WELCOME & COURSE OBJECTIVES  (Class Meetings:  Main / The Fort / A02   Tuesdays 5:10-7:40pm)

Today’s global, intermodal transportation system could not exist without suitably deployed information technology (IT). This course addresses the issues involved:

► Using IT-enabled management information systems
► The who, what, when, where, why & how of IT deployment
► Examples of IT use from various industry sectors
► Course project focused on contemporary IT deployment for Global Intermodal Freight Transportation

Both IT & transportation are continually, often fast changing areas. Being aware of current, even daily developments is stressed, and the course can be modified as needed. For this course, students are in the position of Senior Management having to consider the breadth & depth of MIS-T issues affecting a company’s success. To satisfy customers, everything has to come together to put the needed product or service in the customer’s hands at the right time, place, and proper price for the business to succeed. Possibly the most critical element in business decision-making is having the right information at the right time so customer needs are met. If a business fails to have the right Management Information System (MIS) to handle getting its product to its customers, the business fails. The prime objective here is for students to improve their knowledge of and skills in MIS for applying them in Global Intermodal Freight Transportation (GIFT) by means of developing their ability for critical thinking and for expressing that through communicating, both written and oral. This course is a DISCUSSION course and has a business process management approach.

STUDENT RESPONSIBILITIES IN THIS COURSE

Registration vs. Access

Being present/“here” in the classroom does not necessarily mean one is officially registered for this course through the SUNY-MC Registrar. A roster of registered students is provided to the instructor and updated regularly. Those individuals who have officially registered are the only people permitted to participate in this course and get credit for same. The roster is used each session for student sign-in.

If you are not registered or don’t know your status, you must CONTACT the REGISTRAR DIRECTLY & WITHOUT DELAY:  Ms Catherine Jimenez, Assistant Registrar  -or- Registrar Staff
718-409-7266  cjmenez@sunymaritime.edu

You will need your Student ID, the course code & title when contacting the Registrar. If you know that you are properly registered (completed registration process & paid tuition appropriately, have a PIN), then you can proceed with the course. You will be asked to complete an index card for the instructor’s use, the information on which will be strictly private between the instructor & the specific student and used for course purposes only.

Academic Calendar (found on SUNY Maritime College Web site)

There are critical dates on the Academic Calendar that affect every student. One important one is the LAST DAY to ADD/DROP a COURSE or change a section. (Section 01 is the only classroom section of this course this term.) The Academic Calendar is shown on the SUNY-MC Website and kept current by SUNY-MC.

Each student is solely responsible for obtaining, reading, and understanding the Academic Calendar & its contents as they affect the specific student and this course. Any student failure to be aware of and/or adhere to key dates & requirements shall NOT in any case generate any responsibility or liability whatsoever on the part of any faculty or staff of SUNY-MC for correcting the student’s oversight/failure in any manner whatsoever.

Student Contact Details & Status

Each student enrolled at SUNY-MC has entered into an obligation to keep the College and the instructor informed of any changes in the student’s contact details – mailing address, telephone numbers, email addresses and status. Changes must be reported in a timely manner, which means beforehand in general. The course instructor will obtain critical status & contact information from each student for urgent/emergency use during the term and only for that purpose, as well as preferred contact information for instructor-student communicating. This information is kept strictly private at all times by the instructor and not shared without specific permission.
The text assigned for this course is K.C. & J.P. Laudon, *Management Information Systems: Managing the Digital Firm*, Pearson/Prentice-Hall, 12th edition (2012). Hardcover edition ISBN-13: 978-0-13-214285-4 / ISBN-10: 0-13-214285-6 if you wish this edition. This text has been ordered in the LOOSE-LEAF STUDENT VALUE EDITION (least-expensive) and is DEFINITELY available at the Ship’s Store, ground floor of Vander Clute Hall (ISBN-10: 0-13-214256-2). Ensure you obtain the 12th edition! Please understand that WITHOUT the TEXTBOOK, you will DEFinitely find it difficult to keep up with the concepts involved in the course and to engage fully in discussions. Additionally, this textbook is an excellent reference on information systems generally that will prove useful to you in your job and career. Prior editions are outdated and differently organized! Other material (Lecture Notes, Supplemental Info) will be distributed via email as attachments or, in a few cases, in text of message, and some as hard copy in class.

