GENERAL COURSE INFORMATION		INSTRUCTOR INFORMATION	
Course Title:	**Foundations of Info. Systems**	**Instructor:**	**Edward (Ed) V. Weber**
Course/Section:	**IS240–(01 & 03)**	**Office:**	**ADM/SCO 205**
CRN(s):	**30773, 31119**	**Phone:**	**(217) 425-4691**
Term:	**Spring 2021**	**Email:**	**EWeber@Millikin.Edu**
Days/Time:	**FULLY ONLINE with Zoom Synchronous Meeting Times Tues. & Thurs. 2:00 – 3:15**	**Virtual Office Hours by Appointment:**	**Mon. 11:00 – 1:30** **Wed. 11:00 – 1:30**
Location:	**Wherever You Are!**	**Web Scheduling:**	**https://calendly.com/ ed_weber**
Credit Hours:	**3**		

PURPOSE OF THE COURSE

MU Bulletin Course Description:

This course is designed to introduce students to contemporary information systems and demonstrate how these systems are used throughout global organizations. The focus of this course will be on the key components of information systems: people, software, hardware, data, and communication technologies, and how these components can be integrated and managed to create competitive advantage. Students will learn terminology and concepts of Information Systems which provide enabling foundations for interaction between Information Systems and all other functional areas of an organization. Coursework bridges the divide between technical and non-technical professionals. Prerequisite: None.

Course Learning Goals, Outcomes & Objectives:

In this course students will learn terminology and concepts of Information Systems which provide enabling foundations for interaction between Information Systems and all other functional areas of an organization. Coursework bridges the divide between technical and non-technical professionals. Additionally, students will learn:

- How and why information systems are used today.
- The relationship between the technology, people, and organizational components that make up information systems.
- What globalization means to them and the role information systems has played in this evolution.
- How businesses are using information systems for competitive advantage vs. competitive necessity.
- How to identify and understand the interconnectedness of the major components of an information systems infrastructure including hardware, software, communication networks, databases and security.
- How to mitigate risks as well as plan for and recover from disasters.
- How information systems are enabling new forms of commerce between individuals, organizations, and governments.
- How organizations develop and acquire information systems and technologies.

This course takes a business-first approach to improving your perception of the value of information systems within the business discipline. This perspective is demonstrated through the use of technology and systems to support business performance and growth. There will be a focus on the role of information systems in supporting operations, decision-making, and organizational strategy. In this course we will explore two main issues. The first issue is how information systems enable companies to perform activities that generate money, save money or comply with regulations. The second is using computer applications to transform data into information.

Tabor School of Business Learning Goals:

For Tabor School of Business students, this course fulfills a core course requirement. For Information Systems majors, it represents a foundational course which may touch on some of the following Information System Learning Goals:

Information Systems Learning Goals
1. Programming – Students will demonstrate competency in programming through the development of scripts, functions, or applications.
2. Database – Students will define, store, organize, retrieve, and analyze data using appropriate data models, structures, and database languages.
3. Design – Students will critically analyze business problems to determine appropriate development methodologies and solutions.
4. Security – Students will apply information security best practices through the development of policies, processes, and technical controls.
5. Infrastructure – Students will model the levels and components of the information technology infrastructure and how they interoperate.
6. Documentation – Students will organize and compose technical documentation using a variety of software tools appropriate to the context and audience.

LEARNING ENVIRONMENT

This course is a FULLY ONLINE (distance delivery) course with optional synchronous Zoom weekly class meeting times available.

This course has available synchronous weekly class meetings scheduled and is available **fully online.** The virtual weekly meetings afford an opportunity for those who prefer synchronous interaction to be able to meet on a scheduled basis to go over new material and to get real-time topic discussions and answers to questions about course content. Additionally, these weekly meetings will be recorded and will be made available for those who cannot attend during the weekly scheduled sessions. It is up to each student to determine what mode of learning is most appropriate for her or his learning style, schedule, and comfort level approaching new material in an online setting.

This course will utilize a combination of synchronous and asynchronous online tools including Zoom or similar tools for synchronous virtual meetings and the VoiceThread tool (which is accessible through Moodle) for asynchronous viewing and commenting. The days and times of the scheduled synchronous sessions will be communicated to the participants of each section in the first week of class.

IS 240 (Sections 01 & 03) – Foundations of Information Systems
Spring 2021
Course Syllabus
Ed Weber, Clinical Instructor – Management Information Systems
Tabor School of Business

MILLIKIN
UNIVERSITY.

