



Class Times and Location (TBD)
Section 01: M/W/F 2:30-3:20pm
Section 02: M/W/F 3:30-4:20pm

Instructor: Nicole McCallum



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TA: Hui Wang

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Office: Room 257, MINS Building
Office Hours: Mon & Weds, 1:30-2:15pm



@NikkiJade
#MCS2020

Office Hours:

by appointment –
checks discussion board

Course Description and Objectives

Welcome to the Information Age! An era defined by the **ubiquity** and **prevalence** of information. Information technologies have created transformations in the world around us. However, as Albert Einstein said: “*information is not knowledge*”. Knowing how to use information is essential in today’s business environment; e.g., what good is collecting information on your customers and sales if you don’t know how to use it for forecasting?

MCS2020 in 140 characters:
#MCS2020: Information theory + strategy for personal/business decision-making. Considers info technology from iPhone to Fortune 500 systems.

In this course we will unpack critical issues at the intersection of **information, technology, and people (society)**. MCS2020 students are introduced to information management systems and technology in the context of leveraging data, information, and knowledge for organizational and individual user (consumer) decision making. Current issues, technology, and the implications of the Information Age on social, economic, and related market trends are explored through a variety of applications. Topics include: information systems, hardware and software, technology and competitive advantage, networks, information theory, intellectual property, information ethics, privacy and security, search engines, accessibility, e- & m-commerce, Web 2.0, Web 3.0, and more.
Prerequisite: MCS*1000.

Learning Objectives: This course is designed with an interactive framework to integrate learning and application of theory. At the end of this course, you should be able to:

- **Identify and describe** current, real world business and marketing problems using information management (IM) tools, reflection, and the application of your learning
- **Explain** how effective information management contributes to competitive advantage, value creation, and organizational decision making
- **Differentiate** between various information systems used to manage information and **apply strategic thinking** in their development and alignment with business objectives.
- **Develop an analytical toolkit** to evaluate the impact of information technologies,
- **Direct a course of inquiry** individually and collaboratively, though real world problem scenarios requiring information acquisition, manipulation, and presentation.
- **Enhance metacognition** through self-reflection, personal, and peer assessment

Course Materials and Resources:

Website: Course readings, grades, lecture notes, announcements, research help, and other class materials are available on the MCS2020 Courselink site. ***Check it regularly for tips and updates.***

Quizzes: Online learning assessments (including the midterm) will be conducted using the quizzing tool, and will be accessible through the quizzes tab on Courselink.

Other websites/Google Form questions: You will be graded throughout the term on your professionalism via your conduct and the **quantity** and **quality** of your participation in in-class activities, as outlined below. Links will be given in class during the time of the activity.

Textbook & Readings: The required book for this course (below) can be purchased online (contact me for e-book information) or in the bookstore. Additional short readings from newspapers, industry publications, academic journals, and websites will also be required.

Exploring MIS, Forth Canadian Edition (2016), David M Kroenke, Andrew Gemino & Peter Tingling. Pearson Canada. *Can't purchase the text? It's in the library + additional resources.* 😊

Online Communication

- **Check the Courselink newsfeed and your <uoguelph.ca> email regularly.**
I often post answers to frequently asked questions, tips, and general feedback on the newsfeed. If it's urgent or timely, I may send an email to your uoguelph.ca email account.
- I encourage you to **make use of the discussion board** on Courselink for peer learning. I **do not** monitor the discussion board, but the TA often does, and it is useful for discussing assessments, course topics, and generally sharing resources and knowledge peer-to-peer.

Emailing the instructor: Include your group #/section/course in the email. I endeavour to check my email daily (excluding weekends), but you can reasonably expect a response within 2 business days. Note this means the fastest way to get answers is to just chat to me after class, or during office hours. There are many of you, 1 of me. I provide resources for your learning **and** my efficiency, so I can put more of my efforts towards delivering a great course. **Please respect my time and your work ethic, and be mindful of the emails you send. Check the discussion board, syllabus, newsfeed, and assignment outlines/examples/rubrics before you ask me questions.** 😊

Teaching Philosophy

I believe that learning is a shared responsibility amongst the teacher and students. I was fortunate enough to start a professional career young, and through a variety of mediums, and I've come to cherish engaged learning. I strive to teach you 'where to look', not tell you 'what to see' – you determine the latter based on how you engage with the course.

