



VESALIUS COLLEGE
Brussels, Belgium

BUS 351G – Business Information Systems

Winter 2017

Number of ECTS credits: 6

One ECTS credit represents about 27.5 hours of work, so the workload for a 6 ECTS credits course is about 165 hours, or - spread over 15 weeks - 11 hours per week. This includes the class meetings (three hours per week), so I expect you to work for this class eight hours per week outside class.

Contact Details for Professor:

Instructor: Drs. Marc Van Gastel, MSc, MBA

Office: Pleinlaan 5, Brussels

Class Hours: Monday 18:00-19:30
Thursday 18:00-19:30

Office Hours: Monday 17:00-18:00 (by appointment)
Thursday 17:00-18:00 (by appointment)

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Course Prerequisites: BUS101G

Course Description:

This course provides students with an introduction to Business Information Systems (BIS) and Information Technology (IT) and their use in an increasingly competitive business world. As future managers, students need to be equipped to make decisions concerning the planning, development and implementation of information technology resources to increase organizational effectiveness and create a strategic advantage.

Business Information Systems is a formal discipline within business education that bridges the gap between computer science and the well-known business disciplines of finance, marketing, and management. Furthermore, the internet, mobile devices such as smartphones, and social media have changed every aspect of our lives from entertainment to shopping, from the work we do and where we do it, to how we communicate in business, with friends and relatives. Networking technologies are pervading almost everything we do professionally, socially, and recreationally. Therefore, it has become more important than ever for students to understand not just how technology works but especially how current and future advances will affect their future work environment and lives. In this course, students will learn about the various components of information systems and how to leverage them in business.

The course accomplishes this by:

- Introducing basic concepts of IS and IT and exploring how technology can be used to create business value.
- Examining the potential benefits and limitations of IT and providing an overview of the components of information systems.
- Increasing awareness of managerial issues raised by the use of IT
- Providing "hands on" cases to practice course material
- Providing a foundation needed for subsequent MIS coursework

Learning Objectives:

After completing this course, you should be able to:

- Understand and apply core knowledge in Business Information Systems (BIS)
- Identify and analyze requirements for information systems
- Effectively evaluate technology alternatives to solve problems in an MIS context
- Effectively communicate to both business and IT professionals

Learning Objective Outcomes: *What you should learn:*

1. **Acquisition of knowledge** and understanding is achieved through extensive reading, online media consultation (video cases on YouTube) and lecturing on indicated topics. Real-life cases intended as a combination of class based work and homework are building on material presented in class and used liberally throughout the course to stimulate learning and comprehension and form part of the grading.
2. Students will be expected to use good **judgment** in critical analysis and evaluation of current research and case evaluation.
3. **Communicate** effectively on the combination of technology and business topics or concepts.
4. Develop an effective attitude that will assist the student in their development academically, ethically, analytical, and to become more technological-aware.
5. Students will be able to create the plans required for key roles, resources, operational metrics and risk responses needed to implement and maintain information systems within an organization.

Major Learning Objectives	Course Learning objectives addressing the Major Objectives (choose the most important ones that your course actually addresses)	Methods used to Teach Course Objectives	Methods (and numbers/types of assignments) used to test these learning objectives	Type, Timing and Numbers of Feedback given to Student
The bachelor is able to work in a multi-cultural/diverse team.	Project teams to complete the final case.	A small team of 3-4 students will be compiled of multicultural/diverse members.	Students will research their given topic to a high standard, which includes for the final case the framework, defense, and case presentation. Final reflection report.	Students receive feedback from the instructor during the presentation and in a short report.
The bachelor recognizes the importance of life-long learning.	There will be multi-disciplinary perspective in his analysis of the 4 Individual cases.	All concepts are revisited during course lectures to ensure a comprehensive knowledge base.	There is an individual case and a final group case paper due, for self-reflection and evaluation. The learning objective can be seen through group work. Case and exam discussion and final reflection report.	The reflection report comments on their academic path and how they will progress in their future career(s). Feedback will be provided.
The bachelor is able to communicate clearly, fluently and accurately; as well in a written report as in an oral presentation.	How to structure and compose an academic essay using technology as a framework, based on alternative and off-conflicting theoretical approaches.	Preparation for their project defense, and presentation exercise.	This class assesses both oral and written expression, through a variety of written and oral assignments, which include final project defense, and a client oriented presentation. There will be a final formal presentation, and 2-weekly classroom discussions on the cases. This future can be seen through group & case work. Midterm and final reflection report.	Feedback will be provided.
The bachelor knows and is able to apply common qualitative and quantitative research methods and is able to apply these in the field of financial business studies.	The learner will gain a better understanding of the use of technology through the utilization of research knowledge.	Students will work together to establish and deliver a business case study project that illustrates the usage of technology, research knowledge and comprehension.	Students will research their given topic to a high standard, which includes project, defense, and project presentations. Midterm exam results are discussed in class, and a final reflection report is drafted.	Students receive feedback from the instructor.
The bachelor has an open and academic attitude characterized by accuracy, critical reflection and academic curiosity.	Students will engage in understanding the need to critically evaluate their personal behavior and analytical skills. This will be reflected in critical thinking, inquiry, and reflection.	All concepts are revisited during course lectures to ensure comprehensive knowledge base.	There is an individual midterm case due, for post-evaluation. Midterm discussion and Final reflection report.	The reflection reports on their academic career and how they will progress in their future. Feedback will be provided.