This course utilizes a mixture of lecture, hands-on lab work, and the Socratic method of inquiry (the use of questioning to develop a potential idea in a student's mind) to maximize students' understanding and application of concepts. This approach promotes give-and-take among students and personal interaction between their fellow students, their professor, and internal and external clients. In addition to being able to utilize application programs to work with and analyze information, one of the goals of this course is to enable students to effectively communicate (both orally and in writing) with their superiors, peers, subordinates and other stakeholders about technology-based business concepts.

Required Texts:
- Title: *MIS^9*
  Author(s):   Bidgoli, Hossein   Publisher: Cengage
  ISBN-13:   978-1-337-62599-9

Course Materials from the department:

The Zoom desktop application will be used for synchronous weekly class meetings and for having one-on-one sessions with the professor. Accessing Zoom via a web browser will **not** be sufficient for this class. Rather, the desktop version of the Zoom program will be required for this class. Additionally, the Microsoft Edge web browser on Windows and the Safari web browser on Macs will **not** be sufficient for this class. Rather, either Firefox or Chrome web browsers will be required for this class.

COURSE SCHEDULE & PLANS

Landmark Events & Due Dates

Assignments: There will be a *minimum* of at least one original VoiceThread post and two VoiceThread responses due every week of the semester. Posting the minimum is required to obtain a minimum grade of "C" for assignments.
Mid-Term Paper: During the 8th or 9th week of the semester.
Quizzes: Quizzes are unannounced (e.g. Pop quizzes.)
Final Presentation: The last week (or two depending on class size) of class through the Final Exam week.

See Moodle for specific weekly class schedule details.
The Course Schedule is merely a guide. The professor reserves the right to alter course content, class assignments, activities, and/or dates as deemed necessary.

HOW LEARNING WILL BE ASSESSED

Grading Policy & Procedure

Assignments: All assignments are individual assignments unless specified otherwise. You are welcome and encouraged to discuss the course material as it often increases your understanding. However, each assignment must be completed individually. All assignments must be prepared using an appropriate set of tools and submitted electronically through Moodle and VoiceThread unless otherwise specified. Instructions for each assignment will be reviewed in class and may be posted weekly on Moodle.

Due Dates: Original VoiceThread posts must be submitted by midweek (Tuesday or Wednesday) each week in order to allow others sufficient time to properly respond. Additionally, all responses to peers' VoiceThread posts must be submitted by **Saturday at noon** each week. *After the third week of the semester, late work will **NOT** be accepted.*

Language and Content: All oral and written assignments should reflect spoken and written language skills consistent with the student's current academic level (e.g. collegiate speaking and writing or business professional speaking and writing.) Points may be deducted for spoken and written language errors as well as insufficient or inappropriate content.

Exams and Quizzes: There will be several quizzes and a mid-term exam, and one or more oral presentations during this term. The specific format of each quiz or exam will be presented in detail prior to the quiz or exam in order to provide ample time for preparation. The mid-term exam is scheduled. The quizzes may occur at any time throughout the course and are unannounced (i.e. pop-quizzes).

Attendance, Participation and Professionalism (APP)

The class will meet virtually (synchronously) each week using Zoom or some similar tool. If you have specific questions regarding the week's material, this will be the best opportunity for you to get your questions answered. This online session will be recorded for everyone.

You are expected to *either* participate directly in the scheduled online virtual class meetings each week *or* post two or more comments in the captured video recording of each meeting that will be uploaded into Moodle as a new VoiceThread each week. This will be discussed in greater detail in the first week of class.

The Socratic Method of inquiry derives its greatest value by the extensive questioning and in-depth discussions about the topics of study. Because a major objective of this format is the development of student's knowledge-synthesis and communication skills, more emphasis normally is placed on class discussions, written and oral presentations, and papers or projects than on traditional testing. However, quizzes and exams may be used to supplement discussions, presentations, or papers as assessments of student mastery.

With this much reliance on the Socratic Method, you are **expected** to fully participate in each class meeting, whether you attend synchronously or participate asynchronously via the recordings of the online meetings of this course.

When participating synchronously in the online meetings, **you are expected to keep your video feed turned on with your microphone muted but available so the class members can see your visual reactions to our in-class discussions.** When participating asynchronously by reviewing the recorded meetings after-the-fact, **you are expected to leave video recordings of your participation questions and comments regarding the material.**

You will not pass this course if you fail to actively participate in at least 70% of the classes, regardless of the modality of your attendance and participation.

