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BMIS 372.02: Information Infrastructures - A Strategic Perspective

Cameron D. Lawrence
University of Montana - Missoula, cameron.lawrence@mso.umt.edu

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Recommended Citation

BMIS 372 BMIS Information Infrastructures A Strategic Perspective
University of Montana
School of Business Administration

Course Information:
BMIS 372 Section 1 and Section 2
Meeting Dates: Tuesday and Thursday (Sec. 1: 12:40-2:00) and (Sec. 2: 2:10-3:30)
Credits: 3
Grading Mode: Traditional Letter Grade
Plus/Minus Grading: Yes

Professor information:
Dr. Cameron Lawrence
Dr. Lawrence's Faculty website
email: cameron.lawrence@umontana.edu
Phone: (406) 243-6739

Office: GBB 325
Office hours: Wednesday 1:30 PM -3:30 PM or by appointment

Mission Statement and Assurance of Learning
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 description:
Welcome! This course is designed to bridge the gap between data communication 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. Consistent with this aim, students examine the various infrastructural components that comprise modern technological infrastructures. 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. Accordingly, you need to be present and engaged to derive the greatest benefit from the course. My expectation is that you learn the material well enough to explain it in depth to a non-expert. Finally, in BMIS 372 my chief role is to be a facilitator of learning. Many of you possess significant experience in specific industries that can enrich our class discussions, so please do not hesitate to share. I love 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.

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.

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.

Course grading:

- Discussion Leader (Individual Assessment) = 15% of total course grade
- Group Innovation Presentation (Group Assessment) = 10% of total course grade
- Exam 1 (Individual Assessment) = 20% of total course grade
- Exam 2 (Individual Assessment) = 15% of total course grade
- SalesForce Project (Individual Assessment) = 15% of total course grade

- Final Project (Group Assessment)   = 20% of total course grade
- Peer Evaluation (Individual Assessment)   = 5% of total course grade

Description of graded activities:

Discussion Leader (15% of course grade and this is an individual activity):
Each lecture in BMIS 372 will have three to four discussion leaders, which are assigned by me. Every Thursday the following week's leaders will be announced so these individuals will have ample time to thoroughly prepare. During the lecture I will actively engage the discussion leaders for the purpose of illuminating the concepts and ideas contained within the assigned readings. The nature of the interaction is generally positive and supportive. The leaders are expected to be thoroughly prepared and to have a **COMMAND** of the assigned material.

Discussion leaders should be prepared to discuss the following:
1) Provide background information on the authors of the assigned material.

2) Thoroughly review and be prepared to discuss all elements of the assigned work. Again, you should have a command of the material. Simply reading from your notes is not acceptable and will result in a failing grade.

3) Relate the assigned reading to previously discussed material.

Innovation Presentation (10% 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. The technologies you choose to showcase should be widely available and easily accessible. For example, your classmates should be able to install it on a laptop, smartphone or tablet without a problem. 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 five minutes of Q and A. You are strongly encouraged to be creative and please know that humor is always welcome in BMIS 372. In terms of attire, business casual is appropriate for this presentation.

You will need to ensure the computer/smartphone/tablet, etc. can connect to the presentation equipment. Your group should plan to use one of the group member's computers for the presentation, so we can avoid installing software on the classroom computer. Please contact Garrett Olson a few days in advance of your scheduled presentation date to schedule a time to meet with him. This is a required part of the assignment and intended to ensure things proceed smoothly. Garrett's email address is: garrett.olson@mso.umt.edu. In addition, his office is in the computer lab on the 2nd floor of the Gallagher Business Building.

All topics for the Innovation Presentations must be approved by me.

Exams (35% of course grade):
The exams in BMIS 372 are essay based and are completed outside of class. Typically, the exam will become available at noon on the scheduled exam day and must be completed by midnight. Although you can complete the exam anytime within the 12-hour window you will only have a few hours to complete the test once it is started. The exam process will be discussed in detail later in the term.

Important information regarding exams:

- The exams are an individual activity and you are not allowed to work **IN ANY WAY** with another student.
- The exams are open book and open note.
- You should plan to take the exam in a quiet area free of distractions because it will require your complete attention and focus.
- You will need internet connectivity as the exam is given in Moodle.
- The grading of the exams is competitive meaning you are competing against the best and most well prepared students in the class.
- Your grade will be determined on the substance of your response as well as the quality of your writing. **YOU MUST WRITE WELL!**

Salesforce Projects: (15% of course grade and this is an individual activity):
The MIS Department has a deep commitment to helping our students establish strong careers. After working with several companies that hire our graduates we decided to provide our students with exposure to the Salesforce.com CRM infrastructure. Students will complete a few online training modules that provide an overview of some of the platform's capabilities. The goal is to provide the opportunity for every MIS major to complete this training so it can be included on their resume. The School of Business has partnered with ATG, a local technology firm, to provide this opportunity to our students.

Final Project (20% of course grade and group activity):
The final project will be introduced later in 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.

Peer evaluation (5% of course grade):
Each student will be evaluated by your group members at the end of the term. This process will be discussed in detail at the beginning of the course. A negative peer evaluation will cause your final project grade to be lowered substantially.

