



Class Times and Location

Sec 01: M/W/F 10:30-11:20, RICH2529

Sec 02: M/W/F 11:30-12:20, MINS300

Instructor: Nicole McCallum



mccallun@uoguelph.ca

TA: Hui Wang
hwang23@uoguelph.ca
or discussion board



Office: Room 213C, MINS Building

Office Hours: Weds - 12:30-1:30pm;

Mon/Fri: 9:30-10:15AM by appointment



@NikkiJade
#MCS2020

Office Hours:
by appointment

Course Description and Objectives

Welcome to the Information Age! An era defined by the **ubiquity** and **prevalence** of information. Information technologies have created transformations in the world around us.

However, as Albert Einstein said: *"information is not knowledge"*.

Knowing how to use information is essential in today's business environment; e.g., what good is collecting information on your customers and sales if you don't know how to use it for forecasting?

In this course we will unpack critical issues at the intersection of **information, technology, and people (society)**. MCS2020 students are introduced to information management systems and technology in the context of leveraging data, information, and knowledge for organizational and individual user (consumer) decision making. Current issues, technology, and the implications of the Information Age on social, economic, and related market trends are explored through a variety of applications. **Topics include:** information systems, hardware and software, technology and competitive advantage, networks, information theory, intellectual property, information ethics, privacy and security, search engines, accessibility, e- & m-commerce, Web 2.0, Web 3.0, and more.

Prerequisite: MCS*1000.

MCS2020 in <140 characters:
#MCS2020: Case-based problem solving + innovation in business through the intersection of technology, strategy, information, and people.

Learning Objectives: This course is designed with an interactive framework to integrate learning and application of theory. At the end of this course, you should be able to:

- **Identify and describe** current, real world business and marketing problems using information management (IM) tools, reflection, and the application of your learning
- **Explain** how effective information management contributes to competitive advantage, value creation, and organizational decision making
- **Differentiate** between various information systems used to manage information and **apply strategic thinking** in their design and alignment with business objectives.
- **Develop an analytical toolkit** to evaluate the impact of information technologies,
- **Direct a course of inquiry** individually and collaboratively, through real world problem scenarios requiring information acquisition, manipulation, and presentation.
- **Enhance metacognition** through self-reflection, personal, and peer assessment

Course Materials and Resources:

Website: Course readings, grades, lecture notes, announcements, research help, and other class materials are available on the MCS2020 Courselink site. ***Check it regularly for tips and updates.***

Quizzes: Online learning assessments (including the midterm) will be conducted using the quizzing tool, and will be accessible through the quizzes tab on Courselink.

Other websites/Google Form questions: You will be graded throughout the term on your professionalism via your conduct and the **quantity** and **quality** of your participation in in-class activities, as outlined below. Resources will be provided in class during the time of the activity.

Textbook & Readings: The required book for this course (below) can be purchased from the bookstore. Additional short readings from newspapers, industry publications, academic journals, and websites will also be required.

Exploring MIS, Forth Canadian Edition (2016), David M Kroenke, Andrew Gemino & Peter Tingling. Pearson Canada. *Can't purchase the text? It's in the library + additional resources.* 😊

Online Communication

- **Check the Courselink newsfeed and your <uoguelph.ca> email regularly.**
I often post answers to frequently asked questions, tips, and general feedback on the newsfeed. If it's urgent or timely, I may send an email to your uoguelph.ca email account.
- I encourage you to **make use of the discussion board** on Courselink for peer learning. I **do not** monitor the discussion board, but the TA often does, and it is useful for discussing assessments, course topics, and generally sharing resources and knowledge peer-to-peer.

Emailing the instructor: Include your group #/section/course in the email. I endeavour to check my email daily (excluding weekends), but you can reasonably expect a response within 2 business days. Note this means the fastest way to get answers is to just chat to me after class, or during office hours. There are many of you, 1 of me. I provide resources for your learning **and** my efficiency, so I can put more of my efforts towards delivering a great course. **Please respect my time and your work ethic, and be mindful of the emails you send. Check the discussion board, syllabus, newsfeed, and assignment outlines/examples/rubrics first.**

Teaching Philosophy

I believe that learning is a shared responsibility amongst the teacher and students. I was fortunate enough to start a professional career young and I've come to cherish engaged learning. I strive to teach you 'where to look', not tell you 'what to see' – you determine the latter based on how you engage with the course. **I believe students learn best when they are active participants in their own education and have ownership of their learning.** To get something out of this course you have to choose to participate in it. I do not consider myself a final authority on all matters related to what we study; instead, my goal is to facilitate an exploration of the key issues in this current paradigm, and provide you with a tool kit to apply your learning to the real world around you. It is your job to make sense of the material and construct your own learning.

