the use or presentation of ideas, works, or work that is not one's own and that is not common knowledge, without granting credit to the originator. Plagiarism is a practice that is not only unacceptable, but which is to be condemned in the strongest terms possible on the basis of moral, educational and legal grounds. Under University policy, plagiarism may be punishable by a range of penalties from a failing grade in the assignment or course to dismissal from the School of Business, Public Administration and Information Sciences. All students are required to read the handbook on avoiding plagiarism by visiting the [URL: www.liu.edu/~media/Files/Brooklyn/Academics/Schools/Business/Plagiarism.ashx](http://www.liu.edu/~media/Files/Brooklyn/Academics/Schools/Business/Plagiarism.ashx).
- **Cheating:** Cheating includes, but not limited to the following: falsification of statements or data; listing sources that have not been used; having another individual write your paper or do your assignments; writing a paper or creating work for another student to use without proper attribution; purchase of paper or research work for one's submission as his/her own work; using written, verbal, or electronic or other sources of aid during an examination (except when expressly permitted by the instructor depending on the nature of the examination) or knowingly providing such assistance to aid other students.
- **Attendance and Participation:** Attendance and participation are essential to learning and fulfilling the outcomes of the course. Students are advised to inform the instructor in advance of any anticipated absence(s). In some instances, you may be required to submit supporting documents.

- **Punctuality:** Classes will begin promptly as scheduled. It is important that you be present on time. As with absences, late arrival(s) will adversely impact your learning experience and your grade.

## **11. ACCOMODATIONS FOR STUDENTS WITH DISABILITY/SPECIAL NEEDS**

Long Island University seeks to provide reasonable accommodations for all qualified persons with disabilities. This University will adhere to all applicable federal, state and local laws, regulations and guidelines with respect to providing reasonable accommodations as required affording equal educational opportunity. It is the student's responsibility to register with Special Education Services (SES) as early as possible and to provide faculty members with the formal communication from SES for suitable accommodations. All accommodations must be approved through SES.

In accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, including changes made by the Americans with Disabilities Amendments Act of 2008, the **Department of Technology, Innovation and Computer Science** does not discriminate against qualified individuals with disabilities.

**If you are a student with a documented disability/impairment (Psychological, Neurological, Chronic Medical, Learning Disability, Sensory, Physical) and require reasonable accommodations, please contact Student Support Services**

**Location: Pratt Building - 410**

**Contact Number: (718) 488-1044**

**Hours of operation: Monday – Thursday 9-7, & Friday 9-5.**

**Email address: [studentsupportservices@brooklyn.liu.edu](mailto:studentsupportservices@brooklyn.liu.edu)**

**Website: <http://www.liu.edu/Brooklyn/SSS>**

## **12. STUDENT RESOURCES**

The School of Business, Public Administration and Information Sciences and the University have a wide range of resources which are available through the School of Business Advisement Page: <http://www.liu.edu/Brooklyn/Academics/Schools/SBPAIS/Advisement.aspx> and the University Resources Page: <http://www.liu.edu/Brooklyn/About/Resources.aspx>

## **13. RUBRICS**

See Appendices A, B, and C.

***DISCLAIMER: The syllabus is a tentative schedule and the instructor reserves the right to make any changes to fulfill the objectives of the courses and meet students' needs.***