Class Schedule:

Classes will be held at the following times:

Monday and Wednesday 18:00-19:30

Course Materials:

Text: Management Information Systems: Managing the digital Firm
Kenneth C. Laudon (Author), Jane P. Laudon (Author)
Publication Date: 2016 | ISBN-10: 1-292-09400-1 | ISBN-13: 9781292094007 | Edition: Global 14th Edition,
Pearson Education Limited
Amazon.co.uk £65.48

Further Reading:

- Essentials of Management Information Systems
Kenneth C. Laudon (Author), Jane P. Laudon (Author)
Publication Date: 2016 | ISBN-10: 1292094001 | ISBN-13: 9781292094007 | Global 14th Edition,
Pearson Education Limited <https://www.vitalsource.com/en-uk/referral?term=9781292094014>
- Information Systems Today: Managing the Digital World
Joseph Valacich (Author), Christoph Schneider (Author)
Publication Date: 16 Jul 2015 | ISBN-10: 1292098066 | ISBN-13: 978-1292098067 | Edition: 4th
Edition, Pearson Education Limited

Course Assessment

Students will be evaluated on the basis of their performance in the following areas:

- Theme Individual Cases (4) 40%
- Midterm Exam 25%
- Final Exam 35%

Class Preparation

Students will need to prepare for each Chapter of the course (so each week) by looking at an instructional video on YouTube. In class several questions will need to be answered, in group or on an individual basis (the instructor decides which format this will take each time). The links to the videos are provided in the detailed **Course Schedule** starting on page 10 of this syllabus. Every video case is accompanied by a series of questions provided in the document 'Overview Video Case Questions' that can be downloaded from Pointcarré. Here is the list of videocases:

-  ESS12_CH01_Case_UPS_REV.pdf
-  ESS12_CH02_Case_WalmartRetailLink.pdf
-  ESS12_CH03_Case_MaterialsHandling.pdf
-  ESS12_CH04_Case_FacebookPrivacy.pdf
-  ESS12_CH05_Case_Rockwell.pdf
-  ESS12_CH06_Case_Dubuque.pdf
-  ESS12_CH07_Case_Telepresence.pdf
-  ESS12_CH08_Case_Stuxnet.pdf
-  ESS12_CH09_Case_EvolutionHomecare.pdf
-  ESS12_CH10_Case_Groupon.pdf
-  ESS12_CH11_Case_IBMWatson.pdf
-  ESS12_CH12_Case_IBM-Madrid.pdf

Case studies/ Homework

Students will have to solve a case based exercise about every 2-3 weeks, which will cover the textbook material covered in the session(s) of the current week. Students can choose between 2 cases each time:

-  Case1(CH3)_Nike.pdf
-  Case1bis(CH3)_Barnes&Nobles.pdf
-  Case2(CH4)_FacebookPrivacy.pdf
-  Case2bis(CH5)_TheCloud.pdf
-  Case3(CH9)_DP World.pdf
-  Case3bis(CH9)_ERP-Summit Case.pdf
-  Case4(CH10)_EcomZagat.pdf
-  Case4bis(CH10)_Ecomplatform.pdf

For example, for the first case a choice has to be made between solving Case 1_Nike OR Case 1bisBarnes&Nobles; for Case 2 between FacebookPrivacy OR The Cloud; for Case 3 between DP World OR ERP-Summit and for Case 4 between EcomZagat OR Ecomplatform.

