

Title (Units): **COMP4095 Information Systems Management and Professional Practices (3,2,1)**

Course Aims: This course aims to increase students' awareness of the critical role of information systems in the commercial environment and equip students with knowledge to develop, manage, and evaluate information systems strategy that meets the real needs of business. In addition, by examining important professional issues in contemporary practice, this course aims to help students become effective participants in a team of information systems practitioners.

Prerequisite: Year IV in Computing and Information Systems

Course Intended Learning Outcomes (CILOs):

Upon successful completion of this course, students should be able to:

No.	Course Intended Learning Outcomes (CILOs)
	Knowledge
1	Describe how the management of information systems is being practised in organizations today
2	Describe some selected information systems as examples to illustrate how different information systems can impact the industry
3	Describe professional practices and behavior in the information systems field
	Professional Skill
4	Acquire and integrate knowledge to understand industry practices
	Transferable Skill
5	Write properly formatted and organized reports and term papers
6	Present a new topic, lead and participate in a discussion, and constructively comment on others' views

Calendar Description: The course deals with the management of information systems as it is being practised in organizations today to produce value for businesses. It also examines important professional issues in contemporary practice to help students become effective participants in a team of professional information systems practitioners.

Teaching and Learning Activities (TLAs):

CILOs	Type of TLA
1, 2, 3	Lectures, in-class group presentations and discussions, guest lectures
4	Guest lectures, in-class group presentations and discussions, term paper
5	Guest lecture reports, term paper
6	In-class group presentations and discussions, term paper presentation

Assessment:

No.	Assessment Methods	Weighting	CILOs to be addressed	Description of Assessment Tasks
1	Continuous Assessment	70%	1, 2, 3, 4, 5, 6	In-class group presentations and discussions, guest lecture reports, and term papers are designed to test students' understanding in the Knowledge and Skills domains.
2	Examination	30%	1, 2, 3	Final examination questions are designed to test the learning outcomes in the Knowledge domain. They are designed to assess students' understanding of important concepts and their ability in applying these concepts to solve problems.

Assessment Rubrics:

1. **In-Class** **Discussion**

Criteria	Excellent (A)	Good (B)	Satisfactory (C)	Marginal Pass (D)	Fail (F)
Frequency and Quality	<i>Always contributes</i> to the discussion by raising thoughtful questions, analyzing relevant issues, building on others' ideas, synthesizing across readings and discussions, expanding the class' perspective, and appropriately challenging assumptions and perspectives.	<i>Sometimes contributes</i> to the discussion in the afore-mentioned ways.	<i>Occasionally contributes</i> to the discussion in the afore-mentioned ways.	<i>Seldom participate</i> in discussion.	<i>Never participate</i> in discussion.

2. **Guest** **Lecture** **Reports**

Criteria	Excellent (A)	Good (B)	Satisfactory (C)	Marginal Pass (D)	Fail (F)
Content	The report provides both a <i>comprehensive</i> summary of the guest lecture's main points and <i>fresh insights</i> of the student.	The report provides both a <i>clear</i> summary of the guest lecture's main points and the student's <i>own ideas/reflections</i> .	The report provides only a <i>summary</i> of the guest lecture's main points.	The report covers only <i>some</i> of the main points mentioned in the guest lecture.	The report basically <i>copies</i> the slides of the guest lecture.
Structure	The structure supports and enhances a specific purpose, audience, and context with <i>brilliant</i> transition.	The structure is appropriate to a specific purpose, audience, and context with <i>smooth</i> transition.	The structure is appropriate to a specific purpose, audience, and context with <i>proper</i> transition.	Inappropriate structure to a specific purpose, audience, and context with <i>awkward</i> transition.	The structure does not address purpose, audience, and context with <i>poor</i> transition.
Conventions	All sentences are well constructed with varied structure and do not contain <i>any</i> errors in grammar, spelling, and punctuation.	Most sentences are well constructed with varied structure and contain <i>almost no</i> errors in grammar, spelling, and punctuation.	Many sentences are well constructed with varied structure and contain <i>few</i> errors in grammar, spelling, and punctuation.	Some sentences are well constructed with poor structure and contain <i>some</i> errors in grammar, spelling, and punctuation.	Fragmented sentences lack structure and contain <i>many</i> errors in grammar, spelling, and punctuation.

3. **Group** **Term** **Paper**

Criteria	Excellent (A)	Good (B)	Satisfactory (C)	Marginal Pass (D)	Fail (F)
Thesis	The thesis is very clear with <i>comprehensive and accurate</i> information.	The thesis is clear with <i>detailed</i> information.	The thesis is not clear with <i>sufficient</i> information.	The thesis is not clear with <i>relevant</i> information.	The thesis is vague and details are <i>missing</i> .
Structure	The structure supports and enhances a specific purpose, audience, and context with <i>excellent</i> transition.	The structure supports and enhances a specific purpose, audience, and context with <i>smooth</i> transition.	The structure is appropriate to a specific purpose, audience, and context with <i>proper</i> transition.	Inappropriate structure to a specific purpose, audience, and context with <i>awkward</i> transition.	The structure does not address purpose, audience, and context with <i>poor</i> transition.

