



COURSE INFORMATION

Course Title:

BUS502 Information Systems Strategy and Sourcing

Semester:

July Session, 2020

Class hour: Monday through Friday, 180 minutes each day, for three weeks. At the end of each week, there will be a one-hour discussion session. The course instructor is available by appointment.

CREDITS(s): 3

Field Trip: According to the professors' teaching plan.

OVERVIEW

Course description

Information System Strategy and Sourcing is an advanced post-graduate business school course designed to introduce the student to contemporary methods and techniques of integrating Information Technology (IT) into organizational strategies. In today's modern world of business, digital capability is critical to success; firms that do not have digital strategies will likely fail. This course will cover the diffusion of IT into key functional areas of the firm, such as operations, marketing, finance, HR management, and other lone and staff functions. Explicit coverage will be given to big data technologies and cloud computing; discussion of data-oriented specialists; emerging IT areas such as blockchain, virtual and augmented reality, machine learning, artificial intelligence, and Process Virtualization Theory. Finally, we will also discuss such critical current topics as mobile security, fake news, troll factories, and cybersecurity frameworks.

Students will be expected to engage in lecture/discussion with the Instructor, participate in in-class exercises, and provide presentations of case studies from the text.

LEARNING OUTCOME

Upon successful completion of the requirements for this course, students will be able to:

- A deep appreciation and understanding of the strategic role played by Information Technology (IT) in essentially all organizations, worldwide, today.
- Skill in how to analyze and organize information according to frameworks and concepts derived from the growing academic subject field of IT.
- Knowledge of how organizations can create value from sound IT management, including the collection of data, “deep dive” methodologies of analysis, and development of predictive analytic models for data interpretation and usage.
- Insight into how organizations create and execute strategies for IT competence and the inclusion of these strategies in the overall strategic framework of the firm.

Disclaimer: Course schedule is subject to change and you will be responsible for abiding by any such changes.



- Appreciation of the current debate surrounding personal privacy and information, and how this impacts the usage of IT management today.

LEARNING RESOURCES

Prescribed textbooks

G. Piccoli and F. Pigni, F., Information Systems for Managers with Cases, Edition 4.0 (Burlington, VT: Prospect Press, 2019). This text is available in both e-book and paperback. While the prior edition 3.0 (2016) of this text is acceptable, students are highly encouraged to access this most recent updated version.

A recommended—but not required—second text reference is: Turban, E., Volonino, L, and Wood, G.R., Information Technology for Management, 10th Edition (NY: Wiley, 2015).

WEEKLY SCHEDULE

Week	Day	Topic	Reading
1	1	Introduction to the course; expectations, requirements and assignments. Read: Chapter1:Information Systems and Role of General and Functional Managers	Chapter 1
	2	Information Systems Defined	Chapter 2
	3	Organizational Information Systems and Their Impact	Chapter 3
	4	The Changing Competitive Environment	Chapter 4
	5	Review of the week; Presentations of case assignment1	
2	1	Digital Business	Chapter 5
	2	Strategic Information Systems Planning	Chapter 6
	3	Value Creation and Strategic Information Systems	Chapter 7
	4	Mid-Term Exam	
	5	Review of the week;Presentations of case assinment2	
3	1	Value Creation with Information Systems; Appropriating IT-Enabled Value Over Time	Chapter 8 Chapter 9
	2	In-class case presentations	Textbook 1
	3	Funding Information Systems	Chapter 10

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	Creating Information Systems	Chapter 11
4	Information Systems Trends	Chapter 12
	Cybersecurity, Privacy, and Ethics	Chapter 13
5	Final Exam	

ASSESSMENT

Assessment Task	Score Percentage
Attendance and Class Participation	10%
Mid-term exam	30%
Group Case Presentation	20%
Final exam	40%
Total	100%

DETAILS ON GRADE COMPONENTS

Note on Assessment:

Attendance and Participation: Students are required to attend all classes and participate actively. Students should treat their classroom obligations as they would treat any serious professional engagement. Your participation grade will be based on the instructor's assessment of how well you contribute to classroom dynamics relative to your class peers.

NB: In case of an absence, the student is responsible for the materials and assignments for that class; it is the student's responsibility to inform the instructor regarding absences and assignments that are missed. **Unexcused absence from three or more scheduled class sessions will be grounds for failure in this course.** If you do have to miss class due to a personal emergency, please let the instructor know as soon as possible. Such emergencies will be dealt with on a case-by-case basis.

Participation grades will be based on **quality** (an in-class performance that reflects intellectual depth, insightfulness, and contribution to class learning) and **quantity** (consistency and regularity of performance).

Accordingly, **you are expected to read the related chapters before participating in the class.** Be prepared to be called upon to "open" a class discussion by presenting your full analysis and thoughts on the assigned topic at the start of class, or to be asked through a "cold

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call" for comment during the discussion.

The grading of class participation is necessarily a subjective exercise. However, high-quality comments have one or more of the following characteristics: **(1) insightfulness, (2) appropriate application of course concepts, and (3) advancement of the in-class discussion at hand.**

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Some specific criteria for evaluating discussion contributions are:

- Does the student demonstrate an eagerness to participate?
- Is the student a good listener? Does he/she build on others' comments?
- Is the student willing to interact with other class members?
- Are the points made relevant to the discussion? Are they linked to others' comments?
- Do comments demonstrate evidence of in-depth analysis of the case?
- Do comments add to our understanding of the situation?
- Do comments make a substantive contribution to the advancement of our analysis?
- Is there a willingness to test new ideas, or are the comments "safe?"
- Do comments show an understanding of concepts or analytical techniques properly applied to the current situation?
- Is the student presenting insightful quantitative analysis (when required)?
- Is the student demonstrating ethical considerations and insights?

Group Case Presentation

Beginning on p. 379 of the text (latest edition) are ten case studies. Students will be required to form a group (maximum of three students), select a case, and then make an in-class presentation of the case using PowerPoint slides. See the cases for questions to be addressed in the presentation. A maximum of fifteen minutes will be allowed for the presentation, and class Q&A will follow. One grade will be given to all group members.

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Final Exam

The exam will consist of 5 questions. All questions worth 10 marks each, totalling 50 marks. Exam format depends on the course instructor and is subject to change. Further instructions will be provided by the course instructor.

Course Grading:

Upon completion of this course, you receive a final grade. A final grade is a letter grade that carries with it a numerical value, as outlined below.

Grade	Mark
A	80-100
B	70-79
C	60-69
D	50-59
E	0-49

To pass this subject, students are required to obtain Grade B or above in order to satisfy all the intended learning outcomes.

CLASSROOM ETHICS & COURSE POLICIES

Being respectful of others' opinions, values and culture

Cell phones are only permitted when the usage is related to the course. Absolutely **NO TEXTING** during class will be tolerated. If you have an emergency situation and you must be able to be reached, set the phone to vibrate and leave the room immediately when it goes off.

Any student with a documented disability needing academic adjustments or accommodations should notify the instructor or the program administrator before the start of the program, so such an arrangement will be made accordingly.

Any student who anticipates a schedule conflict because of religious reasons should make arrangements within two weeks of the start of class.

Academic misconduct

Please follow the guideline of the university policy. Academic dishonesty or misconduct will not be tolerated and may result in disciplinary action including a grade F for the course. Work submitted must be the original work of the student. Original work may include the words and ideas of others, but the source of these words and ideas must be indicated in a manner

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consistent with an academically recognized form, style, and citation manual. Resubmission of work previously presented in another course is prohibited.

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