**COURSE APPROACH & CLASSES**

Learning in this course is achieved through moderated class discussions and a team project. ALL students participate in ALL discussions & the PROJECT. The Course Schedule follows below. This backbone may be adjusted by collective interests & knowledge as developed over the course. The READINGS assigned are to be COMPLETED and YOU ARE EXPECTED TO DISCUSS THE TOPICS. Each student is expected to prepare to one’s own self a memo or index cards or post-its with notes about the readings so that the student can bring up salient points and participate fully in discussions. Each student is expected to attend every class. It is understood that ‘stuff happens’ but it is also expected that the instructor and project team-mates know of an individual’s absence BEFOREHAND. In short, discussions & the team project are the bulk of one’s grade. If you are not in class, you have no discussion component for the class missed. If you have insufficient discussion component over the course, you will probably fail. The CONTEXT OF THE COURSE is: Instructor as ‘Top Management’ and students as ‘Upper Middle/Senior Management’ reporting to ‘Top Management’. This context should be kept in mind when undertaking readings, discussions, research, note taking, & writing.
Grading

Grades are earned based on individual knowledge of AND ability to discuss the material covered in the course, as well as additional information brought to the class. The quality of one’s own work on written assignments & the course project and one’s participation in discussions demonstrates this. **KEY in this is one’s OWN ABILITY:**

- To single out key issues
- To think critically about them
- To express cogent, complete, fact-based propositions & arguments
- To emphasize, in so doing, analysis, conclusions, and recommendations

This should encourage you to do research on the issues (e.g., use of Internet, use of salient periodicals & materials not among the assigned readings, etc.) and present the results of that appropriately. N.B.: ANY ATTEMPT TO PASS OFF THE IDEAS, WORDS, ABILITIES OF OTHERS AS YOUR OWN (i.e., w/o proper attribution, i.e., PLAGIARISM) WILL NOT BE TOLERATED. Such unacceptable behavior is unethical and, in the extreme, can result in your failing the course or expulsion. NO OTHER WARNING GIVEN.

**Basis for Grading**

In order for everyone to be ‘on the same page’ with regard to grades & grading, an objective point system will be used. This applies to all equally. There is no ‘curve’. Your grade is directly related to your personal learning abilities & effort you put into this course. A maximum number of points for the course equals 1.000 (‘batting a thousand’) and proportionate to that are GPA and letter grade. A chart below shows the relationships; the Q-GPA-GRADE table reflects the actual GPA assigned for a particular grade by the Registrar. An A+ received in the course is recorded as an A by the Registrar because that is the policy regarding ‘official’ grades.

Grades are based on the five following areas in the proportions shown:

- ATTENDANCE: 1 point (pt) per class session; 15 scheduled; 15 pts max (absence = 0 discussion pts)
- DISCUSSIONS: 9 pts per discussion/class session; 14 sessions (1st not counted); 126 max
- WRITING: 7 pts per assignment; 2 assignments, both required; 14 pts max
- PROJECT REPORT: 70 pts max; **all team members receive same grade** for final written report
- TEAM PARTICIPATION: 25 pts max; based on individual’s assessed participation in project team

Maximum points for course = 250, which may be adjusted for circumstances (e.g., class cancellation due to weather or other externality). Actual points earned will be divided by 250 to determine ‘Q’ (quotient) applicable to respective GPA & grade; a ‘Q’ more than half way higher between lower & higher ‘Q’ attains higher ‘Q’.

