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## BMIS 372.01: Information Infrastructures - A Strategic Perspective

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# BMIS 372

## Information Infrastructures

### A Strategic Perspective

### Spring 2015

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#### **COURSE DESCRIPTION:**

Welcome! This course is designed to bridge the gap between data communication and processing technology and the management and utilization of information systems in contemporary organizations. The primary aim of the course is the methodological development of a comprehensive set of ideas and tools for understanding, utilizing and managing the evolving technological assets of modern organizations (both startups and established businesses and organizations). Consistent with this aim, students examine the various infrastructural components that comprise modern technology environments and capabilities. In addition, considerable emphasis is placed on understanding some of the extraordinary innovations that are being developed on the global computing grid. Students will be exposed to many of the leading ideas that have been generated from a diverse mix of scholars and practitioners within the field of information systems. This exposure is aimed at helping students develop a sophisticated and nuanced appreciation of the challenges and opportunities brought about by powerful technological infrastructures coupled with our increasingly globalized society.

#### **HOW THE COURSE WILL BE TAUGHT:**

This course draws on a diverse mix of outside readings, real world examples and classroom discussions. The assigned readings are written by leaders in technology and business and are used to stimulate class discussions. This class *is not* a traditional course in which I speak, you take notes and later regurgitate the material on an exam. Instead most class sessions will center around the deeper exploration of the assigned readings and real-time

developments in technology and tech startups. Accordingly, you need to be present and engaged to derive the greatest benefit from the course.

***To deepen your understanding of these topics we will explore how technology impacts a business role and organization you aspire to (or are currently in). I refer to this as your “MIS context” and this will form the basis for one of the graded activities. We will spend time defining and refining your MIS context in the first few weeks of the course.***

My expectation is that you learn the material well enough to apply it to real world businesses and tech startup opportunities. Finally, in BMIS 372 my chief role is to be a facilitator of learning. You all possess, whether you realize it or not, relevant experience and perspectives on the role of technology in work and life that can enrich our class discussions, so please do not hesitate to share. I am excited about teaching this class because the learning happens both ways. I am confident that you will take away valuable material, but I am equally confident I will learn new things from you.

#### **REQUIRED MATERIAL:**

All course material is provided by the professor and you will not need to purchase any outside resources to participate in BMIS 372. The required reading for each week's lectures will be made available through Moodle on a rolling basis. Typically course readings will be posted to Moodle Thursday afternoon and will be required reading for the following week.

#### **SOBA MISSION STATEMENT:**

The University of Montana's School of Business Administration is a collegial learning community dedicated to the teaching, exploration, and application of the knowledge and skills necessary to succeed in a competitive marketplace.

As part of our assessment process and assurance-of-learning standards, the School of Business Administration has adopted the following learning goals for our undergraduate students:

Learning Goal 1: SoBA graduates will possess fundamental business knowledge.

Learning Goal 2: SoBA graduates will be able to integrate business knowledge.

Learning Goal 3: SoBA graduates will be effective communicators.

Learning Goal 4: SoBA graduates will possess problem solving skills.

Learning Goal 5: SoBA graduates will have an ethical awareness.

Learning Goal 6: SoBA graduates will be proficient users of technology.

Learning Goal 7: SoBA graduates will understand the global business environment in which they operate.

#### **COURSE LEARNING GOALS:**

1. Appreciate the profound role technology is playing in business and society.
2. Understand basic concepts around technical architectures including common operating

environments and the cloud.

3. Distinguish between proprietary and infrastructural technologies.
4. Distinguish between sustaining and disruptive innovations.
4. Appreciate how entrepreneurs are leveraging technology to disrupt established markets.
5. Understand the challenges managers face in protecting and securing information systems.
6. Identify business challenges and creatively apply technology to solve problems.
7. Experiment with diverse technologies.

