

Syllabus

MGMT 215: Principles of Business Information Management - Fall Quarter, 2010 (Hybrid)

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INSTRUCTOR

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CLASS MEETINGS

Although this course is primarily online, there are three scheduled face-to-face class meetings during the quarter. These are not mandatory, but it is strongly recommended that you attend these sessions if possible. They will be held in the **ALD 104** computer lab from **6:00-9:00 pm** on the following evenings:

- o Tuesday 9/21
- o Tuesday 9/28
- o Tuesday,11/16.

COURSE DESCRIPTION

This introductory course is designed to prepare business and information systems students to understand the principles of managing information as a critical business resource and the role that these principles play in the overall management of organizations.

TEXTBOOKS

There are **NO Required Textbooks** for this class. Links to required readings and other resources will be given each week and a suggested bibliography of supplemental materials will be developed throughout the course. These will be available on the internet or posted on Blackboard.

PREREQUISITES

There are no required prerequisite courses. However, in order to gain the most from this course you should have the following:

- College level reading and writing skills
- Computer with Internet access
- E-mail, word processing and spreadsheet capabilities
- Familiarity with Internet, World Wide Web, standard business software such as MS Word and MS Excel.

COURSE OBJECTIVES

Upon completion of this course, students will be familiar with and will be able to apply the following:

- **Personal Information Management:**
 - Identify personal strategies for managing information.
 - Recognize business issues related to information overload.

- **Basic Information Principles and Terminology:**
 - Understand the differences between data, metadata, information and knowledge
 - Understand the value of information
 - Understand classification schemes for organizing information
 - Understand the role of metadata in managing information and data.

- Understand the information lifecycle
- **Information literacy**
 - Find, analyze, synthesize and present information
 - Understand the significance of questions in finding and evaluating information
 - Recognize the information literacy competencies required for business
 - Recognize the differences between information, disinformation and misinformation
 - Research and document the information needs and issues of a community or organization
- **Systems Thinking:**
 - Understand basic concepts of “systems thinking” and discuss their relevance to information and business decision making
 - Understand the importance of feedback loops and information channels
- **Impacts of Data Quality:**
 - Describe the dimensions of data quality
 - Discuss the business impacts of poor data quality
 - Identify ways to assess and improve data quality
- **Data Management in Organizations:**
 - Recognize data as a business asset and a resource that can be managed
 - Understand the roles and responsibilities of business, I.T. and data management professionals for managing an organization’s data resources
 - Describe the purposes for operational databases, operational data stores, data warehouses, data marts, etc...
- **Knowledge Management:**
 - Describe the evolution and importance of knowledge-management in organizations
 - Describe methods and tools used to process data into knowledge and business intelligence
 - Understand issues and opportunities for implementing knowledge management systems
- **Information Ethics, Privacy, Security and Controls:**
 - Understand issues related to information ethics, privacy and security
 - Discuss compliance issues related to government regulations and controls on business information.
- **Emerging Trends:**
 - Explore emerging trends and issues related to information management, the web, and business.

COLLEGE WIDE ABILITIES

College-wide abilities are those life skills that all students receiving a degree will attain. The College Wide Abilities of Communicate, Act, Reason and Explore are described in

more detail at <http://www.edcc.edu/cwa/> . In this course, you will practice all of these abilities to some degree. More specifically, you will learn and practice the following information literacy skills as defined by the Information Literacy Competency Standards for Higher Education:*

An information literate individual is able to:

- *Determine the extent of information needed*
- *Access the needed information effectively and efficiently*
- *Evaluate information and its sources critically*
- *Incorporate selected information into one's knowledge base*
- *Use information effectively to accomplish a specific purpose*
- *Understand the economic, legal, and social issues surrounding the use of information, and access and use information ethically and legally*

- Association of College & Research Libraries

*Information Literacy Competency Standards for Higher Education - Association of College & Research Libraries
<http://www.ala.org/ala/mgrps/divs/acrl/standards/informationliteracycompetency.cfm>

