Course Syllabus

BUS 251G
Business Information Systems

Number of ECTS credits: 6

Time and Place: Monday 16:30-19:30 VeCo 2, Pleinlaan 5, Brussels

Contact Details for Professor
Drs. Marc Van Gastel, MSc, MBA

Office: Pleinlaan 5, Brussels
Class Hours: Monday 16:30-19:30
Office Hours: Monday 15:30-16:30 (by appointment)

Email: mvgastel@vesalius.edu
       please put "BUS251G" in the subject line

Telephone: +477 46 95 15 (only in emergencies)

Course Prerequisites (if any)
BUS101G

Course Description
This course teaches and applies theories that help students to understand information systems. First students will be introduced to basic concepts such as logic gates and the representation of data in binary form and concepts of computers that include central processing units, internal and external memory, input/output buses. In the second part of this course students will learn about communications protocols, computer networks, operating systems, middleware, applications software and file formats. Furthermore, the usage of information systems in organisations will be discussed. On a practical level, students will learn to use spreadsheets and relational database servers
Further Detail on Course Content (if needed)
This course provides a comprehensive overview of information systems used by business firms today, while drawing connections between MIS and business performance. Featuring comprehensive coverage of new technologies and applications, while also considering their impact on business models and decision-making, the course enhances learning through vivid examples designed to capture the imaginations of all students. First students will be introduced to the most up-to-date and comprehensive overview of information systems used by businesses today, including all-new real-world cases and discussion of significant contemporary topics, from big data and the Internet of Things (IoT) to Artificial Intelligence. In the second part of this course students will learn about communications protocols, computer networks, operating systems, middleware, Cybersecurity, applications software and mobile apps. Furthermore the usage of information systems in organisations will be discussed. 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

Course Learning Objectives (CLO)

At the end of this course, students should be able to:

In terms of knowledge:

➢ Understand and apply core knowledge in Business Information Systems (BIS).
➢ Gain a better understanding of the use of technology through the utilization of research knowledge. 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

In terms of skills

➢ Demonstrate a multi-disciplinary / technical perspective in the analysis phase Structure and compose an academic essay using technology as a framework, based on alternative and possibly conflicting theoretical approaches.
➢ Communicate effectively on the combination of technology and business topics or concepts. Demonstrate effective and integrative team-work

In terms of attitudes, students should develop in this course:

➢ an attitude of open-mindedness and self-critical reflection with a view to self-improvement
- sensibility towards the ethical dimensions of different aspects of the content of this course
- an open attitude towards inter-cultural team-work

**LINK BETWEEN MAJOR OBJECTIVES, COURSE OBJECTIVES, TEACHING METHODS, ASSIGNMENTS AND FEEDBACK**

**Summary:**
Number of assignments used in this course: 
Number of Feedback occasions in this course (either written or oral): 
Number and Types of Teaching Methods:

<table>
<thead>
<tr>
<th>Major Learning Objectives</th>
<th>Course Learning objectives addressing the Major Objectives (choose the most important ones that your course actually addresses)</th>
<th>Methods used to Teach Course Objectives</th>
<th>Methods (and numbers/types of assignments) used to test these learning objectives</th>
<th>Type, Timing and Numbers of Feedback given to Student</th>
</tr>
</thead>
</table>
| The bachelor is able to work in a multi-cultural/diverse team. | - an open attitude towards inter-cultural team-work to complete the final case.  
- Demonstrate effective and integrative team-work | 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. Final reflection report. | Students receive feedback from the instructor in the case report. |
| Develop an effective attitude that will assist the student in their development academically, ethically, analytically, and to become more technological-aware. | There will be a multi-disciplinary / technical perspective in the analysis of the 2 Individual cases and the Group Case | All concepts are revisited during course lectures to ensure a comprehensive knowledge base. | There are 2 individual cases 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 career path discussions in class. | The reflection report comments on their understanding of technology and its impact on society and how that will influence 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 possibly conflicting theoretical approaches. Communicate effectively on the combination of technology and business topics or concepts. | 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 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 be expected to use good judgment in critical analysis and evaluation of current research in their case evaluations.

Main Course Materials (please note that you can find the readings for each week and session in the Course Schedule section below):

The course material consists of powerpoint presentations, lecture notes and readings from the textbook. Powerpoint presentations will be made available at the start of the course. A week-by-week overview of the course readings can be found in the section below.

The syllabus, powerpoint presentations and important messages will be uploaded to the Vesalius portal ‘Canvas’. Students are expected to visit this site regularly to keep abreast of course evolutions. The professor is expected to upload relevant material in a timely manner.