Put simply, I believe students learn best when they are active participants in their own education and have ownership of their learning. To get something out of this course you have to choose to participate in it. I do not consider myself a final authority on all matters related to what we study; instead, my goal is to facilitate an exploration of the key issues in this current paradigm, and provide you with a tool kit to apply your learning to the real world around you. It is your job to make sense of the material and construct your own learning.

Similarly, I endeavour to design and deliver courses that are challenging, interesting, relevant, and accessible. I will do my best to use current examples, effective presentation slides, and other media to make the content engaging and foster a stimulating shared learning environment. *Sometimes I will tell you my expectations; more often I will challenge you to awaken your own.*

Course Approach

Aligned with my teaching philosophy, learning and retention are most effective when you are given an opportunity to put your knowledge into practice. To this end, the courses goes beyond lectures to feature a variety of active learning techniques such as class and case discussions; reading assignments; guest presentation(s); and group assignments. These activities will provide students with the opportunity to learn the concepts and theories of information management and to apply this knowledge in a systematic and logical manner. Bridging theory and application is in fact a compelling motive for the Problem Based Learning (PBL) approach used in the course.

Method and Timing of Evaluation

Both summative assessment (exams) and formative assessment (facilitated problem solving) are used in this course. Don't be overwhelmed by the list of assignments below. They are small, in groups, flexible, and you will be given some class time to work on them.

Item	Due Date	Weight
Group		
PBL 1 Report	Written material should be submitted hard-copy. Due in class by the end of Week 6.	13%
PBL 2 Presentation & Report; Discussion	Written copy submitted in class (hard copy) and video files or link due in the Dropbox by 12:00pm on March 27 th . -1 point if submitted incorrectly.	20%
Individual		
Research Component	Complete by the given Dropbox time	2%
Professionalism (quantity + quality of participation in class)	Evaluated via in-class and online activities, peer evaluation; PBL workshop activities	10%
Quizzes	10 unit quizzes worth 1.5% each	15%
Midterm	Week 7 – online; no class	15%
Final Exam (2 hours)	During the final exam period	25%

Late Policy: Sometimes life happens. Regardless, we have to take responsibility for it. 5% per day will be deducted for late assignments; weekends count for each day (10%). After five days, the assignment will not be accepted. Extensions may be granted only in extenuating circumstances approved far in advance (do not come to me the day before), and with documentation.

Group Work / Peer Evaluation

Problem Based Learning (PBL) is characterized by group work and collaboration, which can be challenging for some students. I am committed to helping each group function effectively. To help reduce the tension caused by group work, as well as develop professional debriefing skills, each group will draft and sign a contract at the beginning of the semester, and strategically debrief after the assignment is complete. Each group will also evaluate the contributions made by individual group members. **Your contribution to your group will be reflected in your mark, and I reserve the right to give you a different grade than your group if you have not sufficiently contributed, in addition to any penalties on your professionalism grade.** I will use the feedback from the peer assessments to adjust the grades for each individual. The peer assessment template and guidelines can be found on Courselink, and it is due by the last day of classes. It is your responsibility to address any conflict with group members in a timely and professional manner – i.e., not the week your assignment is due.

PBL Assignments: 33% Using a PBL approach, student teams will clarify problems, identify information needs, ask relevant questions, prioritize alternatives, and, ultimately, propose workable solutions. PBL methodology best reflects the kind of information and technology challenges that people face in the “real world.” Learning to work with others, to direct a course of inquiry, and to negotiate complex organizational problems are skills that will serve you well in the future. Different problems will be given throughout the semester to simulate real-world scenarios. These problems will deal with issues discussed in the course, but you should expect to conduct additional research as required. Grading is based on evidence that you worked through the problem systematically, the quality and use of your inquiry and research, and the efficacy of your solution.

Professionalism: 10%: You will be graded throughout the term on your professionalism. You will evaluate yourself after each activity, and I will add in my grade as well. The grade will include the **quantity** and **quality** of your participation in in-class activities (you may miss one without penalty). **More details and resources on professionalism are posted on CourseLink**

SONA Research Component (Individual): 2% You will participate in research studies conducted by faculty members and/or graduate students from the Department of Marketing and Consumer Studies. More details are posted on CourseLink. **All questions should be directed to the SONA administrator - rraso@uoguelph.ca.**

Quizzes (Individual): 15% Weekly unit quizzes will be part of the assessment for MCS 2020. The goal of the weekly quizzes is to assess students’ understanding and application of the unit’s content. Most units will feature a timed 10 minute multiple choice quiz that will include 10 multiple choice questions covering the content of that particular unit. Students will have one attempt to demonstrate their understanding of the content with feedback designed to enable the student to isolate areas for further study.