Hand-in(email and printed version) dates:

Case 1: **HAND IN FEBRUARY 16 18:00**

Case 2: **HAND IN FEBRUARY 23 18:00**

Case 3: **HAND IN MARCH 30 18:00**

Case 4: **HAND IN APRIL 23 18:00**

Cases Grading Criteria - Rubrics

Points	If...
2	The student clearly understands how to solve the case. Minor mistakes and careless errors can appear insofar as they do not indicate a conceptual misunderstanding.
1	The student has partially understood the case. The student is not completely lost, but requires tutoring in some of the basic concepts. The student may have started out correctly, but gone on a tangent or not finished the case.
0	The student did not understand the case. They may have written some appropriate formulas or diagrams, but nothing further. Or, they may have done something entirely wrong or wrote (almost) nothing.

Video Cases and Theme Case Assignments:

1. Every class will feature a Video Case with accompanying questions. The student needs to prepare for each class by consulting the video cases, and they will be discussed (in groups) and solved in class, However, during the interactive sessions additional info and tips will be given;

2. Furthermore there will be 4 Theme case assignments in the course, namely 2 case assignments before and 2 after the midterm exam. These will be individual assignments, and contribute for **40%** to the end result.

Late Assignments are not accepted! They will be graded F.

Individual Assignment Grading Criteria – Rubrics

Points	If...
5	The student clearly understands how to solve the case. Minor mistakes and careless errors can appear insofar as they do not indicate a conceptual misunderstanding.
4	The student understands the main concepts and problem-solving techniques, but has some minor yet non-trivial gaps in their reasoning.
3	The student has partially understood the case. The student is not completely lost, but requires tutoring in some of the basic concepts. The student may have started out correctly, but gone on a tangent or not finished the case.
2	The student has a poor understanding of the case. The student may have gone in a not-entirely-wrong but unproductive direction, or attempted to solve the case using pattern matching or mechanical or unthinking routine.
1	The student did not understand the case. They may have written some appropriate formulas or diagrams, but nothing further. Or, they may have done something entirely wrong.
0	The student wrote nothing or almost nothing.

Group Assignment Grading Criteria – Teamwork Rubrics

Component	Sophisticated 2	Competent 1	Unsatisfactory 0
Teamwork	The team worked well together to achieve objectives. Each member contributed in a valuable way to the project. All data sources indicated a high level of mutual respect and collaboration.	The team worked well together most of the time, with only a few occurrences of communication breakdown or failure to collaborate when appropriate. Members were mostly respectful of each other.	Team did not collaborate or communicate well. Some members would work independently, without regard to objectives or priorities. A lack of respect and regard was frequently noted.
Contribution	All requirements and objectives are identified, evaluated and completed. The deliverable offered new information or approach to the topic under discussion.	All requirements are identified and evaluated but some objectives are not completed. The deliverable offered some new information or approach to the topic under discussion. The application is reasonable; further analysis of some of the alternatives or constraints may have led to a different recommendation.	Many requirements and objectives are not identified, evaluated and/or completed. The deliverable offered no new information or approach to the topic under discussion. Few application considerations are analyzed and other factors were ignored or

			incompletely analyzed.
Subject Knowledge	The deliverable demonstrated knowledge of the course content by integrating major and minor concepts into the response. The deliverable also demonstrated evidence of extensive research effort and a depth of thinking about the topic.	The deliverable demonstrated knowledge of the course content by integrating major concepts in to the response. The deliverable also demonstrated evidence of limited research effort and/or initial of thinking about the topic.	The deliverable did not demonstrate knowledge of the course content, evidence of the research effort or depth of thinking about the topic.
Supporting Material	All relevant information such as formulas and variables were recognized or obtained and information sources were valid. Analysis and design considerations were well supported by the information.	Sufficient information was obtained and most sources were valid. Analysis and design considerations were mostly supported by the information.	Insufficient information was obtained and/or Sources lack validity. Analysis and design considerations were not supported by the information collected.
Composition	The deliverable was well organized and clearly written. The underlying logic was clearly articulated and easy to follow. Words and formulas were chosen that precisely expressed the intended meaning and supported reader comprehension. Tables were clearly organized and conclusions were clearly indicated. Sentences were grammatical and free of spelling errors.	The deliverable was organized and clearly written for the most part. In some areas the logic and/or flow of ideas were difficult to follow. Words and formulas were well chosen with some minor expectations. Tables were consistent and based on the data provided. Sentences were mostly grammatical and/or only a few spelling errors were present but they did not hinder the reader.	The deliverable lacked overall organization. The reader needs to make considerable effort to understand the underlying logic and flow of ideas. Tables were inconsistent with the data provided. Grammatical and spelling errors made it difficult for the reader to interpret the text in places.

