IST621 COURSE SYLLABUS

Some changes may occur to the syllabus during the course depending upon time and situations arising.

Instructor:  Dr. Art Thomas, Ph.D.
Professor of Practice, School of Information Studies
Office 338 Hinds Hall
Office Tel:  315-443-3840
Alt. Tel:  315-263-6134 Email: apthomas@syr.edu

Professor of Record:  Art Thomas is the official Professor of Record for this course, overseeing the content of all sections offered in the iSchool.

Office Hours:  Contact me by email or telephone to arrange. I will also gladly remain after class for individual discussions as requested.

Class Meetings:  Hinds Hall, Room 021; Class time: 9:00 am - 5:00 pm, July 14-18, 2014

Course Code/Title:  IST621 Introduction to Information Management
Class Section:  M050   Registration Code:  71772   Prerequisites:  None

Description:  Overview of general information management (IM) concepts, IM implementation concerns and strategies, information life cycle management, and preparation for an IM career.
IST621 is the “Gateway” course for the M.S. in Information Management program to introduce students to the field of Information Management, career options available to information professionals, and the challenges involved in managing information resources in organizations. Students will explore how information management has been identified as a key function in public and private organizations, and how the IM function is related to other management disciplines.

Textbook:  Required:
Piccoli, Gabe. Essentials of Information Systems for Managers: Text Only

Print-image conversion software, such as Adobe Acrobat or compatible .PDF file type converter, will be used for producing all assignment submissions. Adobe Acrobat Pro is on the computers in the iSchool labs in Hinds Hall. Further information will be provided during the course.
LEARNING OUTCOMES:
Students who complete this course successfully will be able to:

- Describe how information is both asset and tool in the enterprise.
- Recall significant points in the evolution of the information field.
- Define “Information Management”, use a conceptual framework to distinguish the components of this discipline, and describe how each component can contribute to the solution of information challenges in organizations.
- Use key issues, challenges and opportunities faced by IT organizations to develop a mental model for the management of information resources in a variety of contexts.
- Explain the role of information in the empowerment of organizations, and describe how the Chief Information Officer (CIO) can influence the organization through vertical and horizontal relationships.
- Critically evaluate factors that will likely affect the future direction of Information Management.
- Describe typical roles in IM at all levels and how IM trends will likely shape future IM careers.
- Use available tools and systems to develop at least initial approaches to their own career profiles and professional networking in the information field.

Topic Areas Explored to Achieve Learning Outcomes:

- The Definition of Information Systems
- The Role of General and Functional Managers
- Organizational Information Systems and Their Impact
- The Changing Competitive Environment
- Electronic Commerce: New Ways of Doing Business
- Strategic Information Systems Planning
- Value Creation Supported by Information Systems
- Value Creation Through Information
- Appropriating IT-Enabled Value Over Time
- Funding and Governance of Information Systems
- Creating Information Systems
- Information Systems Trends
- Security, Privacy and Ethics

Approaches to Achieve Learning Outcomes:

- Readings and research will form the foundation for the concepts in the course.
- Lectures will highlight the most important concepts using practical examples and real-world situations drawn from organizations of varying sizes.
- Discussions will provide exploration of concepts and opportunity to learn from each other.
- Two (2) examinations will evaluate the student’s grasp of key terminology and concepts for information management, based on ideas presented in class and/or in the required readings.
- Two (2) assignments will demonstrate the student’s ability to apply learning to their own professional development and to typical real-world information management issues.
<table>
<thead>
<tr>
<th>DATE:</th>
<th>SCHEDULED CLASS TOPICS, ASSIGNMENTS AND EXAMS</th>
<th>READINGS FROM TEXT: (Complete before class!)</th>
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</thead>
<tbody>
<tr>
<td>July 14 Session 1</td>
<td>NO PREWORK IS REQUIRED BEFORE THE BEGINNING OF CLASS PRE-READING IS ADVISED IF POSSIBLE Introductions and Course Overview</td>
<td>Piccoli Text Chapters 1-3</td>
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<tr>
<td>Session 2</td>
<td>The Definition of Information Systems</td>
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<td>Session 3</td>
<td>The Role of General and Functional Managers Assignment 1 Distribution and Discussion</td>
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<td>Session 4</td>
<td>Organizational Information Systems and Their Impact</td>
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<tr>
<td>July 15 Session 5</td>
<td>The Changing Competitive Environment</td>
<td>Piccoli Text Chapters 4-7</td>
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<td>Session 6</td>
<td>Electronic Commerce: New Ways of Doing Business</td>
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<tr>
<td>Session 7</td>
<td>Strategic Information Systems Planning</td>
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<tr>
<td>Session 8</td>
<td>Value Creation Supported by Information Systems</td>
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<tr>
<td>July 16 Session 9</td>
<td>Exam 1 on Concepts/Definitions (covering sessions 3-8)</td>
<td>Piccoli Text Chapters 8-10</td>
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<tr>
<td>Session 10</td>
<td>Value Creation Through Information</td>
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<tr>
<td>Session 11</td>
<td>Appropriating IT-Enabled Value Over Time</td>
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<tr>
<td>Session 12</td>
<td>Funding and Governance of Information Systems</td>
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<tr>
<td>July 17 Session 13</td>
<td>Exam 1 Review Creating Information Systems</td>
<td>Piccoli Text Chapters 11-13</td>
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<td>Session 14</td>
<td>Information Systems Trends</td>
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<td>Session 15</td>
<td>Security, Privacy and Ethics</td>
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<tr>
<td>Session 16</td>
<td>Study time for Exam 2 Exam 2 on Concepts/Definitions (covering sessions 10-15) Assignment 1 Due by Midnight tonight!</td>
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<tr>
<td>July 18 Session 17</td>
<td>Exam 2 Review Careers in Information Management</td>
<td>No readings for these sessions.</td>
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<tr>
<td>Session 18 Class will finish by 1 pm</td>
<td>Assignment 2 Distribution and Discussion Course conclusion</td>
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<tr>
<td>Aug 10</td>
<td>Assignment 2 Due by Midnight EDT SUNDAY AUGUST 10th (.PDF submitted via Blackboard)</td>
<td>Use provided guidelines for formatting your submission.</td>
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</table>

Revisions may occur to this schedule. Latest one is posted on Blackboard.
COURSE REQUIREMENTS:

**Class Attendance:** 15% (15 Points)

New York State law allows the University to grant course credit on the basis of class contact hours for campus classes. This is a face-to-face, on-campus course. Therefore, class attendance is required at all classes for the entire time. Real-world information managers are expected to attend and participate in all meetings that are concerned with the management of their areas, and attendance is a factor in job performance. Students in this course are considered to be professionals who are learning the art and science of information management. Absence from scheduled classes, or behavior in class that negatively affects the ability of other students to concentrate or participate, will carry a point deduction that is appropriate for the situation. Attendance will be a factor in whether or not students who are on a final grade range boundary are considered for upgrade to the next higher final letter grade.

**Religious Observances:** Students who plan not to attend class due to a religious observance are asked to make prior arrangements through the University religious observance notification process during the first two weeks of the semester. With such notification, I will make individual accommodations as needed to ensure that you have an opportunity to catch up with coursework.

**Absence Penalty:** The following are the point deductions that will result from absences:
- Missing the first or final class: 3 points each class
- First absence other than the above: 1 point
- Second absence other than the above: 2 points
- Third and additional absences other than the above: 3 points each absence
- If more than 15 points are deducted due to absences: Your final grade will be automatically lowered one additional full letter grade from the grade you earn in the course.

**Valid Absences:** Point deductions will not be made for situations that are valid that cause students to miss a class. Valid absences would include:
- Religious observances arranged according to SU procedures as noted above.
- Personal illness
- Death in the family
- Out-of-town travel for a professional interview appointment
- Travel required for business
- Travel or conflicting schedule for an approved iSchool project – in this case the instructor sponsoring the event must email me that you cannot attend class.

