**BARRY UNIVERSITY**

**SCHOOL of BUSINESS**

**MBA-****617 Technology and Information Systems**

**Summer 2017**

**Instructor:** Dr. Linda Cahill

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**Office Hours:** T, Th: 5 pm - 7pm, M, W, F: 3 pm - 7 pm and by appointment. North American Eastern Standard Time. Please email to reserve a specific time. Please feel free to call if you are located within the United States.

**Virtual Meetings:**

**Address:** <http://barry.adobeconnect.com/MBA-617>

**Call-In:** 1 8665564537 and computer audio

**Conference Code:** 4607615110

**Computer Audio is also available**

**Course Description:** This course examines the role of information systems in supporting a wide range of organizational functions. Areas to be explored include the use of information systems to support administrative operations, to support decision making and to support overall strategic initiatives and corporate philosophies. This course is oriented toward the general business student, not the technical specialist. The course will provide a managerial perspective on the use, design, and evaluation of information systems.

**Course Prerequisites:** None

**Readings**

Agrawal, A. (2016, July 13). *Forbes*. Retrieved from https://www.forbes.com/sites/ajagrawal/2016/07/13/7-ways-chatbot-tools-are-important-for-marketing/#737cf0f8602e

Alter, A., Wilson, H. J., & Sachdev, S. (2016, May 03). How Companies Are Using Machine Learning to Get Faster and More Efficient. *Harvard Business Review*.

Burrough, B. (2016, November 28). How a Grad Student Found Spyware that Could Control Anybody’s iPhone From Anywhere in the World. *Vanity Fair*, pp. 68-74. Retrieved from http://www.vanityfair.com/news/2016/11/how-bill-marczak-spyware-can-control-the-iphone

Deleanides, J., Gebhardt, K., Hurd, J., & Stanley, C. (2014, October 15). Big Data: Can It be Managed. *Muma Case Review*, 1-19.

Dutta, S., Sharma, K., Gupta , N., & Bodh , T. L. (2013, October 13). Li-Fi (Light Fidelity)- A New Paradigm in Wireless Communication. *International Journal of Innovative Research in Computer, 1*(8 ), 1654-1658.

Finnigan, D. (2016). Robots and Automation May Not Take Your Desk Job After All. *Harvard Business Review*, 2-4.

Gardner, H. K. (2017, January 23). How to Get People to Collaborate when You Don't Control Their Salary. *Harvard Business Review Digital Articles*, 2-5.

Kim, W. C. (2004). Blue Ocean Strategy. *Harvard Business Review*, 69-79.

Kitchin, R. (2015, August). Small Data in the era of big data. *80*(5), 463-475.

Knoess, C., Harbour, R., & Scemama, S. (2016). Prepare Your Workforce for the Automation Age. *Harvard Business Review*, 2-5. Retrieved February 11, 2017, from Harvard Business Re: https://hbr.org/2016/11/prepare-your-workforce-for-the-automation-age

[Larson, E. (2017, January 31). *3 Decision-Making Strategies To Scale Agile At Your Company.* *Forbes*](https://barry.instructure.com/files/62960639/download?verifier=NzZVYHwgyba9j99c6troulwOS1tAQ3liaNP36PKb&wrap=1).

Manyika, J., Chui, M., Miremadi, M., Bughin, J., George, K., Willmott, P., & Dewhurst, M. (2017, January). *Harnessing automation for a future that works.* Retrieved from McKinsey & Co.: http://www.mckinsey.com/global-themes/digital-disruption/harnessing-automation-for-a-future-that-works

Marr, B. (2015, March 25). Big Data: The Winning Formula in Sports. *Forbes*. Retrieved from https://www.forbes.com/sites/bernardmarr/2015/03/25/big-data-the-winning-formula-in-sports/#4a55f1eb34de

McGrath, R. G. (2013, June). Transient Advantage. *Harvard Business Review, 91*(6), pp. 62-70.

Metz, J. (2016, September 28). *Why Deep Learning is Suddenly Changing Your Life*. Retrieved from Fortune: http://fortune.com/ai-artificial-intelligence-deep-machine-learning/

Mims, C. (2016, December 11). Automation Can Actually Create More Jobs. *Wall Street Journal*, pp. 1-2. Retrieved from http://ezproxy.barry.edu/login?url=http://search.proquest.com/docview/1847652427?accountid=27715

Patel, N. (2015, January 16). 90% of Startups Fail: Here's What You Need to Know about the 10%. *Forbes*.

