

Running Head: COURSE SYLLABUS FOR IS 7010-T

IS 7010: Technology Strategy

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Hawaii Pacific University

Term 2 2008

Section T

Course Description

IS 7010 is a capstone course for the MSIS program of study, and is designed to bring a strategic planning and policy-making perspective to the many issues studied in previous IS courses. Students should complete IS 6100 before enrolling in IS 7010. (Course requirements for IS 6100 are shown in Figure 1.)

Because of the IS 7010 course material and the accompanying workload, MSIS students should complete IS 7010 before enrolling in IS 7100, 7150 or 7200. The course prerequisite for IS 7010 is *either* IS 6230 *or* IS 6100.

The course focuses on two major areas of interest: (a) the process by which technology and innovation are used as integral elements of the strategic plans of an enterprise; and, (b) processes by which meaningful and effective policies are formulated, implemented, and evaluated as a means to move from vision to action. Course requirements for IS 7010 are shown in Figure 2.

This course is a capstone course and, does not concentrate on any specific area of technological or product development. Students are expected to use the skills and knowledge they have developed in other master's courses. This is in contrast with functional or technology focused courses offered in the MSIS and MBA programs. This is an information systems course, so it is biased towards information systems and technologies. This course uses decision-making processes and theories that are essential for information systems management.

Communication skills are an important part of most course assignments. Students are required to submit work that is well organized and suitable for an executive audience. Additional assignments may require verbal presentations, online comments, slideshows, or other formats.

Course Management

The syllabus and schedule are subject to change without advance notice.

The instructor uses TurnItIn.com and <http://billso.com/7010> ("the 7010 website"). Students are responsible for checking these announcements on a regular basis. Course assignments and a schedule are listed in Table 1. Updated course schedules will be posted at the 7010 website on a regular basis.

Information about the course and instructor is shown in Figure 5. *This section of IS 7010 uses the plus-minus grading system.* The grading scale is listed in Table 2.

Student Responsibilities

This is a graduate-level course. Individual students are responsible for reading the material and keeping pace with the course schedule. Students who fall behind in their readings may have problems later in the course.

Mastery of advanced communications, management, and critical analysis skills must be demonstrated in each assignment and examination. Consequently, the professor expects all readings and other assignments to be completed PRIOR to writing assignments and exams.

Additional readings will be posted in the 7010 website, in TurnItIn.com and on the instructor's course blog. Students are expected to check these web sites weekly for additional readings and schedule changes.

The instructor posts supplemental readings on the blog, along with his comments on these articles. The blog has an RSS feed as noted in Figure 5.

Students can subscribe to this RSS feed using a web browser such as Internet Explorer, Firefox or Safari, or by using an RSS reader like Outlook, Bloglines, Google Reader, or My Yahoo.

Assignments

All assignments and exams are to be done by the individual student. Some written assignments include peer reviews conducted by 1 or more students. After the peer reviews are completed, students have several days to revise and submit the final versions of their papers.

Textbook readings are listed in Table 1. The assignment details are posted at least two (2) weeks in advance for most assignments.

Some assignments may require students to participate in exercises, discussions or presentations during course meetings. Students should advise the instructor in advance if they plan on missing a course meeting. Alternative assignments may be provided at the instructor's discretion.

Students may receive a reduced grade or a zero for any assignments that they have missed or submitted late.

The instructor expects students to turn in their best work on each assignment, and grades each assignment as a completed work. Resubmission of the final version of assignments is not permitted.

The instructor may return assignments without marking a grade. This indicates that the submission has major flaws or errors that must be corrected by the student. Reasons for an ungraded assignment are shown in Figure 3.

Assignments and examinations usually have a minimum word count that reflects an average or “C” assignment grade. Students may longer assignments.

Examinations

There is a final examination in this course. The instructor may also use quizzes during the term. The final examination is cumulative.

An examination uses essay questions as the primary assessment tool. Exams are written by individual students in a word processor, and submitted as a DOC, PDF, or text file to TurnItIn.com.

