

Title (Units): COMP3027 Enterprise Information Systems (3,2,1)

Course Aims: This course aims to introduce students to the key concepts, design issues, and managerial implications of enterprise information systems. It also aims to develop students' practical skills in the use of commercial enterprise information systems (such as Enterprise Resource Planning systems).

Prerequisite: Year III or above in Computer Science or 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 different types of enterprise information systems and the roles they play within an organization
2	Explain the underlying technologies of enterprise information systems
3	Explain how enterprise information systems support business processes and facilitate/enable business process change
4	Describe strategies for implementing enterprise information systems as well as criteria for selecting/evaluating different systems
5	Describe technical and managerial issues in enterprise integration
	Professional Skill
6	Demonstrate skills in using industry proven enterprise information systems

Calendar Description: The course provides an advanced introduction to enterprise information systems and equips students with practical skills in the use of one type enterprise information systems.

Teaching and Learning Activities (TLAs):

CILOs	Type of TLA
1,2,3,4,5,6	Students will attend lectures to learn the important concepts and management principles in enterprise information systems. They will participate in group project, presentation(s) and problem-solving tasks for in-depth learning, so as to consolidate and apply what they have learnt.

Assessment:

No.	Assessment Methods	Weighting	CILOs to be addressed	Description of Assessment Tasks
1	Continuous Assessment	40%	1,2,3,4,5,6	In-class group presentation(s), problem-solving tasks, and group project are designed to test students' understanding in the Knowledge and Skills domains.
2	Examination	60%	1,2,3,4,5	Final examination is designed to test students' understanding in the Knowledge domain.

Assessment Rubrics:

1. Problem-Solving Tasks

Criteria	Excellent (A)	Good (B)	Satisfactory (C)	Marginal Pass (D)	Fail (F)
Quality	Able to complete the tasks or answer the questions correctly and completely by	Able to complete some of the tasks or answer some the questions by using	Able to complete some of the tasks or answer some of the questions by	Able to complete some of the tasks or answer some of the questions by	Fail to complete any of the tasks.

Criteria	Excellent (A)	Good (B)	Satisfactory (C)	Marginal Pass (D)	Fail (F)
	incorporating information from the text or class notes into the answer.	partially appropriate information or terminology from the text or class notes.	applying correct yet inaccurate concepts in answering the questions.	applying wrong concepts in answering the questions.	

2. **Group Term Paper**

Criteria	Excellent (A)	Good (B)	Satisfactory (C)	Marginal Pass (D)	Fail (F)
Thesis and support	Contains a <i>meaningful thesis</i> which is <i>thoroughly supported</i> with specific and relevant examples and evidence.	Contains a <i>central idea or thesis</i> which is <i>adequately supported</i> with details.	Contains a <i>central idea or thesis</i> with <i>limited details</i> .	Contains a <i>central idea or thesis</i> without any details.	<i>May lack a central idea</i> and does <i>not include</i> any supporting details.
Organization and Focus	Maintains a <i>logical and seamless organizational structure</i> , includes <i>coherent paragraphs</i> , and <i>effective transitions</i> between ideas.	Maintains a <i>mostly logical structure</i> , includes <i>well-connected paragraphs</i> and <i>tight transitions</i> between ideas.	Maintains a <i>acceptable logical structure</i> , includes <i>loosely-connected paragraphs</i> and <i>some effective transitions</i> between ideas.	<i>Lacks an apparent organizational structure</i> with <i>odd transitions</i> , but reader may still follow the overall argument.	<i>Lacks an organizational structure</i> which <i>greatly hinders</i> understanding.
Language and Written Conventions	Consistently provides a <i>variety of complex sentence types</i> and contains <i>almost no errors</i> in conventions, showing an excellent command of the language.	Provides a <i>variety of sentence types</i> and contains <i>very few errors</i> in conventions.	Uses a <i>limited number of sentence types</i> and contains <i>some errors</i> which <i>do not affect the readability of the paper</i> .	Demonstrates <i>little understanding of sentence structure</i> and contains <i>many errors</i> in language which <i>often interfere with understanding</i> .	Contains <i>many grammatical mistakes</i> which <i>seriously harm the readability of the paper</i> .