## COURSE GRADING

	WEIGHT (%)
Group Innovation Presentation (Group)	20
MIS context video and paper (Individual)	40
Final Project (Group)	40
<b>Total</b>	<b>100</b>

## DESCRIPTION OF GRADED ACTIVITIES:

### **Group Innovation Presentation (20% of course grade and group project):**

The goal of this project is to get a snapshot of the incredible technical innovations that are changing our world. Each group needs to identify a technology that will be of interest to your peers, for example by being particularly relevant to one or more MIS contexts. Each group will give a 15 minute presentation on the technology with most of the presentation focused on demonstrating its capabilities (**note: not all group members have to participate in the delivery of the presentation, but all group members must contribute to its preparation**). Your presentation will be followed by 5-10 minutes of Q and A. You are strongly encouraged to be creative and please know that humor is always welcome in BMIS 372. **All topics must be approved by me.**

### **MIS Context Video & Paper (40% of course grade and Individual activity)**

For this activity you will record a 5-10 minute video presentation and submit a supporting paper that evaluates the course readings and the group innovation presentations with respect to your MIS context. Your video and paper should explain to business executives if and how these trends and innovations should be addressed or adopted by the organization defined in your MIS context. More detailed guidance will be provided during class. The video and paper are due by 8am Monday April 20.

### **Final Project (40% of course grade and group activity):**

The final project will be introduced during week 5 of the course. This is a group project that will take considerable work and coordination amongst your team. It is important that your

team identify meeting times that work for all members early in the course.

**COURSE GRADING SCALE:**

**This course employs +/- grading. The following grade scale will be used to calculate final grades.**

<b>A+</b>	<b>100-97%</b>	<b>A</b>	<b>96-93%</b>	<b>A-</b>	<b>92-90%</b>
<b>B+</b>	<b>89-87%</b>	<b>B</b>	<b>86-83%</b>	<b>B-</b>	<b>82-80%</b>
<b>C+</b>	<b>79-77%</b>	<b>C</b>	<b>76-73%</b>	<b>C-</b>	<b>72-70%</b>
<b>D+</b>	<b>69-67%</b>	<b>D</b>	<b>66-63%</b>	<b>D-</b>	<b>62-60%</b>
<b>F</b>	<b>Below 60%</b>				

**EXPECTATIONS FOR WRITTEN ASSIGNMENTS:**

Your success in the business world will depend, to a large extent, on your ability to communicate. Courses during your first few years at the Business School provided the opportunity to hone your written and oral communication skills. This course will provide you with the opportunity to further develop both of these skills. Of course, all assignments should be clear, concise and substantive. My policy is not to review student papers before they are turned in for grading. However, I am willing to discuss the logical reasoning and proposed content of your written work.

Grading of your written work will be competitive. That is, your work will be graded relative to your classmates. Proper spelling, syntax, grammar, punctuation, bibliography, citations, footnotes, and professional appearance are expected. Your grade may be lowered as much as two full letter grades if these areas are lacking. All written work should be submitted on 8.5" x 11" paper using 1.5 spacing and 1" margins.

Finally, late work will not be accepted.

**ATTENDANCE:**

Attendance is mandatory, meaning that you are expected to attend each class period. In addition, you are expected to be on time for all classes and your actions should reflect the respect you have for your peers and the institution. Getting up during class to get a drink of water, etc. is not acceptable. When you arrive you should be prepared to stay for the entire class period. If a student misses or is late for more than three class sessions during the course their final course grade will be lowered by a full letter grade.

**USE OF PERSONAL ELECTRONIC DEVICES:**

During class I simply ask that you be mindful and use good judgment.

**STUDENTS WITH DISABILITIES:**

The University of Montana assures equal access to instruction through collaboration between students with disabilities, instructors, and Disability Services for Students (DSS). If you think you may have a disability adversely affecting your academic performance, and you have not

already registered with DSS, please contact DSS in Lommasson 154. I will work with you and DSS to provide an appropriate accommodation.

**NOTE ON EMAIL COMMUNICATION:**

I try to be timely in my email responses. If you email me during the week you will almost always receive a response within 24 hours. However, your messages should be well written and grammatically correct. Furthermore, your messages should begin with a proper salutation, and, as your parents taught you, be sure to say thank you! I will reject e-mails that do not comply with these specifications. In particular, I will not respond to your inquiry directly, but rather advise you to reformat and resubmit the correspondence. As a result, sending unacceptable e-mails will seriously impair your ability to receive a timely response. It is your responsibility to check your email account and Moodle regularly. You are responsible for all material provided to you through these venues so you should check them regularly.

