CIDM6310-70: Information Technology Management
Professor: Chris Zimmer Ph.D.

Class Format: Online via WTClass
Office Location: CC208b
Office Hours: 10:00am—1:00pm Tuesday & by appointment
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Social Media: Keep up with the latest happenings of your COB on Facebook and Twitter, #WTAMUCOB

Terms of Use
A student’s continued enrollment in this course signifies acknowledgment of/and agreement with the statements, disclaimers, policies, and procedures outlined within this syllabus and elsewhere in the WTClass environment. This Syllabus is a dynamic document. Elements of the course structure (e.g., dates and topics covered, but not policies) may be changed at the discretion of the professor.

Important Notice
This syllabus is an integral component of the course. It is very important that you read it in its entirety. A great deal of the material that you will need for this class, including power point presentations, exams and other related case material are only accessible via WTClass. You will be held accountable for understanding and following everything in this syllabus, as well as any instructions provided during the semester. Thank you for your attention and cooperation in this matter.

WTAMU College of Business Mission Statement
The mission of the College of Business is to provide high quality undergraduate and graduate business education with a global perspective and ethical awareness. We accomplish this through emphasis on excellence in teaching, which is strengthened by faculty scholarship and supported by professional service.

1 I’m usually in my office far more often than this. Pick up the phone and give me a call, you have nothing to lose and everything to gain.
Learning Objectives of the WTAMU College of Business Programs

The College of Business (COB) at West Texas A&M University (WTAMU) seeks to prepare students in the Bachelor of Business Administration (BBA), Master of Business Administration (MBA), Master of Professional Accounting (MPA), and the Master of Science, Finance and Economics (MSFE) degree programs for careers in business and to foster their professional growth and advancement via key learning goals and objectives.

The learning objectives of the College of Business are as follows:

1. Leadership
2. Communication
3. Critical Thinking
4. Business Integration
5. Core Business Knowledge
6. Global Business Environment
7. Business Ethics and Corporate Governance

Map from COB Learning Objectives to Specific Course Objectives

The overall aim of this course is to provide general understanding of management information systems fundamentals. At the completion of this course, student will be able to:

- Understand how business enterprises can effectively exploit Information technologies capabilities to achieve and maintain competitive advantage. (Goal 2)
- Understand how organizations develop and deploy information technology in business processes. (Goal 4)
- Understand the role of MIS professionals and the IS department in modern business organizations. (Goal 2)
- Understand and articulate the importance of Information Technology in the organization, including the strategic and international role of information resources, (Goal 1)
- Use the knowledge from class to interact knowledgeably and effectively with information systems professionals and end users. (Goal 1)
- Understand the security challenges that the use of information technology presents. (Goal 3)
- Describe management concerns and trends in managing the information systems function. (Goal 3)
- Develop awareness of the ethical and legal implications of the use of Information Technology. (Goal 3)

Course Description

Examination of the managerial and strategic issues associated with using IT in networked enterprise, and the role of information technology to manage organizational efficiency and transformation efforts in global competitive environment. Topics include IT and business strategy alignment, IT-enabled business models, IT security and legal issues.
Course Objectives
Information systems (IS) represent the nervous system of today’s organizations. They support operations and enable intelligence necessary for strategic survival and success. The main goal of the course is to explore the relationship between IS and various organizational aspects that have a practical relevance. This course will attempt to present an organizational view of how to use information technology to create competitive firms, manage global organizations, and provide useful products and services to customers. The course will provide the necessary background to facilitate the planning, assessment, and evaluation of information technologies in a continuous process of finding information, filtering, structuring, analyzing it and presenting conclusions. The study topics include different IS and IS issues in conjunction with organizational processes, structure, culture, politics, and performance.

WTAMU COB Student Code of Ethics
Each student enrolled in COB courses accepts personal responsibility to uphold and defend academic integrity and to promote an atmosphere in which all individuals may flourish. The COB Student Code of Ethics strives to set a standard of honest behavior that reflects well on students, the COB and West Texas A&M University. All students enrolled in business courses are expected to follow the explicit behaviors detailed in the Student Code of Ethics.