You are expected to be professional in your interactions inside and outside of class related to this course. You need to conduct yourself properly in terms of class participation, class conduct, proper language, tardiness, and professional representation in an online setting. The attendance, participation and professionalism grade will be based upon your class participation, class conduct and attendance. This portion accounts for 15% of your total grade!

To earn synchronous attendance, professionalism and participation points, you must:
- Attend the virtual class meetings and actively engage in discussions, questions and answers – this online session will be recorded and uploaded to Moodle each week
- Do not interrupt the class by turning video off or leaving the room (bathroom breaks should be handled beforehand) or by not watching the screen (i.e. looking at your phone or another screen, etc.)
- Volunteer to speak (e.g. add to the discussion, answer and ask questions and share viewpoints)
- Perform all of the in-class activities
- Be honest in your participation and responses
- Communicate openly with the instructor and fellow classmates

To earn asynchronous attendance, professionalism and participation points, you must:
- **Fully** review the recordings of the synchronous meetings of which you were not in attendance
- Create and post a *minimum* of two (2) VoiceThread **video** comments or questions related to the content in the online meeting. **Audio only** or **text only** comments *may* be posted but only with prior permission and for valid reasons.
- Respond to all questions that are asked of you in the VoiceThreads

Grade for Attendance, Participation and Professionalism and Weekly VoiceThreads

Fully 80% of your final grade will be based on attendance, participation, and professionalism and your weekly Original VoiceThread posts and your weekly VoiceThread responses. A student only earns a minimum number of points for simply "showing up" and producing the minimum amount of weekly VoiceThread posts. Students who do not make substantial oral contributions to course discussions will receive a lower grade.

Your VoiceThread Original posts must do more than simply repeat the content found within the textbook. Your posts should show your understanding of the topic you are discussing and should also include new insights that you will share with your peers about the topic.

Additionally, your VoiceThread responses must be significantly more than simply, "Thank you for you post." or "I didn't know that." or "Your post was really well done." Your responses must significantly enhance or expand the discussion of the particular topic.

You may choose to make a comment or ask a question about the topic as a part of your VoiceThread responses. But simply asking a question by itself will also be an insufficient VoiceThread response. In other words, it is not fair to make a response that says, "Hey original poster, what do you think about this one particular aspect of your topic?" By simply asking a question, you are putting the burden of the work back on the original poster. Instead, you should also include in ***your own response,*** a possible answer to your own question. So, for example, you might say, "Hey original poster, what do you think about

this one particular aspect of your topic? I did a little further research on the topic and I think that this particular aspect is very important because of this reason..."

Remember that the goal of the VoiceThread discussion posts are to have an asynchronous 'conversation' about the various topics.

Grading Scale & Methods

Course grades and percentages received will be correlated as follows: <mark>Note: Grades are NOT Rounded!</mark>

A	93% and above
A-	>= 90% and < 93%
B+	>= 87% and < 90%
B	>= 83% and < 87%
B-	>= 80% and < 83%
C+	>= 77% and < 80%
C	>= 73% and < 77%
C-	>= 70% and < 73%
D+	>= 67% and < 70%
D	>= 60% and < 67%
F	less than 60%

Grade Component	Qty.	Unit Points	Total Points	Percent
Attendance, Participation and Professionalism (APP)	15	10	150	15.0%
Original VoiceThread Posts	13	25	325	32.5%
VoiceThread Responses	13	25	325	32.5%
Midterm Paper	1	100	100	10.0%
Final Presentation	1	100	100	10.0%
Total			**1000**	**100.0%**

Missed Assessments

If you miss an exam, due to illness or other underlined valid reason, you are expected to contact the instructor **BEFORE THE EXAM**. **NO MAKE-UP EXAMS** will be given without the instructor's prior notification before the exam time and the excuse for the absence must be validated. **Quizzes will not be made up.**

Grade Dispute

You must check your grades frequently on Moodle. Any grade posted on Moodle may only be questioned within two weeks of the grade appearing. It is the student's responsibility to keep track of all points being awarded for completed work and participation.

Consult the Instructor

You are encouraged to make use of the instructor's time and experience, during office hours or other available times, to discuss course materials, get help with problems or projects, or discuss your career plans. In asking questions, you help not only yourself, but also the instructor and your fellow students by bringing up points and ideas that need clarification. Virtual office hours are held at regular times by appointment when confirmed.