APA Formatting of Written Assignments

Each written assignment submitted to TurnItIn.com is expected to be a finished piece of business correspondence that meets the highest professional standards with regards to content, research, logic, grammar, and spelling.

Specific written assignments use the format guidelines described in the 5th edition of the *Publication Manual for the American Psychological Association*. Students may also use the 2007 *APA Style Guide to Electronic References*. Formatting determines at least 10 percent of the total grade for these written assignments.

This syllabus is formatted to APA standards, and may be used by students as a convenient example. Please see the additional documents on APA formatting posted at <http://billso.com/apa/> and <http://www.apastyle.org>

Sources and references

Students should use the textbook as their primary reference when preparing assignments. Use authoritative, reliable external sources as needed. Be careful when using marketing and sales materials, including “white papers”, corporate web sites, advertising supplements, and press releases. Students are encouraged to use the university’s library resources, including several excellent databases available on the *Library* tab in Campus Pipeline.

All sources and external materials used in written assignments and discussion materials must be properly cited according to APA standards. Accurate citations and reference lists provide additional evidence that each student has mastered and understood the course material.

Academic Honesty

It is the professor’s position that experienced graduate students are *honorable, hard working, and ethical*. This capstone course has been designed as a challenging intellectual experience that depends upon these qualities. In the unexpected event that this trust is abused, the students involved may expect to be referred to an academic conduct board. Please see the attached handout for the University’s academic honesty policies, as well as the discussion in Figure 4 for more information about this topic.

References

- Burgelman, R. A. & Grove, A. S. (2006). *Strategic dynamics: Concepts and cases*. Boston: McGraw-Hill Irwin.
- Sodeman, W. (2007, January 31). Competitive advantage and key success factors. Retrieved August 22, 2007, from <http://billso.com/2007/01/31/ca-ksf/>
- Venkatraman, N. V. (2003, June 23). Other voices: The real impact of IT is just beginning. *InformationWeek*. Retrieved June 27, 2003, from <http://www.informationweek.com/story/showArticle.jhtml?articleID=10700309>

Knowledge

1. Understand how businesses use information operationally, managerially, and strategically
2. Understand key computer and communications vocabulary and concepts (hardware, software, networking)
3. Classification of systems architectures (e.g. centralized, distributed)
4. Differentiation of applications by function (e.g. transaction, decision support, management reporting).
5. The role and use of systems development life cycles
6. Methods for evaluating the efficacy of new and existing information systems.

Skills

1. Ability to scope business problems and identify key IS. elements
2. Apply Porter's strategic models to organizational information systems
3. Identify and classify systems architectures
4. Evaluate the feasibility of proposed IS solutions and choose among alternatives in a professionally supportable way.
5. Write well focused executive summaries of IS problems and proposed solutions
6. Produce professional level analyses as part of a project team
7. Use online research and communications tools to coordinate and complete studies.

Figure 1. IS 6100 course objectives.

1. Understand the role of information and information systems in the health and growth of business entities.
2. Be able to analyze and identify external and internal forces contributing to the competitive position of the enterprise.
3. Be able to direct activities designed to create, implement, and evaluate strategic planning in the organization.
4. Be able to identify the constraints and responsibilities associated with strategic planning and policy making in the corporate environment.
5. Understand how technology and innovation can be leveraged for competitive organizational and industrial advantage.

Figure 2. IS 7010 course objectives.

- 1) *Assignment was submitted late, without prior notice or discussion with the instructor.*
- 2) *Poor or insufficient discussion of assigned reading(s).*
- 3) *Poor or insufficient coverage of assignment requirements.*
- 4) *Grammar or writing.* All assignments should be carefully written and prepared for an audience of CXOs and executives. Clarity of written communication is an important component of this course.
- 5) *TurnItIn.com originality index is more than 20 percent.* This metric indicates possible problems with quotations or paraphrasing. Avoid the clipboard - do your own writing.
- 6) *Inadequate URL, reference list or citations.* All sources must be cited, including accurate URLs, cases and textbook readings. *Students may use page numbers to cite the textbook and their assigned case, instead of a full in-text citation.*
- 7) *Poor APA formatting.* All students are required to use the APA Publication Manual while preparing written assignments.