Code of Ethics

- Do not use notes, texts, solution manuals, or other aids for a quiz or exam without instructor authorization.
- Do not copy the work of others and/or allow others to view your answers or copy your work during a quiz, exam, or on homework assignments.
- Do not allow other parties to assist in the completion of your quiz, exam, homework, paper, or project when not permitted.
- Do not work with other students on projects or assignments without authorization from the course instructor.
- Properly cite and specifically credit the source of text, graphic, and web materials in papers, projects, or other assignments.
- Do not forge the signature of an instructor, advisor, dean, or another student.
- Provide truthful information for class absences when asking faculty for excused absences or for a make-up for a quiz, exam, or homework.
- Provide truthful information on your resume including work history, academic performance, leadership activities, and membership in student organizations.
- Respect the property, personal rights, and learning environment of all members of the academic community.
- Live up to the highest ethical standards in all academic and professional endeavors.
Students violating the Student Code of Ethics will be reported to the Dean’s office and are subject to penalties described in the West Texas A&M University Code of Student Life, which may include suspension from the University. In addition, a violator of the Student Code of Ethics may become ineligible for participation in student organizations sponsored by the COB and for recognition for College academic honors, awards, and scholarships.

**Scholastic Dishonesty**

It is the responsibility of students and instructors to help maintain scholastic integrity at the University by refusing to participate in or tolerate scholastic dishonesty. Commission of any of the following acts shall constitute scholastic dishonesty. This listing is not exclusive of any other acts that may reasonably be said to constitute scholastic dishonesty: acquiring or providing information for any assigned work or examination from any unauthorized source; informing any person or persons of the contents of any examination prior to the time the examination is given in subsequent sections of the course or as a makeup; plagiarism; submission of a paper or project that is substantially the same for two courses unless expressly authorized by the instructor to do so; submission of a paper or project prepared by another student as your own. You are responsible for being familiar with the University's Academic Integrity Code, as well as the COB Student Code of Ethics listed in this document.

**College of Business Resources Link**

The COB has developed a Student Resources repository (e.g., APA writing style information, business core reviews, facilities, and other helpful supplements), which can be found on the COB Website. Additionally, WTAMU has developed an Academic Study Skills information site to assist students (e.g., study habits, supplemental instruction, tutoring, writing, and math skills). For students needing writing assistance, guidance, and feedback, please visit the WTAMU Writing Center.

**Dropping or Repeating the Course**

Should a student decide to drop the course, it is the student’s responsibility to be aware of the final drop dates and adhere to the WTAMU Add/Drop policy. Any student participating in the course after the WTAMU posted drop date will be considered active and a grade will be administered at the end of the course for that student. Students are charged a fee for any course attempted for a third or subsequent time at WTAMU other than a non-degree credit developmental course or exempted courses.

**Student Travel Opportunities**

In multiple business courses, there may be opportunities for student travel supplemented by student fees. If you have an interest in such opportunities as they become available, please notify a faculty member.
COB Writing Component

Students earning a BBA degree must complete at least one course with a writing component outside of their major as part of the business core requirements. The COB writing component is a requirement in the following courses: BUSI 1304 (Business Communication), CIDM 3320 (Digital Collaboration and Communication), MGT 3335 (Organizational Behavior), FIN 3350 (Personal Financial Planning), FIN 4320 (Investments), FIN 4321 (Portfolio Theory), ECON 4342 (Economic Development), and BUSI 4380 (Conflict Resolution and Negotiation). Students in a writing component course are explicitly required to demonstrate knowledge of communication skills. Specific objectives may include but are not limited to the following concepts put forth by the National Business Education Association: (1) ability to organize a written and an oral message coherently and effectively, (2) ability to use technology for communication, (3) ability to research a topic, prepare a report, and present the findings to all organizational levels, and (4) ability to demonstrate critical-thinking skills. Specific course requirements and the role of the writing component with respect to student grading policy are at the discretion of the course instructor of record.