<table>
<thead>
<tr>
<th>Q</th>
<th>GPA</th>
<th>Grade</th>
<th>Q</th>
<th>GPA</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.000</td>
<td>4.0</td>
<td>A+</td>
<td>0.785</td>
<td>2.3</td>
<td>C+</td>
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<td>4.0</td>
<td>A+</td>
<td>0.778</td>
<td>2.3</td>
<td>C+</td>
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<td>C+</td>
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<td>0.758</td>
<td>2.3</td>
<td>C+</td>
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<tr>
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<td>0.744</td>
<td>2.0</td>
<td>C</td>
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<tr>
<td>0.910</td>
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<td>A-</td>
<td>0.730</td>
<td>2.0</td>
<td>C</td>
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<tr>
<td>0.900</td>
<td>3.7</td>
<td>A-</td>
<td>0.720</td>
<td>2.0</td>
<td>C</td>
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<tr>
<td>0.892</td>
<td>3.7</td>
<td>A-</td>
<td>0.710</td>
<td>1.7</td>
<td>C-</td>
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<tr>
<td>0.885</td>
<td>3.3</td>
<td>B+</td>
<td>0.700</td>
<td>1.7</td>
<td>C-</td>
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<tr>
<td>0.878</td>
<td>3.3</td>
<td>B+</td>
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<td>0.858</td>
<td>3.3</td>
<td>B+</td>
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<td>0.844</td>
<td>3.0</td>
<td>B</td>
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<tr>
<td>0.830</td>
<td>3.0</td>
<td>B</td>
<td>0.699</td>
<td>0.0</td>
<td>F</td>
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<td>0.820</td>
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<td>B</td>
<td></td>
<td></td>
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<tr>
<td>0.810</td>
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<td>B-</td>
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<tr>
<td>0.800</td>
<td>2.7</td>
<td>B-</td>
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<td></td>
</tr>
<tr>
<td>0.792</td>
<td>2.7</td>
<td>B-</td>
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</tbody>
</table>

A ‘Q’ below 0.700 is a failing mark and ‘0’ is assigned GPA

N.B.: If you earn an A+ in this course the Registrar only records an A; those are SUNY rules.
The objective mathematics are a GUIDE for your final grade assignment. You should be able to estimate, from guidance provided in this Course Information document and honest self-assessment of your preparation and work in this course, including discussions, how you are progressing, and thus have some indication of where you stand along the way. (This is what you have to do in the workplace, especially in Senior Management, i.e., ‘manage by exceptions.’) In addition, feedback given where/when necessary will provide a ‘reality check’ so that you can make ‘course corrections’ to improve your standing. The final grade assigned will take into account: your consideration, respect, & encouragement of others; your desire for learning & discipline in completing assignments; your ability to bring relevant issues to the attention of the class.

Attendance

Each student is expected to attend every class. If an assignment is given in lieu of class session, the student should estimate spending at least the class-session amount of time on that assignment. Faculty are sensitive to other demands on students’ time and emergencies that occur. It is polite & proper, when you know that you will be absent from a class or assignment session, to INFORM the instructor and project teammates AS EARLY AS POSSIBLE beforehand. This kind of responsibility is expected in the workplace & other situations in the ‘real world’. Remember: 15 scheduled sessions at 1 pt/mtg = 15 pts max, but, more importantly a class missed is also discussion points missed at 9 pts/session lost. MISSING FIVE (5) SESSIONS OR MORE = F for course.

Discussions

Participating in discussions is the most significant individual segment of one’s final grade. (This is something you also have to do as Senior Management in order to succeed and to help your company succeed.) There are quality & quantity components to discussions. One could have the highest quality in discussing a matter but participate so infrequently that it gives an appearance of letting others drive discussions or that you have nothing to add. A note on discussions will be distributed separately (Prof. William Pelz, The Two Cardinal Rules of Discussions, SUNY Herkimer CC) by email, which addresses aspects of focus & presentation in participating in discussions; it is applicable to both online postings and face-to-face discussions.

