

## Introduction to Information Systems IS300 – Winter Quarter 2007

---

Section D: BLM 416 TTh 10:30–12:20

[This is a preliminary syllabus which will evolve as the course progresses.](#)

Instructor: Param Vir Singh

Office hours: Thursday, 2:00 PM-3:00 PM (LEWIS 220) or by appointment

Phone: 206-616-9705

Email: [psidhu@u.washington.edu](mailto:psidhu@u.washington.edu)

Course Web Page: <http://students.washington.edu/psidhu/is300.htm>  
(Can also be accessed via: <http://students.washington.edu/psidhu>)

Lab Web Page: <http://staff.washington.edu/demet>  
(Can also be accessed via: <http://students.washington.edu/psidhu>)

Teaching Assistant (TA): Demet Albuz ([is300de@u.washington.edu](mailto:is300de@u.washington.edu))

### Text

- Course Pak available from university book store is required for this course.
- Supplementary materials will be handed out in class or will be posted on class web page.
- **Please check the class web page regularly.**

### Course Objective

- Information Technology (IT) has evolved in organizations for more than 40 years. Now an average of 60 percent of a company's capital investment is for IT in one form or another. An understanding of IT management and its incorporation into business strategy are essential for senior level managers, and critical for a senior manager aspiring to assume leadership. With current trends of IS enabling extensive globalization and new organization structures, a robust understanding of emerging technologies, and innovative management approaches is a life time learning prerequisite for successful future managers and CIOs/CEOs. This course is intended to be an important step towards your life time learning on the road to becoming a successful manager.
- You will learn about the following topics:
  - What is an information system **composed of**?
  - What sort of business problems can be **solved** by information systems?
  - What do **managers need to know** about information systems in order to confront the business challenges?
  - What are some **tools** for decision-making and analysis that can be used everyday?
  - What is the **role** of information systems in today's competitive business environment?
  - How are information systems **transforming** organizations?
- By the end of course, you should be able to:

- **Understand when** information systems are source of sustainable competitive advantage
  - **Identify situations** where information systems can change the nature of competition in market.
  - **Use Microsoft Access** to design and implement a database for a small business.
  - **Understand the role** of IT in automating and redesigning business processes.
  - **Understand the basic technologies** that you will regularly use in business.
- Classes will be a mixture of *problem solving exercises, discussion of articles and cases*, and *lectures*.
  - *Lab sessions* are primarily meant to give you an overview of tools such as Excel, Access, FrontPage, Outlook Express, Visio, and Project.
  - The class will emphasize a range of topics that are not covered in lab.

### Lab Objective

- Lab has Five parts:
  - 1) *Microsoft FrontPage and PowerPoint* (Building web pages),
  - 2) *Spreadsheets* (Microsoft Excel),
  - 3) *Database* (Microsoft Access),
  - 4) *Microsoft Project*, and
  - 5) *Microsoft Visio*
- You will be expected to acquire and demonstrate fundamental skills in all these areas.
- If you have limited exposure to using Windows operating environment or Office products, you will need to perform extra work in the first weeks of class to become familiar with the computers and tools that are used for the assignments. See your TA for guidance as needed.
- Lab sessions will be led by your TA and will cover a series of hands-on computing topics.
- Objectives of lab are to introduce a topic and get you started in exploring the skills involved.
- Some labs will result in a lab assignment due to be handed in to your TA at next lab meeting.
- You should bring a storage device, such as USB key or zip disk, with you to lab or learn to FTP to a server so you may safely save your work.

### Grading

|                                 |            |
|---------------------------------|------------|
| <i>Lab</i>                      | <i>10%</i> |
| <i>Group project</i>            | <i>10%</i> |
| <i>Case Study Participation</i> | <i>30%</i> |
| <i>Mid Term Exam</i>            | <i>20%</i> |
| <i>Final Exam</i>               | <i>30%</i> |

### Group Formation

Teams of five students will be formed in the first class session. Teams are for the team project, and also to meet weekly on their own schedule to discuss the assigned case and articles as part of their preparation for the upcoming class. E-mail me the name and e-mail addresses of your group members by **01/08/07**.

### Class Preparation

The course format is primarily case study. Few case discussions will be preceded by 20 minute small group discussions led by student **discussion leaders**.

- The assigned discussion leader is responsible for ensuring that the discussion is productive, and does not get weighed down by devoting too much time to one particular issue, and not covering others.
- Also, the discussion leader of a case might be called on in class to overview the analysis and key conclusions of the group.

Good case discussions require that class members exercise careful listening skills. It is difficult to engage both in good listening and class note taking at the same time. Thus, I have designated one group for recording the **class notes and take-aways of the class** for each session (separate handout for this assignment).

- The assigned group will take class notes, and **post them on the course web page** after the class.
- The assigned group will also include the detailed take-aways of the class in the report.
- The members of assigned group will discuss and prepare this report.

Your **class participation grade** will be based on your individual contributions to the discussion in every class. We will give the class participation grade to every student after each class.

- Your questions and comments in the class will be the part of your class participation, because all of these things contribute to the learning of class.
- We will begin each class with some current IT related news. We would encourage all of you to keep your eyes open for interesting news and discuss about it in the beginning of class. It would also contribute to your **class participation grade**.

In the case discussion method of instruction, you take responsibility for your own learning.

- It is well established that students learn differently. Accordingly, the most effective role for the instructor in graduate level learning is to provide the learning materials, the format, and the environment for learning to “happen.”
- In addition to reading the case, you should go to the related company’s web site and see the current status.
- You should also visit the related links (that I would post for every case), but you should not limit yourself to these links. In order to pursue more information about case issues that you find relevant, I encourage you to do your own searches.

You are responsible to each other to facilitate a rich learning environment. A rich learning environment must be one of trust, one of listening carefully of ideas (no matter how eloquent, or ineloquent the ideas are expressed), and an environment of critical and sensitive evaluation of communicated ideas.

Sarcasm has no place in such a learning environment.

The elements of effective learning through case study are: 1) discovery, 2) skillful probing, 3) continual practice, 4) contrast and comparison, 5) involvement, and 6) motivation.

Project details are provided in a separate handout.

## **Course Outline**

The tentative course outline, including cases, readings, and discussion questions, is available in the course pak. Based on the class progress, we may deviate from the schedule.

## **Attendance & Class Preparation**

- Keep in mind that some of the material covered in class is not in the handout or even in the course pak. Hence, regular attendance is crucial to your success.
- When you have any questions, don’t hesitate to contact me.
- Since we are covering a broad range of topics, the transition from topic to topic can be confusing. Don’t hesitate to speak up and let me know so that I can be more responsive to your concerns.
- Responding to questions gives me an opportunity to either explain in more depth or offer an alternative explanation.

- Your questions may help you and other students in the class to understand the material clearly.

**Exams**

- There will be two exams in this course.
- Make-up exams are usually not given. In unavoidable situations, *oral* exams can be arranged.

**Academic Integrity**

*Students are expected to read, know and strictly uphold the academic integrity standards specified in the University of Washington student code. The code provides clear examples of academic misconduct, cheating, fabrication, facilitation and plagiarism. Please note that unintentional violations of the code are subject to the same penalties as intentional violations. Please also note that the standards apply to both individual students and groups of students. Group members may be held accountable for the violations committed by any person in the group, unless their non-involvement is clearly proven.*