

**The University of Texas at Dallas  
Naveen Jindal School of Management  
Global Leadership Executive MBA**

**FALL 2016 COURSE SYLLABUS**

**COURSE INFORMATION**

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Number & Section	MIS 6204
Title	IT and MIS Fundamentals
Term	Fall 2016
Dates	Retreat: Tuesday, August 23, 2016 (10 AM) eLearning: Monday, October 17 – Sunday, December 11, 2016

**PROFESSOR INFORMATION**

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Professor	Dr. Kelly Slaughter
Email address	kelly.slaughter@utdallas.edu
Office Location	JSOM 2.703
Online Office Hours	Please email professor to set up appointment
Office Phone Number	972-883-4755
Website	<a href="http://jindal.utdallas.edu/faculty/kelly-slaughter">http://jindal.utdallas.edu/faculty/kelly-slaughter</a>

**COURSE PRE-REQUISITES, CO-REQUISITES, AND/OR OTHER RESTRICTIONS**

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None; Enrollment in the UT Dallas GLE MBA program.

**COURSE DESCRIPTION**

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MIS 6204 is designed to introduce information system concepts that will allow non-IT professionals to better understand current IT issues and opportunities and thereby work with IT more effectively to advance organizational goals. For the IT professional, the class should serve as a useful survey course.

**STUDENT LEARNING OBJECTIVES/OUTCOMES**

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*Learning Goals*

- Explain the role of IT as a strategic business transformation tool
- Support the analysis of business challenges via decision support approaches
- Understand the execution challenges and opportunities of the CIO and the IT department
- Describe contemporary IT opportunities and issues such as big data and security

*Learning Outcomes*

- Students can effectively apply strategic principles as they relate to IT to their professional context
- Students can identify opportunities to apply decision support principles to specific business opportunities
- Students can explain IT project execution challenges and how the business can advance these projects
- Students are 'conversant' in contemporary IT trends and can suggest how such trends impact their organization

## REQUIRED TEXTBOOKS AND MATERIALS

**Required Text:** None

**Readings:** All readings are available on eLearning as hyperlinks or pdfs.

**Other Materials:** PowerPoint slides and lecture recordings are available on eLearning.

## ASSIGNMENTS AND ACADEMIC CALENDAR

<b>Retreat</b>	<b>Tuesday, August 23, 2016 AM</b>
Topics	<b>Class Overview, Guest Speaker</b>
Plan ahead	None
<b>Weeks 1/2</b>	<b>Weeks of October 17<sup>th</sup> and October 24<sup>th</sup></b>
Topics	<b>IT and Strategic Alignment</b>
Lectures	<ul style="list-style-type: none"> <li>• Introduction</li> <li>• IT and Competitive Advantage</li> <li>• Enterprise Architecture</li> <li>• Digital Transformation</li> <li>• Innovation</li> <li>• Governance</li> </ul> <p>(available on eLearning)</p>
Readings  Note: Readings without hyperlinks are stored in PDF form on eLearning.	<p><b>IT and Competitive Advantage</b>  <i>1a) How Information Gives You Competitive Advantage</i>            Porter, M.E. and Millar, V.E., Harvard Business Review, July 1985  <a href="http://hbr.org/1985/07/how-information-gives-you-competitive-advantage">hbr.org/1985/07/how-information-gives-you-competitive-advantage</a></p> <p><i>1b) Mastering the Three Worlds of IT</i>            McAfee, A., Harvard Business Review, November 2006  <a href="https://hbr.org/2006/11/mastering-the-three-worlds-of-information-technology?cm_sp=Topics_-_Links_-_Read%20These%20First">https://hbr.org/2006/11/mastering-the-three-worlds-of-information-technology?cm_sp=Topics_-_Links_-_Read%20These%20First</a></p> <p><b>Digital Transformation</b>  <i>1c) The Digital Transformation of Business</i>            HBR Analytics Services Report sponsored by Microsoft  <a href="http://hbr.org/resources/pdfs/comm/microsoft/the_digital_transformation_of_business.pdf">hbr.org/resources/pdfs/comm/microsoft/the_digital_transformation_of_business.pdf</a></p> <p><b>Innovation</b>  <i>1d) Teaming Up to Crack Innovation and Enterprise Integration</i>            Cash, J.I., Earl, M.J., and Morison, R., HBR, November 2008,  <a href="http://hbr.org/2008/11/teaming-up-to-crack-innovation-and-enterprise-integration">hbr.org/2008/11/teaming-up-to-crack-innovation-and-enterprise-integration</a></p>