STRIVE FOR QUALITY (Q1) of a high order in discussions. High Q1 discussions raised by all in context of the course are critical for successful learning. If someone has something perceived by that person as important which needs to be discussed, then that person should start a discussion on that issue. Most of us who have had considerable work experience know that high quality discussions/conversations lead to decisions & actions of quality. Thus all should strive to maintain Q1 in discussions. Don’t hesitate to lead by example; use good grammar; stay focused; be considerate of others; encourage others to participate.

Contributing to discussions should be thoughtfully developed and carefully worded – mean what you say, say what you mean. Contributions should address issues/concepts that one finds particularly important. In this class, the following criteria (also applies to written assignments, just the medium differs) will be used to evaluate individual contribution to the discussions (this is important also in business communications):

► RELEVANCE – Contribution is relevant to the material in the unit of study & to the discussion at hand.
► IMPORTANCE – Contribution addresses a significant issue in the module.
► THOUGHT-PROVOKING – Contribution requires high-level thought, not simple non sequitur.
► ORIGINALITY – Contribution should not be essentially the same as that of another participant.

LOW QUALITY CONTRIBUTIONS do not teach anything or contribute anything positive/substantial to a discussion or other communicating process. E.g.: anything biased, prejudicial, off topic, or unsubstantiated; anything carelessly phrased, poorly thought-out, grammatically incorrect or confusing; anything disrespectful of another. (Individual speaking & language abilities are taken into account, BUT ONE MUST DISCUSS!)

HIGH QUALITY CONTRIBUTIONS teach something positive, add something positive/substantial; contain information from a valid source (mentioned) or the textbook/Lecture Note; apply a concept from a legitimate source (Website & others) or the text/Lecture Note in a meaningful way; or facilitate understanding of course material or other contributions. The best contributions not only introduce new ideas or knowledge but help impart understanding of the module.

To best prepare for giving the best discussion contributions, one should do bulleted critical points on index cards or Post-Its or other ‘note’ devices that serve as aide memoires that can be readily referenced in class. Critical thoughts about the readings also get bulleted; these add value to discussion contributions. Critical questions get bulleted. This form of aide memoire is especially helpful to students who may have challenges with English, and good preparation for business practices.
Contribution quality (Q1) will be assessed according to this 0 – 5 scale for each class session that meets:

<table>
<thead>
<tr>
<th>Points</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>Little/no contribution to the discussion</td>
</tr>
<tr>
<td>1</td>
<td>Indicates minimum acceptable understanding of the material &amp;/or willingness to become involved in the discussion</td>
</tr>
<tr>
<td>3</td>
<td>Shows reasonable understanding of the material; meaningful participation in discussion</td>
</tr>
<tr>
<td>5</td>
<td>Delivers significant insight into the topic or opens a potentially significant new line of thinking re the topic</td>
</tr>
</tbody>
</table>

Two (2) points will be used to indicate a cut above the 1-pt level (more than bare minimum but less than reasonable). Four (4) points in a similar manner above to show better than reasonable/meaningful but less that truly significant.

Contribution quantity (Q2) will be assessed according to this 0-4 scale for each class session that meets:

<table>
<thead>
<tr>
<th>Points</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>No participation whatsoever.</td>
</tr>
<tr>
<td>1</td>
<td>Entered discussions less than 3 times; began no major discussion thread.</td>
</tr>
<tr>
<td>2</td>
<td>Entered 3 times; began no major discussion thread.</td>
</tr>
<tr>
<td>3</td>
<td>Entered 3 times; began 1 major discussion thread.</td>
</tr>
<tr>
<td>4</td>
<td>Entered more than 3 times; began 1 or more threads.</td>
</tr>
</tbody>
</table>

A DISCUSSION THREAD, called by some a focused ‘conversation’, is a related set of pertinent discussions on a major issue associated with the discussion topic. Thus a discussion topic can have more than one thread (& usually does) whose discussions are saliently linked. Understanding the topic becomes an amalgamation of understanding its threads. (To help oneself for discussing, PREPARE NOTES about the readings! See above.)