Reynolds, G. W. (2016). *Technology for Managers* (2 ed.). Cengage Learning.

Samson, E. (2017, March 10). 7 Ways Chatbots Can Benefit Your Marketing Strategy. *Entrepreneur*.

Sheinbaum, S. (2015, May 14). *Technology that Every Small Business Needs.* Retrieved from http://www.huffingtonpost.com/stephen-sheinbaum/technology-2015-5-things-\_b\_6458062.html

So what is competitive advantage? We know we need it but not how to define it. (2013). *Strategic Direction, 29*(9), 6-8.

Ward-Smith, P. (2016). The fine print of literature reviews. *Urological Nursing, 36*(5), 253-254. doi:10.7257/1053-816X.2016.36.5.253

**Mission Relevance**

**Barry University Mission**

(The Barry University Mission Statement and Core Commitments full text may be found on the last page.)

|  |  |
| --- | --- |
| **Core Commitment** | **Relationship to the Course** |
| Knowledge and Truth | As a major contributing factor to socioeconomic development, networks have enhanced competition, enabled innovation, and improved delivery of products and services. Students in this course explore networked information sharing and communication technologies for insights into professional, personal, and societal growth. |
| Inclusive Community | In their investigation of electronic commerce, students draw connections between the ubiquity and global reach of networked commerce and the ever-increasing, rich opportunities for interaction with diverse societies. |
| Social Justice | Information systems may be exploited to affect society in positive or negative ways; this course asks students to understand and evaluate ethical and social issues related to technology as well as the moral dimensions of using information systems. |
| Collaborative Service | This course encourages an entrepreneurial spirit. It is well documented that entrepreneurs who better fit into a cultural  context are more likely to succeed. Inversely, communities benefit from job creation, productivity and economic growth. Students identity the profile, benefits, driving trends and essential technologies of entrepreneurship, they construct technical tools to support model initiatives, and they analyze various strategies for success. |

**School of Business Mission**

|  |  |
| --- | --- |
| **Dimensions** | **Relationship to the Course** |
| Ethics | Students discuss and collaboratively present on the ethical use of information systems and conduct peer evaluations. |
| Social Responsibility | Students analyze the power of information systems to impact society positively and negatively. They self-assess and demonstrate their understanding through tests and assignments. |
| Global Orientation | Students demonstrate their understanding of rapid developments in shared information and communication technologies that enable global exchange of goods and services. They self-assess and demonstrate their understanding through tests and assignments. |
| Entrepreneurial Attitude | Students analyze case studies of entrepreneurial enterprises and demonstrate through assignments an understanding of the entrepreneurial profile and the contribution that information systems have on business success and the community. |

**MBA Program Learning Goals and Supporting Objectives Embedded in MBA-617**

| **Goal** | **Description** | **Embedded**  **(“E”= Embedded)** |
| --- | --- | --- |
| 1. | Our students will use their conceptual understanding to manage in a strategic, socially responsible and entrepreneurial manner. |  |
| 1.a. | *Our students will be able to evaluate the importance of a business plan to the entrepreneur’s likelihood of success.* |  |
| 1.b. | *Our students will be able to develop socially responsible strategic alternatives.* | E |
| 2. | Our students will be able to apply knowledge in new and unpredictable circumstances, to develop innovative solutions to strategic challenges. |  |
| 2.a. | *Our students will be able to analyze the financial feasibility of a business growth opportunity and make appropriate recommendations for adopting and/or adapting the proposed project.* | E |
| 2.b. | *Our students will be able to analyze and evaluate marketing strategies.* | E |
| 3. | Our graduates will be able to lead and manage people ethically in organizational situations, so that a competitive advantage can be achieved and/or maintained. |  |
| 3.a. | *Our students will be able to critique ethical behaviors of leaders and their implications for organizational competitiveness.* | E |
| 3.b. | *Our students will be able to analyze how different types of effective leadership styles are appropriate in different situations.* | E |
| 4. | Our students will demonstrate an integrated perspective of global trends and issues. |  |
| 4.a. | *Our students will be able to accurately analyze global economic development challenges and recommend how institutional structures could successfully support efforts to improve economic conditions.* | E |
| 4.b. | *Our students will differentiate among trade barriers and how they impact international trade, be able to analyze them in achieving national objectives, and evaluate their impact on growth and competitiveness.* | E |