Exams: 25% Final, 15% Midterm: Exams are multiple choice, cumulative, and include guest lectures and assigned readings. The **midterm is online on February 27th between 8:30am-11:59pm**. It is one hour long. If you score better on the final, I will automatically shift your grade. This means there are no re-writes. **The final exam will be a closed-book 2 hour examination.**

University Grading Scheme:

A+	90-100%	Excellent: An outstanding performance in which the student demonstrates a superior grasp of the subject matter, and an ability to go beyond the given material in a critical and constructive manner. The student demonstrates a high degree of creative and/or logical thinking, a superior ability to organize, to analyze, and to integrate ideas, and a thorough familiarity with the appropriate literature and techniques.
A	85-89	
A-	80-84	
B+	77-79	Good: A more than adequate performance in which the student demonstrates a thorough grasp of the subject matter, and an ability to organize and examine the material in a critical and constructive manner. The student demonstrates a good understanding of the relevant issues and a familiarity with the appropriate literature and techniques.
B	73-76	
B-	70-72	
C+	67-69	Acceptable: An adequate performance in which the student demonstrates a generally adequate grasp of the subject matter and a moderate ability to examine the material in a critical and constructive manner. The student displays an adequate understanding of the relevant issues, and a general familiarity with the appropriate literature and techniques.
C	63-66	
C-	60-62	
D+	57-59	Minimally acceptable: A barely adequate performance in which the student demonstrates a familiarity with the subject matter, but whose attempts to examine the material in a critical and constructive manner are only partially successful. The student displays some understanding of the relevant issues, and some familiarity with the appropriate literature and techniques.
D	53-56	
D-	50-52	
F	0-49	Fail: An inadequate performance.

MCS*2020: Brief Schedule of Topics *subject to change.

Week	Monday	Wednesday	Friday
Week 1: Intro to the Information Age TEXT - CH 1	Jan 9 Introduction to the Course and MIS field	Jan 11 Knowledge, Information + the Organization	Jan 13 Consumers of digital information Intro to problem solving <i>Quiz 1 due by Sunday.</i>
Week 2 : Information & the Organization TEXT - CH 2	Jan 16 Business processes + How businesses use information	Jan 18 Information Technology + Information Systems	Jan 20 PBL Workshop 1 (Intro to PBL & groupwork) <i>Quiz 2 due by Sunday.</i>
Week 3: Information & Competitive Advantage TEXT - CH 3	Jan 23 Productivity, innovation, and strategy	Jan 25 Information Systems + Competitive Advantage <i>Some material from CH 7</i>	Jan 27 PBL Workshop 2 - (Research - with Melanie from the Library) <i>Quiz 3 due by Sunday.</i>
Week 4: Information technology (Hardware and Software) TEXT - CH 4, 5	Jan 30 Hardware and Software	Feb 1 Case – centralizing information flow with data management	Feb 3 PBL Workshop 3 (In-class mentoring & participation / work period) <i>Quiz 4 due by Sunday.</i>
Week 5: Databases and Networks TEXT - CH 5, 6	Feb 6 Intro to databases and Content Management	Feb 8 Databases	Feb 10 PBL Workshop 4 - work period <i>Quiz 5 due by Sunday.</i>
Week 6: The information paradigm TEXT - CH 6, 7	Feb 13 Collaboration and Networking	Feb 15 Networks II	Feb 17 Information systems and competitive advantage (ch 7) – case – Monsanto PBL 1 report due <i>Quiz 8 due by Sunday.</i>
Feb 20-26 – Reading Week			
Week 7: Building Competitive advantage through BI TEXT - CH 8	Feb 27 MIDTERM (ONLINE; NO CLASS). Covers to ch 7	Mar 1 Intro - Data mining and business intelligence <i>Application –datamining</i> CH 8	Mar 3 E-commerce and digital markets (OLAP/OLTP) CH 9

MCS*2020: Brief Schedule of Topics *subject to change.