The core of learning comes from discussions. Thus every student is expected lead &/or participate in them. PLEASE NOTE with regard to Q2, it can be tempting to believe all one has to do to get max Q2 points is to mechanically enter a discussion 3 or more times, no matter by whom initiated. The Pelz article (“The Two Cardinal Rules of Discussion”) addresses the kinds of Q2 activity that do not count! (E.g., ’attaboys’ or ‘me to’ types of responses, among others.) Also, engaging in discussion with fellow students is important, thus each student is expected to consider a thread & responses started by a student are as equally important as one started by the instructor or class visitor, and to treat such threads & responses respectfully. (The preceding on discussions was developed by Prof. James Drogan, based on the work of Prof. William Pelz.)

In all class sessions that meet except the first, participation will be assessed. Assuming all 14 other sessions meet, the maximum points for discussion, counting both Q1 & Q2, are 126. (Senior Managers who do not productively participate in upper level management discussions soon find themselves no longer Sr. Managers.)

Written Assignments (COMPLETION REQUIRED)

Being able to express oneself cogently in writing is paramount in the business world. Today’s management information systems (MIS) allow for global communicating in writing as never before capable. To allow a student to assess this skill & develop it, two writing assignments are on the schedule, which must be completed in a timely manner, meaning turned in complete & on time, one electronic version sent to instructor’s EMAIL address BEFORE class, second as HARCOYPY AT START OF CLASS. These will be PREPARED in ‘EXECUTIVE MEMO’ format and not in a traditional ‘essay’ format, which will be discussed in class. (‘Executive Briefing/Memo’ format is critical to one’s success in management; essay formats are not acceptable.)

The product is assessed in much the same way as the bulleted points under “GRADING... one’s OWN ABILITY” and discussion contribution criteria above. In short the same basic principles apply to both oral & written communicating, with variations on the ‘how’. Max pts = 14 (7 each). MUST BE COMPLETED!

Team Project

Approximately 28 percent of one’s grade comes from successful completion of the course Project; this is also the ‘final exam’ for this course and each Team reports on its Project in the last (final exam) class session. The project produces a determination of a Management Info System required to support door-to-door, international, integrated, multimodal transportation of goods and that business process. Describing the UPS door-to-door or similar system is not a suitable project. AT-SEA shipping is to be a SIGNIFICANT consideration. Details about
the project, what’s due when, makeup of project teams, and supporting material will be made available via email following the first class session.

**Project Report** — This is a ‘team’ endeavor, reflecting the realities encountered in the ‘real’ world. A team grade for the final report will be assigned by criteria shown below. Each individual in the team receives that team’s grade. The project’s max points = 70. Project reports shall be submitted in **MS Word** document format (.DOC Compatibility Mode, NOT DOCX). To ensure projects do not derail up-front, project status is queried frequently and a Project Draft Presentation is made in Module 9.

**Team Participation** — Individual participation on a team will be assessed by that person’s teammates as peers and the instructor. The basis of participation assessment is the answer to the following question: “Would you want to be on a working team in the future with this person?” See the scaling described below. One does not assess oneself in this process. The max points per student for team participation = 25, which will be prorated so that team size will be ‘equalized’ and a student’s max points = 25.

SPECIAL NOTE: It may be tempting, as the participation assessment probably will be one’s last ‘activity’ in the course, to treat it less than seriously – **RESIST** doing so! A major, significant, important responsibility in one’s career is assessing others’ performance. (Senior Management does this continually.) This reflects on both the assessed person AND the assessor! E.g.: You too quickly assess someone as extremely capable and do so casually & off-handedly. Person is hired based on your assessment, then doesn’t live up to expectations. That person is put into difficult position and subsequent career is affected seriously. Your judgment is called into question also, affecting your own career. Thus, think carefully about your teammates’ participation and produce a fair assessment. Treat others as you wish to be treated but honestly.