INSTRUCTIONAL METHODS

This course is taught in an online format with THREE scheduled face-to-face meetings in a computer lab. There are two primary tools that you will use for this class:

- **Blackboard:** Blackboard will be your “home base” for the course, but it is not where you will do your day-to-day class activities. It is where your grades and assignments will be posted, and where you will find links to other sites.
- **Google Apps:** This may be different than other online courses you have taken. Your discussions and blogs will be managed within the [Google Apps](#) for Education environment. This is a free, internet based wiki environment provided by the college. I've set up a private site for this class, so you will have to log-in with your edmail account. You will receive instructions about how to do this, and how to use the Google Apps tools during the first face-to-face meeting in the lab on September 21, 2010. Links will be provided from Blackboard, so you can always go to Blackboard first to access the Google site(s). If you do not know how to access your edmail account, information about how to log-in can be found at <http://www.edcc.edu/edmail/>.

During the course, you may also be asked to explore other online tools that are freely available on the web as part of your learning activities.

ONLINE (HYBRID) FORMAT

As an online course we will need to work together to create an effective learning environment. A variety of learning situations will be used that include; written (and face-to-face) lectures, course materials, class

and small group discussions, research activities and projects.

Online learning is very self-directed. You will be expected to read and complete assignments, prepare, analyze and synthesize information/assignments/activities, and participate in discussions to the best of your abilities. Your discussion participation and written responses will be assessed on the basis of quality, depth, breadth and accuracy. For more information on how these will be assessed, please see the separate document entitled "[Rules of Engagement](#)".

EXPECTATIONS

I expect that you will assume an active role in your own learning process, by

- taking **responsibility** for understanding the material and deliverables
- completing reading or deliverables **on time** and being prepared for discussion
- sharing information freely with others and **actively participating** in discussions
- being thorough, thoughtful and concise in your discussions, assignments and projects
- delivering **high quality work** that is correctly spelled, neat, readable and grammatically correct
- demonstrating **independent learning** of tools and seeking out relevant resources

My role is to be your guide through this material, and therefore you can expect that I will do my best to:

- plan relevant "real-world" **learning activities** to meet course objectives
- clearly **define expectations** and deliverables
- adjust the **pace and schedule** as needed to assure understanding and meet objectives
- **explain difficult concepts** in a manner that allows you to understand
- give you **meaningful feedback** to help with your learning process
- assign grades in a **fair and consistent** manner

Reading: It is your FIRST responsibility to carefully read and understand the entire contents of this Syllabus as well as the Rules of Engagement and other introductory files. You must also read each week's course materials before activities and discussion questions begin. There is a lot of reading in this class. Consider that the time you would spend sitting in a classroom each week will be replaced by time reading and listening to or viewing online media. You can expect to dedicate a *minimum* of 5 - 10 hours per week to this class.

Discussions: [Your weekly online activities are the core of this class.](#) They serve two functions; the first is to give you the opportunity to use and discuss the information covered each week; the other function is to create that "learning environment" where you feel connected to other students and part of a class. Your involvement and participation is vitally important to the success of this class.

COURSE DELIVERABLES* AND GRADING

Course activities and deliverables are intended to provide hands-on practice and assess your understanding of the concepts covered in this course. Please see the document "Rules of the Road" in the Introductory Materials for more guidelines regarding deliverables.

Grading Weights/Percentages

Grading will be on total points earned as a percentage of the total possible points (listed below):

Assessment	Weight/ Percentage
1. Weekly Participation and Activities	50%
2. Term Project	50%

Total Points 100

As you can see, 50% of your grade will be for participating in weekly discussions and activities (some will apply to your term project as well) . The other 50% will be for the final term project deliverables. Some extra-credit or “make-up” points may be given throughout the quarter, at the instructor’s discretion.