Similarly, I endeavour to design and deliver courses that are challenging, interesting, relevant, and accessible. I will do my best to use current examples, effective presentation slides, and other media to make the content engaging and foster a stimulating shared learning environment. ***Sometimes I will tell you my expectations; more often I will challenge you to awaken your own.***

Course Approach

Aligned with my teaching philosophy, learning and retention are most effective when you are given an opportunity to put your knowledge into practice. To this end, the courses goes beyond lectures to feature a variety of active learning techniques such as class and case discussions; reading assignments; guest presentation(s); and group assignments. These activities will provide students with the opportunity to learn the concepts and theories of information management and to apply this knowledge in a systematic and logical manner. Bridging theory and application is in fact a compelling motive for the style of assignments and general approach of the course.

Method and Timing of Evaluation

Both summative assessment (exams) and formative assessment (facilitated problem solving) are used in this course. Don't be overwhelmed by the list of assignments below. They are small, in groups, flexible, and you will be given some class time to work on them.

| Item | Due Date | Weight |
|--|--|--------|
| Group | | |
| Assignment 1 (case report) | Written material should be submitted hard-copy. Due in class Friday of Week 7. | 10% |
| Assignment 2 (multimedia presentation + report) | Multimedia presentation and written material should be submitted to final project dropbox by Weds Apr 11, 11:59pm. | 15% |
| Individual | | |
| Research Component | Complete by the given Dropbox time | 2% |
| Participation | Evaluated via in-class and online activities, peer evaluation; case workshop activities | 15% |
| Quizzes | 10 quizzes worth 1.5% each, due Mondays 11:59pm. | 15% |
| Midterms (x2) | Feb 16, Mar 23 – online; no class | 18% |
| Final Exam (2 hours) | During the final exam period | 25% |

Late Policy: Sometimes life happens. Regardless, we have to take responsibility for it. 5% per day will be deducted for late assignments; weekends count for each day (10%). After five days, the assignment will not be accepted. Extensions may be granted only in extenuating circumstances approved far in advance (do not come to me the day before), and with documentation.

Group Work / Peer Evaluation

The assignments in this course are characterized by group work and collaboration, which can be challenging for some students. I am committed to helping each group function effectively. To help reduce the tension caused by group work, as well as develop professional debriefing skills, each group will draft and sign a contract at the beginning of the semester, and strategically debrief after the assignments are complete. Each group will also evaluate the contributions made by individual group members. **Your contribution to your group will be reflected in your mark, and I reserve the right to give you a different grade than your group if you have not sufficiently contributed, in addition to any penalties on your professionalism grade.** I will use the feedback from the peer assessments to adjust the grades for each individual. The peer assessment template and guidelines can be found on Courselink, and it is due by the last day of classes. It is your responsibility to address any conflict with group members in a timely and professional manner – i.e., not the week your assignment is due.

Project-based Assignments (group) 25%: Student teams will encounter two major assignments throughout the term, each which deals with a different set of unknowns and a decision to be made. Using different problem solving methodologies for each, students will clarify problems, identify information needs, ask relevant questions, prioritize alternatives, and, ultimately, propose workable solutions. The methodologies used present best practice, and reflect the kind of information and technology challenges that people face in the “real world.” Learning to work with others, to direct a course of inquiry, and to mobilize knowledge towards negotiating complex organizational problems are key learning objectives from these assignments. The problems given will simulate or report on real-world problems, and deal with issues discussed in the course. However, expect to conduct additional research as required. Grading is based on evidence that the team worked through the problem systematically, the quality and use of inquiry and research, and the efficacy of the proposed solution.

Participation (individual) 15%: You will be graded throughout the term on your participation in case workshops and related in-class activities completed on Google Forms. You will evaluate yourself, and I will add in my grade as well. The grade will include the **quantity** and **quality** of your participation in in-class activities. **More details and resources on participation are on Courselink.**

SONA Research Component (Individual): 2% You will participate in research studies conducted by faculty members and/or graduate students from the Department of Marketing and Consumer Studies. More details are posted on Courselink. **All questions should be directed to the SONA administrator - rraso@uoguelph.ca.**

Quizzes (Individual): 15% Weekly unit quizzes will be part of the assessment for MCS 2020. The goal of the weekly quizzes is to assess students’ understanding and application of the unit’s content. Most units will feature a timed 15 minute multiple choice quiz that will include 10 multiple choice questions covering the content of that particular unit. Students will have one attempt to demonstrate their understanding of the content with feedback designed to enable the student to isolate areas for further study.