**PROJECT REPORT POINTS**

<table>
<thead>
<tr>
<th>Points</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>Project Report not submitted – <strong>LATE SUBMISSION = NOT SUBMITTED</strong></td>
</tr>
<tr>
<td>50</td>
<td>Project Report demonstrates an adequate understanding of the topics &amp; issues; reasoning &amp; clarity of communication is fair/barely acceptable. Items omitted.</td>
</tr>
<tr>
<td>60</td>
<td>Project report demonstrates a good understanding of the topics &amp; issues; reasoning &amp; clarity of communication is satisfactory; team members are candidates for assigning to a team to further develop the approach to marketing management. Item omitted, e.g., appropriate costs of MIS/IT.</td>
</tr>
<tr>
<td>70</td>
<td>Project Report demonstrates an excellent understanding of the topics &amp; issues; reasoning &amp; clarity of communication is clear &amp; compelling; team members are candidates for leading a team to further develop the approach to marketing.</td>
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</table>

**TEAM PARTICIPATION** – Assessment of Peers

Acceptable answers to TP question & associated points:

**DEFINITELY = 5; PROBABLY = 4; MAYBE = 3; PROBABLY NOT = 2; DEFINITELY NOT = 1**

*This is traditional Likert Scaling which you have probably encountered. As example, one would assess 5 other members in a team of 6. Each individual on 6-person team could get a max of 25 Likert pts, which would equal 25 Project Participation points. For a 5-person team, max of 20 Likert pts would be multiplied by 1.25 to obtain 25 Project Participation points for an individual. For 7, 30 pts x 0.833. Maximum individual points = 25.*

<table>
<thead>
<tr>
<th>Name</th>
<th>Definitely</th>
<th>Probably</th>
<th>Maybe</th>
<th>Prob. Not</th>
<th>Definitely Not</th>
</tr>
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<tbody>
<tr>
<td>[Member Name 1]</td>
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<td>[Member Name 5]</td>
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<td>[Member Name 6]</td>
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To assess, one places ‘X’ in box indicating one’s considered assessment of one’s peers. No self-assessment is done. This form completed for or in the final class session (#15) on Tuesday of Finals Week.
CLASS SCHEDULE & ASSIGNMENTS

Laudons refers to the assigned course textbook (K.C. & J.P. Laudon, Management Information Systems: Managing the Digital Firm [11th Edn, details op.cit.]). 'LN' refers to Lecture Note(s), along with other readings (‘SI’ = Suplemental Info), ‘pushed’ out in advance of the pertinent sessions by the instructor as attachments to email messages. Most of these are in PDF format, requiring Adobe Reader (V.6 or above, V.9 current version) which is down-loadable from Adobe site. ‘Cases’ in Laudons are generally NOT part of the reading assignments but cases can assist in understanding the materials, thus worthwhile reading. Reading/writing assignments & discussion preparation details are found on a module by module basis. ALL DATES 2012; no class 17 Jan 12.. (Also see 'A Guide to the Modules' following the schedule.)