Viewpoints/External Websites Disclaimer

The views expressed in this document, web-based course materials, and/or classroom presentations and discussions are those of the professor and do not necessarily represent the views of West Texas A&M University, its faculty and staff, or its students. Views expressed by students are likewise those of the person making such statements. It is understood and expected that each individual within this course will respect and allow individual difference of opinion.

Neither the professor, the COB, nor WTAMU are responsible for the content of external websites discussed in the classroom and/or linked to via online course materials, emails, message boards, or other means. Referred websites are for illustrative purposes only, and are neither warranted nor endorsed by the professor, COB, or WTAMU. Web pages change frequently, as does domain name ownership. While every effort is made to ensure proper referencing, it is possible that students may on occasion find materials to be objectionable for reasons beyond our control.

Acceptable Student Behavior

Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program (Code of Student Life). Unacceptable or disruptive behavior will not be tolerated. Students engaging in unacceptable behavior may be instructed to leave the classroom. Inappropriate behavior may result in disciplinary action or referral to the University’s Behavioral Intervention Team. This prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc.
Physical or Educational Access—ADA Statement
West Texas A&M 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 to afford equal educational opportunity. It is the student’s responsibility to register with Student Disability Services (SDS) and to contact faculty members in a timely fashion to arrange for suitable accommodations. Contact Information: Student Success Center, CC 106; phone (806) 651-2335.

Title IX Statement
West Texas A&M University is committed to providing a learning, working and living environment that promotes personal integrity, civility, and mutual respect in an environment free of sexual misconduct and discrimination. Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as (but not exclusive to) race, color, national origin, religion, or sexual orientation. Harassment is not acceptable. If you or someone you know has been harassed or assaulted, you can find the appropriate resources here:

- WTAMU Title IX Coordinator Becky Lopez – Kilgore Research Center 147, or call 806.651.3199
- WTAMU Counseling Services – Classroom Center 116, or call 806.651.2340
- WTAMU Police Department – 806.651.2300, or dial 911
- 24-hour Crisis Hotline – 800.273.8255, or 806.359.6699, or 800.692.4039 https://www.notalone.gov/
- For more information, see the Code of Student Life.

Technology Requirements
All technological requirements for the successful completion of this course are the responsibility of the student, including access to a working computer and or to a device with secure broadband Internet connection, data storage and retrieval, and state-of-the-art security. The student is responsible for all technological problems not related to WTAMU, including but not limited to equipment failures, power outages, and Internet breakdowns. Furthermore, students are responsible for all necessary technical and operational skills for completing this course, and for being familiar with WTClass (the Angel Learning System) both in a general sense and in a specific sense as pertaining to this course and any materials stored within. The professor is not responsible for any technical matters related to WTClass. Students must contact WTClass if they have problems accessing and/or using the WTClass environment.

Evacuation Statement
If you receive notice to evacuate the building, please evacuate promptly but in an orderly manner. Evacuation routes are posted in various locations indicating all exits, outside assemble area, location of fire extinguishers, fire alarm pull stations and emergency telephone numbers (651.5000 or 911). In the event an evacuation is
necessary: evacuate immediately do not use elevators; take all personal belongings with you; report to outside assembly area and wait for further information; students needing assistance in the evacuation process should bring this to the attention of the instructor at the beginning of the semester.

**Course Overview & Focus:**

Today, information technology (IT) and information systems (IS) are embedded in all functional areas of the firm (from accounting to marketing to operations to human resources). The convergence of processes and technologies for accessing, gathering, analyzing and presenting information is often referred to as information and communications technologies. Many organizations also use IT to add value to products or services. In some cases, firms have even used IT to gain massive advantages over competitors, who are then typically forced to follow with similar technology just to survive.