**Course Learning Objectives**

| **Learning Objective** | **Assessment Method** | **Related to Program Goal(s)** |
| --- | --- | --- |
| Integrate computer-based tools into decision making and analysis of big and small data. | Assignments: Using Data to Make Decisions; Drilling Down; Write the Logic Behind a Decision-Making App; Big Data  Final Exam | 1b, 2b, 3a, 3b, 4a, 4b |
| Learn the concepts and skills required for local and global collaboration platforms for different business functional areas | Assignment: Create an App for Shared Record Keeping  Self-Assessment 06  Midterm Exam  Final Exam | 1b  2b  4a, b |
| Demonstrate an understanding of enterprise systems, value chain/value web and management of systems through use of simulation technology, independent research and case study. | Self-Assessment 02-03  Research Project  Final Exam | 1b  4a, 4b |
| Demonstrate an understanding of key components of an IT infrastructure | Assignments: Research Project; Impact of Automation on Labor in Business; Generating a Visual Recognition Score; Global Impact of Network Speed; Using Data to Make Decisions; Create a Customer Service Chatbot; Data Management  Research Project  Self-Assessment 02-03  Quiz 04-05  Midterm Exam  Final Exam | 1b, 2b, 3a, 3b, 4a, 4b |
| Develop a database to improve business performance and decision making | Assignments: Data Management; Big Data  Quiz 09-11  Final Exam | 1b  4a, b |
| Demonstrate an understanding of transmission technologies and their appropriate use in successful businesses | Assignment: Global Impact of Network Speed  Quiz 04-05  Midterm Exam  Final Exam | 1b  2b  4a, b |
| Grasp the social, economic, and cultural repercussions of cyber warfare | Assignment: Respond to How a Grad Student Found Spyware that Could Control Anybody’s iPhone from Anywhere in the world  Midterm Exam  Final Exam | 1b  2b  4a, b |
| Discriminate between various types of e-commerce models | Assignment: Effectiveness of Social Marketing  Final Exam | 1b, 2b, 3a, 3b, 4a, 4b |
| Develop an understanding of the key theories that support the MBA Program Learning Goals | Assignments: Analyze Funding Opportunities for the Entrepreneur; Ethics, Leadership Responsibilities, and the Systems that Support them; Response to Transient Advantage and How We Define Competitive Advantage  Top Hat: Replaced by Technology; Competitive Advantage  Quizzes 04-05; 09-11  Midterm Exam  Final Exam | 1b, 2b, 3a, 3b, 4a, 4b |

**Course Activities to Meet Objectives**

| **Component** | **Number of Assessments in the Category** | **Weight** |
| --- | --- | --- |
| **Assignments** | 15 | 15% |
| **Participation Exercises** | 6 | 5% |
| **Quizzes** | 2 | 15% |
| **Midterm Exam** | 1 | 20% |
| **Research Project** | 1 | 20% |
| **Final Exam** | 1 | 25% |

**Grading**

|  |  |
| --- | --- |
| **Letter Grade** | **Total Points** |
| **A** | 90 and above |
| **B** | 80 and above |
| **C** | 70 and above |
| **F** | Below 70 |

**Attendance Policy**

The School of Business policy states that “Students are expected to attend all classes,” or, in this case, videoconferences. The instructor will make the best effort to accommodate students in their individual time zone. If a situation arises in which a student must miss a videoconference, the student comes to the next videoconference having watched the full recording of the last conference, and fully prepared in all respects.

Students must log in with first and last name. The platform automatically records login and logout times.

**Students with Disabilities**

Barry University is committed to ensuring that students with physical and learning disabilities receive protections and equal access to programs and services as outlined by the 1990 Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act of 1973. This policy includes the design and delivery of online courses so that the access to a curriculum of learning for the disabled student is reasonably equivalent to that which is provided for the non-disabled student.

The Office of Disability Services provides information, advocacy, and academic accommodations to students with documented disabilities. If you have special learning needs, please inform the instructor and contact Barry University’s Office of Disability Services to request reasonable accommodations. The office grants accommodations on case-by-case basis. The Office of Disability Services, for students who are local, is located in Landon Student Union 102. More details appear in the class website on Canvas. To register, call 305-899-3488.