Midterm Exam:

The midterm exam will cover all the topics covered in class during the first six (6) weeks of the term. The exam consists of a number of exercises, similar to those discussed in class or given as assignments and some theory questions (multiple choice and open questions).

The Midterm Exam accounts for **25%** of the final grade. Rubrics can be found in the next section of this syllabus.

Final Exam:

The final exam will cover all the topics covered in class during the last six (6) weeks of the term. The exam consists of a number of exercises, similar to those discussed in class or given as case assignments and some theory questions (multiple choice and open questions).

The Final Exam accounts for **35%** of the final grade. Rubrics can be found in the next section of this syllabus.

Exam & Assignment Grading Criteria – Rubrics

Description	Excellent (A)	Good (B)	Fair (C)	Poor (D-F)
Understanding	<ul style="list-style-type: none"> • The solution shows a deep understanding of the case including the ability to identify the appropriate concepts and the information necessary for its solution. • The solution completely addresses all components presented in the task. • The solution puts to use the underlying concepts upon which the task is designed. 	<ul style="list-style-type: none"> • The solution shows that the Student has a broad understanding of the case and the major concepts necessary for its solution. • The solution addresses all of the components presented in the task. 	<ul style="list-style-type: none"> • The solution is not complete indicating that parts of the case are not understood. • The solution addresses some, but not all of the components presented in the task. 	<ul style="list-style-type: none"> • There is no solution, or the solution has no relationship to the task. • Inappropriate concepts are applied and/or procedures are used. • The solution addresses none of the components presented in the task.
Strategies, Reasoning, (ICT) Procedures	<ul style="list-style-type: none"> • Uses a very efficient and sophisticated strategy leading directly to a solution. • Employs refined and complex reasoning. • Applies procedures accurately to correctly solve the case and verify the results. • Verifies solution and/or evaluates the reasonableness of the solution. • Makes relevant observations and/or connections. 	<ul style="list-style-type: none"> • Uses a strategy that leads to a solution of the case. • Uses effective case-based reasoning. • Typical ICT compliant procedures used. • All parts are correct and a correct answer is achieved 	<ul style="list-style-type: none"> • Uses a strategy that is partially useful, leading some way toward a solution, but not to a full solution of the case. • Some evidence of effective case-based reasoning. • Could not completely carry out ICT compliant procedures. • Some parts may be correct, but a correct answer is not achieved. 	<ul style="list-style-type: none"> • No evidence of a strategy or procedure, or uses a strategy that does not help solve the case. • No evidence of mathematical reasoning. • There were so many errors in ICT compliant procedures that the case could not be solved.
Communication	<ul style="list-style-type: none"> • There is a clear, effective explanation detailing how the case is solved. All of the steps are included so that the reader does not need to infer how and why decisions were made. • Effective representation is actively used as a means of communicating ideas related to the solution of the case. • There is precise and appropriate use of financial terminology and notation 	<ul style="list-style-type: none"> • There is a clear explanation. • There is appropriate use of accurate representation. • There is effective use of financial terminology and notation. 	<ul style="list-style-type: none"> • There is an incomplete explanation; it may not be clearly presented. • There is some use of appropriate financial representation. • There is some use of financial terminology and notation appropriate of the case. 	<ul style="list-style-type: none"> • There is no explanation of the solution, the explanation cannot be understood or it is unrelated to the case. • There is no use or inappropriate use of financial representations (e.g. figures diagrams, graphs, tables, etc.). • There is no use, or mostly inappropriate use, of financial terminology and notation.

Additional Course Policies

1. Use of Electronics:

- A. Given the nature of the course, certain exercises require the use of **computers and the internet**. Students that do not have a computer will be paired with others that do. However, the use of computers (incl. tablets, smartphones) is prohibited for any purposes other than solving exercises. Specifically, all email and social media applications must be switched off. Any offenders will be asked to leave the class immediately and lose all points for the day (including class tests).

*Note that the use of computers will **not** be allowed during midterm & final exams.*

- B. **Mobile phones** are to be turned off (not: silent mode). If your mobile phone rings in class, please turn it off immediately. If you are caught talking on your mobile or texting during class, you will be asked to leave the class immediately and lose all points for the day (including spot tests).

2. Attendance

Class attendance will be checked at the start of each session. No students will be admitted later than 15 minutes after the start of the session.