Increasingly organization survival and/or efficiency are related to the ability to acquire and maintain excellent information about itself and competing organizations. Information treated as a resource for strategic planning and operational management has a value like other assets in the organization. The information asset must be quantified and accounted for as such assets as land and equipment. Once information is placed in the proper perspective, management issues regarding the creation and protection of information assets become relevant and important. More than ever, there appears a need for faster access to critical information by all of the decision makers, of the quality and quantity that is needed to make better decisions. Information technology has had a dramatic impact on all business and public enterprises. Some argue that it is reaching maturity. Most see continued revolutionary change as we move into an era of electronic business and digital enterprise. Technology has changed the way we compete, the nature of production, the process and practice of management, and what we consider to be a product. Now it promises or threatens, depending on your point of view, to fundamentally reshape the interactions between producer and consumer.

This course is intended for the MBA generalist who will assume a position of responsibility in the midst of this revolutionary change. Regardless of your field of specialization, the type of organization you expect to work in, or what kind of job you might hold, developing and maintaining a sufficient understanding of the relationship between IT and organizational performance will have important implications for your career. The course will explore necessary management actions, which will insure that information is available, correct, manipulatable, protected, and archived in proper forms. All levels of management have the burden of insuring that appropriate information systems are in place to bring about a productive profitable organization. Management is accountable. The objective of this course is to meet the challenges which are seemingly unending. Information Technology Services departments will be required to increase system performance and improve availability while simultaneously cutting costs and improving quality, measured by customers satisfaction. The use of best practices methods and metrics must be considered for improvement for already in place. Information technology professionals need to acquire business skills to complement their traditional technical skills. We will learn how these business skills can be applied effectively to cut Information Systems costs and improve the quality without reducing services.
This course introduces aspects of IT from a business perspective. The strategic content of the course will feature a broad review of significant management challenges before proceeding into assessing value of IT. The tactical content will focus on a triad which gives a basic foundation in IT including technology, general organizational challenges (e.g., governance, sourcing), and specific skills in managing IT projects. It is expected that some of the students will have a background in the tactical and some in the strategic areas. Our objective is to answer the question: What do I need to know about IS to make good management decisions? To answer this question, we will break down the study of IT management into the following modules:

1. Information Systems and Organizational Strategy
2. IT Infrastructure & Architecture
3. IT budgeting and investment
4. IT Innovations
5. Project Management IT Sourcing
6. IT Security & Controls

We will explore the nature of corporate information systems and their use in support of corporate business strategy. We will consider carefully the relationship between information, Information Technology (IT), business strategy, and organizational design. We will view information technology as a magnifier and facilitator of business strategy, as a vehicle for building new strategies and or new businesses, and as a control tool to track performance and environmental uncertainty. We will talk through the process by which new business systems are conceived, planned, justified, developed, and installed. We will focus particular attention to the role of information technology in efforts to re-engineer an organization’s fundamental processes as well as the redefinition of industry boundaries being caused by advances in IT.

Course Goal
Information systems (IS) represent the nervous system of today’s organizations. They support operations and enable intelligence necessary for strategic survival and success. The main goal of the course is to explore the relationship between IS and various organizational aspects that have a practical relevance. This course will attempt to present an organizational view of how to use information technology to create competitive firms, manage global organizations, and provide useful products and services to customers. The course will provide the necessary background to facilitate the planning, assessment, and evaluation of information technologies in a continuous process of finding information, filtering, structuring, analyzing it and presenting conclusions. The study topics include different IS and IS issues in conjunction with organizational processes, structure, culture, politics, and performance.

Course Format
The course sessions will be devoted to covering materials from the textbook and additional materials as deemed necessary to enhance the quality of learning. The professor will emphasize the main topics, issues, concepts,
structures and processes through instructor comments, and will reinforce the concepts through learning activities. The course is structured to instill critical thinking, analytical, and decision-making skills.

The instructor’s comments will make presentations on topics related to technology management and information systems. The instructor will analyze and review several realistic examples to discuss the relevant problems that a typical manager may encounter as it relates to information technology. Lessons will include a mixture of: instructor comments, case studies, discussion board forums, podcast responses, and exams.