In any of the above situations, you must notify me via email prior to the class if possible, but no later than the same day, and be prepared to submit some form of proof as well.

The following do not qualify as valid reasons for missing class:
- Study and preparation for scheduled job interviews
- Employer information meetings held on campus for students during class time
- Student group meetings for organizations or other classes
- Special events on or off campus unless I have been notified by the sponsoring faculty member that you are required to attend the function.
- Personal travel of any kind, including to or from holidays or breaks.
• Preparation for assignments due in other courses.
• Forgetting to attend (Yes, this has really happened!)

Attendance sign-in sheets will be used often, but are not the only means of taking attendance for a given class. It is each student’s responsibility to ensure that they have signed the sheet by their name personally when the sheet is passed around. Students who are absent and have others sign the sheet for them will be considered to have violated University academic integrity rules, and this will include the student who falsely signs for someone else. Significant consequences may result from this practice.

Readings
You are expected to read the listed materials from the text and any other designated readings prior to the class in which the topics will be discussed. You need to be prepared to participate in discussions, and you may be called upon to explain ideas in class at any time.

Examinations (2): 30% (15 Points Each)
Two examinations will be given on concepts, terms and definitions covered in the specific listed classes and as explained further in assigned readings for those days. Notes I hand out, and additional notes that you are expected to add to these in class, will form the basis for all exams. Exams are multiple-choice or matching and are not cumulative through the semester. In each exam bonus point questions will be included.

Format and Grading of Exams:
Exams will consist only of multiple-choice or matching items. Each item on the exam will involve the need to recall and apply definitions of terms and concepts that were presented in class and that came from the assigned readings. The exams are structured and graded as follows:
• Each of the two exams will count as 15% toward the final grade (15 points each) for a total contribution of 30% (30 points). Each exam will contain bonus items for up to 2 bonus points above the maximum for each exam.
• Students will receive a report for each exam that details their results and the total points earned. Exam items will be reviewed in class as specified in the schedule.
• Exam items are statistically analyzed by the instructor after each exam to determine if there are items that were confusing due to wording or improper choices. If such an item is found, it will be discarded, and students will earn the value of the discarded item if it was on their version of the exam.

Assignments (2): 55% (55 points total) for the following assignments:
• Assignment 1 (15%): Career Support – Resume, Cover Letter, LinkedIn Profile
• Assignment 2 (40%): Research and Critical Analysis on success and failure regarding leadership and management in the Information Management profession

Assignments are to be completed individually by each student. While collaboration is encouraged, all work submitted must be your own, and if it is determined that it is not your own work, it will be considered a violation of the University’s academic integrity policy.
Late Assignments:
Plan ahead! You cannot wait until the last minute to complete assignments. Assignments must be turned in on the date due by the time specified. Late assignments will have credit subtracted unless the delay is for the same valid reasons as listed above for class absences. If you cannot complete work on time due to some need for help, then I expect to hear from you along the way as you discover your difficulty, rather than just when it is due (!)

Format and Submission of Assignments:
Text-based written assignments in this course must be formatted in standard page size (US Standard 8.5”x11” Letter Size or International Standard A4) and must be submitted electronically in .PDF format, which standardizes the form of an electronic image of the printed page. Adobe Acrobat Professional is on the iSchool lab computers in Hinds Hall, or you may use other compatible software to generate the resulting PDF file. Simply submitting a Word file for assignments is not acceptable for this course as this does not necessarily preserve the intended look of the printed page, and PDF documents are considered standard in today’s business environment.

Unless otherwise specified, assignments will be submitted by students electronically through the SU Blackboard LMS system using a required naming method and format. Detailed instructions for how to name and submit the assignments will be given when each of the assignments are distributed.

Grading of Assignments:
Time Management
Assignment turned in late: Point deduction as per situation based on the following table:
0 No deduction – submitted on time or late due to valid reasons.
-1 Submitted up to 1 day late
-2 Submitted 1-2 days late
-3 Submitted 2-3 days late
-4 Submitted 3-4 days late
-5 Submitted more than 4 days late.

