

Welcome to MIS 128

Introduction

This class will introduce you to automation practices as used in the world of business. Many students may already have some experience with the tools and methods selected for this instruction. Such exposure does not guarantee a successful engagement this semester.

Scope

We will use the Microsoft Office suite of productivity tools in class and the computer lab. We will not ONLY use the MS Office toolset, nor will we limit our exposure to strict business applications. Throughout the semester you will be introduced to retail cost accounting, profit and loss analysis, manufacturing optimization, asset management and critical data analysis. This is NOT a class in the mechanics of the Microsoft Office suite.

Instruction materials will certainly include detailed case study analysis from the text(s). Material will also be drawn from the web in the form of vendor product literature and user testimonials, white papers, ancillary readings and selected instructional videos when appropriate.

Instructional Methods, Activities, and Evaluation

Unlike traditional lecture style classes, this session will examine a specific business-centric problem within the context of weekly working sessions in a business project team setting. In the 16 week semester the class will examine 15 business problems chosen from the text(s). Topically, the student may never again see this material however the methods discovered here will be applicable every day of your career.

The instructional method and presentation style is applicable in both physical and virtual classrooms. Expectations for exceptional differences such as group presentations will be discussed as necessary.

Lecture Content

Traditional physical classroom norms apply. Classes begin promptly and participation is expected. Advanced virtual classes will have less lecture and more reading/reacting and working content.

Class Discussions

Proceedings of physical sessions will be governed by typical classroom protocol as adapted from Robert's Rules of Order³. Order is reinforced for virtual sessions by the collaboration system.

Presentations

Active presentations during physical sessions will be delivered using MS PowerPoint. Presenters should anticipate interaction from the class. The presenter will be expected to capture salient points from the group interaction and post these as meeting notes for review by the next class session.

Presentations for the virtual class will be posted for the group with accompanying written commentary from the owner. Virtual attendees will be expected to remark *within the collaboration platform* on the solution presented. The presenter will be expected to capture salient points from the group interaction and post these as meeting notes for review by the next class session.

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Tools Required: MS Office 2007 or newer

Texts Required:

Kroenke D., Using MIS 2013

ISBN 13:978-0-13-302967-3

Miller L., *MIS Cases: Decision Making with Application Software*

ISBN 13:978-0-13-238105-5

The first week of class will be spent in Orientation:

Day 1, Project Kickoff

Instructor's keynote address(:10)

The Role of Critical Thinking¹

(reading-Kroenke, p3-4)

The Journal as Working Memory²

Student standup interview(:05)

'Meet the Team' roundtable introductions(:01)

strengths+weaknesses+expectations(:01)

prior job experience(:02)

DLOs/desired learning objectives(:01)

General Q&A(:05)

Administrivia(:05)

Day 2, Examination of technology resources

Day 1 review(:05)

eCollege(:20)

The computer lab(:05)

Security(:10)

Access to resources on campus and off

IT Helpdesk virtual tour(:05)

General Q&A(:05)

Day 3, Working sessions in eCollege

Day 2 review(:05)

Development of assignment templates

MS Word(:10)

The meeting notes Journal

Summary of Critical Research

The Executive Summary

MS Excel(:10)

MS PowerPoint(:10)

uploading and downloading content to eCollege(:05)

Online tutorial and training resources(:05)

General Q&A(:05)

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For the remaining 15 weeks:

each *Monday*: class will begin with a review of the Instructor's weekly problem selection and a project team discussion of solution approaches. There is not a right answer, there are many approaches. All students will be expected to participate in the discussion as contributing members of the project team. In class the students will have decomposed the weekly case study into the facts, data and information needed to solve the problem. This information is expected to be captured in the student's journal.

The class will also discuss the possible generation of additional artifacts that exceed the Customer's requirements.

As homework, each student will transcribe their notes into the approved template, save as a PDF and submit same to eCollege as evidence of their understanding of the problem and the information discussed. These notes are expected as promptly as possible the day of the class sessions while the working memories are fresh. Next day submissions will be accepted for 1 attendance point but the quality of content will not be scored.

There may NOT be a quiz on the material of Friday.

each *Wednesday*: the students will examine and discuss technology tools and select the analytic method to be used in solving the business problem. The presentation may include material posted on eCollege which the students will have been expected to review prior to class.

The class will discuss the Risk and ROI of exceeding the Customer's requirements.