Course Assistance:
At various times, access to the course may be unavailable due to server problems. IT will post announcements in WTCIass that will make students aware of such "downtime" whenever possible. If you have difficulties accessing the course and/or navigating the course, please contact the Help Desk (IT Service Center) staff, phone 806-651-4357. This group will help you with technical issues related to the course.

For questions concerning assignments (accessing, using, submitting, grading, etc.), please contact your instructor using the course email. Deadlines are published in advance. Remember that waiting until the last minute and encountering technical problems will not cause the deadline to be waived for your work.

Course Policies and Procedures for Online Learning:
Successful online learning requires that the student take charge of their own learning; they do not rely on being taught. They are motivated to bring something new to each and every "class." Online learning in this course will be asynchronous; neither students nor the instructor need to be at one place at one time to participate. In other words, online learning is truly continuous—it is not confined to a weekly three-hour class period. One can learn or engage with the course content at any time. This means that scheduling is very flexible; however, there are certain deadlines that all students must meet. Consequently, the successful online student is self-directed and knows how to effectively manage their time.

Activities and assignments are designed to help students actively process, analyze, synthesize, and evaluate the course content. Details about activities and assignments are available in each lesson and are highlighted in the Schedule of Activities. It is strongly recommended that you print the schedule of activities and keep them available for easy access. Also, I would encourage you to check the class web site regularly for any updates or changes in assignments and/or due dates.

While reviewing your assignment expectations, recall that some of the activities will actually occur in the discussion forums, while others will be "outside work." Since you can always work ahead to some extent, your instructor strongly encourages you to carefully plan the time you will need to complete the chapter activities and related assignments so that you do not fall behind. Successful online students tend to work at, or slightly ahead of, the rate of the assignments and carefully allocate time for individual assignments and even more time for group assignments. Some assignments and activities will require that you coordinate efforts with others and/or require you to respond to others’ comments in discussion forums. Posting comments within the discussion forums will require that you carefully "pace" your course progress with that of the other students.
taking this course. One option may be to schedule time each week to read and complete the Unit Activities and assignments, and using any extra time to work on future assignments.

Course Materials
You need the following items for this course.

2. A reliable internet connection

Course Requirements
This course contains several writing assignments, two exams, participation, and one research paper. This section only covers the policies for each type of assignment. Assignments are to be completed as an individual effort. There are no group assignments in this course. The expectations for each assignment will be specified in WTClass where each assignment is made. It is the student’s responsibility to fully read, understand, and follow these instructions. Instructions can vary from assignment to assignment, so read each one carefully. I’m happy to answer any questions, so ask any time.

Lastly plagiarism is a concern for any graded work in this course. If a student is caught plagiarizing, that person will receive a zero on the assignment. When in doubt cite! Citing is a sign of caring so much about the assignment that additional sources were sought and incorporated into the response. If the plagiarism detector flags one of the paper mill cheater sites (e.g. termpaper.com) the student will receive a zero on the assignment, whether or not the student was the original author of the actual paper submitted to the cheat site. The only source that you do not need to cite is the text. Simply referring to “the text” means I will assume you are referring to the Pearlson, Saunders, and Galletta book for this class. Anything else—book, article, website, communication from a subject matter expert—must be cited using standard APA citation format. Do NOT make up your own style. Do NOT use MLA, Chicago, numbered, etc. Only APA style will suffice for this course.

N.B.: there is a difference between APA style and APA formatting. APA style refers only to citing other works. APA formatting includes things like title pages, running heads and other things that standardize the look and feel of a document when formally submitted for publication at a scientific journal. You DO NOT need to worry about APA formatting, only APA style.