3. Exams

Midterm and Final Exams will be "closed book". Students may not use mobile phones or tablets. Students are not allowed to pass materials to others during the exam.

Students are not allowed to leave the classroom during the exam. In case of an emergency, another member of faculty or administration must escort the student out of the classroom.

If students finish their exam before the final 15 minutes of the exam session, they will be permitted to leave. If not, students must remain seated during the last 15 minutes of the exam and wait until the completion of the exam session.

If a student is found to be cheating, the result is an immediate F grade, and the instructor is required to report the student to the Student Conduct Committee.

Academic Honesty Statement

1. Academic dishonesty is **NOT** tolerated in this course.
2. Academic honesty is not only an ethical issue but also the foundation of scholarship. Cheating and plagiarism are therefore serious breaches of academic integrity.
3. Following the College policy, cheating and plagiarism cases will be communicated in writing to the Associate Dean for Students and submitted to the Student Conduct Committee for disciplinary action.
4. If you refer to someone else's work, appropriate references and citations must be provided. Grammar, spelling and punctuation count, so use the tools necessary to correct before handing in assignments.

Course Schedule

Week 1 16 January – 20 January

Introduction

Course overview/[syllabus](#) discussion

Course setup/organization

Workload and planning for Interactive sessions

Every Chapter contains a video case that can be viewed online (YouTube).

CH.1 Information Systems in Global Business Today

Opening Case: Rugby Football Union Tries Big Data

How Information Systems Are Transforming Business

Globalization Challenges and Opportunities: A Flattened World

Strategic Business Objectives of Information Systems

What is an Information System?

Video Case: UPS Global Operations with the DIAD L=3:10

(a) Video 1: <https://www.youtube.com/watch?v=xXuuEkP-sAE> L=3:07

(b) Video 2: <http://www.youtube.com/watch?v=0B2-o6BKMM>; L=3:22

Course Textbook: Pages 34-71

Week 2 23 January – 27 January

CH.2 Global E-Business and Collaboration

Opening Case: Walmart's Retail Link Supply Chain

<http://www.youtube.com/watch?v=SUe-tSabKag> L=7:13

<https://www.youtube.com/watch?v=yZC4neLax5o>

What are business processes? How are they related to information systems?

How do systems serve the different management groups in a business?

Technology Schiphol International Hub to Become Faultless: Truth or Dare?

Why are systems for collaboration and social business so important?

◆ **Interactive Session: Is Social Business Working Out?**

What is the role of the information systems function in a business?

Course Textbook: Pages 72-108

Week 3 30 January – 03 February

CH.3 Information Systems, Organizations, and Strategy

Opening Case: Materials Handling Equipment Corp: Enterprise Systems Drive Corporate Strategy for a Small Business.

<https://www.youtube.com/watch?v=illeze6190Y> L=3:57

Which features of organizations do managers need to know about to build and use information systems?

What is the impact of information systems on organizations?

How do Porter's competitive forces model impact Information Systems?

◆ **Group Interactive Session Group : Technology Automakers Become Software Companies**

What are the challenges posed by strategic information systems?

◆ **Individual Case Study I discussion: TO BE HANDED IN FEBRUARY 16 18:00**

Course Textbook: Pages 109 - 153

CH.4. Ethical and Social Issues in Information Systems

Opening Case: Facebook Privacy: Social Network Data Mining

Video 1 Facebook Privacy

<http://www.youtube.com/watch?v=smF1ZV7vikw> L=4:32 (2010)

Video 2: : Facebook simplifies its privacy policy <https://www.youtube.com/watch?v=KBv3FTSgJIU>
L=1:52 (2014)

What ethical, social, and political issues are raised by information systems?
What specific principles for conduct can be used to guide ethical decisions?
Why do contemporary information systems technology and the Internet pose challenges to the protection of individuals?

◆ **Interactive Session: Technology Big Data Gets Personal: Behavioural Targeting**

Course Textbook: Pages 154 - 196

Week 4 06 February - 10 February

CH.5 IT infrastructure and Emerging Technologies

Opening Case: Rockwell Automation fuels the oil and gas industry with the Internet of Things (IoT).
L= 2:15

<https://www.youtube.com/watch?v=TSdicQh0dTI>

What is IT infrastructure and what are the stages and drivers of IT infrastructure evolution?

What are the components of IT infrastructure?

What are the current trends in computer hardware platforms?

◆ **Group Interactive Session: Organizations and Cloud Computing**

What are the current trends in computer software platforms?