## APPENDIX A- In-Class Oral Presentations- Grading Rubric

Performance Indicators	3: Exceeds Standards	2: Meets Standards	1: Fails to Meet Standards
<b>Organization</b>	Presenter follows logical sequence and provides explanations/elaboration.	Presenter follows logical sequence, but fails to elaborate.	Presenter does not follow logical sequence (jumps around in presentation).
<b>Content</b>	Content directly related to the topic. Included many details that demonstrated knowledge of the topic.	Content directly related to the topic. Included some details that demonstrated knowledge of the topic.	Had difficulty explaining how the content and topic relate.
<b>Knowledge</b>	Demonstrated a working knowledge of the subject matter. Able to satisfactorily answer audience questions and provided additional information.	Demonstrated a basic knowledge of the subject matter. Able to address audience questions by repeating parts of the presentation – did not provide any additional information.	Demonstrated little or no knowledge of the subject. Unable to answer audience questions or comment further on any part of the presentation.
<b>Eye Contact</b>	Presenter seldom returns to notes, maintaining eye contact with audience throughout the presentation.	Presenter maintains eye contact with audience most of the time, but frequently returns to notes.	Presenter reads most or all of report, making little to no eye contact with audience.
<b>Delivery</b>	Presenter speaks clearly and loud enough for all in audience to hear, makes no grammatical errors, and pronounces all terms correctly and precisely.	Presenter’s voice is relatively clear, but too low to be heard by those in the back of the room. Presenter makes several major grammatical errors, and mispronounces some terms.	Presenter mumbles, mispronounces terms, and makes serious and persistent grammatical errors throughout presentation. Presenter speaks too quietly to be heard by many in audience.
<b>Conclusion:</b>	Effectively summarizes the presentation and provides a sense of closure.	Provides an adequate summary &/or recommendation that is reasonable given the information/analysis presented.	Weak or no conclusion provided (it is too vague to be of any practical value) or the recommendation is weakly related to the analysis.
<b>Responsiveness:</b> a) Q&A  b) time	Addresses all questions in a manner that demonstrates a thorough command of the topic(s) of the presentation.  Speaker uses the allotted time effectively. Finishes on time.	Presenter demonstrates an ability to address most questions in a thoughtful and effective manner.  Speaker finishes on time but has to rush through last points to finish on time.	Presenter cannot address basic questions about the topic or addresses them in a superficial manner.  Speaker does not finish on time or finishes well before allotted time.
<b>Number of Slides:</b> <b>Uses no more than 5 content slides</b>	Uses no more than five content slides	Uses between six and eight content slides	Uses more than 9 content slides.

## APPENDIX B- Writing Grading Rubric

<b>Performance Indicators</b>	<b>3: Exceeds Standards</b>	<b>2: Meets Standards</b>	<b>1: Fails to Meet Standards</b>
Document organization	Presents clear statement of purpose/thesis in appropriate location; material is presented in clear and/or logical order appropriate to the task; organization increases readability	Contains statement of purpose but may rely on implicit thesis or organization	Omits clear statement of purpose; addresses topics without clear logical sequence
<b>Content</b>	Content directly related to the topic. Included many details that demonstrated knowledge of the topic.	Content directly related to the topic. Included some details that demonstrated knowledge of the topic.	Had difficulty explaining how the content and topic relate.
<b>Knowledge</b>	Demonstrated a working knowledge of the subject matter. Able to satisfactorily address all questions.	Demonstrated a basic knowledge of the subject matter. Able to address the majority of questions.	Demonstrated little or no knowledge of the subject. Unable to answer the key questions under consideration.
Paragraph coherence	Develops a single topic in each paragraph; provides a logical sequence for document content; transitions develop connections between paragraphs; paragraphs are not overly	May lack development; may stray to other topics within paragraphs; generally provides clear transitions between paragraphs	May present overly short paragraphs, have undeveloped material, or contain unrelated material; omits necessary transitions
Sentence structure	Demonstrates sophistication and variation in sentence structure; expresses ideas clearly and concisely; contains no unnecessary fragments or run-on sentences	Generally maintains varied and correct sentence structures; may include small number of sentence-level errors	Employs repetitive or simplistic sentence structures; contains wordy or unclear sentences; includes fragments or run-ons
Correctness	Adheres to standard rules of grammar, usage, mechanics, punctuation, and spelling; may include no more than two minor errors	Generally adheres to standard rules but includes three or more errors	Contains significant errors that detract from understanding or compromise writer's credibility
Audience/ Tone	Addresses audience concerns by explaining unfamiliar terms/material; employs professional diction and avoids overly technical or colloquial language; maintains appropriate tone	Demonstrates audience awareness but may include some overly technical or colloquial language; may lose control of tone	Uses technical or colloquial language inappropriate to the context of the assignment; errs in appropriate tone
Support/ Exhibits	Includes thorough documentation or citation as necessary; supports all claims within either text or appendix; properly labels/identifies outside material	Generally supports claims with properly cited material; may omit occasional supporting documentation or material	May fail to include required supporting materials or documentation; may include irrelevant addenda
Presentation/ Document design	Includes proper formatting of margins, spacing, indentation, etc.; typeface and use of emphasis are appropriate to task	Mostly includes proper formatting and limits errors or inconsistencies	Distracts reader with errors or inconsistencies in formatting