Exams: 25% Final, 18% Midterms: Exams are multiple choice, cumulative, and include guest lectures and assigned readings. The midterms are **online, written via Courselink. More details on exams are available on Courselink.** If you score better on the final exam, I will automatically shift the weight of one of your midterm grades to the final exam. This means there are no re-writes. **The final exam will be a closed-book 2 hour examination.**

MCS*2020: Brief Schedule of Topics *subject to change.

| Week | Monday | Wednesday | Friday |
|--|--|--|--|
| Week 1: Intro to the Information Age | Jan 8 Introduction to the Course and MIS field CH 1 | Jan 10 The information ecosystem CH 1 | Jan 12 Info + organization, Consumers of information CH 1/2 <i>Quiz 1 due by Monday</i> |
| Week 2 : Information & the Organization | Jan 15 Case workshop - Case #1 RBC Mobile | Jan 17 Business processes + Decision making CH 2 | Jan 19 Information Systems + Competitive Advantage CH 2/3 <i>Quiz 2 due by Monday</i> |
| Week 3: IT, Information, & Competitive Advantage | Jan 22 Case workshop - Case #1 continued... | Jan 24 Competitive Advantage Productivity, innovation, and strategy CH 3 | Jan 26 Case 2 intro – hardware / software / TCO CH 3 wrapup <i>Quiz 3 due by Monday</i> |
| Week 4: Databases, Hardware, and Software | Jan 29 Case workshop – Case #2 - <i>Intro to Microsoft Excel</i> – extension 3A | Jan 31 Hardware/software CH 4 | Feb 2 Hardware/Software acquisition, databases CH 4/5 <i>Quiz 4 due by Monday</i> |
| Week 5: Networks and Collaboration | Feb 5 Databases <i>REI Case</i> CH 5 | Feb 7 Databases – wrapup Collaboration and Networking CH 5/6 | Feb 9 Networking CH 6 <i>Quiz 5 due by Monday</i> |
| Week 6: Strategic Information Management | Feb 12 Ch 6 wrapup – HHI case Intro to IS & competitive advantage CH 7 | Feb 14 Mini-case: Daum Cross-functional information systems CH 7 | Feb 16 <i>Midterm 1 (online - no class)</i> <i>Project 1 due</i> |
| READING WEEK | Feb 19 | Feb 21 | Feb 23 |

MCS*2020: Brief Schedule of Topics *subject to change.

| Week | Monday | Wednesday | Friday |
|---|--|---|---|
| Week 7: | Intro to Data Mining + Business Intelligence CH 8 | Application – BI systems CH 8 | Intro to E-commerce and digital markets (OLAP/OLTP) CH 8 wrap-up, ch 9 |
| Week 8: E-commerce & participation | Mar 5 E-commerce/M-Commerce and Digital Marketing Strategy CH 9 | Mar 7 Application: Business problem solving frameworks | Mar 9 Application: crowdsourcing Quiz 7 due by Monday. |
| Week 9: IS Governance & Acquisition | Mar 12 IS Acquisition and project management CH 10 | Mar 14 IS Acquisition and project management CH 10 | Mar 16 IS Governance + Strategy CH 11 Quiz 8 due by Monday. |
| Week 10: IS Governance & Ethics | Mar 19 Video workshop (project 2 work period) | Mar 21 Application: digital channels & information management | Mar 23 Midterm 2 (online – no class) |
| Week 11: Governance, Privacy + Security | Mar 26 Project 2 work period | Mar 28 Debate preparation Surveillance + security in the digital age <i>Video: Info Security</i> | Mar 30 HOLIDAY (Happy Easter!) Quiz 9 due by Monday. |
| Week 12: Security, + Global Information Management | Apr 2 Debate: Surveillance + security in the digital age Information privacy <i>CBC interactive case</i> | Apr 4 Intro to information Security <i>Case study – Estonia</i> CH 12 wrap-up | Apr 6 Information security strategy CH 12 Quiz 10 due by Monday |
| Final exam period | Apr 9 Global IS & the digital divide | | Project 2 due Apr 11 |

Recap – some key takeaways 😊

- You have to be in class to get participation marks from lecture activities.
- In this course we talk about people (society), technology, information, and the business objectives they interact with. There is a lot of information and a lot of application. It is engaging and easier when you come to class.
- I take group work (work ethic) and academic misconduct seriously.
- Please check online resources or email the TA before emailing me (or come and see me in person). If you email, expect up to 2 business days for a reply (i.e., if you email Friday, you may not hear back until Tuesday).
- There is a mix of individual and group assignments, as well as testing. All testing takes place online except the final exam. You can miss one in-class participation activity sans penalty.