Week	Monday	Wednesday	Friday
Week 8: E-commerce & participation TEXT CH 9 additional material	Mar 6 E-commerce II MIS and Strategy in the digital world	Mar 8 Participation and Web 2.0; Web 3.0	Mar 10 <i>Case – digital marketing - RBC</i> Quiz 7 due by Sunday.
Week 9: IS Governance & Acquisition TEXT CH 10, 11	Mar 13 Intellectual property and IS Governance <i>Case - IS acquisition in a large scale org</i>	Mar 15 <i>PBL 2 Work Period & Video Workshop with Melanie P-S from the library</i>	Mar 17 IS Acquisition and project management Quiz 8 due by Sunday.
Week 10: PBL Debrief / Discussions (individual participation grade)	Mar 20 PBL 2 (draft) Due PBL Discussions	Mar 22 PBL Discussions	Mar 24 PBL Discussions
Week 11: Ethics + Privacy TEXT CH 11, 12	Mar 27 Governance and Ethics PBL 2 (final) Due	Mar 29 Ethical Analysis + Ethics in Practice	Mar 31 Information privacy <i>CBC interactive case ; net neutrality discussion</i> Quiz 9 due by Sunday.
Week 12: Privacy, Security, + Global Information Management TEXT - CH 12	Apr 3 Surveillance + security in the digital age <i>Case study – Dark Web Project</i>	Apr 5 Information Security <i>Case study – Estonia</i> Ethical Analysis + Ethics in Practice	Apr 7 Quiz 10 due by Sunday Course Wrap-up - Managing information for global scale organizations <i>Case study – Daum</i>

Recap – some key takeaways 😊

- In this course we talk about people (society), technology, information, and the business objectives they interact with. There is a lot of information and a lot of application. It is engaging and easier when you come to class.
- I take group work (work ethic) and academic misconduct seriously.
- Please check online resources or email the TA before emailing me (or come and see me in person). If you email, expect up to 2 business days for a reply (i.e., if you email Friday, you may not hear back until Tuesday).

- There is a mix of individual and group assignments, as well as testing. PBL assignments are group, everything else is individual. All testing is online except the final exam. You can miss one in-class participation activity without penalty.

Additional Notes, Policies, and Regulations:

All students are expected to abide by the University's academic regulations in the completion of their academic work, as set out in the [undergraduate calendar by the Registrar's office](#). Some regulations and class policies are highlighted below:

Missed Exams: You require appropriate documentation to be considered for deferment of the final exam for medical or compassionate reasons. If you miss the exam without appropriate documentation, you will receive a zero (0) grade and receive an "incomplete" for your final grade.

SAS Accommodation: If you require special accommodation when writing examinations please contact Student Accessibility Services (<http://www.csd.uoguelph.ca/csd/>) and make appropriate arrangements. For online quizzes, simply email me and cc your SAS advisor.

Research and Referencing: Since assignments in this course will require additional reading and research, students will be required to appropriately cite their resources. References and in-text citations can use any style, as long as you are consistent. I recommend the [APA guide: http://www.lib.uoguelph.ca/assistance/writing_services/components/documents/apa_2010_ccup_dated.pdf](#) If you need help finding resources for this course you can visit the Research Help desk (first floor of the Library) or use one of the online options.

Back up Your Work: Keep a copy of all of your work (including any rough drafts) until the final marks have been recorded and submitted at the end of the semester. Technical difficulties can occur with Courselink or with your computer, and you may be asked to resubmit your work.

Academic Misconduct: The University of Guelph is committed to upholding the highest standards of academic integrity and directs all members of the University community – faculty, staff and students – to be aware of what constitutes academic misconduct and to do as much as possible to prevent academic offences from occurring. The University of Guelph takes a serious view of academic misconduct and it is your responsibility as a student to be aware of and to abide by the University's policy. Included in the definition of academic misconduct are such activities as cheating on examinations, plagiarism, misrepresentation, and submitting the same material in two different courses without written permission.

To better understand your responsibilities, read the Undergraduate Calendar. I also encourage you to discuss any questions you may have with your course instructor, teaching assistant, Academic Advisor or Academic Counsellor, and to use the resources available through the Learning Commons (<http://www.learningcommons.uoguelph.ca/>). Students should be aware that faculty have the right to use software to aid in the detection of plagiarism or copying and to examine students orally on submitted work. Students found guilty of academic misconduct can face serious penalties, including suspension or expulsion from the University.

Academic Consideration: Students who find themselves unable to meet course requirements by the deadline or criteria expected because of medical, psychological or compassionate circumstances beyond their control, should review the regulations on Academic Consideration in the Undergraduate Calendar (http://www.uoguelph.ca/undergrad_calendar/c08/c08-ac.shtml) and discuss their situation with the instructor, Program Counsellor or Academic Advisor as appropriate.

Religious Holidays: Should a student need to miss scheduled tests, mid-term examinations, final examinations, or requirements to attend classes and participate in laboratories for religious reasons, please advise the instructor within two weeks of the distribution of this course outline so that alternate arrangements can be made. For further information see <http://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-accomrelig.shtml>