## APPENDIX C- Team Project Grading Rubrics

### Project Deliverable Grading Rubric

<b>Component</b>	<b>Sophisticated</b>	<b>Competent</b>	<b>Not Yet Complete</b>
<b>Teamwork</b> (25 Points)	The team worked well together to achieve objectives. Each member contributed in a valuable way to the project. All sources indicated a high level of mutual respect and collaboration.	The team worked well together most of the time, with only a few occurrences of communication breakdown or failure to collaborate when appropriate. Members were mostly respectful of each other.	Team did not collaborate or communicate well. Some members would work independently, without regard to objectives or priorities. A lack of respect/ regard was frequently noted.
<b>Contribution</b> (25 Points)	All requirements and objectives are identified, evaluated and completed.  The deliverable offered new information or approach to the topic under discussion. Likewise, the application is based on stated criteria, analysis and constraints.	All requirements are identified and evaluated but some objectives are not completed.  The deliverable offered some new information or approach to the topic under discussion. The application is reasonable; further analysis of some of the alternatives or constraints may have led to a different recommendation.	Many requirements and objectives are not identified, evaluated and/or completed.  The deliverable offered no new information or approach to the topic under discussion. Few application considerations are analyzed and other factors were ignored or incompletely analyzed.
<b>Subject Knowledge</b> (30 Points)	The deliverable demonstrated knowledge of the course content by integrating major and minor concepts into the response. The deliverable also demonstrated evidence of research effort and a depth of thinking about the topic.	The deliverable demonstrated knowledge of the course content by integrating major concepts into the response. The deliverable also demonstrated evidence of limited research effort and/or initial of thinking about the topic.	The deliverable did not demonstrate knowledge of the course content, evidence of the research effort or depth of thinking about the topic.
<b>Composition</b> (20 Points)	The deliverable was well organized and clearly written. The underlying logic was clearly articulated and easy to follow. Words were chosen that precisely expressed the intended meaning and supported reader comprehension. Diagrams or analyses enhanced and clarified presentation of ideas. Sentences were grammatical and free from errors.	The deliverable was organized and clearly written for the most part. In some areas the logic and/or flow of ideas were difficult to follow. Words were well chosen with some minor expectations. Diagrams were consistent with the text. Sentences were mostly grammatical and/or only a few spelling errors were present but they did not hinder the reader.	The deliverable lacked overall organization. The reader had to make considerable effort to understand the underlying logic and flow of ideas. Diagrams were absent or inconsistent with the text. Grammatical and spelling errors made it difficult for the reader to interpret the text in places.

## Application/Prototype Grading Rubric (OPTIONAL)

Component	Sophisticated	Competent	Not Yet Complete
<b>Teamwork</b> (25 Points)	The team worked well together to achieve objectives. Each member contributed in a valuable way to the project. All data sources indicated a high level of mutual respect and collaboration.	The team worked well together most of the time, with only a few occurrences of communication breakdown or failure to collaborate when necessary. Members were mostly respectful of each other.	The team did not collaborate or communicate well. Some members would work independently, without regard to objectives or priorities. A lack of respect and regard was frequently noted.
<b>Contribution</b> (25 Points)	The demonstration offered new information or approach about the application. The demonstration also showed strong effort was made in breaking new ground and building excitement about the application.	The demonstration offered some new information or approach about the application. The demonstration also showed initial effort was made in building excitement about the application.	The demonstration was not complete and offered no new information or approach about the application. The demonstration also showed that little effort was made in building excitement about the application.
<b>Collaboration</b> (25 Points)	The team used all of the appropriate tools, introduced in the course, to support collaboration, communication and optimal productivity of the members.	The team used some of the tools, introduced in the course, to support collaboration, communication and optimal productivity of the members.	The team did not use the tools, introduced in the course for collaboration, communication and productivity.
<b>Content and Creativity</b> (25 Points)	The demonstration was imaginative and effective in conveying ideas to the audience.	The demonstration techniques used were effective in conveying main ideas, but a bit unimaginative.	The demonstration failed to capture the interest of the audience and/or is confusing in what was communicated.