Course material marked as ‘suggested readings’ and ‘additional sources’ is helpful for research and to gain an increased understanding, but is not mandatory. This material can be found online or will be made available upon individual request.


**Recommended References books:**

**Active Learning and Intensive ‘Reading around the Subject’: Additional Sources, Recommended Journals and Websites:**

Learning should be an active and self-motivated experience. Students who passively listen to lectures, copy someone else’s notes, and limit their readings to required chapters are unlikely to develop their critical thinking and expand their personal knowledge system. At the exam, these students often fail to demonstrate a critical approach. Students are strongly recommended to have an updated understanding of developments related to this course and related to their wider Major. Active and engaged learning will turn out to be enriching to the overall course and class discussions. Students are invited to deepen their understanding of both theoretical and current issues from a variety of sources. Please find a list of suggestions.
compassing the entire course below. You are encouraged to read and browse in the leading journals of your discipline.

Leading Journals in Business Studies


Further Journals Relevant for this Course:

- Journal of the Association for Information Systems (JAIS)
- AIS Transactions on Human-Computer Interactions (AIS THCI)
- Communications of the Association for Information Systems (CAIS)
- MIS Quarterly Executive (MISQE)
- Pacific Asia Journal of the Association for Information Systems (PAJ AIS)
- AIS Transactions on Replication Research (T RR)
- Business & Information Systems Engineering (BISE)
- Management Information Systems Quarterly (MISQ)
- Information Systems Journal (ISJ)
- Systèmes d’Information et Management
- Foundations and Trends in Information Systems
- European Journal of Information Systems
- International Journal of Information Systems and Project Management (IJISPM)
- Journal of Business Analytics (JBA)
- Journal of Information Technology Theory and Application (JITTA)
- Information Technology for Development (ITD)
- Journal of Information Systems Education

Websites of Interest: https://eduglopedia.org/browse/?et=course&dist=0
(starthing point for the majority of IT and BIS topics)

Work Load Calculation for this Course:

This course counts for 6 ECTS, which translates into 150 – 180 hours for the entire semester for this course. This means that you are expected to spend roughly 10 hours per week on this course. This includes 3 hours of lectures or seminars per week and 7 hours ‘out of class’ time spent on preparatory readings, studying time for
exams as well as time spent on preparing your assignments. Please see below the estimated breakdown of your work-load for this course.

**Time spent in class:** 3 hours per week / 45 hours per semester  
**Time allocated for course readings:** 30 hours per semester  
**Time allocated for preparing Assignment 1 (individual):** 10 hours  
**Time allocated for preparing Assignment 2 (individual):** 10 hours  
**Time allocated for preparing Assignment 3 (group case):** 20 hours  
**Time allocated preparing/revising for written Mid-term Exam:** 20 hours  
**Time allocated preparing/revising for written Final Exam:** 20 hours

**Total hours for this Course:** 155 hours

**Course Assessment: Assignments Overview**

The students will be evaluated on the basis of their performance in the following assignments:

- **Theme Individual Cases (2)**: 20%
- **Group Case**: 20%
- **Midterm Exam**: 30%
- **Final Exam**: 30%

**Grading Scale of Vesalius College**

Vesalius College grading policy follows the American system of letter grades, which correspond to a point scale from 0 – 100. **All assignments (including exams) must be graded on the scale of 0-100.** To comply with the Flemish Educational norms, professors should on request also provide the conversion of the grade on the Flemish scale of 0-20. The conversion table below outlines the grade equivalents.

<table>
<thead>
<tr>
<th>Letter grade</th>
<th>Scale of 100 (VeCo Grading Scale)</th>
<th>Scale of 20 (Flemish System)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A</strong></td>
<td>85-100</td>
<td>17.0-20.0</td>
</tr>
<tr>
<td><strong>A-</strong></td>
<td>81-84</td>
<td>16.1-16.9</td>
</tr>
<tr>
<td><strong>B+</strong></td>
<td>77-80</td>
<td>15.3-16.0</td>
</tr>
<tr>
<td><strong>B</strong></td>
<td>73-76</td>
<td>14.5-15.2</td>
</tr>
<tr>
<td><strong>B-</strong></td>
<td>69-72</td>
<td>13.7-14.4</td>
</tr>
<tr>
<td><strong>C+</strong></td>
<td>66-68</td>
<td>13.1-13.6</td>
</tr>
<tr>
<td><strong>C</strong></td>
<td>62-65</td>
<td>12.3-13.0</td>
</tr>
<tr>
<td><strong>C-</strong></td>
<td>58-61</td>
<td>11.5-12.2</td>
</tr>
</tbody>
</table>
Description of Activities, Grading Criteria and Deadlines:

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 12 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 Canvas. Here is the list of video cases:

- ESS12_CH01_Case_UPS_REY.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_Stanley.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 2 individual cases and 1 Group (Teamwork based) case, which will cover the textbook material covered in the course. Students can choose between 2 cases each time for the individual cases and between 1 of 4 cases for the Group Work:

- Case1(CH3)_Nike.pdf
- Case1bis(CH3)_Barnes&Nobles.pdf
- Case2(CH4)_FacebookPrivacy.pdf
- Case2bis(CH5)_TheCloud.pdf

For the first case a choice has to be made between solving Case1_Nike OR Case1bisBarnes&Nobles; for Case 2 between FacebookPrivacy OR The Cloud;
For The Group Case students have to choose between DP World, ERP-Summit, EcomZagat OR Ecomplatform.

Hand-in(email and printed version) at the following dates:

Case 1: HAND IN 23 SEPTEMBER 16:30
Case 2: HAND IN 21 OCTOBER 16:30
Group Case: HAND IN 25 NOVEMBER 16:30

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 class. During these interactive sessions additional info and tips will be given;

2. As stated earlier, there will be 3 Theme case assignments in the course, namely 2 individual case assignments and one Group case assignment. These will contribute together for 40% to the end result (Individual 10% each and Group Case 20%).

Late Assignments are not accepted! They will be graded F.
## Rubrics: Transparent Grading Criteria For Each Assignment

### Individual Assignment Grading Criteria – Rubrics

<table>
<thead>
<tr>
<th>Research</th>
<th>Substandard</th>
<th>Poor</th>
<th>Fair</th>
<th>Good</th>
<th>Exceptional</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 pts</td>
<td>No research was done.</td>
<td>Minimal research was completed (example: sourcing information strictly from a single text).</td>
<td>A sufficient amount of data was provided although the argument is not fully supported -- an critical factor to the argument hasn’t been examined.</td>
<td>A comprehensive amount of information was provided, however, only information in support of the thesis is provided.</td>
<td>All necessary research and analysis is provided in support of the paper’s thesis. In addition, opposing views have been critically examined and demonstrated to be false or of minimal importance.</td>
</tr>
</tbody>
</table>

Subtotal: 0 points | 1 points | 2 points | 3 points | 4 points |

<table>
<thead>
<tr>
<th>Organization &amp; Structure</th>
<th>Substandard</th>
<th>Poor</th>
<th>Fair</th>
<th>Good</th>
<th>Exceptional</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 pts</td>
<td>Structure detracts from the message of the writer. Paragraphs are disjointed and lack transition of thoughts.</td>
<td>Structure of the paper is not easy to follow. Paragraph transitions need improvement.</td>
<td>Structure of the paper is clear.</td>
<td>Content was organized, but lacked headings. Paragraph transitions were logical.</td>
<td>Content was organized in a clear and logical manner using headings and emphasis. Paragraph transition was logical and made the paper easy to read.</td>
</tr>
</tbody>
</table>

Subtotal: 0 pts | 1 pts | 2 pts | 3 pts | 4 pts |

<table>
<thead>
<tr>
<th>Grammar, Punctuation &amp; Spelling</th>
<th>Substandard</th>
<th>Poor</th>
<th>Fair</th>
<th>Good</th>
<th>Exceptional</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 pts</td>
<td>Paper contains more than ten grammatical, punctuation, and spelling errors.</td>
<td>Paper contains nine to ten grammatical, punctuation, and spelling errors.</td>
<td>Paper contains six to eight grammatical, punctuation and spelling errors.</td>
<td>Paper contains three to five punctuation or grammatical errors.</td>
<td>Paper contains less than one or two errors in grammar, punctuation or spelling. Language is clear and precise.</td>
</tr>
</tbody>
</table>

Subtotal: 0 pts | 1 pts | 2 pts | 3 pts | 4 pts |

<table>
<thead>
<tr>
<th>Use proper Citation</th>
<th>Substandard</th>
<th>Poor</th>
<th>Fair</th>
<th>Good</th>
<th>Exceptional</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 pts</td>
<td>Not used.</td>
<td>Used but with five or more errors or omissions.</td>
<td>Used but with two to four errors or omissions.</td>
<td>Used but with one error or omission.</td>
<td>Correct usage.</td>
</tr>
</tbody>
</table>