Assignment 1 (IM Career Support – Resume, Cover Letter, LinkedIn Profile)
Evaluated Categories (15 points):
• Creation of complete personal LinkedIn Profile that is professional, correct in English grammar, conforms to LinkedIn structure and which follows researched best practices for LinkedIn use.
• Affiliation with up to a maximum of 10 LinkedIn Groups that are appropriate for your personal profile and career aspirations (appropriate is the most important idea here!)
• Creation of appropriate Professional Resume in the format suggested by the iSchool’s Employer Relations/Career Services area, correct in English grammar/spelling.
• Creation of appropriate Resume Cover Letter in the format suggested by the iSchool’s Employer Relations/Career Services area, correct in English grammar/spelling.
• Written summary (about 250-500 words) detailing the rationale behind why you structured these items the way you did, and properly citing all references for resources you researched to determine the best practices and recommended formats.
Assignment 2 (Research/Reflections on Success and Failure in IM leadership/management)

Evaluated Categories (40 points):
- Perform individual research of at least 4 Information-oriented business situations, which can have occurred anywhere in the world *within the last 9 months*, that describe failure and success in IM leadership and management (2 situations each). Use recent, credible mainstream news publications/websites and IM/IT trade journals/websites as sources for these situations.
- Using Piccoli’s *Four Components of an Information System* (Text, figure 2.3) to explain each situation, critically assess why the approaches taken by various individuals involved within those components could have caused the success or failure.
- Based upon the area(s) you personally want to focus upon in your career (at present), what are the lessons learned that you will take away from these situations that you believe will guide you as you further develop your knowledge of the IM field? Support your statements with rationale from the text, from your additional research of credible sources in the IM field, as well as from your personal experience.
- Your paper should consist of about 3000 words, not counting title page and references pages (*this page of the syllabus has about 520 words*). Font size and spacing is up to you, as long as it is professional and consistent.
- Correctly cite specific references for all resources used in the development of the assignment. References should be cited within the text as well as listed in proper bibliographic format at the end of your assignment. The method of reference citation is up to you as long as it is done correctly and consistently throughout your work.

FINAL GRADING APPROACHES:
- Each student’s final grade will be computed as the sum of all points earned in the course minus any points deducted according to the policies stated above. Grades are based on a total possible score of 100 points for the semester with bonus points available as stated.
- I foresee no incompletes to be given due to the nature and timing of the assignments. If there is a problem, please make arrangements with me for discussion about it prior to assignment due dates and exam dates. I must obtain department permission to submit an incomplete grade and must notify the department in advance if the situation warrants.
- *Final Letter grades will be assigned into letter grade categories reflecting the performance of the class as a whole, and I reserve the right to adjust a specific student’s final letter grade depending upon their individual situation.* Generally, I will use the following grading criteria to assign a final letter grade:

<table>
<thead>
<tr>
<th>Grade</th>
<th>94+</th>
<th>78-81</th>
<th>B-</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90-93</td>
<td>74-77</td>
<td>C+</td>
</tr>
<tr>
<td>A-</td>
<td>86-89</td>
<td>70-73</td>
<td>C</td>
</tr>
<tr>
<td>B+</td>
<td>82-85</td>
<td>&lt;=69</td>
<td>C-</td>
</tr>
</tbody>
</table>

*Getting an A-, B+ or B is not considered to be a serious performance problem in this course. I will help students if they are experiencing serious learning issues, but it is not appropriate to expect only to achieve an A.* Those who attend class, work hard and seriously attempt to do well, will earn good grades appropriate for their effort. Extra Credit is built into the exam and assignment grading as
specified earlier. Above-exception performance on assignments will be recognized with additional points. Bonus questions are provided on the exams to offset other items answered incorrectly. Students who have serious concerns about their ability to perform well should discuss this with me to determine options. Other than the approaches mentioned here, there will be no extra-credit assignments.