More about Plagiarism
I hope I am about to tell you something you already know, but in my experience most students are surprised by much of the following content (which I liberally lifted from plagiarism.org). Most students think plagiarism is
simply wholesale copying and pasting someone else’s content without giving the original author credit. That is plagiarism at its most basic, but there are 6 basic types of plagiarism:

1. turning in someone else’s work as your own
2. copying words or ideas from someone else without giving credit
3. failing to put a quotation in quotation marks
4. giving incorrect information about the source of a quotation
5. changing words but copying the sentence structure of a source without giving credit
6. copying so many words or ideas from a source that it makes up the majority of your work, whether you give credit or not

The first type students know about, but the other five often come as a surprise and that is why I listed them here, and why I am putting this big section in the syllabus.

I’ve done text analysis in a BI course I taught in the past. In that class, we took 28 fifteen-page papers students wrote over the same topic. The topic was to analyze and discuss the results of an in class business simulation game. The extant literature on plagiarism says when two documents share content of more than 9%, plagiarism is likely to have occurred. When the dust settled, none of the papers analyzed had more than 7% similar content. Of course there are things we all say that are similar, so short snippets of text can flag out as plagiarism, but common sense easily reveals that it is not a case of plagiarism. This is a case of the false positive.

We will be using a tool, Safe Assign, in this course to confirm that you have used sources accurately in your homework assignments and research paper. The Safe Assign software will compare your submitted work with multiple sources and then generate reports a percentage of similarity and provides links to those specific sources. Hence, all written submissions to this course will be checked using this tool. While a report with high percentage of similarity raises concerns, I will make a complete assessment of the submitted work in question and decide on the originality of the submitted work. I have also set BlackBoard to allow you to see your Safe Assign report.

I have had to deal with instances of plagiarism in the past. Not once have I ever seen the first type of plagiarism in a college course. Every time I’ve dealt with plagiarism, it has been something that corresponds to types 2 – 6. I take plagiarism very seriously, going so far as to call a document plagiarized if it does not use anything beginning to even closely resemble APA style. If you don’t know APA style, or need a refresher on how to properly document sources using APA style, you can check out this website, or this website, or even this website. If you want to go through the learning curve, Word will handle all that APA stuff for you. I even filmed a brief video as to how to do this. All I care about is the referencing. You do not need to worry about title pages, academic affiliations, running heads and all that stuff, but you better make sure you document any and all sources, Safe Assign is watching.

Now back to more about the three major requirements for this class. The requirements include homework assignments, tests, and a research paper.
Homework Assignments
There will be five homework assignments for this class worth 42.5% of the final grade. These assignments must be completed by each student as specified by due dates. There are two article reviews (1,000 word limit) and three podcast responses (800 word limit). There will be two scholarly articles to review worth 100 points apiece. These articles are well debated in the literature, and have generated a great deal of interest among academic and practitioners in the field of information systems. The purpose of the articles review is to analyze the main points presented, discuss them in fair and balanced approach based on what you are learning in the text, and then offer your opinion based on your knowledge, and background.

The podcast assignment worth 75 points each. Here the goal is to respond to the podcast. Where the article reviews are more formal affairs, podcasts are a little more informal. Here I discuss elements of some aspect of information systems in general and relate stories that apply to these generally accepted information systems “truths” and your job is to analyze and respond to the underlying “truth”, the stories I tell, and how all this ties back to what you are learning about in the text.

These homework assignments are individual assignments, not group assignments. Please see the tentative course schedule for assignments and due dates. Understanding the homework assignments will be essential for successful completion of the course. Copying someone else’s answers will not be allowed, nor will having someone else do your assignment for you be allowed.

All assignments must be turned-in by 11:55PM CDT on the due date. Due dates can be found in the tentative course schedule of the syllabus. All course assignments must be submitted using the WTClass submission features.