Criteria	Excellent (A)	Good (B)	Satisfactory (C)	Marginal Pass (D)	Fail (F)
Conventions	All sentences are well constructed with varied structure and contain just <i>no</i> errors in grammar, spelling, and punctuation.	All sentences are well constructed with varied structure and contain just <i>almost no</i> errors in grammar, spelling, and punctuation.	Most sentences are well constructed with varied structure and contain <i>few</i> errors in grammar, spelling, and punctuation.	Some sentences are well constructed with poor structure and contain <i>some</i> errors in grammar, spelling, and punctuation.	Fragmented sentences lack structure and contain <i>many</i> errors in grammar, spelling, and punctuation.

4. Group In-Class Presentation and Group Term Paper Presentation

Criteria	Excellent (A)	Good (B)	Satisfactory (C)	Marginal Pass (D)	Fail (F)
Preparedness	Team members are <i>completely prepared</i> and have obviously rehearsed.	Team members seem <i>pretty prepared</i> but might have needed a couple more rehearsals.	Team members are <i>somewhat prepared</i> , but it is clear that rehearsal was lacking.	Team members seem <i>mildly uncertain</i> , but can do a decent presentation.	Team members do <i>not</i> seem at all prepared to present
Comprehension	Team members are able to accurately answer <i>all</i> the questions posed by the audience.	Team members are able to accurately answer <i>almost all</i> of the questions posed by the audience.	Team members are able to accurately answer <i>most</i> of the questions posed by the audience.	Team members are able to accurately answer <i>only a few</i> the questions posed by the audience.	Team members are <i>unable</i> to accurately answer questions posed by the audience.
Language	Speak <i>fluently all</i> the time and make <i>no</i> grammatical mistakes or mispronounced a few words.	Speak <i>clearly almost all</i> the time and make <i>almost no</i> grammatical mistakes or mispronounced a few words.	Speak clearly <i>most</i> of the time and make <i>only a few</i> grammatical mistakes or mispronounced some words.	Speak <i>clearly some</i> of the time and make <i>some</i> grammatical mistakes or mispronounced many words.	Mumble <i>most</i> of the time and make <i>many</i> grammatical mistakes or mispronounced many words.
Enthusiasm	Facial expressions and body language <i>generate</i> a strong interest and enthusiasm about the topic in others.	Facial expressions and body language <i>sometimes generate</i> a strong interest and enthusiasm about the topic in others.	Facial expressions and body language are used to <i>generate</i> enthusiasm, but seem somewhat faked.	<i>Very little use</i> of facial expressions or body language, resulting in not much interest in the topic presented.	Obviously has <i>no intention</i> to impress the audience by using facial expression or body language.

Course Content and CILOs Mapping:

Content	CILO No.
I Leadership and Organization Issues	1,4,5,6
II Managing Systems Acquisition	1,4,5,6
III Managing Selected Information Systems	2,4,5,6
IV Professional Practices in Information Systems	3,4,5,6

References:

- B.E. McNurlin, R.H. Sprague, and T. Bui, Information Systems Management, 8th Edition, Prentice Hall, 2014.
- L.M. Applegate, R.D. Austin, and F.W. McFarlan, Corporate Information Strategy and Management: Text and Cases, 8th Edition, McGraw Hill, 2009.
- P. Baltzan, Business Driven Information Systems, 4th Edition, McGraw Hill, 2014

- J.A. O' Brien, and G.M. Marakas, Management Information Systems, 10th Edition, McGraw Hill, 2011
- R.A. Schultz, Contemporary Issues in Ethics and Information Technology, IRM Press, 2006.
- S. Baase, A Gift of Fire, Social, Legal and Ethical Issues for Computing Technology, 4th Edition, Prentice Hall, 2013.
- D.G. Johnson, Computer Ethics, 4th Edition, Prentice Hall, 2009.
- R.A. Spinello, CyberEthics: Morality and Law in Cyberspace, 5th Edition, Jones and Bartlett, 2014.
- R. Spinello, Case Studies in Information and Computer Ethics, 2nd Edition, Prentice Hall, 2003.
- G. Davies, Copyright and the Public Interest, Sweet & Maxwell, 2002.
- D. Boddy, A. Boonstra, and G. Kennedy, Managing Information Systems: Strategy and Organisation, 3rd Edition, Prentice Hall, 2009.
- R.K. Rainer, and H. Watson, Management Information Systems. Moving Business Forward. John Wiley & Sons, 2012.
- The Open University, Introducing Ethics in Information and Computer Sciences, The Open University, 2016.
- Selected journal papers will be used where necessary or appropriate.

Course Content:

Topic

- I. Leadership and Organization Issues
 - A. Strategic use of information technology
 - B. Information systems planning
 - C. IS governance
 - D. Managing IT in a global perspective
- II. Managing Systems Acquisition
 - A. Managing system development
 - B. Managing outsourcing
- III. Managing Selected Information Systems
 - A. Information systems in different management levels
 - B. Enterprise Resource Planning system
 - C. Customer Relationship Management system
 - D. Supply Chain Management system
 - E. e-Business system
- IV. Professional Practices in Information Systems
 - A. Security and computer crimes
 - B. Personal and professional ethics in information systems field
 - C. Privacy and personal data protection
 - D. Intellectual property right
 - E. Safety in IT
 - F. Other information systems professional practices