

**City University of Hong Kong
Course Syllabus**

**offered by Department of Information Systems
with effect from Semester A 2017/18**

Part I Course Overview

Course Title:	Management Information Systems
Course Code:	FB5807
Course Duration:	1 Semester
Credit Units:	2
Level:	P5
Medium of Instruction:	English
Medium of Assessment:	English
Prerequisites: <i>(Course Code and Title)</i>	Nil
Precursors: <i>(Course Code and Title)</i>	Nil
Equivalent Courses: <i>(Course Code and Title)</i>	FB5003 Management Information Systems FB5807P Management Information Systems
Exclusive Courses: <i>(Course Code and Title)</i>	Nil

Part II Course Details

1. Abstract

This course aims to prepare its participants to take advantage of IT and IS opportunities by instructing them in the following key areas:

1. Trends in the application of IT for business competitiveness and effectiveness
2. IT management issues for executives
3. Recent developments in IS

2. Course Intended Learning Outcomes (CILOs)

(CILOs state what the student is expected to be able to do at the end of the course according to a given standard of performance.)

No.	CILOs	Weighting (if applicable)	Discovery-enriched curriculum related learning outcomes (please tick where appropriate)		
			A1	A2	A3
1.	Explain the concept of an information system and its roles in organizations		✓		
2.	Recognize how the Internet and digital networks have transformed businesses		✓		
3.	Evaluate how specific IS strategic move can potentially achieving competitive advantage		✓	✓	✓
4.	Recognize the factors that need to be considered when implement information systems either in-house or through outsourcing		✓	✓	
5.	Assess the costs and benefits as well as the risks involved in using information systems and understand how to reduce the risk level		✓	✓	✓
		100%			

A1: Attitude

Develop an attitude of discovery/innovation/creativity, as demonstrated by students possessing a strong sense of curiosity, asking questions actively, challenging assumptions or engaging in inquiry together with teachers.

A2: Ability

Develop the ability/skill needed to discover/innovate/create, as demonstrated by students possessing critical thinking skills to assess ideas, acquiring research skills, synthesizing knowledge across disciplines or applying academic knowledge to self-life problems.

A3: Accomplishments

Demonstrate accomplishment of discovery/innovation/creativity through producing /constructing creative works/new artefacts, effective solutions to real-life problems or new processes.

3. Teaching and Learning Activities (TLAs)

(TLAs designed to facilitate students' achievement of the CILOs.)

TLA	Brief Description	CILO No.					Hours/week (if applicable)
		1	2	3	4	5	
1	Lecture	✓	✓	✓	✓	✓	
2	Case Studies	✓	✓	✓	✓	✓	
3	Project	✓	✓	✓	✓	✓	

4. Assessment Tasks/Activities (ATs)

(ATs are designed to assess how well the students achieve the CILOs.)

Assessment Tasks/Activities	CILO No.					Weighting	Remarks
	1	2	3	4	5		
Continuous Assessment: <u>100%</u>							
1. In-class and online participations	✓	✓	✓	✓	✓	13%	
2. Group case reports	✓	✓	✓	✓	✓	20%	
3. Individual case summary reports	✓	✓	✓	✓	✓	12%	
4. Individual final report	✓	✓	✓	✓	✓	30%	
5. Technology update group project	✓	✓	✓	✓	✓	25%	
						100%	

5. Assessment Rubrics

(Grading of student achievements is based on student performance in assessment tasks/activities with the following rubrics.)

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
In-class and online participations	Active learning cannot be successful without preparation and participation. Throughout the course, students are expected to participate during class and through online discussion forums by (1) Applying conceptual material from the readings or lectures to class discussions, (2) Doing external reading and applying it in the discussions, (3) Integrating comments from classmates, (4) Taking issues with a classmate's analysis, (5) Drawing from student's own experience that is relevant to the discussion.	Proactively participate in class or online discussion by offering innovative ideas and suggestions. Consistently Show the ability to related the concepts learned to real-world settings	Frequently participate in class or online discussion by offering some innovative ideas and suggestions. Show good ability to related the concepts learned to real-world settings	Occasionally participate in class or online discussion by offering some ideas and suggestions. Show some ability to related the concepts learn to real-world settings	Hardly participate in class or online discussion. Hardly able to relate the concepts learned to real-world settings	Fail to participate in class or online discussion. Show no evidence of the ability to relate the concepts learned to real-world settings
Group case reports	Students are required to apply and integrate what that they have learned through classroom discussions and textbook reading into real-world cases. Working in groups of four to five, students are expected to analyze two cases and submit a written report for each of the two cases.	Show superior grasp of the key ideas described in the case and with the ability to identify most of the problems or issues faced	Show good grasp of the key ideas described in the case and with the ability to identify some of the problems or issues faced	Show adequate grasp of the key ideas described in the case and with the ability to identify a number of the problems or issues faced	Show sufficient familiarity of the key ideas described in the case and with the ability to identify part of the problems or issues faced	Missing the key ideas described in the case or failure to submit the reports