What are the challenges of managing IT infrastructure and management solutions?

◆ **Discuss Individual Case Study II: TO BE HANDED IN FEBRUARY 23 18:00**

Course Textbook: Pages 197 - 244

Week 5 13 February - 17 February

CH.6 Foundations of Business Intelligence: Databases and Information Management

Dubuque Uses Cloud Computing and Sensors to Build a Smarter City

Video 1: City of Dubuque Uses Cloud Computing and Sensors to Build a Smarter, Sustainable City
L=3:58

http://www.youtube.com/watch?v=mBSvITikiBw&list=PL25583EFDE2E4BE19&index=6&feature=pl_pp_video

Video 2: IBM Smarter City: Portland, Oregon L= 2:24

<http://www.youtube.com/watch?v=uBYsSFbBeR4&feature=related>

What are the problems of managing data resources in a traditional file environment?

What are the major capabilities of database management systems (DBMS)?

What are the principal tools and technologies for accessing information?

Why do companies need an information policy?

Course Textbook: Pages

HAND IN Case 1: February 16 18:00

Week 6 20 February - 24 February

MT Exam Preparation - Questions & Answers

HAND IN Case 2: February 23 18:00

Week 7 27 February - 03 March	Mid Term Exam
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Week 8 06 March - 10 March

Correct Case I&II
Correct Midterm Exam

CH.7 Telecommunications, the Internet, and Wireless Technology

Opening Case: Telepresence Moves Out of the Boardroom and Into the Field

Video 1: Telepresence: Collaboration Beyond the Boardroom
<https://www.youtube.com/watch?v=kG9Uia-QwtY> L=2:14 (2014)

Video 2: Telepresence Redefines Hollywood Collaboration
<https://www.youtube.com/watch?v=4xGMH95sAgo> L=3:17 (2013)

What are the principal components of telecommunications networks?
What are the different types of networks?
How do the Internet and Internet technology work?
◆ **Interactive Session: Monitoring Employees on Networks: Unethical or good practice?**
What are the principal technologies and standards for wireless networking?

Course Textbook: Pages 286 - 331

Week 9 13 March - 17 March

CH.8 Securing Information Systems

Opening Case: Stuxnet and Cyber Warfare
http://www.youtube.com/watch?v=kw--zLJT3ak&playnext=1&list=PLs_q-CHb8wi-PP0IAHS4vUOanM3pm3xyk&feature=results_video
L= 5:53

Instructional Video: Cyber Espionage: The Chinese Threat
<http://www.youtube.com/watch?v=Js52FjOsgP> A L= 21:13

Why are information systems vulnerable to destruction, error, and abuse?
Management Stuxnet and the Changing Face of Cyberwarfare
What is the business value of security and control?
What are the components of an organizational framework for security and control?
What are the most important tools and technologies for safeguarding information resources?
TBD: Guest Lecture on Security, the digital agenda, EU policies

Course Textbook: Pages 332 - 375

Week 10 20 March - 24 March

CH.9 Achieving Operational Excellence and Customer Intimacy: Enterprise Applications

Opening Case: Evolution Homecare Manages Patients with Microsoft CRM
<http://www.youtube.com/watch?v=JgCz9ffcXV0>
L= 5.14

Instructional Video 1: GSMS Protects Products and Patients By Serializing Every Bottle of Drugs
<http://www.youtube.com/watch?v=VdkhH68XKdk>

How do enterprise systems help businesses achieve operational excellence?
How do supply chain management systems coordinate planning, production, and logistics?
How do customer relationship management systems help firms achieve customer intimacy?
What are the challenges posed by enterprise applications?

◆ **Discussing Individual Case Study III: TO BE HANDED IN March 30 18:00**
◆ Group Interactive Session: Organizations Customer Relationship Management Heads to the Cloud

Course Textbook: Pages 378 - 410

Week 11 27 March - 31 March

CH.10 E-Commerce: Digital Markets, Digital Goods

Opening Case: Groupon: Deals Galore

Video 1: The Real Deal With Groupon

<http://www.youtube.com/watch?v=tgeh607ZXA0> L=12:42

Video 2: Groupon Now- Merchant

<http://www.youtube.com/watch?v=Vgk1YflnZoM>
L=1:55

What are the unique features of e-commerce, digital markets, and digital goods?

What are the principal e-commerce business and revenue models?

How has e-commerce transformed marketing?

How has e-commerce affected business-to-business transactions?

What is the role of m-commerce in business?