Finally, it is important that prior to sending an email to me you format the subject line using the following convention. I receive an enormous amount of email and this helps me respond in a timely manner. Messages that don't have properly formatted subject lines will be ignored.

**Email related to groups should be formatted as follows:**

**Subject:** BMIS 372 Section x Group x: topic

**Individual email should be formatted as follows:**

**Subject:** BMIS 372 Section x: Topic

Thanks for following this convention and please keep this information handy so you can refer to it prior to sending future messages.

**Academic Misconduct (Source: UM Student Code of Conduct)**

[http://life.umt.edu/vpsa/student\\_conduct.php](http://life.umt.edu/vpsa/student_conduct.php)

Academic misconduct is subject to an academic penalty by the course instructor and/or a disciplinary sanction by the University. Academic misconduct is defined as all forms of academic dishonesty, including but not limited to:

1. Plagiarism: Representing another person's words, ideas, data, or materials as one's own.
2. Misconduct during an examination or academic exercise: Copying from another student's paper, consulting unauthorized material, giving information to another student or collaborating with one or more students without authorization, or otherwise failing to abide by the University or instructor's rules governing the examination or academic exercise without the instructor's permission.
3. Unauthorized possession of examination or other course materials: Acquiring or

possessing an examination or other course materials without authorization by the instructor.

4. Tampering with course materials: Destroying, hiding, or otherwise tampering with source materials, library materials, laboratory materials, computer system equipment or programs, or other course materials.

5. Submitting false information: Knowingly submitting false, altered, or invented information, data, quotations, citations, or documentation in connection with an academic exercise.

6. Submitting work previously presented in another course: Knowingly making such submission in violation of stated course requirements.

7. Improperly influencing conduct: Acting calculatedly to influence an instructor to assign a grade other than that actually earned.

8. Substituting, or arranging substitution, for another student during an examination or other academic exercise: Knowingly allowing others to offer one's work as their own.

9. Facilitating academic dishonesty: Knowingly helping or attempting to help another commit an act of academic dishonesty, including assistance in an arrangement whereby any work, classroom performance, examination activity, or other academic exercise is submitted or performed by a person other than the student under whose name the work is submitted or performed.

10. Altering transcripts, grades, examinations, or other academically related documents: Falsifying, tampering with, or misrepresenting a transcript, other academic records, or any material relevant to academic performance, enrollment, or admission.

## BMIS 372 Class Schedule

Week	Date	Topic
1	26-Jan	Course Introduction & MIS Context
	28-Jan	What is technology?
2	2-Feb	Introduction to Innovation Presentations and Group Assignments
	4-Feb	Technology Evolution & Impact
3	9-Feb	Evaluating Technology
	11-Feb	Guest Speaker - Michael FitzGerald, Founder Submittable
4	16-Feb	<i>President's Day - No Class</i>
	18-Feb	Group meeting Day
5	23-Feb	Data Security & Privacy - Eric Fulton, Treasure State Internet
	25-Feb	Introduction to Final Project
6	2-Mar	Innovation
	4-Mar	Innovation
7	9-Mar	Internet of Things
	11-Mar	Technology & Society
8	16-Mar	Project Lab
	18-Mar	Project Lab
9	23-Mar	Group Elevator Pitches
	25-Mar	Tim Christensen, Tech Guru
10	30-Mar	<i>Spring Break</i>
	1-Apr	<i>Spring Break</i>
11	6-Apr	Guest Speaker (TBC)
	8-Apr	Big Data
12	13-Apr	Big Data
	15-Apr	Guest Speaker (TBC)
13	20-Apr	Project Lab
	22-Apr	Project Lab
14	27-Apr	<i>Section 01 Evening Presentations 6 PM to 9 PM</i>
	29-Apr	<i>Section 02 Evening Presentations 6 PM to 9 PM</i>
15	4-May	Presentation Feedback & Report drafting
	6-May	Putting it all together

\* Topic order and guest speakers subject to change. The following week's topic will be confirmed during each week's classes