Grading Table

Grade Points for Percentage of Points earned			Letter Grade Equivalency
4.0=95%	2.9=84%	1.8=73%	A = 4.0 - 3.9
3.9=94%	2.8=83%	1.7=72%	A- = 3.8 - 3.5
3.8=93%	2.7=82%	1.6=71%	B+ = 3.4 - 3.2
3.7=92%	2.6=81%	1.5=70%	B = 3.1 - 2.9
3.6=91%	2.5=80%	1.4=69%	B- = 2.8 - 2.5
3.5=90%	2.4=79%	1.4=68%	C+ = 2.4 - 2.2
3.4=89%	2.3=78%	1.4=67%	C = 2.1 - 1.9
3.3=88%	2.2=77%	1.3=66%	C- = 1.8 - 1.5
3.2=87%	2.1=76%	1.2=65%	D+ = 1.4 - 1.2
3.1=86%	2.0=75%	1.1=64%	D = 1.1 - 0.9
3.0=85%	1.9=74%	1.0=63%	D- = 0.8 - 0.7

ASSESSMENT

There will be no final exam for this course – instead you will complete a term project that allows you to demonstrate all of the course objectives. This project will have activities that will be delivered in phases throughout the quarter. You will be assessed according to rubrics that will be provided with each assignment. Weekly online discussion and activities are also important for demonstrating a progression of your understanding of the material and concepts throughout the course. Feedback will be provided on “interim” project deliverables and will not be worth as many points as the final project deliverable. However it’s important that you turn these in according to schedule. These drafts provide an opportunity to get instructor feedback prior to the final deliverable. The entire project will be turned in at the end of the quarter for a final assessment of learning and full credit. A detailed explanation of the final project will be provided during the second week.

If you participate, complete all of the assigned work on time, and demonstrate a reasonable understanding of the concepts being discussed during your weekly online blogs and discussions, it should not be difficult to get a decent grade in this course (2.5 or better).

***Instructor’s Disclaimer:** Due to the nature of this course, I reserve the right to make adjustments to deliverables and grading in order to facilitate learning.

ACCESS TO COURSE MATERIALS

A Blackboard classroom and Google Sites will be used for this course. These will be the central repository for all course material as well as communications with classmates

and the instructor. You are responsible for checking these sites regularly.

You can also find a variety of useful information about Blackboard and online courses at the Edmonds Community College [Distance Learning Resources Web Pages](#) . That site includes links to various resources, plug ins, and tips and tricks that you may find useful.

ATTENDANCE/PARTICIPATION

As an online course, attendance will be measured by your participation in online discussions and assigned activities. The three Face-to-Face sessions are not required, but **STRONGLY ENCOURAGED** and will count as a weekly activity. If you can't attend, please contact me to find out how to make up the points.

More important, however, is that if you don't participate you will miss a learning opportunity that will affect your success in later assignments. If you are aware of a situation that prevents you from meeting the online participation standards or face-to-face meetings, please contact me and we can discuss it.

ACADEMIC INTEGRITY

Please see the Student Rights and Responsibilities related to Academic Dishonesty. http://www.edcc.edu/stulife/government/student_discipline.php. **You are expected to complete your own work.** Academic dishonesty will be handled according to college policy and may result in a failing grade for the course. See the Student Code of Conduct available by contacting ASEdCC or Dean of Students.

All forms of education, and distance learning in particular, assume a high level of trust between the instructor and students. You will be expected to communicate with class members and the instructor in a professional and respectful manner. I trust that all work is the product of your own efforts and that if you are referencing outside sources, you cite those sources in your work. For the purposes of this course, I will expect all sources to be appropriately cited using the MLA standard citation format. Citation Guidelines can be found at: <http://www.edcc.edu/library/guides/default.htm>

SPECIAL ACCOMMODATIONS

If you require an accommodation for a disability, please contact Services for Students with Disabilities, WDY 114, (425) 640-1320, ssdmail@edcc.edu.