Course Grading:
This course employees the (+/-) grading. In addition, there is no curve applied to course grades. Grades will be determined using the following scale:
Highest   Lowest   Letter

Highest	Lowest	Letter
100.00 %	93.00 %	A
92.99 %	90.00 %	A-
89.99 %	87.00 %	B+
86.99 %	83.00 %	B
82.99 %	80.00 %	B-
79.99 %	77.00 %	C+
76.99 %	73.00 %	C
72.99 %	70.00 %	C-
69.99 %	67.00 %	D+
66.99 %	60.00 %	D
59.99 %	0.00 %	F

Drops and Incomplete Grades:
This course follows published university policies for drop dates and incomplete grades . After 45th instructional day, students must petition to drop the course. Please note drops are not allowed unless an extraordinary circumstance (e.g., illness) beyond the student's control prevails. Circumstances must be fully documented and acceptable to the professor. ***Low grades or their consequences are not an acceptable reason for a petition approval***.

Regarding incomplete grades, the university catalog states: "Incomplete grades are not an option to be exercised at the discretion of a student. In all cases it is given at the discretion of the instructor within the following guidelines. A mark of incomplete may be assigned students when (1) the student has been in attendance and doing passing work up to three weeks before the end of the semester, and (2) for reasons beyond the student's control and which are acceptable to the instructor, the student has been unable to complete the requirements of the course on time. *Negligence and indifference are not acceptable reasons.*

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 for each three days missed.*

Expectations for written work:
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. Please be sure to document your sources and I strongly encourage you to use Zotero to manage your citations and bibliography.

Finally, late work will not be accepted.

Communications:
Faculty may only communicate with students regarding academic issues via official UM email accounts. Accordingly, students must correspond with their professors using authorized UM accounts. E-mail received from non-UM accounts may be flagged as spam and deleted without further response. Due to privacy and security issues, confidential information (including grades and course performance) will not be discussed via e-mail.

The professor will try to be timely when responding to e-mail messages. If you send an e-mail during normal business hours, you will almost always receive a response within one business day. However, messages must be well-written and grammatically correct. Furthermore, messages should begin with a proper salutation and end with a thank you. Be sure to include your full name and section number when communicating with the professor via e-mail. Please check your official UM email account *at least* once per day.

Written communication skills are extremely important to succeed in business. Therefore, students should be aware that the professor will reject messages that do not comply with the above specifications. In particular, the professors 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 impair your ability to receive a timely response.

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: **Sectionx Groupx: topic**

Individual email should be formatted as follows:

Subject: **Sectionx: Topic**

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

Disability Services for Students:
Students with disabilities may request reasonable modifications by contacting the professor. The University of Montana assures equal access to instruction through collaboration between students with disabilities, instructors, and Disability Services for Students (DSS). "Reasonable" means the University permits no fundamental alterations of academic standards or retroactive modifications. For other options, please refer to the Disability Services website.

Expectations for Professional Conduct:
Beyond imparting the course material, the professors intend to prepare students to become business professionals. Consequently, the professors expect students to exhibit professional behavior at all times. As a student in the School of Business Administration you conduct yourself according to the SoBA Code of Professional Conduct.

Students enrolled in SoBA, as well as SoBA faculty and staff, pledge to uphold these values. Students are expected to be familiar with the SoBA Code of Professional Conduct and adhere to each value. Students who fail to follow the guidelines will be asked to leave the class.

Academic Misconduct:
All students must practice academic honesty. Academic misconduct is subject to an academic penalty by the course instructor and/or a disciplinary sanction by the University. The University of Montana Student Conduct Code specifies definitions and adjudication processes for academic misconduct and states, "Students at the University of Montana are expected to practice academic honesty at all times." It is the student's responsibility to be familiar the Student Conduct Code.

The School of Business Administration endorses academic honesty as a pillar of integrity crucial to the academic institution. Academic honesty is an important step towards developing an ethical backbone needed in a professional career. Failure to practice academic honesty is considered academic misconduct. Academic misconduct will be penalized to the fullest extent. Students are expected to:

- Be knowledgeable of activities that are considered academic misconduct, as defined in section V.A. of the UM Student Conduct Code,

- Practice academic honesty on all exams, quizzes, homework, in-class assignments, and all other activities that are part of the academic component of a course,
- Encourage other students to do the same.

Confusion may arise in what is and is not academic misconduct. Students should ask if they are unsure if a behavior will be viewed as academic misconduct. A good rule of thumb is that any credit-earning activity in a course should represent the true skills and ability of the person receiving the credit. A partial list of situations that are considered academic misconduct is in the SoBA Professional Code of Conduct. If at any point a student is unsure whether a particular activity is permissible, that student should contact the instructor before doing so.

Grievance Procedures:
Although conflicts between students and professors are rare, they do occasionally occur. Please be aware that the standard operating procedure for dealing with such conflicts within the School of Business Administration is as follows:

1. Try to resolve the conflict directly with the professor.
2. If you feel that the conflict cannot be resolved between yourself and the professor, contact the Chair of the Management Information Systems department, Dr. Lee Tangedahl.
3. If, after speaking with the department chair and the professor, you still feel that the conflict has not been resolved, contact the Associate Dean of the School of Business Administration, Dr. Terri Herron.