<table>
<thead>
<tr>
<th>Tuesday Dates</th>
<th>Module/Activities</th>
<th>Preparation</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 JANUARY</td>
<td>1. Intro to the Course &amp; to MIS in Transportation</td>
<td>Thorough reading/understanding Course Info. Lecture Notes 'Intro to Course &amp; MIS/T' &amp; 'Barriers &amp; Catalysts to Global Transportation' will be pushed out following 1st session as 'leave behind'.... Executive Memo format/usage to be understood &amp; complied with when doing W.A. #1.</td>
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<tr>
<td></td>
<td>Written Assignment: Executive Memo on Transportation Issues &amp; Technology</td>
<td>W.A. #1 Due Session #3 Tue 31 Jan</td>
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<tr>
<td></td>
<td>Consider Initial Team Make-Up</td>
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<tr>
<td>31 JANUARY</td>
<td>3. The Business Configuration W.A.#1 turned in at start of session Written Assignment: Executive Memo on Business Configuration Due Tue 14 Feb</td>
<td>Read: Laudons, Chap.3. Info Systems, Organizations, &amp; Strategy LN: Thinking About the Business Configuration ***Finalize Project Teams / Push out SI on teams</td>
</tr>
<tr>
<td>7 FEBRUARY</td>
<td>4. Project Report Interim Draft Work Teams meet to work on drafts; brief discussion of drafts start w/Session 6 [FLOATING MODULE] [in event instructor must miss a session, sessions could flip dates.]</td>
<td>Team meetings in classroom Team Project Drafts due Tue 13 March N.B.: Project Team work begins; supplemental info on Project &amp; teamwork to be consulted &amp; read. All Supplemental Info on teams pushed out before this date.</td>
</tr>
<tr>
<td>21 FEBRUARY</td>
<td>6. Business Management Systems Briefs on Project Draft progress Discussion: Selecting IT initiatives for a GITMS/GIFTS</td>
<td>Read: Laudons, Chap.6. Foundations of Business Intelligence, DBs, &amp; Info Mgmt LN: Note on Building a Management System</td>
</tr>
</tbody>
</table>
6 MARCH  

8. Value Analysis  
Discussion: Issues & Change  
Brief Team Status Reports  
Read: Laudons, Chap.14. Managing Projects  
LN: Value Analysis  

13 MARCH  

9. Enterprise Operational Excellence  
Discussion: Enterprise systems, global supply chains & mgmt, business value of CRM, challenges for enterprise applications  
N.B.: Working Draft of Project Report due by Teams w/presentations in class at start of session  
DRAFT is a ‘road map’ in Exec. Memo format  
5pp max single spaced/10pp double spaced (See info related to Project.)  
Read: Laudons, Chap.9. Achieving Operational Excellence…: Enterprise Applications  

20 MARCH  

10. Managing Knowledge for Decision Making  
Brief Team Status Reports  
Discussion: Knowledge, skills, & the Info Tech Planning Process  
Read: Laudons, Chap.11. Managing Knowledge & Collaboration  
Chap.12. Enhancing Decision Making Systems  
LN: Proposal for an Information Strategy & Planning Project  

27 MARCH  

11. Ethical & Cultural Issues  
Brief Team Status Reports  
Discussion: The issues & their impact on MIS & MIS for GIFT  
Laudons, Chap. 4 Ethical & Social Issues in IS  
LN: Cultural Acumen for the Global Manager – Lessons from Project GLOBE  

3 APRIL  

12. Disasters & Failure  
Brief Team Status Reports  
Discussion: Critical elements, impacts of & handling failures  
Read: Laudons, Chap.8. Securing Information Systems  
LN: Recovery – Planning for Continuity  
{LN: [on technology failure, tba]}  

10 APRIL  

13. Managing Global Systems  
Brief Team Status Reports  
Discussion: Keeping current, impact on MIS & MIS for GIFT  
Read: Laudons, Chap.15. Managing Global Systems  
LN: Managing IT in a New Age  
SI: Global Movement Management (IBM)  

17 APRIL  

14. The F•U•T•U•R•E  
Brief Team Status Reports  
Discussion: Significant future issues impacting MIS/IT  
Read: LN: The Challenges of Global Change  
LN: A Small View of a Possible World  
LN: The Coming Merging of Mind & Machine  
LN: Forward to ‘The Eternal eCustomer’  
LN: Notes from the IT Frontline  

24 APRIL  

[Final Exams Period]  

15. Bringing It All Together – The Course Project  
Project Report Presentation:  
Each Team presents report in class; approx. 30 min. for each presentation, short Q&A, & Instructor’s comments.  
This session is mandatory.  