To be eligible for disability-related services, students must have a documented disability as defined by the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act of 1973. Students must request assistance first from Barry University’s Office of Disability Services. <http://www.barry.edu/disabilityservices/default.htm>. The Office of Disability Services at Barry University will arrange for any accommodations that are reasonable and do not compromise academic standards or place a prohibitive financial burden on the University.  Accommodations might include:

* Adaptive technology
* Enlargers
* Textbook scanning
* E-book adaptation

Canvas, as a course management system, is designed to meet a variety of world accessibility requirements, including Section 508, Section 504 and W3C. Canvas supports the use of assistive technologies such as screen readers, text magnifiers and speech-to-text solutions

**Cheating and Plagiarism**

Cheating and plagiarism are defined in the latest University Catalog as follow:

Cheating is defined as the attempt, successful or not, to give or obtain aid and/or information by illicit means in meeting any academic requirements, including examinations. Cheating includes falsifying reports and documents. Plagiarism is defined as the use, without proper acknowledgement, of the ideas, phrases, sentences, or larger units of discourse from another writer or speaker. Plagiarism includes the unauthorized copying of software and the violation of copyright laws.

Cheating and plagiarism will not be tolerated; these types of actions are in direct opposition to the Barry University mission, which stresses knowledge and truth. Students are required to take personal responsibility for their actions and conduct themselves with integrity. Violations discredit the academic experience and will be met with proportionate consequences. This course will apply the policy strictly.

*Student Affirmation Form*

***Please initial each statement and sign at the bottom; scan and email the form to the instructor.***

\_\_\_\_\_I have/will read the syllabus I am taking this semester, and I understand the criteria established for grading my course work.

\_\_\_\_ I will maintain and uphold the academic integrity policies of MBA-617 and will not condone or participate in any activities of academic dishonesty including, but not limited to, plagiarism, cheating, stealing, or copying another’s assigned working.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_