As homework, each student will transcribe their notes into the approved template, save as a PDF and submit same to eCollege to further validate their understanding of the problem and the information discussed. These notes are expected as promptly as possible the day of the class sessions while the working memories are fresh. Next day submissions will be accepted for 1 attendance point but the quality of content will not be scored.

There will be a quiz on the discoveries of Monday.

each *Friday*: given a reasonable understanding of the problem from the *Monday* staff meeting and a recommended technology direction and suggested solution approach from the *Wednesday* session, in 2 days the student is expected to have prepared a solution as a homework to be presented by the student in Friday's end of week session.

In the likely event there are more students than time blocks available for project discussion the instructor will chose particularly interesting or illustrative solutions for presentation and comment by the project team. Each student should expect and be prepared to discuss their solution.

Typical of Friday business meetings, the proceedings will be as brief as possible. The students are asked to keep their presentations as succinct as is appropriate.

There will be a quiz on the discoveries of *Wednesday*.

Best/Worst, **eCollege** is the collaboration platform of choice available to the project team. **Leomail** is the communication platform. This opportunity reflects the real world challenge of working within the constraints of the enterprise. Please do NOT confuse the role of these tools.

All supportive material reading assignments will be posted on eCollege for review or download when legally possible. All homework will be uploaded to eCollege in the approved format as developed in week 1. All grades, assignments and quiz or test results will be securely posted on eCollege. Any lecture or assignment questions should be posted in the eCollege Student Lounge for general discussion by the instructor and others.

Any material uploaded for grade or instructor review will be presented as a static Adobe PDF to prevent issues of changing content. The student is encouraged to maintain a local archive or backup folder so that they may be able to reproduce static, time-stamped content in the unlikely event that eCollege is unavailable, unresponsive or demonstrates other calcitrant behavior.

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Consistent with the increased Operational Tempo(OPTEMPO) of today's dynamic business environment the project team manager (Instructor) may randomly add planned and unplanned readings or other tasking via Leomail to one, some or all of the students in the class based on capability, capacity, opportunity or need. These additional assignment emails will include material or references for inspection, expected completion due dates and required assignment artifacts.

The enterprise runs on email. The project succeeds through communication. The student lives within a connected environment. When the computer lab is unavailable, connective devices in the library are. Timely email acknowledgements are expected.

As in a typical business meeting, distractive information management devices (cell, PDA, smartphone, laptop, other WIFI device, etc.) will be turned off or disabled as a courtesy to others for the duration of the physical class, unless otherwise directed by the instructor. Any student that inadvertently disregards this request will be invited to vacate the classroom and will surrender the quiz grade from that session.

Daily Readings

The order of material in this syllabus is from instructor selected textbook(s) chapters. Indepth or perhaps repeated reading of the specified material, execution of the assigned exercises and preparation of questions before class are expected of the serious student.

Quizzes and Homework

Each class meeting a quiz will be offered with or without prior announcement. Expect one.

Absence from class when the quiz is held means that the student will not receive a grade for that particular quiz. No make-ups will be given. Quizzes are graded on a 10 point system numerically equivalent to A, B, C, D, F. The grade quantifies both correctness and quality of the students response to the quiz questions.

Assigned homework may or may not be graded, at the discretion of the Instructor. If the class uniformly completes the assignment correctly (as is desired) there is little purpose to inflating the grading scale. If the class is uniformly unsuccessful in completing the assignment, this is a metric on the instructor not the student.

The student should not submit their homework if they cannot attend class to present or defend their answers. The material will be discussed. Students who cannot attend class should make arrangements with the instructor for turning in their homework prior to their absence (see attendance policy). During a sanctioned absence the student is expected to review and remark on the meeting notes of their colleagues in a timely fashion.

There are usually more than twelve homework assignments in a semester, graded on the same system as the quizzes. Homework not submitted earns zero points.

Final Exam/Final Project

The real world does not give final exams. An employee is expected to generate exceptional intermediate work products and be prepared to periodically discuss them with their peers and colleagues.

During the semester each student will create a progressively detailed portfolio at weekly intervals of at least 2 quizzes, 2 sets of project meeting notes, homework problems and 1 presentation for each of 15 weeks in combination with 4 tests which comprehensively cover the work of each of the prior 4 weeks. This bounty of individual assessment and corrective action plan material should preclude the need for a comprehensive final exam.