◆ **Interactive Session: Technology Will Put Mobile Technology in the Lead?**

What issues must be addressed when building an e-commerce presence?

◆ **Discussing Individual Case Study IV: TO BE HANDED IN April 27 18:00**

Course Textbook: Pages 411 – 457

HAND IN Case 3: March 30 18:00

Spring Break 03 April – 14 April

Week 12 17 April – 21 April

CH.11 Managing Knowledge

Opening Case: How IBM's Watson Became a Jeopardy Champion.

IBM Watson: The Science Behind an Answer.

<http://www.youtube.com/watch?v=DywO4zksfXw> L=6:42

Video 2: Business Intelligence Helps the Cincinnati Zoo

L= 2:23 <http://www.youtube.com/watch?v=LZx5gVqzwMk>

What is the role of knowledge management systems in business?

What types of systems are used for enterprise-wide knowledge management?

What are the major types of knowledge work systems and how do they provide value for firms?

What are the business benefits of using intelligent techniques for knowledge management?

◆ **Interactive Session: Organizations Big Data Makes Cities Smarter**

Course Textbook: Pages 458 - 495

Week 13 24 April – 28 April

CH.12 Building Information Systems

Opening Case: IBM Helps the City of Madrid With Real-Time BPM Software.

<http://www.youtube.com/watch?v=TrMTI2ELp9g> L=3:38

Instructional Video: 1 BPM: Business Process Management Customer Story

<http://www.youtube.com/watch?v=u-pSk9lln50> L= 2:55

Instructional Video 2: Workflow Management Visualized

<http://www.youtube.com/watch?v=3KJkY8k9Lk> L=6:32

What are the core activities in the systems development process?
What are the principal methodologies for modelling and designing systems?
What are new approaches for system building in the digital firm era?

Course Textbook: Pages 530 - 571

HAND IN Case 4: April 27 18:00

Week 14 02 May – 05 May

Exam Preparation – Questions & Answers

Week 15 08 May – 12 May **Final Exam**

Grading Scale of Vesalius College:

Vesalius College grading policy, in line with the Flemish Educational norms, is now as stated follows:

Grade	Scale of 20	Scale of 100
A	17.0-20.0	85-100
A-	16.1-16.9	81-84
B+	15.3-16.0	77-80
B	14.5-15.2	73-76
B-	13.7-14.4	69-72
C+	13.1-13.6	66-68
C	12.3-13.0	62-65
C-	11.5-12.2	58-61
D+	10.7-11.4	54-57
D	10.0-10.6	50-53
F	Below 50	0-49

Letter grade	Scale of 20	Scale of 100	Rationale of grading
A	17.0-20.0	85-100	An excellent work, which demonstrates advanced knowledge of empirical background and theoretical/conceptual frameworks. The work is underpinned by an outstanding capacity for learning, mastering of relevant literature and ability to gather and independently assess relevant sources beyond required levels of reading. The proposed analysis draws on solid, critical and original analytical skills and ability to relate theoretical knowledge to empirical cases. The work is well communicated and demonstrates a pertinent and original ability to communicate complex dynamics. The bibliographic and referencing systems are correct.
A-	16.1-16.9	81-84	A refined piece of work, which demonstrates advanced knowledge of both empirical background and theoretical and conceptual frameworks. The work is underpinned by a good learning attitude; ability to master relevant theoretical literature and coherent attempt to apply this literature to empirical phenomena. Strong critical ability and successful attempt to pursue an original analysis. Adequate reading levels and ability to communicate key findings in an effective way. However, weaknesses can be identified in terms of language, referencing, depth of sources, profundity of analysis and/or organisational structure.
B+	15.3-16.0	77-80	A good piece of work, sustained by adequate analytical skills. It demonstrates good level of understanding of the relevant theoretical literature and critical ability to apply these frameworks to the topic at hand. Written and oral expression is overall correct, the referencing and bibliographic systems are overall correct. The work could be further improved (minor flaws in the structure of the argument; minor theoretical lacuna), but it remains nonetheless a good piece of work.
B	14.5-15.2	73-76	An adequate work, which overall meets the requirement of the assignment. It demonstrates a fairly good level of knowledge of both empirical background information and provides some analytical framework. The work meets the requirements of the assignment in terms of mastery of the literature and learning outcomes. Language, reference and bibliographic systems are generally correct although perhaps with some weaknesses. The work could be significantly improved (e.g. flaws in the organisational structure; limited number of sources; clarity and accuracy of language; theoretical/conceptual lacuna; sub-optimal focus/coherence of argument).
B-	13.7-14.4	69-72	The work meets the basic requirements specifically demanded for the assignment. It shows the attempt to relate with relevant theoretical literature and to apply theoretical frameworks to the analysis of real-life cases. The work, however, does not adequately engage with the critical