Print Name /Date

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Signature of Student

**Course Calendar**

| **Date/Session** | **Topic** | **Assessment** |
| --- | --- | --- |
| **Videoconference May 8/9** | | |
| Unit 01  Introduction | Student Preparedness Resources  Syllabus Review  Lectures Introduction to Technology and Information Systems  Unit 02 - 05 review and support for activities on the following topics:  Systems by Business Functional Areas  Cognitive Infrastructure  Networks and Network Innovations  Securing Systems | **Certificate of Authorship:** Scanning and forwarding  **Test** Audio  **Explore** Canvas orientation class  **Download and Install** Microsoft Applications  **Create** Your Top Hat account (skip all reference to purchases)  **Verify** Your Top Hat Access  **Test** Your Top Hat Functionality  **Check** your access to our collaboration platform . (If you don't have access, let Dr. Cahill know as soon as possible.)  **Review** Syllabus  **Watch** Lectures  Introduction Part 1 Introduction Part 2  **Post** to Top Hat Scheduled Exercise: Which Aspects of Your Career Path Will Automation Replace? (Writing Sample)  **Upload** a picture to your Canvas profile (this is a graded activity). To learn to update your profile, go to this online resources >"Your Account" >"Your Profile" |
| Unit 02  Systems by Business Functional Areas | Differentiate among types of systems by functional area | **Your responsibility by Tuesday May 16, midnight** |
| **Read** Knoess, C., Harbour, R., & Scemama, S. (2016). Prepare Your Workforce for the Automation Age. Harvard Business Review, 2-5. Retrieved February 11, 2017, from Harvard Business Re: https://hbr.org/2016/11/prepare-your-workforce-for-the-automation-age  **Read** Finnigan, D. (2016). Robots and Automation May Not Take Your Desk Job After All. Harvard Business Review, 2-4.  **Read** Mims, C. (2016, December 11). Automation Can Actually Create More Jobs. Wall Street Journal, pp. 1-2.  **Read** Designing Fact-Based Argument  **Submit** Assnmnt Impact of Automation on Labor in Business (Revision of Top Hat Which Aspects of Your Career Path Will Automation Replace?)  **Watch** Lectures: Types of Information Systems by Functional Area  Types of Information Systems Manufacturing and Production Sales and Marketing Finance and Accounting Human Resources |
|  |  | **Your responsibility by Friday May 19, midnight** |
| Unit 03  Cognitive Infrastructure | Demonstrate and Understanding of Cognitive Hardware and Software  Create Emotion Recognition Scores in Images Using Artificial Intelligence  Self-Assessment Units 02-03 | **Watch** Infrastructure Basics  Hardware Machine Code  Software  **Watch** Lecture Part 1 Cognition, Hardware, and Software  **Watch** Lecture Part 2 Cognition, Hardware, and Software  **Read** Metz, J. (2016, September 28). Why Deep Learning is Suddenly Changing Your Life. Retrieved from Fortune: http://fortune.com/ai-artificial-intelligence-deep-machine-learning/  **Submit** Assnmnt Generating a Visual Recognition Score |
| **Submit** Self-Assessment Units 02-03 for a participation grade | | |
| Unit 04  Network and Network Innovation | Demonstrate an Understanding of Networks and Network Innovations  Create a Matrix of Network Speed and Its Impact on Global Economies | **Your responsibility by Tuesday May 23, midnight** |
| **Watch** Networks and Network Innovations  **Post** AssnmntGlobal Impact of Network Speed  **Watch** Find Your Discussion Board Rubric  **Watch** Gumfish (9 min/55 sec)  **Watch** Real-Time Live Attacks |
| Unit 05  Securing Systems | Understand the Volume and Frequency of Real Time Network Intrusion  Analyze the Ease with which We are Targets of Malicious Intrusion  Develop a Vocabulary Associated with Network Security | **Your responsibility by Friday May 26, midnight** |
| **Watch** Keren Elezari Hackers Video (16 min/22 sec)  **Read** Burrough, B. (2016, November 28). How a Grad Student Found Spyware that Could Control Anybody’s iPhone From Anywhere in the World. Vanity Fair, pp. 68-74. Retrieved from http://www.vanityfair.com/news/2016/11/how-bill-marczak-spyware-can-control-the-iphoneTake Practice quiz Securing Systems  **Post** Assnmnt response to How a Grad Student Found Spyware that Could Control Anybody’s iPhone From Anywhere in the World  **Watch** Find Your Discussion Board Rubric  **Watch** Live Attacks  Kaspersky Real-Time Attacks FireEye Top Industries Top Country Attacks Live Attacks: ThreatCloud Targets  **Submit** Formative Survey |
| **Videoconference and Quiz May 29/30** | | |
| Unit 06  Collaboration and Communication | Quiz Units 04 – 05  Review/Discussion/Verbal Interviews on Answers to Quiz  Lecture 06: Collaboration and Communication  Lecture: 07  The Entrepreneur  Research Problem Statement/Summary  Literature Reviews/Evaluating Sources | **Your Responsibility by May 30** |
| **Read**Gardner, H. K. (2017, January 23). How to Get People to Collaborate when You Don't Control Their Salary. *Harvard Business Review Digital Articles*, 2-5.  **Read** [7 Ways Chatbots Can Benefit Your Marketing Strategy](https://barry.instructure.com/courses/1573501/files/62917062/download?wrap=1)  **Submit** Assnmnt Create an App for Shared Record Keeping  **Submit** Assnmnt Create a Customer Service Chatbot  **Watch** Prosthetic Head Lecture (first few minutes)  **Try** Self-Assessment Unit 06 |
| **Submit** Quiz Units 04 -05 |