ACADEMIC POLICIES:

Students with Disabilities:
Our community values diversity and seeks to promote meaningful access to educational opportunities for all students. Syracuse University and I are committed to your success and to supporting Section 504 of the Rehabilitation Act of 1973 as amended and the Americans with Disabilities Act (1990). This means that in general no individual who is otherwise qualified shall be excluded from participation in, be denied benefits of, or be subjected to discrimination under any program or activity, solely by reason of having a disability.

If you believe that you need accommodations for a disability, please contact the Office of Disability Services (ODS), http://disabilityservices.syr.edu, located in Room 309 of 804 University Avenue, or call (315) 443-4498 for an appointment to discuss your needs and the process for requesting accommodations. ODS is responsible for coordinating disability-related accommodations and will issue students with documented Disabilities Accommodation Authorization Letters, as appropriate. Since accommodations may require early planning and generally are not provided retroactively, please contact ODS as soon as possible.

Academic Integrity:
Syracuse University’s Academic Integrity Policy holds students accountable for the integrity of the work they submit. Students should be familiar with the policy and know that it is their responsibility to learn about course-specific expectations, as well as about university policy. The university policy governs appropriate citation and use of sources, the integrity of work submitted in exams and assignments, and the veracity of signatures on attendance sheets and other verification of participation in class activities. The policy also prohibits students from submitting the same written work in more than one class without receiving written authorization in advance from both instructors. The presumptive penalty for a first offense by an undergraduate student is course failure, accompanied by a transcript notation indicating that the failure resulted from a violation of Academic Integrity Policy. The standard sanction for a first offense by a graduate student is suspension or expulsion. For more information and the complete policy, see http://academicintegrity.syr.edu

A Note on Academic Integrity in this course:
This course is designed to generate professional skills and knowledge on the part of individual students who complete the work and study on their own as well as in groups. Therefore, students enrolled in this course who, for individual assignments, submit another author’s or student’s work as their own, who submit templates or generic material available online without adjusting details to the assignment, or who collaborate on examinations or use other means to derive answers from materials or other students during examinations, will be penalized heavily when graded, and may also be reported as in violation of the University’s academic integrity policy.
Future Use of Student Work:
This course may use course participation and documents created by students for educational purposes. In compliance with the Federal Family Educational Rights and Privacy Act, works in all media produced by students as part of their course participation at Syracuse University may be used for educational purposes, provided that the course syllabus makes clear that such use may occur. It is understood that registration for and continued enrollment in a course where such use of student works is announced constitutes permission by the student. After the course has been completed, should I use any student’s work in a subsequent class, I will render the work anonymous through the removal of all personal identification of the work’s creator/originator(s).

Email Communication:
All email communication with students for this class will be sent to their University-provided email address @syr.edu as per University computing and electronic communication policy. I will not provide assignment, exam or final grades via any other email account in accordance with policy.

COURSE-SPECIFIC POLICIES:

Student use of computing devices or cell/smartphones not permitted during class:
- Students may not use computers, cell/smartphones, tablets or other computing or communication devices during class sessions – only during class breaks. Exceptions will be made for an individual student if such a device is a part of an official accommodation of individual needs related to the learning process. All slide images will be provided to assist note-taking in each class. Students can fill in specific ideas using minimal note taking without computers. All handouts will be made available in electronic form after the class to assist in electronic documentation of class sessions.

The reasons for this policy are as follows:
- A live, face-to-face campus class is a premium opportunity to focus on the material as an interactive physical group, and the course has been designed specifically for this medium.
- Previous students have commented that they are distracted by other students’ use of computers in class, interfering with their own ability to concentrate on the material.
- It is nearly impossible to lead a class where students appear to be focused only on their computers and phones.
- Several studies measuring concentration by college students who attempt to do several things at once show conclusively that everything suffers as a result.

So, please break free of the Internet for each of our sessions, and do not use communication and computing devices of any kind except during class breaks. In return, I will do my best to make your concentration worthwhile.