Individual case summary reports	To take full advantage of case learning approach and to ensure that students are able to engage in active learning, students are expected to, at the minimum, read and understand the case assigned for the day. Therefore, for the cases that were not chosen to write a full report (TLA2 above), students need to turn in an individual, one-page summary report for each of these cases. In each report, students need to summarize the important elements of the case and provide some preliminary analyses.	Show superior ability to identify the problem involved, analyse the case, and recommend superior solution alternatives	Show good ability to identify the problem involved, analyse the case, and recommend sensible solution alternatives	Show adequate ability to identify the problem involved, analyse the case, and recommend some solution alternatives	Show poor ability to identify the problem involved, inadequately analyse the case, and recommend poor solution alternatives	Show no evidence of the ability to identify the problem involved, inadequately analyse the case, and fail to recommend solution alternatives
Individual final report	The final deliverable is a term paper that requires students to apply what they have learned in this course to analyze the Information Systems either in the company that they are currently or previously employed. The paper should consist of two parts: Part I describes how the chosen company or organization uses IS. Part II consists of a critical analysis of the IS described in Part I. Based on what the student has learned in class, the student is required to evaluate whether or not the company has effectively used information technology. What is/are the problems faced, if any? What are the alternatives? What are the pros and cons of each of the alternatives? Finally, the student needs to make a recommendation based on the	Strong evidence of the ability to apply the concepts and theory learned in class into a specific company described by in the report. Present excellent descriptions of the company background, the current situation, with strong identification of the problems, and propose superior alternatives and solution	Good evidence of the ability to apply the concepts and theory learned in class into a specific company described by in the report. Present good descriptions of the company background, the current situation, with good identification of the problems, and propose sensible alternatives and solution	Some evidence of the ability to apply the concepts and theory learned in class into a specific company described by in the report. Present acceptable descriptions of the company background, the current situation, with adequate identification of the problems, and propose some possible alternatives and solution	Poor ability to apply the concepts and theory learned in class into a specific company described by in the report. Present poor descriptions of the company background, the current situation, with poor identification of the problems, and propose a possible alternatives and solution	Failure to submit the reports

	analyses.					
Technology update group project	The primarily focus of this course is on IT and its impacts on organizations. However, IT changes at a rapid rate, with new innovations appearing constantly. To provide the class with a better understanding of emerging and evolving technologies, class members, working in groups of 4-5 members will research on a new technology and how it can affect business organizations. Students are required to perform a group presentation.	Present and communicate effective and excellently, in oral, a new technology that may have important implications for modern business organizations Show strong evidence in educating the audience on the nature and importance of this new technology Show strong evidence of arousing the audience's interests to learn more about this technology	Present and communicate effective, in oral, a new technology that may have important implications for modern business organizations Show good evidence in educating the audience on the nature and importance of this new technology Show good evidence of arousing the audience's interests to learn more about this technology	Present and communicate acceptably, in oral, a new technology that may have important implications for modern business organizations Show some evidence in educating the audience on the nature and importance of this new technology Show some evidence of arousing the audience's interests to learn more about this technology	Marginally present and communicate, in oral, a new technology that may have important implications for modern business organizations Show no evidence in educating the audience On the nature and importance of this new technology Show no evidence of arousing the audience's interests to learn more about this technology	Failure to present and communicate, in oral, a new technology that may have important implications for modern business organizations Show no evidence in educating the audience On the nature and importance of this new technology Show no evidence of arousing the audience's interests to learn more about this technology

Part III Other Information (more details can be provided separately in the teaching plan)

1. Keyword Syllabus

(An indication of the key topics of the course.)

- IT Management
- IS Strategy
- B2C Electronic Commerce
- B2B Electronic Commerce
- Managing IT Outsourcing
- Costs and Benefits of IT
- Enterprise-Wide Systems
- Customer Relationship Management
- IS Planning
- Assuring Reliable and Secured IT Services

2. Reading List

2.1 Compulsory Readings

(Compulsory readings can include books, book chapters, or journal/magazine articles. There are also collections of e-books, e-journals available from the CityU Library.)

1.	Jane Laudon and Kenneth Laudon, Essentials of Management Information Systems, Pearson, current edition.
2.	James A. O'Brien and George Marakas, Introduction to Information Systems, McGraw-Hill, current edition.

2.2 Additional Readings

(Additional references for students to learn to expand their knowledge about the subject.)