| Unit 07  The Entrepreneur | Research Project Step 1  Analyze Funding Resources for Entrepreneurs  Hypothesize Technological Solutions to Optimize Industry Efficiency | **Your responsibility by Friday June 2, midnight** |
| **Submit** Assnmnt Funding Opportunities for the Entrepreneur  **Read** 53 – 64: Manyika, J., Chui, M., Miremadi, M., Bughin, J., George, K., Willmott, P., & Dewhurst, M. (2017, January). A future that works. Retrieved from McKinsey & Co.: http://www.mckinsey.com/global-themes/digital-disruption/harnessing-automation-for-a-future-that-works  **Read** Patel, N. (2015, January 16). 90% of Startups Fail: Here's What You Need to Know about the 10%. Forbes.  **Post** Participation ActivityResearch Project Step 1 Selection of Case Study from which the Research Project will Stem  **Watch** Find Your Discussion Board Rubric  **Watch** Create a Bibliography  **Watch** Citations, Endnotes, and Footnotes |
| Unit 08  Competitive Advantage | Contrast Traditional and Contemporary Strategies to Achieve Competitive Advantage    Evaluate Relevant Sources for Research | **Your responsibility by June 5/6 midnight** |
| **Read**[McGrath, R. G. (2013, June). Transient Advantage. *Harvard Business Review, 91*(6), pp. 62-70.](https://barry.instructure.com/courses/1573501/files/62915244/download?wrap=1) **Read** (Barry online Library resource) [So What is Competitive Advantage: We Know we need it but not how to define it.](https://barry.instructure.com/courses/1573501/files/62770064/download)(Journal: Strategic direction ISSN: 0258-0543 Date: 08/16/2013)  **Read** Alter, A., Wilson, H. J., & Sachdev, S. (2016, May 03). How Companies Are Using Machine Learning to Get Faster and More Efficient. *Harvard Business Review*.  **Post** AssnmntResponse toTransient Advantage and How We Define Competitive Advantage  **Read** Ward-Smith, P. (2016). The fine print of literature reviews. Urological Nursing, 36(5), 253-254. doi:10.7257/1053-816X.2016.36.5.253  **Submit** Research Project Step 2 Problem Statement  **Conduct** 1 Peer Review  **Watch** How to Conduct a Peer Review  **Begin** Research Project Step 3 Literature Review Storage of Drafts  **Watch** Creating a Bibliography |
| Unit 09  Decision Making | Apply Spreadsheet Skills to Answer Business Questions | **Your responsibility by Friday June 9, midnight** |
| **Read** Larson, E. (2017, January 31). 3 Decision-Making Strategies To Scale Agile At Your Company. *Forbes*  **Submit** Assnmnt Transparent Choice Software  **Submit Group** Assnmnt Drilling Down Posting |
| **Videoconference June 19/20** | | |
| Midterm Exam  Units 01 – 10 | | |
| Unit 10  Using Logic to Make Decision | Lecture 10 Logic and Decision-Making  Create Conceptual Connections to Arrive at Logical Conclusions  Lecture 11 Ethics and Social Responsibility | **Your Responsibility by June 20** |
| **Add Significantly** to Your Research Project Bibliography |
| **During Videoconference**  **Participate** in Top Hat Exercise: Logic  **Submit** Assnmnt Write the Logic Behind a Decision-Making App |
| Unit 11  Ethics, and Social Responsibility | Analyze the role of Information Systems in Scenarios with Questionable Ethical, Moral, and Social Outcomes | **Your responsibility by Friday June 30 midnight** |
| **Post** Assnmnt Ethics, Leadership Responsibilities, and the Systems that Supported Them  Watch the Ethics of Leaders  *Bernie Madoff (52 min)*  *Tim Cook (3 min)*  *Enron (51 min))*  *Warren Buffet (48 min)*  **Add** to Your Research Project Bibliography |
| Unit 12  The Database Approach to Data Management | Management and Big Data Analysis:  Create queries to produce relevant information, analyze business health, and support decision making  Lecture Unit 13 | **Your Responsibility by July 3/4** |
| **See** a special resource: Writing Criteria for Queries  **Submit** Assnmnt Database Management  **Watch** Your Help Video  **Add** to Your Research Project Bibliography |
| **Videoconference July 10/11** | | |
| **Quiz 02: Units 11, 12, 13** | | |
| Unit 13  Business Intelligence | Quiz 02: Units 11, 12, 13 |  |
| **Read** Deleanides, J., Gebhardt, K., Hurd, J., & Stanley, C. (2014, October 15). Big Data: Can It be Managed. Muma Case Review, 1-19.  **Read** Kitchin, R. (2015, August). Small Data in the era of big data. 80(5), 463-475.  **Read** Big Data: The Winning Formula in Sports  **Read** Business Intelligence  **Enable** Power BI Tools  **Download** BI Data Model: Swag Spend (this is an example of a data model)  **Submit** Assnmnt Big Data  **Submit** Research Project Step 4 Automation Solutions  **Conduct** 1 Peer Review  **Draft** Your Research Project (no submission yet) |
| Unit 14  eCommerce and mCommerce | Models of eCommerce  Explore mobile commerce applications and services  Build an eCommerce Presence | **Your responsibility by Tuesday, July 18** |
| **Watch** Social Marketing Videos  Pepsi Disgusting or Brilliant? Beer Commercial Support for Humanitarian Org  **Post** to Effectiveness of Social Marketing  **Submit** Optional Extra Credit Your Business Home Page  **Watch** Optional Extra Credit Wix Tutorial  **See** Dr. Cahill's Sample Website Created in an Hour  **Submit** Research Project |
| Unit 15  ERP, CRM, and SCM | Differentiate among enterprise systems | **Your responsibility by Tuesday, July 25** |
| **Watch** Customer Relationship Management (7 min)  **Read** Is the Value Chain Dead?  **Watch** ERP: How Many Systems Are Involved? |
| **Videoconference Friday, July 28** | | |
| Final Exam | Cumulative Final Exam | Cumulative Final Exam |