Figure 3. Typical reasons that written assignments are returned ungraded.

TurnItIn.com is a required service for this course. Students who cannot access TurnItIn.com, or who do not wish to use the service, should register for another instructor's section of the course.

The instructor may return assignments without a grade if they have a high originality score. TurnItIn.com identifies published content web pages and student assignments that have already been indexed in its system. The service then assigns a percentile score based upon this analysis. The lowest possible originality score is zero percent, which indicates that the submission is most likely the product of the student's own writing.

The instructor uses TurnItIn.com analysis results, his archived files, college records, and other services to determine the originality of student submissions. HPU student fees cover the costs of this service for this course.

The TurnItIn.com service helps protect student intellectual property by storing an indexed version of discussion materials and written assignments submitted to this course. TurnItIn.com does not sell or distribute student papers. For more information on this service and its policies, see the TurnItIn.com web site.

Figure 4. TurnItIn.com and this course.

Instructor:	William A. Sodeman, Ph.D., Associate Professor, Information Systems	Course meetings:	Tripler BEC Thursdays, 17:30-21:30
Office:	1188 Fort Street Mall, Room 323, Honolulu, HI 96813 808-544-1463 (voicemail), 808-791-8990 (FAX)		
E-Mail:	wsodeman@hpu.edu	Office hours:	Wednesdays, 1300 to 1500 PM, and by appointment.
Web sites:	<p>https://turnitin.com/ is used for assignment submissions and feedback, and also provides a secure gradebook. Section number 2123923. Please contact the instructor for the enrollment password.</p> <p>http://billso.com/7010/ is the instructor's web site, which provides access to course materials and information.</p> <p>http://billso.com/apa/ is the instructor's web page for APA formatting tips.</p> <p>http://rss.billso.com/billso7010 is the RSS feed for the instructor's course blog.</p>		
Required texts:	<p>American Psychological Association. (2001). <i>Publication manual of the American Psychological Association</i> (5th ed.). Washington, D.C.: Author.</p> <p>Burgelman, R. A. & Grove, A. S. (2006). <i>Strategic dynamics: Concepts and cases</i>. Boston: McGraw-Hill Irwin.</p> <p>(Note: students should not list the APA manual in the reference lists for their assignments.)</p>		
Optional texts:	<p>American Psychological Association. (2007). <i>Electronic media and URLs</i>. Retrieved from http://www.apastyle.org/electmedia.html</p> <p>American Psychological Association. (2007). <i>APA style guide to electronic references</i>. Washington, D.C.: Author.</p> <p>(The above text is available as a PDF file for a nominal fee. See http://books.apa.org/books.cfm?id=4200061.)</p>		

Figure 5. IS 7010 course and instructor information.

