

Title (Units): **COMP4116 Information Systems Management (3,2,1)**

Course Aims: The objective of this course is to increase awareness of the importance of information systems in the commercial environment as a source of competitive advantage. The aim is to help students learn how to develop, manage and evaluate information systems strategy that meets the real needs of business.

Prerequisite: i) Year III or above standing in Computer Science
or
ii) Any ITEC course at Level 2 or above

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 and technology is being practiced in organization today
2	Explain the principles how information systems and technology can be managed to produce value for businesses and consumers
3	Describe some selected information systems as examples to illustrate how different ISM principles can be applied
	Professional Skill
4	Analyze and present applications of IT for problem solving

Calendar Description: The course deals with the management of information systems and technology as it is being practiced in organizations today to produce value for businesses and consumers.

Teaching and Learning Activities (TLAs):

CILOs	Type of TLA
1 - 4	Students will attend lectures for the concepts of planning and management of information systems and technology.
4	Students will work on a project and apply the concepts of the course for in-depth learning.

Assessment:

No.	Assessment Methods	Weighting	CILOs to be addressed	Description of Assessment Tasks
1	Continuous Assessment	50%	1 - 4	Written assignment (20%), in-class group presentations, group tasks, and group term papers (30%) are used to test learning outcomes in the Knowledge and Professional Skill domains.
2	Examination	50%	1 - 4	Final examination is used to test learning outcomes in the Knowledge domain. Questions are designed to assess knowledge acquired and ability to utilize knowledge.

Assessment Rubrics:

1. Participation

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 aforementioned ways.	<i>Occasionally contributes</i> to the discussion in the aforementioned ways.	<i>Seldom participate</i> in discussion.	<i>Never participate</i> in discussion.

2. In-Class Group Tasks

Criteria	Excellent (A)	Good (B)	Satisfactory (C)	Marginal Pass (D)	Fail (F)
Quality	Able to complete the task in time with <i>outstanding</i> performance, showing a <i>thorough</i> understanding of the course content.	Able to complete the task in time with <i>above average</i> performance, showing a <i>high</i> level of understanding of the course content.	Able to complete the task in time with <i>satisfactory</i> performance, showing an <i>average</i> level of understanding of the course content.	Able to complete the task in time with <i>poor</i> performance, showing a <i>low</i> level of understanding of the course content.	Plagiarism or fail to submit in time.

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 convincing</i> supportive information.	The thesis is clear with <i>accurate and detailed</i> supportive information.	The thesis is clear with <i>somehow accurate</i> supportive information.	The thesis is not clear with <i>insufficient relevant</i> information.	The thesis is vague and details are <i>missing</i> .
Structure	The strict structure supports and enhances a specific purpose, audience, and context with <i>natural</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.
Conventions	All sentences are perfectly 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	Team members are able to accurately	Team members are able to	Team members are able to	Team members are

Criteria	Excellent (A)	Good (B)	Satisfactory (C)	Marginal Pass (D)	Fail (F)
	accurately answer <i>all</i> the questions posed by the audience about the topic.	answer <i>almost all</i> of the questions posed by the audience about the topic.	accurately answer <i>most</i> of the questions posed by the audience about the topic.	accurately answer <i>only a few</i> the questions posed by the audience about the topic.	<i>unable</i> to accurately answer questions posed by the audience about the topic.
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>try to 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 being 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
II Managing the Essential Technologies	1, 2
III Managing System Development	1, 2
IV Selected Information Systems	3,4
V Current Issues in Information Systems Management	4

References:

- E. Turban, C. Pollard and G. Wood. Information Technology for Management. On-Demand Strategies for Performance, Growth and Sustainability, 11th Edition. John Wiley & Sons, 2018.
- J. A. O'Brien and G. M. Marakas, Management Information Systems, McGraw-Hill, 2011.
- J. M. Medina-Quintero, M. A Sahagun, J. Alfaro. Global Perspectives on the Strategic Role of Marketing Information Systems. Business Science Reference, 2023.
- K. C. Laudon and J. P. Laudon, Management Information Systems: Managing the Digital Firm, 17th Edition, Pearson, 2022.
- P. Baltzan. Business Driven Technology, Seventh Edition. McGraw-Hill Education, 2017.
- R. Kelly Rainer, Brad Prince and Hugh Watson. Management Information Systems, 4th Edition. John Wiley & Sons, 2017
- R. Kelly Rainer, and Hugh Watson. Management Information Systems. Moving Business Forward. John Wiley & Sons, 2012.
- In addition to lectures and discussion conducted by the lecturer, students will be assigned a topic or topics to prepare for class presentation monitored by the lecturer. Selected journal papers will be used where necessary or appropriate.

Course Content:

Topic

- I. Leadership and Organization Issues
 - A. Organization issues
 - B. Leadership issues

- C. The strategic role of information technology
 - D. Information systems planning
 - E. Human and ethical issues
- II. Managing the Essential Technologies
- A. Overall architecture
 - B. Network & telecommunications
 - C. Information resources
 - D. IT operations
 - E. End-user computing
- III. Managing System Development
- A. Technologies for developing systems
 - B. Management issues in system development
- IV. Selected Information Systems
- A. Enterprise systems
 - B. Supply chain management systems
 - C. Customer relationship management systems
 - D. Decision support systems
- V. Current Issues in Information Systems Management