3. **Group Term Paper Presentation**

Criteria	Excellent (A)	Good (B)	Satisfactory (C)	Marginal Pass (D)	Fail (F)
Content	<i>All</i> required information is <i>completely correct</i> and is present.	<i>Most</i> of the required information is <i>aptly described</i> .	<i>Some</i> of the required information is present and <i>quite accurate</i> .	<i>Only a few</i> required items are present and <i>most are incorrect</i> .	<i>Almost all</i> required items are missing and the presentation is <i>full of errors</i> in fact.
Organization and Preparedness	Information is presented in a <i>logical sequence and a vivid way</i> which the audience <i>can follow easily</i> , showing that the team members are	Information is presented in a <i>logical sequence</i> which the audience <i>can easily follow</i> , showing that the team members seem <i>pretty</i>	Team members seem <i>mildly uncertain</i> , but do a decent job in presenting information in a <i>rational order</i> that the audience	The audience has <i>difficulty following the presentation</i> because the presenter <i>jumps around</i> , showing that the team members are	The audience <i>cannot understand</i> the presentation because there is <i>no sequence</i> of information, showing that the team members do

Criteria	Excellent (A)	Good (B)	Satisfactory (C)	Marginal Pass (D)	Fail (F)
	<i>completely prepared</i> and have obviously rehearsed.	<i>prepared</i> but might have needed a couple more rehearsals.	<i>can still follow</i> the presentation.	<i>somewhat prepared</i> , but it is clear that rehearsal was lacking.	<i>not</i> seem at all prepared to present.
Comprehension	Team members are able to accurately answer <i>almost all</i> the questions posed by the audience about the topic.	Team members are able to accurately answer <i>most</i> of the questions posed by the audience about the topic.	Team members are able to accurately answer <i>some</i> of the questions posed by the audience about the topic.	Team members are able to accurately answer <i>a limited number</i> of questions posed by the audience about the topic.	Team members are <i>unable</i> to accurately answer questions posed by the audience about the topic.
Elocution	Speak <i>clearly almost all</i> the time and make <i>almost no</i> grammatical mistakes or <i>without any</i> mispronunciation of words.	Speak <i>clearly most</i> of the time and make only <i>a few</i> grammatical mistakes or mispronounced <i>only a few</i> words.	Speak <i>clearly some</i> of the time and make <i>a couple of</i> grammatical mistakes or mispronounced <i>some</i> words.	Speak <i>unclearly most</i> of the time and make <i>some</i> grammatical mistakes or mispronounced <i>quite a number of</i> words.	Mumble <i>most</i> of the time and make <i>many</i> grammatical mistakes or mispronounced <i>many</i> 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.	Very little use of facial expressions or body language, resulting in <i>not much</i> interest in the topic being presented.	<i>No intention to show any</i> enthusiasm by using <i>any</i> facial expressions or body language.

Course Content and CILOs Mapping:

Content	CILO No.
I Different Types of Enterprise Information Systems	1
II Introduction to Enterprise Resource Planning (ERP) Systems	2
III Managing Business Process Change	3
IV Strategic Impacts of ERP Implementation	4
V Contemporary Issues of Enterprise Information Systems	5,6

References:

- K. Kurbel, Enterprise Resource Planning and Supply Chain Management: Functions, Business Processes and Software for Manufacturing Companies, Springer, 2013.
- R. Atkinson, Enterprise Resource Planning (ERP) The Great Gamble: An Executive's Guide to Understanding an ERP Project, XLIBRIS, 2013.
- A. Leon, Enterprise Resource Planning, 3rd Edition, McGraw Hill, 2012.
- E. Monk, and B. Wagner, Concepts in Enterprise Resource Planning, Cengage Learning, 2012.
- L. Motiwalla and J. Thompson, Enterprise Systems for Management, Prentice Hall, 2008.
- B. Wagner and E. Monk, Enterprise Resource Planning, 3rd Edition, Course Technology, 2008.
- Selected journal papers will be used where necessary or appropriate.

Course Content:

Topic

- I. Different Types of Enterprise Information Systems
 - A. Role of EIS in Organizations
 - B. Enterprise Resource Planning Systems (ERP)
 - C. Customer Relationship Management Systems
 - D. Supply Chain Management Systems

- II. Introduction to Enterprise Resource Planning (ERP) Systems
 - A. Enabling Technologies
 - B. ERP Markets and Latest Development

- III. Managing Business Process Change
 - A. Understanding Business Processes
 - B. Business Process Reengineering
 - C. Modeling and Automating Business Processes

- IV. Strategic Impacts of ERP Implementation
 - A. ERP Implementation Strategies
 - B. System Selection and Evaluation
 - C. Managing ERP Implementation Projects

- V. Contemporary Issues of Enterprise Information Systems
 - A. Customization and Process Integration with EIS
 - B. EIS governance and risk management