Subtotal: 0 pts | 1 pts | 2 pts | 3 pts | 4 pts |

<table>
<thead>
<tr>
<th>Content</th>
<th>Substandard</th>
<th>Poor</th>
<th>Fair</th>
<th>Good</th>
<th>Exceptional</th>
</tr>
</thead>
<tbody>
<tr>
<td>8 pts</td>
<td>Content was not presented in a clear and understandable manner. The required content was not included in the paper.</td>
<td>Multiple components were missing from the content. It was not clear and understandable.</td>
<td>Two of the components of required content were missing, however, content was clear and understandable.</td>
<td>At least one of the required content components was missing. All content is clear and understandable.</td>
<td>A description of the client and problem, as well as a brief overview of the literature researched is presented. The literature precedes the intervention plan. All content is clear and understandable.</td>
</tr>
</tbody>
</table>

Subtotal: 0 pts | 1 pts | 2 pts | 3 pts | 4 pts |
### Group Assignment Grading Criteria – Teamwork Rubrics

(additional to rubric on individual work – so the quotation from the Case assessment above is combined with the result from the Team based Rubric that follows)

<table>
<thead>
<tr>
<th>Component</th>
<th>Sophisticated 4-3.5</th>
<th>Competent 3-2</th>
<th>Unsatisfactory 1.5-0</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Teamwork 4 pts</strong></td>
<td>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.</td>
<td>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.</td>
<td>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.</td>
</tr>
<tr>
<td><strong>Contribution 4 pts</strong></td>
<td>All requirements and objectives are identified, evaluated and completed. The deliverable offered new information or approach to the topic under discussion.</td>
<td>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.</td>
<td>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 noted.</td>
</tr>
<tr>
<td><strong>Subject Knowledge 4 pts</strong></td>
<td>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.</td>
<td>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.</td>
<td>The deliverable did not demonstrate knowledge of the course content, evidence of the research effort or depth of thinking about the topic.</td>
</tr>
<tr>
<td><strong>Supporting Material 4 pts</strong></td>
<td>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.</td>
<td>Sufficient information was obtained and most sources were valid. Analysis and design considerations were mostly supported by the information.</td>
<td>Insufficient information was obtained and/or Sources lack validity. Analysis and design considerations were not supported by the information collected.</td>
</tr>
<tr>
<td><strong>Composition 4 pts</strong></td>
<td>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.</td>
<td>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.</td>
<td>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.</td>
</tr>
</tbody>
</table>
**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 Grading Criteria – Rubrics

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

As the College is committed to providing students with high-quality classes and ample opportunity for teacher-student interaction, it is imperative that students regularly attend class. As such, Vesalius College has a strict attendance policy. Participation in class meetings is mandatory, except in case of a medical emergency (e.g. sickness). Students will need to provide evidence for missing class (doctor's note). If evidence is provided, the missed class is considered as an excused class. If no evidence is provided immediately before or after the class, the missed class is counted as an absence.

Participation implies that students are on time: as a general rule, the College advises that students should be punctual in this regard, but it is up to the professor to decide whether to count late arrivals as absences, or not. If a student misses two courses in a row, the student's advisor will be informed.

**Additional Course Policies**

Add policies on late papers, coming late to class, etc. (an example below)

Late papers will not be accepted unless there are serious legitimate reasons. Provision of a signed medical note is required, and notice must be given prior to the deadline.

**Academic Honesty Statement**

Academic dishonesty is NOT tolerated in this course.

Academic honesty is not only an ethical issue but also the foundation of scholarship. Cheating and plagiarism are therefore serious breaches of academic integrity.

Following the College policy, cheating and plagiarism cases will be communicated in writing to the Associate Dean and submitted to the Student Conduct Committee for disciplinary action.

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.

Please consult the Section “Avoiding Plagiarism” in the College Catalogue for further guidance.

**Turnitin**

All written assignments that graded and count for more than 10% towards the final course grade need to be submitted via the anti-plagiarism software Turnitin. You will receive from your professor a unique password and access code for your Class.