**Distance Learning Format**

This is a fully online learning format, meaning the interaction and coursework are completed outside of a classroom; students and instructor are distant from each other.

Technological advances have dramatically expanded and enhanced distance learning options through the introduction of numerous synchronous and asynchronous innovations. In the online format, this class leverages these innovations to deliver a rich and dynamic form of extended learning, regardless of geographic location, aimed at providing a viable means for students to engage in a lifelong learning pursuit of knowledge and academic achievement.

Selected technologies and associated responsibilities are described below.

**Instructor-Student(s) Interaction/Feedback**

Feedback from the instructor comes to students in many forms, including

* Canvas gradebook;
* Canvas assignment and test feedback;
* Canvas conversation tool (embedded email application);
* Canvas assignments’ integrated discussion thread;
* Canvas discussion board;
* Canvas-based “Groups” discussion board;
* OneDrive;
* Outlook email;
* Canvas “conversations”;
* Adobe Connect videoconference;
* Top Hat Polling Technology (the instructor posts questions and students respond in various formats, including discussion, survey, and graded participation. Results are represented graphically);
* Instructor’s cell phone.

**Student-to-Student Communication**

* Canvas electronic peer review tool, which randomly selects peers, opens a submission for review, includes the assignment rubric, and provides comment text boxes for each criterion plus a text box for holistic comments;
* Top Hat polling technology (the instructor posts questions and students respond in various formats, including image point and click, discussion, survey, graded quiz, graded participation. Results are represented graphically);
* Canvas discussion board;
* Canvas-based “Groups” discussion board;
* OneDrive personal/shareable cloud space;
* Outlook email;
* Canvas “conversations”
* Adobe Connect Videoconferences.

Platforms and Applications to Support Online Learning

Students will use learning management system Instructure Canvas (usually just known as “Canvas”), videoconferences using the Adobe Connect platform, an environment for polling and text-based discussion called “Top Hat,” and an interactive application called “SoftChalk” for assessments. Please see more details on these technologies below.

**Canvas**

The Canvas web-based learning management system is accessible with this link: <https://barry.instructure.com>. Canvas will serve as the central hub for the distribution and submission of course documents, assessments, announcements, asynchronous communication, and online meeting information. Students are required to log in at least every weekday and must exercise the discipline needed to pace themselves according to the class calendar.

**Adobe Connect Videoconference**

Videoconferences use Adobe Connect web conferencing. This allows students to interact in real-time with the professor and classmates in a minimum of 6 virtual (videoconference) meetings. Details for participating via Adobe Connect videoconference are posted in Canvas and dates and times can be seen in advance on the syllabus. The URL for the virtual classroom will be distributed by email to every student before the first day of class. A webcam, audio capability, and a fast, reliable connection are essential for participating in a videoconference.

Adobe Connect access has already been established:

**Address:** <http://barry.adobeconnect.com/MBA-617>

**Call-In:** 1 8665564537 (computer audio is fine too)

**Conference Code:** 4607615110

**Computer Audio is also available**

**Top Hat and SoftChalk**

Occasionally, students will be polled or asked to submit text-based comments in response to discussion prompts using the Top Hat platform. Top Hat is accessible with this link: <http://tophat.com>. The join code is required: 405985.

SoftChalk is usually used for self-assessment. It includes exercises such as flash cards, quizzes with answer display when you’re ready, and captioning of images.

**Assessments**

Students are required to complete all assessments as outlined in each of the units. Assessments are based on video lectures, all reading material regardless of whether it is reviewed in the online sessions, exercises, and discussion content. Failure to complete an assessment by the due date will result in point penalty.

One midterm exam, two quizzes, and the final exam will be proctored by webcam. **Please note:** real time interviews on the topics in quizzes and exams may be conducted to ensure that assessment submissions are the original work of the student.

There will be absolutely no make-up exams except in extreme emergencies.

Additional information and instructions will be provided during online meetings and in Canvas.