Table 1. Assignment weighting and schedule for IS 7010-T, Term 2 2008

Meeting date	Readings in text	Topics and activities	Assignments <i>Italics = in-class</i>	Total points	Due date
10 Jan	pp. 3-14	Introductions Web site sign-ins SWOT P vs E 7 forces model	<i>Analysis exercises</i>	10	10 Jan
17 Jan	pp. 14-15 pp. 23-51	Value chain Dynamic forces Key success factors Competitive advantage Managing your CXOs Case analysis tips	Paper 1	20	16 Jan
24 Jan	p. 4 pp. 15-16, 23-77	Intel DRAM and 1999 Strategic inflection points Driving forces	<i>Case discussion 1</i>	20	24 Jan
31 Jan	pp. 16-21, 85-146	Intel recap Strategy and inertia The valley of death Netscape and AOL	Paper 2	30	30 Jan
7 Feb	pp. 5, 245- 283	Intel beyond 2003 Convergence Nokia vs Samsung	<i>Case discussion 2</i>	30	7 Feb
14 Feb	pp. 6, 365-366, 389-414	Convergence recap Intellectual property Fair use Disney in 2001 & 2003	<i>Case discussion 3</i>	30	14 Feb
21 Feb	pp. 415-435	Universal Music Group Digital publishing	<i>Case discussion 4</i>	30	21 Feb
28 Feb	pp. 7, 437-469	Telecommunications Historical perspective Switches vs packets Broadband	Paper 3 draft	20	27 Feb
			<i>Paper 3 peer reviews</i>	20	28 Feb
6 Mar	pp. 470-492	Course evaluations VoIP	Paper 3 revisions	30	5 Mar
				60	12 Mar
13 Mar		Course review	Final exam	100	18 Mar

Note: Schedule and assignments may be revised during the term.

Table 2. Grading scale

Total Points Earned	Final letter grade
100-93%	A
90-92%	A-
87-89%	B+
83-86%	B
80-82%	B-
77-79%	C+
70-76%	C
<70%	NC

Hawai'i Pacific University supports and protects the academic freedom of both the faculty and the students. The examination of partisan views, no matter how controversial, within the purview of a course of instruction, is the very life-blood of freedom of thought and inquiry in an educational institution within a free society.

Like all other rights and privileges in a free society, academic freedom is constrained by other freedoms and rights of individuals within the society. Academic freedom necessitates the recognition of significant contrary viewpoints and requires a degree of respect for the rights of others to hold such contrary viewpoints. Academic freedom requires differentiation between personal views and opinions and proven facts of broadly held conclusions within a discipline. It is neither possible nor desirable to attempt to enumerate the limits of academic freedom. In general, academic freedom is abused when important individual rights of others within the community are denied under the guise of academic freedom.

All members of the University will be expected to exercise their rights to academic freedom responsibly. (HPU Policies and Procedures)

POLICY ON ACADEMIC HONESTY

The University's policies and procedures regarding Academic Honesty are published for your review and information. Please read them carefully.

I. General Statement

It is Hawaii Pacific University policy that any act of Academic Dishonesty will incur a penalty up to and including expulsion from the University. Any student, who cheats on an academic exercise, lends unauthorized assistance to others, or who hands in a completed assignment that is not his or her work will be sanctioned. The term "academic exercise" includes all forms of work submitted for points, grade, or credit.

II. Definitions

Academic Dishonesty involves the following:

A. Cheating

1. The intentional use of or attempted use of unauthorized assistance, materials, information, and/or study aids in completing an academic exercise.
2. The act of collaborating and working together on any academic exercise without the approval of the instructor, producing an exercise which is similar in content and form, so as to create doubt as to whether the work was truly the product of individualized effort.
3. Examples of cheating include but are not limited to:
 - a. Giving or receiving unauthorized assistance during examinations;
 - b. Submitting an assignment that is so similar in appearance, content, and form to an assignment submitted by another person that it could not have been independently produced.

B. Plagiarism

1. The deliberate use or reproduction of ideas, words, or statements of another as one's own without proper acknowledgement or citation.
2. Examples of plagiarism include but are not limited to:
 - a. Using verbatim or paraphrased text without proper citation;
 - b. Paraphrasing so as to mislead the reader regarding the source;
 - c. Submitting, without permission, the same written or oral material in more than one course;
 - d. Obtaining research or laboratory data from another individual or source but presenting it as one's own

C. Facilitating Academic Dishonesty

Intentionally or knowingly helping or attempting to help another commit an act or acts of academic dishonesty as defined in this policy.

D. Fabrication

1. The intentional or unauthorized falsifying or inventing of any information or citation in an academic exercise or University document.
2. Examples of fabrication include but are not limited to:
 - a. Falsifying data or signatures of an official University document (e.g., registration form, college record, and/or transcript);
 - b. Misrepresenting a fact in order to obtain a course exemption, waiver, or withdrawal.