			assessment of either relevant theoretical frameworks or the topic at hand. The work is marked by some combination of flaws in the organisational structure of the paper; theoretical/conceptual lacuna; sub-optimal focus or coherence of the argument; clarity and accuracy of language and/or inappropriate selection of sources.
C+	13.1-13.6	66-68	The work meets the requirements of the assignment in a sufficient way, but does so in an imprecise and incomplete manner. It shows basic knowledge of both theoretical frameworks and the topic at hand. The proposed analysis is marked by some flaws (e.g. poor structure, theoretical or conceptual coherence; limited analysis; basic engagement with the literature).
C	12.3-13.0	62-65	The work engages with the assignment and meets the requirements in a somehow satisfactory, but it is marked by several pitfalls. The work lacks focus, it is poorly structured; it is not sufficiently embedded in the literature; it uncritically tackles the topic at hand. The argument is hard to follow and the referencing and bibliographic systems are overall incorrect.
C-	11.5-12.2	58-61	The work does not meet the requirements of the assignment. It engages with the question, but does so in a basic and inadequate way. The work is undermined by several pitfalls. It shows a basic understanding of the module requirements and is jeopardised by major flaws including (but not confined to) a lack of coherence, loose expression, poor coverage of the literature; poor referencing; scant ability to critically assess the topic at hand.
D+	10.7-11.4	54-57	The work does not meet the requirements of the assignment. It attempts to address the question, but it remains unfocused and loosely structured. There is an evident lack of reading and scant ability to relate to relevant literature and to engage critically with the topic at hand. Language is poor; the referencing and bibliographic system is incorrect or incomplete.
D	10.0-10.6	50-53	The work is marked by serious flaws and below an acceptable level. The rationale of the assignment is not understood nor addressed. The work demonstrates insufficient understanding of the topic at hand and learning outcomes below the required level. The answer is unfocused; expression is unclear; there are severe flaws in the coherence of the argument; engagement with the literature is minimal, referencing is often poor.
F	0-9.9	0-49	The work does not meet any of the requirements and learning objectives of the course and the Major. The argument is loose, language is poor, no knowledge of relevant theoretical and empirical dynamics. Incorrect or incomplete reference systems and/or likely instances of plagiarism.

Further description of assessment activities and Grading Criteria:

Tardiness is not acceptable practice, be on time.

Do not talk over the class discussion.

OVERVIEW THEME INDIVIDUAL CASES (4, totaling 40%)

- ◆ **Individual Case Study I:
HAND IN FEBRUARY 16 18:00**
- ◆ **Individual Case Study II:
HAND IN FEBRUARY 23 18:00**
- ◆ **Individual Case Study III:
HAND IN MARCH 30 18:00**
- ◆ **Individual Case Study IV:
HAND IN APRIL 27 18:00**

Students have to plan for their own workload. In case they are not able to deliver any of the 4 preceding case studies in time (the above timings are to be strictly adhered to, late submitting is NOT allowed), in case of illness solving the alternative case study can replace one of the missing Cases 1, 2, 3 or 4. Final date for that case is no later than May 5th 2017.

**◆ Alternative individual Case Study:
HAND IN May 5 23:59**

To achieve the highest possible marks, use the following content rubric to guide in your exercises and case solutions.

	Description	Points
Introduction	The reader understands what the evaluation represents;	1
Interpretation and Methodology	Data are being interpreted in the right way, the assignment to variables is correct	1
Discussion/Analysis	Analysis and Arguments supported by facts, correct usage of formulae	2
Conclusion	Stating in clear and succinct manner the result of the analysis and main answer to the research question	1

Point and Letter Grade		
5	100%	A
4.5	90%	A
4	80%	B+
3.5	70%	B-
3	60%	C-
2.5	50%	D
2	40%	F

Examination (60% in total)

The midterm exam (25%) will cover Chapters 1-6. The exam will consist of multiple choice questions, exercises like in class and a case evaluation. The exam will be held on xx from 16:00-18:00 (you are free to go when exam is completed)

The final term exam (35%) will cover Chapters 8-15. The exam will consist of multiple-choice, exercises like in class and a case evaluation. The exam will be held on xxx from 16:00-18:00 (you are free to go when exam is completed)