**Assessment Map**

|  | **Self Assess-ment** | **Top Hat** | **Discussion Board** | **Assignment** | **Project** | **Quiz** |
| --- | --- | --- | --- | --- | --- | --- |
| **Unit 01** |  | X |  | X |  |  |
| **Unit 02** |  |  |  | X |  |  |
| **Unit 03** | X |  |  | X |  |  |
| **Unit 04** |  |  | X |  |  |  |
| **Unit 05** |  |  | X |  |  |  |
| **Unit 06** | X |  |  | X, X |  | X |
| **Unit 07** |  |  | X, X |  | X |  |
| **Unit 08** |  | X | X | X | X |  |
| **Midterm Exam** | | | | | | |
| **Unit 09** |  |  |  | X | X |  |
| **Unit 10** | X |  |  | X |  |  |
| **Unit 11** |  |  | X |  |  | X |
| **Unit 12** |  |  |  | X |  |  |
| **Unit 13** |  |  |  | X |  |  |
| **Unit 14** |  |  | X |  | X |  |
| **Final Exam** | | | | | | |

**General Information**

**Hardware and Software Requirements**

1. Windows 11, Mac 10.6.8
2. Internet Explorer 11, Safari, Chrome, or Firefox
3. Microsoft Office 2016
4. Continuously updated Flash
5. Media player of your choice (such as Windows Media Player 2017 or QuickTime)
6. High Speed Connectivity (at least 30 Mps download and upload speed; test it at <http://speedtest.net>)
7. Hardware device of your choice, as long as software and connectivity requirements are met.
8. Webcam

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**Participation, Assessment Submissions**

* Barry University’s email domain (mymail.barry.edu) is the only email domain accepted by the instructor. New emails from the instructor will be sent to your Barry email address. You should check your **email** **at least once a day**. All emails will be acknowledged within **48 hours** except on weekends and holidays. The instructor does not accept coursework by email except under specific circumstances approved in advance of a due date.
* Plan to log into your **Canvas class website** at least once a day to check for announcements, read and post discussion forums, and to contribute to any assignments that may need your attention.
* Check your rubrics, including those for your discussion board postings, to clearly understand expectations.

**Barry University Mission**

*Barry University is a Catholic institution of higher education founded in 1940 by the Adrian Dominican Sisters. Grounded in the liberal arts tradition, Barry University is a scholarly community committed to the highest academic standards in undergraduate, graduate and professional education.*

*In the Catholic intellectual tradition, integration of study, reflection and action inform the intellectual life. Faithful to this tradition, a Barry education and university experience foster individual and communal transformation where learning leads to knowledge and truth, reflection leads to informed action, and a commitment to social justice leads to collaborative service.*

*Barry University provides opportunities for affirming our Catholic identity, Dominican heritage, and collegiate traditions. Catholic beliefs and values are enriched by ecumenical and interfaith dialog.*

*Through worship and ritual, we celebrate our religious identity while remaining a University community where all are welcome.*

***Core Commitments*** *Catholic intellectual and religious traditions guide us in the fulfillment of our mission. The mission and values of the Adrian Dominican Sisters serve as the inspiration for our core commitments.*

***Knowledge and Truth*** *Barry promotes and supports the intellectual life, emphasizing life-long learning, growth and development. The University pursues scholarly and critical analysis of fundamental questions of the human experience. In the pursuit of truth, the University advances development of solutions that promote the common good and a more humane and just society.*

***Inclusive Community*** *Barry is a global, inclusive community characterized by interdependence, dignity and equality, compassion and respect for self and others. Embracing a global world view, the University nurtures and values cultural, social and intellectual diversity, and welcomes faculty, staff, and students of all faith traditions.*

***Social Justice*** *Barry expects all members of our community to accept social responsibility to foster peace and nonviolence, to strive for equality, to recognize the sacredness of Earth, and to engage in meaningful efforts toward social change. The University promotes social justice through teaching, research and service.*

***Collaborative Service*** *Barry is committed to serving local and global communities through collaborative and mutually productive partnerships. The University accepts responsibility to engage with communities to pursue systemic, self-sustaining solutions to human, social, economic and environmental problems.*

**School of Business Mission**

*Our mission is to deliver high quality education that will enable our students to succeed as responsible business practitioners and leaders.*

*We strive to develop in our students a strong sense of ethics, social responsibility, and an entrepreneurial attitude within a global perspective.*

*We are committed to excellent teaching, engaged learning, and collaboration with our community. Our intellectual contributions emphasize practical applications, with our faculty also engaging in theoretical and empirical research and instructional development.*

*We operate in a highly cosmopolitan, multicultural setting, with students from around the world, as part of a Catholic, international university, and we function as a collaborative, inclusive community of caring faculty, staff, and students in the tradition of the Adrian Dominicans.*

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