III. Procedures for Academic Dishonesty

A. Instructor Action

Incidents of Academic Dishonesty substantiated by evidence may be dealt with by the instructor in the classroom in one of the following ways. Suggested penalties are:

1. Require the student to redo the exercise or a new exercise as a condition for continuing in the course or avoiding one of the other penalties below.
2. Give the student an "F" or a "0" for the exercise and permit it to be redone with or without a penalty at the instructor's discretion. For example, the grade on the new exercise could replace the "F" or "0", or it could be averaged with it, or lowered by one letter grade.
3. Give the student an "F" or a "0" for the exercise and not permit it to be redone.
4. Lower the course grade or assign a course grade of "F".

Even if the instructor disposes of the case in the classroom, a Report of Academic Dishonesty must be submitted to the Vice President of Academic Administration via the appropriate dean. The Report should detail the dishonesty act and the disposition. If the student disagrees with the instructor's

decision, the student may make a written appeal to the appropriate dean in accordance with the Academic Grievance Procedures in the current Student Handbook. Students in the School of Nursing should also refer to the Student Nursing Handbook.

B. Academic Dean and Vice President for Academic Administration

The Vice President of Academic Administration maintains a confidential tracking system of repeated acts of Academic Dishonesty. The Vice President of Academic Administration will notify the appropriate dean if the student is a repeat offender, and the dean must then attempt to interview the student to assess the situation. If the student refuses to be interviewed without a verifiable reason (e.g., a documented medical emergency) then this will be noted. After the interview (or reasonable attempts to schedule one), the dean may impose additional penalties, and/or refer the incident to the Vice President of Academic Administration. The Vice President of Academic Administration may then impose additional penalties or uphold penalties already imposed. The Vice President of Academic Administration may refer the incident to the Academic Conduct Review Board. Throughout all these actions, the instructor involved will be kept advised. One possible penalty for repeat offenders is expulsion from the University.

C. Academic Conduct Review Board Action

Action by the Board will conform to the guidance outlined in the Student Handbook. Board action must be approved by the Vice President of Academic Administration prior to execution.

IV. Time Line for Academic Dishonesty Incidents

A. Instructor Action

The Report of Academic Dishonesty should be submitted to the dean of the college in which the course is located within ten (10) working days of discovery of the incident. The instructor may set his or her own time for corrective action but expedience is encouraged.

B. Appropriate Dean Action

The dean of the academic division involved will review the instructor's Report of Academic Dishonesty and forward it to the Vice President of Academic Administration within ten (10) working days. The Vice President of Academic Administration will tell the dean if the student is or is not a repeat offender within another ten (10) working days. The dean will invite the student to be interviewed within another ten (10) working days. If the student cannot meet in this time period, the dean may proceed to the next step immediately, or choose to make a reasonable delay to accommodate the student. If the dean decides to take punitive action, the dean will decide appropriate action within an additional ten (10) working days. The student may appeal the decision to the dean in accordance with the Student Handbook within ten (10) working days of being notified. The instructor may also appeal the recommendation of the dean to the Vice President of Academic Administration within ten (10) working days.

C. Vice President of Academic Administration Action

If the dean forwards the Report of Academic Dishonesty to the Vice President of Academic Administration for action, the Vice President has ten (10) working days to decide on the appropriate penalty or convene the Academic Conduct Review Board.

D. Academic Conduct Review Board Action

Within ten (10) working days of notification of convening, Board members, as identified in a Student Handbook, will meet with the offending student and conduct a hearing to decide on a penalty if appropriate. Results of the Board recommendation will be made to the Vice President of Academic Administration for approval and execution of the penalty within ten (10) working days. Upon approval, the Vice President of Academic Administration will notify the student, concerned dean, and instructor of the Board's decision.

Note: If the student accused of academic dishonesty is nearing his/her graduation date, then this review process will be accelerated accordingly.

(September 2004)