Exams
There are two exams given during the semester and will cover lecture, textbook material, web site material referenced in class, assignments, and in-class exercises. These exams will be provided online and timed. Dates for the exams are noted on the tentative course schedule. Examinations are to be completed as an individual effort. Team taking of exams is not allowed. Exams are to be treated as closed book, closed note, closed Internet, open mind affairs (i.e. all that is required to take an exam is a computer—nothing else). To make using unauthorized materials difficult, exams are timed. The exams will consist of multiple choice and multiple answer questions. Each exam is worth 17.5% of your total course grade making the exams category worth 35% of your total course grade. Your exam will be due by 11:55pm CST on the due date. Please check the Exams folder in the Lessons tab for more information.

Individual Paper
The individual paper or project is intended to demonstrate your capability to research an issue of importance in IS. You will take an informed position on the issue, and defend it as you show its relevance to other managers. Your paper should define, describe, and explain an issue of interest to you and other managers that centers
around information systems or information technology as it effects, an individual, group, organization, or society. After some careful research, you should take a position on the issue, and defend it in your position paper. In order to complete your paper, you must choose an appropriate IS issue, research it through reports and articles from the library, or interview with someone in an organization, then formulate a position, and write it up.

Your paper should be 2,500 words of original output, double-spaced (including at least 3 references to articles in scholarly and practitioner journals, cited throughout the paper, that support your position).2

N.B.: This paper is due July 1st which is before we officially cover project management or business analytics. If your research paper topic touches either of these areas, it will behoove you to read ahead and see what materials are available in the text and that I provide for you in the way of lecture notes and PowerPoint slides when doing your due diligence in writing this paper.

Participation
Participation is my subjective rating of how seriously you took this course. Were you diligent in responding to my emails? Were all your assignments in on time? Did you participate in the ad-hoc discussions? All these factors and more will be distilled into a single number ranging from 0 to 50 that I enter into WTClass after the second test closes.

Grading Policies
Grades are earned and assigned over the course of the semester—NOT in a "last minute" flurry of activity at the end of the semester. It is important to your success in this course that your overall commitments will allow you to participate in this course on a regular basis as described above, and as outlined in the schedule of activities. Only you can make that call. Keep in mind that everyone has a busy schedule, and that excuse will not be acceptable for late work or for lack of active participation in course activities. You need to consider these issues at the beginning of the semester and make arrangements from the beginning to be able to meet the course requirements as scheduled. To keep things simple, there are four basic policies surrounding assignments in this course—the 0day, 1day, 2day, and 3day rule—and the extra credit corollary.

2 You may use as many unscholarly articles as you like: vendor white papers, blog posts, journals published by an organization with a known agenda. However, be careful about using these to be your primary pieces of support. I will go find propaganda (and that is what unscholarly works often are—propaganda) to the contrary to refute your arguments.
Asking “Is This Good Enough?”—The 0 Day Rule
I do not pre-grade assignments. If you send me an email with your proposed submission asking me something to the effect of:

Hey Dr. Z,
What do you think of this assignment? Is it right? Will, I get an A on it?
Peace out,
Student X

I will acknowledge receipt of your email, but that is it. However, if you have a specific question about an assignment, keep reading as to the policy regarding that issue.

Last Minute Assignment Questions—the 1 Day Rule
I do not answer specific questions about an assignment if it is due within the next 24-hour time period. I will check my email the morning something is due. I will answer any questions about the assignment that is due. Once I have replied to those emails, I will not be checking email again until after the assignment is due. If you decide to wait for my reply after the assignment is due, keep reading as to what happens regarding late work.

Late Work Policy—the 2 Day Rule
Late work will be penalized 10% for 1 day late; 20% for two days late. After 3 days, the assignment will not be accepted and a zero will be entered in gradebook accordingly. I will typically have assignments graded and returned within 48 hours of them being due (big research papers excepted). If you do not like what you see, keep reading.

Grade Challenges—the 3 Day Rule
I endeavor to make detailed comments on all work you submit, but if you want additional clarification about a score or have any other concerns (hey, I do make mistakes), they need to be brought to my attention within 3 days of the scores being posted. After three days, grades become final and are no longer subject to change. I will still answer questions, but I will not change the score.