Statement about Digital Content Confidentiality

You are **not** authorized or allowed to share or reproduce **any** electronic content from this course. Doing so will result in a failing grade of F or an XF grade for egregious incidents as described in the student handbook. <mark>For example, sharing edited or unedited clips of video or audio to social media (even if it is very funny!) is **expressly prohibited** and will result in an **F** for the course and possible expulsion from the University.</mark>

Millikin University Syllabus Student Guidelines for All Courses

TECHNICAL, CLASSROOM, AND COLLEGE POLICY INFORMATION

Statement of Inclusivity and Identification

Every student in this classroom, regardless of personal history or identity categories, is a valued member of this group. Your experiences are valuable and important, and you should feel free to share them as they may become relevant to our class. No student in this class is ever expected or believed to speak for all members of a group.

In this classroom you have the right to determine your own identity. You have the right to be called by whatever name you wish, and for that name to be pronounced correctly. You have the right to be referred to by whatever pronoun you wish. You have the right to adjust those things at any point in your education.

If you find that there are aspects of course instruction, subject matter, or classroom environment that result in barriers to your inclusion, please contact me privately without fear of reprisal.

Disability Accommodation Policy

Please address any special needs or special accommodations with me at the beginning of the semester or as soon as you become aware of your needs. If you are seeking classroom accommodations under the Americans with Disabilities Act, you should submit your documentation to the Center for Academic & Professional Performance at Millikin University, currently located in University Commons 312.

Distance Delivery Components
Millikin University is committed to providing support for students using technology resources in pursuit of academic success. The Department of Information Technology resides in Shilling Hall and offers walk-in support.

Please visit <http://millikin.libguides.com/ed-tech> for link, resources, and additional information that aid in the use of technology in distance/hybrid delivery and technology policies.

University Commitment to Student Success
Millikin University is committed to the success of all students. As such, the University provides a variety of services devoted to academic support of both undergraduate and graduate students, although some service provision may vary by degree level. The Center for Academic & Professional Performance (CAPP) serves as the hub for these services. Services include, but are not limited to, the following:

- Tutoring
- Supplemental Instruction
- Study Skill Assistance
- One on One Advising
- Major Change Assistance
- Development of Personalized Academic Growth and Success Plans

- Support of Exploratory Studies majors
- Support for students on Academic Probation or Progress Warning
- Accommodations for Students with special learning needs
- Online Resource Library

In addition to CAPP, the University Writing and Math Centers offer students intensive support in these subject areas.

Undergraduate students who are in need of additional academic assistance are also assigned a Student Development Advisor. These advisors work with academic advisors to ensure students receive the attention they need in all aspects of their University experience.

Course Evaluations
Millikin University utilizes online course evaluations which are available beginning in the last week of each course term. Students may log into their MyMillikin portal to complete course evaluations. Evaluations are considered an important part of the teaching and students should feel comfortable giving thoughtful, honest feedback.

Academic Integrity Standards
The intellectual and moral integrity of an academic community depends upon an uncompromising commitment to honesty which guides the actions of all its members. Any disregard for this threatens the unrestricted and honest exchange of knowledge. The Faculty has the right and the responsibility to hold students to high ethical standards in conduct and in works performed, as befits a scholar at the university. Violations of academic integrity include, but are not limited to:

- Cheating
- Collusion
- Electronic Dishonesty
- Grade Falsification
- Plagiarism

Faculty members have the responsibility to investigate all suspected breaches of academic integrity that arise in their courses and shall have the authority to decide whether the student(s) has violated the Academic Integrity Policy. If it is determined that the violation occurred, the faculty member will decide the consequences, taking into account the severity and circumstances surrounding the violation, and will inform the student in writing, forwarding a copy of the letter to the Registrar and to the Dean of Student Development.

Consequences to an academic integrity violation may include, but are not limited to:

- A letter in the student's academic file
- Failure on assignment(s)
- Failure in the course
- Issuance of an XF for the course
- Conduct hearing with Student Development

If a student received an XF, this remains as a permanent grade and cannot be removed from the official transcript. Some programs and majors have more explicit ethical standards, which supersede this Policy, and violation of which may result in dismissal from some programs or majors within the University.

The complete policy may be found at <http://www.millikin.edu/handbook>.