Additional Notes, Policies, and Regulations:

All students are expected to abide by the University's academic regulations in the completion of their academic work, as set out in the [undergraduate calendar by the Registrar's office](#). Some regulations and class policies are highlighted below:

Missed Exams: You require appropriate documentation to be considered for deferment of the final exam for medical or compassionate reasons. If you miss the exam without appropriate documentation, you will receive a zero (0) grade and receive an "incomplete" for your final grade.

SAS Accommodation: If you require special accommodation when writing examinations please contact Student Accessibility Services (<http://www.csd.uoguelph.ca/csd/>) and make appropriate arrangements. For online quizzes, simply email me and cc your SAS advisor.

Research and Referencing: Since assignments in this course will require additional reading and research, students will be required to appropriately cite their resources. References and in-text citations can use any style, as long as you are consistent. I recommend the [APA guide: http://www.lib.uoguelph.ca/assistance/writing_services/components/documents/apa_2010_ccup_dated.pdf](#) If you need help finding resources for this course you can visit the Research Help desk (first floor of the Library) or use one of the online options.

Back up Your Work: Keep a copy of all of your work (including any rough drafts) until the final marks have been recorded and submitted at the end of the semester. Technical difficulties can occur with Courselink or with your computer, and you may be asked to resubmit your work.

Academic Misconduct: The University of Guelph is committed to upholding the highest standards of academic integrity and directs all members of the University community – faculty, staff and students – to be aware of what constitutes academic misconduct and to do as much as possible to prevent academic offences from occurring. The University of Guelph takes a serious view of academic misconduct and it is your responsibility as a student to be aware of and to abide by the University's policy. Included in the definition of academic misconduct are such activities as cheating on examinations, plagiarism, misrepresentation, and submitting the same material in two different courses without written permission.

To better understand your responsibilities, read the Undergraduate Calendar. I also encourage you to discuss any questions you may have with your course instructor, teaching assistant, Academic Advisor or Academic Counselor, and to use the resources available through the Learning Commons (<http://www.learningcommons.uoguelph.ca/>). Students should be aware that faculty have the right to use software to aid in the detection of plagiarism or copying and to examine students orally on submitted work. Students found guilty of academic misconduct can face serious penalties, including suspension or expulsion from the University.

Academic Consideration: Students who find themselves unable to meet course requirements by the deadline or criteria expected because of medical, psychological or compassionate circumstances beyond their control, should review the regulations on Academic Consideration in the Undergraduate Calendar (http://www.uoguelph.ca/undergrad_calendar/c08/c08-ac.shtml) and discuss their situation with the instructor, Program Counsellor or Academic Advisor as appropriate.

Religious Holidays: Should a student need to miss scheduled tests, mid-term examinations, final examinations, or requirements to attend classes and participate in laboratories for religious reasons, please advise the instructor within two weeks of the distribution of this course outline so that alternate arrangements can be made. For further information see <http://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-accomrelig.shtml>

University Grading Scheme:

| | | |
|----|---------|---|
| A+ | 90-100% | Excellent: An outstanding performance in which the student demonstrates a superior grasp of the subject matter, and an ability to go beyond the given material in a critical and constructive manner. The student demonstrates a high degree of creative and/or logical thinking, a superior ability to organize, to analyze, and to integrate ideas, and a thorough familiarity with the appropriate literature and techniques. |
| A | 85-89 | |
| A- | 80-84 | |
| B+ | 77-79 | Good: A more than adequate performance in which the student demonstrates a thorough grasp of the subject matter, and an ability to organize and examine the material in a critical and constructive manner. The student demonstrates a good understanding of the relevant issues and a familiarity with the appropriate literature and techniques. |
| B | 73-76 | |
| B- | 70-72 | |
| C+ | 67-69 | Acceptable: An adequate performance in which the student demonstrates a generally adequate grasp of the subject matter and a moderate ability to examine the material in a critical and constructive manner. The student displays an adequate understanding of the relevant issues, and a general familiarity with the appropriate literature and techniques. |
| C | 63-66 | |
| C- | 60-62 | |
| D+ | 57-59 | Minimally acceptable: A barely adequate performance in which the student demonstrates a familiarity with the subject matter, but whose attempts to examine the material in a critical and constructive manner are only partially successful. The student displays some understanding of the relevant issues, and some familiarity with the appropriate literature and techniques. |
| D | 53-56 | |
| D- | 50-52 | |
| F | 0-49 | Fail: An inadequate performance. |