**Course Schedule (Overview)**

<table>
<thead>
<tr>
<th>Week 1</th>
<th>26 August</th>
<th>Introduction to the Course and Overview of Course and Requirements // CH.1 Information Systems in Global Business Today</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 2</td>
<td>2 September</td>
<td>CH.2 Global E-Business and Collaboration</td>
</tr>
<tr>
<td>Week 3</td>
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<td>CH.4. Ethical and Social Issues in Information Systems</td>
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<td>CH.5 IT infrastructure and Emerging Technologies</td>
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<td>CH.6 Foundations of Business Intelligence: Databases and Information Management</td>
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<td>Week 7 Mid-term Week</td>
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<td>CH.7 Telecommunications, the Internet, and Wireless Technology</td>
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<td>CH.8 Securing Information Systems</td>
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<td>Week 9</td>
<td>21 October</td>
<td>CH.9 Achieving Operational Excellence and Customer Intimacy: Enterprise Applications</td>
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**Fall Recess – 28 October to 1st November 2019– NO CLASSES**

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**Detailed Session-by-Session Course Outline**

**Course Schedule**

**Week 1:** 26 August

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](https://www.youtube.com/watch?v=xXuuEkP-sAE)  L=3:07
(b) Video 2: [http://www.youtube.com/watch?v=0B2-o68KMM](http://www.youtube.com/watch?v=0B2-o68KMM)  L=3:22

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Course Textbook: Pages 34-71

**Week 2:** 2 September

CH.2 Global E-Business and Collaboration

*Opening Case: Walmart’s Retail Link Supply Chain*
[http://www.youtube.com/watch?v=SULe-I5QbKag](http://www.youtube.com/watch?v=SULe-I5QbKag)  L=7:13
[https://www.youtube.com/watch?v=yZ4nLEax5o](https://www.youtube.com/watch?v=yZ4nLEax5o)

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

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**Week 3:** 9 September

CH.3 Information Systems, Organizations, and Strategy

[https://www.youtube.com/watch?v=Illezej90Y](https://www.youtube.com/watch?v=Illezej90Y)  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 23 SEPTEMBER 16:30

Course Textbook: Pages 109 - 153

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**Week 4:** 16 September

CH.4. Ethical and Social Issues in Information Systems

*Opening Case: Facebook Privacy: Social Network Data Mining*
Video 1 Facebook Privacy

Video 2: Facebook simplifies its privacy policy [https://www.youtube.com/watch?v=K8v3FTsJV1U](https://www.youtube.com/watch?v=K8v3FTsJV1U)  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 5: 23 September

HAND IN Case 1: 23 SEPTEMBER 16:30

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=TSdicQh0dTl

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 14 OCTOBER 16:30

Course Textbook: Pages 197 - 244

Week 6: 30 September

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=mBSViTkiBw&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 246 - 283

MT Exam Preparation - Questions & Answers

Week 7: Monday 7 October 16:00-18:00 pm Mid Term Exam

Week 8: 14 October

HAND IN Case 2: 14 OCTOBER 16:30

Correct Case I
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

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

CH.8 Securing Information Systems
Opening Case: Stuxnet and Cyber Warfare
http://www.youtube.com/watch?v=kw–zLT3ak&playnext=1&list=PL5_q-cHb8wi-PP0rIHS4vUOanM3pm3kyk&feature=results_video
L= 5:53

Instructional Video: Cyber Espionage: The Chinese Threat
http://www.youtube.com/watch?v=Jz52FjOsgP 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 9: 21 October

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=JgCz9tfcXV0
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?
◆ Group Interactive Session: Organizations Customer Relationship Management Heads to the Cloud

◆ Discussing GROUP Case Study: TO BE HANDED IN 25 NOVEMBER 16:30

Course Textbook: Pages 378 - 410

28 October - 01 November FALL RECESS

Week 10: 4 November

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=tgeh607ZXAQ L=12:42

Video 2: Groupon Now- Merchant  http://www.youtube.com/watch?v=Vgk1YfInZoM 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 Mobile Technology Put Orbitz in the Lead?
What issues must be addressed when building an e-commerce presence?

Course Textbook: Pages 411 – 457

Week 11 11 November – NO CLASS

Week 12 18 November

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=LZx5qVgzwMk

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: 25 November

CH.12 Enhancing Decision Making: BI

Opening Case: IBM Helps the City of Madrid With Real-Time BPM Software
http://www.youtube.com/watch?v=TrMIh2ELp9q

1. List some of the factors that complicated the efforts of emergency crews (primarily fire, police, and medical personnel) in responding a terrorist attack.
2. What was the problem with the existing communication system?
3. Describe the business process of the new emergency response center.
4. What is the response time goal and what progress has been made?

HAND IN GROUP Case: 25 NOVEMBER 16:30

Week 14: 2 December

Exam Preparation – Questions & Answers

Week 15: 9 December Final Exam

OVERVIEW THEME INDIVIDUAL+ GROUP CASES (totaling 40%)
♦ Individual Case Study I:
HAND IN 23 SEPTEMBER 16:30

♦ Individual Case Study II:
HAND IN 21 OCTOBER 16:30

♦ Group Case Study:
HAND IN 25 NOVEMBER 16:30