Project Report delivery in Classroom  
(‘final exam’ of this course); ALL present.  
Report feedback to follow presentations; grades & feedback to students via individual email messages afterward.  
Final grades to Registrar by noon Mon 30 Apr  

A GUIDE TO THE MODULES  

Modules 1-14 are the core learning & discussion sessions, the heart of the course. The 15th session brings it all together. Reading, writing, research, & discussion assignments apply to each module as shown. The modules have the following structure:  

► MODULE AT A GLANCE: Summarizes the module, provides information as to reading, writing, & assignments.  
► LECTURE NOTE: Assigned reading(s) not in the textbook. Discussed in class along with textbook.  
► WRITTEN ASSIGNMENT: Instructions about writing assignments (2 in this course + Project writing).
DISCUSSIONS: Topics for discussion in particular module.

SUPPLEMENTARY MATERIAL: Unassigned & assigned relevant material of importance.

At the end of the course, FEEDBACK REGARDING the COURSE will be solicited from each student and each student should look for this. Forms will be filled out anonymously and delivered by a student to GBAT Office.

The resources of the SUNY Learning Network (SLN/Angel) are NOT available for this class’s use. SUNY-MC does not provide any faculty-page facility on its web site. There is, however, a newly established IMPORTANT GRADUATE PROGRAM ‘ANNOUNCEMENTS’ PAGE that students should check regularly:

http://www.sunymaritime.edu/Academics/Graduate%20Program/Announcements.aspx

N.B.: The lack of a SUNY URL for posting course materials means that all such items have to be ‘pushed’ out via email message and all papers, etc. have to be sent to the instructor as email attachments in addition to hardcopy delivered in class. Email messaging with the instructor for the purposes of this course will occur via: Robert Black <rblack.rbc@netscape.com>, with Cc to rblack@sunymaritime.edu (for back-up/work-around purposes in case of problem w/primary to assure one’s work &/or message is received).

This Netscape account is reserved for this section’s course admin & internet communicating with the instructor. Please ensure that this email address is ‘whitelisted’/placed in your various email address books as ‘accepted’. Also do the same for the alternate/Cc address: rblack@sunymaritime.edu. This is VERY IMPORTANT.

This course information document may be updated &/or supplemented from time to time over the term and distributed as a .DOC file attached to an email message sent to students’ email addresses as given at the first session of the course. Students are responsible for TIMELY updating of their contact & personal information for the instructor, as well as with the Registrar/SUNY-MC & department administration/offices. FAILURE TO DO SO COULD HAVE SIGNIFICANT IMPACT ON A STUDENT’S COURSE PROGRESS, GRADE, & CREDIT FOR COURSE.

ACADEMIC INTEGRITY (Any misunderstanding here could cost you your career at Maritime!)

SUNY Maritime College has a strict ACADEMIC INTEGRITY POLICY which is specified at URL:


One does one’s own work and does not pass off the work of others as one’s own. Plagiarism and other forms of cheating or fraud are not tolerated! Regardless of how such matters may be handled within a course, all such violations are reported to Judicial Affairs at SUNY Maritime and are entered into a student’s record.

It is thus extremely important that you cite your sources thoroughly and present your own thoughts and wording about what you find in those sources. Simply lifting from a source without critical thinking and communicating those thoughts is plagiarism and a violation of Academic Integrity. An even more blatant form is outright whole-sale presentation of work that is someone else’s. Such behavior will get you ejected from this institution. More importantly, it demonstrates a lack of ethics that can permanently mar one’s reputation.

A NOTE ABOUT THIS COURSE

This core course for the Masters Program was originally developed by Sr. Prof. James Drogan of the Global Business & Transportation faculty at SUNY Maritime College, and adapted by Adjunct Prof. Robert Black, instructor for this section. Profs Drogan & Black have worked together to select the course textbook and share information regarding supplementary materials. They also discuss and share information on teaching this course. If there is any question about attribution regarding any part of the course, please ask the instructor.

Revised/Updated/Corrected 8Jan12