Ring tones, Calls and Texts:
Other than during class breaks, please silence ring tones and refrain from engaging in calls, messaging or other use during class time. All devices must not be visible or used in any way during exams.
Policy Regarding Students Using English as a Foreign Language:
Assignments in this course are graded with reference to evidence of the acquisition of concepts, presentation format and accuracy of information. Having done business in countries that use languages other than English, I understand that the use of an unfamiliar language can result in unusual word choices or grammatical errors that are not critical to the overall understanding of the information. Therefore, I will take into account your need to function in a language that may be unfamiliar to you. I would ask you to do your best to originate the ideas yourself, to construct the text and explanations yourself in your own way and in your own words. This will carry a greater value than use of content written by someone else in order to avoid language mistakes.
Introduction to the Instructor:
Dr. Art Thomas, Ph.D., Professor of Practice, Syracuse University School of Information Studies
Director, Master’s Programs in Information Management (IM) and
Telecommunications and Network Management (TNM)

Art Thomas first began his association with the iSchool in the Spring semester of 2001, and became a member of the full-time faculty in 2009. He specializes in Project Management, IT Management and Financial Systems courses. His regularly offered courses include:

- Managing Information Systems Projects (IST445/645)
- Complex Issues in IT Project Management (IST447/747)
- Global Financial Systems Architecture (GET302/602)
- IM Capstone course (IST755) - Executive-track IM only - Maymester
- IM Gateway course (IST621) - Summer Session.

As the Director of the Master’s Programs in Information Management (IM) and Telecommunications and Network Management (TNM), he manages the content and sequence of these degree and related certificate programs, including the Master’s Program in Information Management–Executive Track (ExIM), and Certificates of Advanced Study (CAS) in the areas of Information Security Management (CAS-ISM), Data Science (CAS-DS), E-Government Management and Leadership (CAS-eGov), and Information Systems and Technology Management (CAS-ISTM). He also collaborates with other iSchool administrators in the areas of admissions, advising and career services that are relevant to these specific degrees and certificates.

Between 2010-2013, Art was the Director of the Upstate Health Research Network (UHRN), a consortium of universities and expert researchers coordinated through Syracuse University. The mission of the UHRN was to analyze health care claims charges nationwide and recommend to Fair Health, Inc. appropriate methods for setting reference benchmarks for out-of-network health care claims reimbursements.

Art has also served on the J.P. Morgan Chase Partnership Curriculum Project Team, where he has contributed to the development and enhancement of several courses with emphasis on large-scale, multi-tiered information systems.

As a practitioner, Art is Co-founder, Chairman and CEO of Counterpoint Holdings, L.L.C., an IT consultancy formed in 1992. In this role, Art has managed many IT projects for corporations, and assisted more than 20 area school districts in IT projects involving long-range planning, procurement, implementation and support. In addition, Art’s career has included IT positions ranging from Programmer to CIO, and he has held positions in Corporate Training ranging from Training Specialist to Chief Learning Officer. He has served organizations in Manufacturing, Banking, Insurance, Education and Government, and his work has taken him from North America to Europe and the Middle East, where he led two projects for the Ministry of Education in the Sultanate of Oman.

With emphases in both Social Science and Computer Science, Art earned his Bachelor of Arts degree from the State University of New York College at Brockport. His Master of Education (Ed.M.) degree in Curriculum Development and Instructional Media is from the State University of New York at Buffalo, and his Ph.D., in Research and Evaluation/Instructional Systems Design and Management, is also from SUNY Buffalo. He has developed and taught numerous seminars, workshops and presentations, including semester courses at the American Institute of Banking, Niagara University and SUNY Buffalo. He is certified by 3M Corporation in fiber-optic network systems design and installation, and co-founded LightYear Institute, Inc. in 2005 to develop and offer beginner-level 3M-endorsed certification classes in fiber-optic data network technology.

Art is a member of the Project Management Institute (PMI), the International Society for Performance Improvement (ISPI), the Association for Computing Machinery (ACM), the Association for Information Systems and Technology (ASIS&T) and the American Society for Training and Development (ASTD). He is also Co-founder and Chairman of the National Board of Directors of Gliding Stars, a charity operating across five states that provides disabled people of all ages recreational opportunities through lessons in adaptive ice skating.