Disruptive Behavior Policy
Students who exhibit behaviors that are considered to obstruct or disrupt the course goals or learning environment are subject to student conduct action per the University Standards of Conduct. Behaviors that are considered disruptive include, but are not limited to: tardiness, sleeping, inappropriate use of mobile or electronic devices, use of language that is offensive or discriminatory, excessive interruption, and/or repeated violation of faculty or classroom expectations which are stated in the course syllabus. Students who exhibit such behavior may be dismissed from the class and referred to Student Development.

Dropping a Course and the University Withdrawal Policy
There is an add/drop deadline for each academic term. During the allowed period, students may elect to add or drop courses by completing the proper form and requesting signature from the instructor or department chair as required. (Forms are available in Registrar's Office). Faculty members reserve the right to permit dropping or adding courses after the set deadline. Courses dropped during the appropriate period result in a W on the student transcript. Courses dropped after this period will result in the earned grade at the time of drop.

Students who leave the University during or at the end of the semester must report to the Registrar's Office to complete the necessary procedures and forms. Students who withdraw from the University may be eligible to receive a refund of charges assessed by the University in accordance with the refund schedules (undergraduate traditional, PACE, or graduate) posted in the Academic Bulletin. Students may also be involuntarily withdrawn if they engage or threaten to engage in behavior which poses a danger of causing physical harm to self or others. The Involuntary Withdrawal Policy may be found in the Student Handbook.

Coronavirus Guidelines and Attendance Policy

Students or faculty that are ill should NOT attend or hold face-to-face classes or meetings. If you experience any combination of the following symptoms, you should contact your primary care provider or the DMH Health Clinic at 217-424-6360.

- Fever or chills
- Nausea or vomiting
- Muscle or body aches
- New loss of taste or smell
- Congestion or runny nose
- Shortness of breath or difficulty breathing
- Cough
- Fatigue
- Headache
- Sore throat
- Diarrhea

People with COVID-19 have had a wide range of symptoms reported, ranging from mild symptoms to severe illness. Symptoms may appear 2-14 days after exposure to the virus.

People with these symptoms may have COVID-19. You should explain your symptoms to your primary care provider or the DMH Health Clinic so they can determine whether you should be tested for COVID-19, and how long you should self-quarantine. You are not required to show documentation that you have seen a healthcare professional. Faculty who hold face-to-face class who are symptomatically ill or under quarantine should be reported to their academic chair or dean.

You will not be penalized for missing a face-to-face class due to symptomatic illness or under quarantine, but are still required to complete assigned work. You may be assigned additional work to engage in course material missed during class. You should take note of the Academic Dishonesty policy in this syllabus as it relates to lying to or misleading faculty as it relates to course engagement and attendance.

For Students Who Need to Attend Remotely

If you have an underlying health condition or have increased risk factors, you may choose to engage in this class remotely without meeting face-to-face. Alternative activities will be required to measure your engagement in the course. To elect this option, contact the instructor for more details.

Classroom Health and Safety

It is the shared responsibility of everyone in this course to maintain health and safety guidelines to reduce the risk of spreading COVID-19 and other illnesses. To that end, you have the responsibility to not only adhere to the safety guidelines listed below, but also to hold your classmates and faculty accountable. With compassion, bring noncompliance to their attention and remind them that it is to everyone's benefit to follow the health and safety guidelines outlined. The instructor reserves the right to ask noncomplying students to leave the classroom at any time. You have the right and responsibility to report non-compliance of the instructor to their department chair, director, or dean.

- Students and faculty are required to wear a face mask, shield, or use an appropriate barrier at all times.
- Students and faculty are required to maintain 6 feet of social distance from one another at all times.
- Students and faculty will jointly clean and sanitize equipment, furniture, instructional and meeting spaces with supplies provided by the University. At the end of each class, you will be expected to wipe down surfaces and ensure that the area you used is free of any papers, wrappers, bottles, trash, etc.

If you have an underlying health condition or increased risk factors, you may wear additional personal protective equipment (PPE) beyond a mask. In doing so, you will not be discriminated against. It is possible, however, that assignments or projects may be modified to accommodate additional PPE.

Academic Dishonesty – Addendum to Existing Policy

Given the aforementioned leniency regarding attendance policies, the instructor is placing inherent trust in you to report missed class meetings accurately and truthfully.

Misrepresenting your symptoms or quarantine status will be treated as an act of academic dishonesty as outlined in the university bulletin.