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Evaluation Criteria

Each class meeting will end with a quiz of two multiple choice questions. One question will be **from the lecture** of that day, the other question will be taken **from the prior lecture**. Week 1. Day 1 will have two quiz questions from the lecture.

The purpose of this quiz is to gauge both the student's attention to detail and retention of material presented. Each question will offer a selection of 4 possible answers and will be worth 5 points. Of the multiple-choice answers presented there may not be a wrong answer, but there certainly will be a best (and correct in the instructor's judgment) answer. There will not be a quiz or presentations on the day of the test. Early finishers may leave, early.

$(12 \text{ weeks} * 3 \text{ classes}) + (4 \text{ weeks} * 2 \text{ classes}) = 44 \text{ quizzes} * 10 \text{ points} = 440 \text{ quiz points.}$

Graded homework in the same intervals as the quizzes offers the student another possible 440 points.

The primary focus of this class is technology assisted critical thinking as demonstrated by the content of the presentations, not their execution. There will be no presentations on test Fridays. Each of 12 presentations is worth 5 points, for a total of 60.

Typical of the business environment, short problem solving projects (as in the weekly class sessions) often contribute to a larger scale program. For our semester study, this will be represented with a test every 4 weeks.

Each test will be composed of 14, 10 point questions. Ten questions will be specific to the technology issues discussed in the reading and four questions of solution methodology as introduced by the reading material, lecture and class discussion of the prior 4 weeks.

Of the multiple-choice answers presented there may not be a wrong answer, but there certainly will be a best (and correct in the instructor's judgment) answer. The student is welcome to appeal any contentious test answer with an essay response referenced from the class text for review by the instructor.

$4 \text{ tests} * 140 \text{ points} = 560 \text{ test points}$

As this is a class of progressive learning, there will not be a comprehensive final. The 1500 points from quiz, test, homework and presentation will be partitioned in the traditional countdown A-F scale.

As the content for quizzes draws from class lecture and discussion, a missed quiz is not recoverable.

Given sufficient notice from the student, University or community, reasonable efforts will be made to accommodate rescheduling a test event missed due to catastrophic issues of weather, illness or calendar.

Students with registered disabilities are welcomed and encouraged to engage testing services of the **Office of Student Disability Resources and Services**.

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Course Specific Policies:

Academic Honesty Policy

Texas A&M University-Commerce does not tolerate **plagiarism** and other forms of **academic dishonesty**. Conduct that violates generally accepted standards of academic honesty is defined as academic dishonesty. "Academic dishonesty" includes, but is not limited to, plagiarism (the appropriation or stealing of the ideas or words of another person and passing them off as one's own), cheating on exams or other course assignments, collusion (the unauthorized collaboration with others in preparing course assignments), and physical or verbal abuse (destruction, defacing, diminishing, or removal) of resource material.

Instructors uphold and support the highest academic standards, and students are expected to do likewise. Penalties for students guilty of academic dishonesty include disciplinary probation, suspension and expulsion (Texas A&M University-Commerce Code of Student Conduct 5.b[1, 2, 3]).

Cheating, including plagiarizing papers in whole or part, will result in a grade of zero (0) on the assignment for the first offense and failure of the course for any subsequent offenses.

Attendance Policy

Because the student's active participation in discussions is expected, attendance is vital for success in this course. Attendance requires more than simply coming to class.

Assignment Policy

The Instructor will provide specific details during class meetings and possibly by email. Students must stay current with all readings and discussions. Students must complete and submit all assignments by their respective due dates.

Late Work

The Instructor will not accept any assignment after its due date. Assignments submitted after the due date may receive a score of zero (0).

Drop a Course

A student may drop a course by logging into his/her myLEO account and clicking on the hyperlink labeled "Drop a class" from among the choices found under the myLeo section of the Web page.

Administrative Withdrawal

The Instructor reserves the right to remove a student from the course administratively for excessive absences or violations of student conduct codes.

Department/College/University Specific Policies:

ADA Statement

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

**Office of Student Disability Resources and Services
Texas A&M University-Commerce**

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Gee Library 132
Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148
StudentDisabilityServices@tamuc.edu
[Student Disability Resources & Services](#)

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See *Code of Student Conduct from Student Guide Handbook*).

Notes:

- 1 <http://www.criticalthinking.org/pages/the-role-of-questions-in-teaching-thinking-and-learning/524>
- 2 <http://tracyalloway.com/working-memory-and-learning/>
- 3 <http://www.robertsrules.org/>