Other Grade Policies—the Extra Credit Corollary
Many times, toward the end of the semester or after all assignments have been turned in and graded, students will come to me asking for extra credit, “Hey Dr. Z, I have an 87%, what can I do to get another 3%?” I believe extra credit is *ex ante* not *ex post*3 so there will not be any extra credit available. At other times during the semester, there may be the opportunity for extra credit. I will announce any opportunities as they arise. I do typically offer extra credit with a “Zim twist” for completing the course evaluations.

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3 For those of you not up to date on your Latin, *ex ante* means based on forecasts rather than actual results. *Ex post* is the opposite. There will be no extra credit or additional assignments once you know for certain how many points you need for a final course grade.
Course Grade Calculations

A student's final grade will be based on the graded activities listed above. The academic performance of each student will be assessed on these criteria and will be weighted as follows:

<table>
<thead>
<tr>
<th>Element</th>
<th>Quantity</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Homework</td>
<td>Two article reviews @ 100 points each</td>
<td>200</td>
</tr>
<tr>
<td></td>
<td>Three podcast responses @ 75 points each</td>
<td>225</td>
</tr>
<tr>
<td>Exams</td>
<td>Two Exams @ 175 points each</td>
<td>350</td>
</tr>
<tr>
<td>Research paper</td>
<td>One 2,500 word paper with at least 3 academic</td>
<td>175</td>
</tr>
<tr>
<td></td>
<td>citations</td>
<td></td>
</tr>
<tr>
<td>Participation</td>
<td>My subjective rating of your participation in</td>
<td>50</td>
</tr>
<tr>
<td></td>
<td>the course</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Total:</strong></td>
<td><strong>1000</strong></td>
</tr>
</tbody>
</table>

Thus, your final grade will be based on the total points you accumulate. A letter grade of A is considered outstanding student achievement and reserved for such. A letter grade of B is considered fine graduate work. A letter grade of C is below graduate level expectation and indicates a need for improvement. Grades will be based on the following percentages:

- 900-1000: A
- 800-899.99: B
- 700-799.99: C
- 650-699.99: D
- <649.99: F

Tentative Course Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Assignment</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>July 11</td>
<td>Ch 1: Information Systems Strategy</td>
<td>Does IT Matter? Article review</td>
<td>Due July 15</td>
</tr>
<tr>
<td></td>
<td>Ch 2: Strategic Use of Information</td>
<td></td>
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<td></td>
<td>Ch 3: Org Strategy &amp; IS</td>
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<tr>
<td>July 16</td>
<td>Ch 7: Security</td>
<td>Security podcast Response paper</td>
<td>Due July 22</td>
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<td>Ch 13: Privacy &amp; Ethics</td>
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<tr>
<td>July 23</td>
<td>Ch 6: Architecture &amp; Infrastructure</td>
<td>Governance Article review</td>
<td>Due July 29</td>
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<td>Ch 9: Governance of the IS Org</td>
<td>EXAM1: Ch 1, 2, 3, 7, 13</td>
<td>Open July 27-29</td>
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<tr>
<td>July 30</td>
<td>Ch 8: The Business of IT</td>
<td>Crowdsourcing podcast Response paper</td>
<td>Aug 5</td>
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<td>Ch 10: IS Sourcing</td>
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<tr>
<td>Aug 6</td>
<td>Ch 11: Managing IT Projects</td>
<td>Disruptive Technology Podcast response</td>
<td>Aug 12</td>
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<td>Ch 12: BI, KM, &amp; Analytics</td>
<td>2,500 word research paper</td>
<td>Aug 13</td>
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<td>Aug 13</td>
<td></td>
<td>EXAM2: Ch 6, 8, 9, 10, 11, 12</td>
<td>Open Aug 13-15</td>
</tr>
</tbody>
</table>

4 If you are unsure if a given source is academic or not, ask. I'll provide a ruling. **If in doubt, ask!** If you use the WTAMU library databases to find your articles, chances are it will meet the academic requirement.
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