	<p><b>Enterprise Architecture</b></p> <p><i>1e) Strategy by Design</i> Trepant, H. and Newman, D., Booz and Company, strategy+business, Issue 60, Autumn 2010 <a href="http://www.strategy-business.com/article/00035?gko=7c4cc">www.strategy-business.com/article/00035?gko=7c4cc</a></p> <p><i>1f) Building a Capability-Driven IT Organization</i> Stettler, E., Agrawal, S., Duggirala, R., Cheung, K., AT Kearney Ideas and Insights, 2011, <a href="http://www.atkearney.com/paper/-/asset_publisher/dVxv4Hz2h8bS/content/building-a-capability-driven-it-organization/10192">www.atkearney.com/paper/-/asset_publisher/dVxv4Hz2h8bS/content/building-a-capability-driven-it-organization/10192</a></p> <p><i>1g) Roadmap to Relevance</i> Alvarez, E. and Raghavan, S., Booz and Company, strategy+business, Issue 61, Winter 2010 <a href="http://www.strategy-business.com/article/10404?gko=2a3ae">www.strategy-business.com/article/10404?gko=2a3ae</a></p> <p><b>Governance</b></p> <p><i>1h) Elevating Technology on the Boardroom Agenda</i> Bloch, M., Brown, B., Sikes, J., McKinsey Quarterly Issue 1, 2013, pp. 99-103 <a href="http://www.mckinsey.com/insights/business_technology/elevating_technology_on_the_boardroom_agenda">www.mckinsey.com/insights/business_technology/elevating_technology_on_the_boardroom_agenda</a></p> <p><i>1i) Getting Real About Information Governance</i> Federoff, J., December 18, 2014 <a href="http://www.cio.com/article/2861118/governance/getting-real-about-information-governance.html">www.cio.com/article/2861118/governance/getting-real-about-information-governance.html</a></p> <p><i>1j) New Boss to CIO: It's Not You, It's Me (but you're fired)</i> Boulton, C., April 25, 2016 <a href="http://www.cio.com/article/3060821/cio-role/new-boss-to-cio-its-not-you-its-me-but-you-re-fired.html">www.cio.com/article/3060821/cio-role/new-boss-to-cio-its-not-you-its-me-but-you-re-fired.html</a></p>
Web Conference	Sunday, October 23 <sup>rd</sup> , 2016 from 7:00 PM CST to 8:30 PM CST
Discussion Forum	The professor will post discussion questions on the eLearning forum after the web conference; all posts must be completed before the next web conference.
Plan ahead	Essay due November 13 <sup>th</sup> via eLearning.
<b>Weeks 3/4</b>	<b>Weeks of October 31<sup>st</sup> and November 7<sup>th</sup></b>
Topic	<b>Business Intelligence and Analytics</b>
Lectures	<ul style="list-style-type: none"> <li>• Decision Support</li> <li>• Master Data Management</li> <li>• Analytics Tools</li> <li>• Decision Bias</li> <li>• Data Visualization</li> <li>• Data Scientists</li> </ul> <p>(available on eLearning)</p>
Readings	<p><b>Decision Support</b></p> <p><i>2a) An Overview of BI Technology</i> Chaudhuri, S., Umeshwar, D., and Narasayya, V. CACM 54(8), August 2011, pp. 88 – 98</p>

<p>Note: Readings without hyperlinks are stored in PDF form on eLearning.</p>	<p><b>Master Data Management</b>  <i>2b) Six Steps to Data Governance Success</i>  Adler, S., May 31, 2007  <a href="http://www.cio.com/article/2438861/enterprise-architecture/six-steps-to-data-governance-success.html">www.cio.com/article/2438861/enterprise-architecture/six-steps-to-data-governance-success.html</a></p> <p><b>Analytics Tools</b>  <i>2c) Why IT Fumbles Analytics</i>  Marchand, D.A. and Peppard, J., HBR, January-February 2013  <a href="http://hbr.org/2013/01/why-it-fumbles-analytics">hbr.org/2013/01/why-it-fumbles-analytics</a></p> <p><i>2d) The ABC's of Analytics</i>  Meer, D., Booz and Co. strategy+business, Issue 70, Spring 2013  <a href="http://www.strategy-business.com/article/00150?gko=4502c">www.strategy-business.com/article/00150?gko=4502c</a></p> <p><b>Decision Bias</b>  <i>2e) Nudge Economics: Has Push Come to Shove for a Fashionable Theory?</i>  Adams, T. May 31, 2014  <a href="http://www.economicpolicyjournal.com/2014/06/nudge-economics-has-push-come-to-shove.html">http://www.economicpolicyjournal.com/2014/06/nudge-economics-has-push-come-to-shove.html</a></p> <p><i>2f) Instinct Can Beat Analytical Thinking</i>  Fox, J., June 21, 2014  <a href="http://hbr.org/2014/06/instinct-can-beat-analytical-thinking">hbr.org/2014/06/instinct-can-beat-analytical-thinking</a></p> <p><b>Data Vizualization</b>  <i>2g) Data Visualization Is The Future - Here's Why</i>  Clark, D. March 10, 2014  <a href="http://www.forbes.com/sites/dorieclark/2014/03/10/data-visualization-is-the-future-heres-why/#4afda48646fa">www.forbes.com/sites/dorieclark/2014/03/10/data-visualization-is-the-future-heres-why/#4afda48646fa</a></p> <p><b>Data Scientists</b>  <i>2h) The Sexiest Job Of The 21st Century Is Tedious, And That Needs To Change</i>  Kandel, S., April 1, 2014,  <a href="http://hbr.org/2014/04/the-sexiest-job-of-the-21st-century-is-tedious-and-that-needs-to-change">hbr.org/2014/04/the-sexiest-job-of-the-21st-century-is-tedious-and-that-needs-to-change</a></p>
Web Conference	Sunday, November 6 <sup>th</sup> , 2016 from 7:00 PM CST to 8:30 PM CST
Discussion Forum	The professor will post discussion questions on the eLearning forum after the web conference; all posts must be completed before the next web conference.
Plan ahead	Essay due November 13 <sup>th</sup> via eLearning.
<b>Weeks 5/6</b>	<b>Weeks of November 14<sup>th</sup> and November 21<sup>st</sup></b>
Topics	<b>Project Execution and Collaboration</b>
Lectures	<ul style="list-style-type: none"> <li>• IT Project Management</li> <li>• Pricing IT Projects</li> <li>• Agile Project Management</li> <li>• Collaboration</li> <li>• Individual Productivity</li> </ul> <p>(available on eLearning)</p>

<p>Readings</p> <p>Note: Readings without hyperlinks are stored in PDF form on eLearning.</p>	<p><b>IT Project Management</b></p> <p><i>3a) Why Your IT Project May be Riskier Than You Think</i>  Budzier, B., HBR, September 2011  <a href="http://hbr.org/2011/09/why-your-it-project-may-be-riskier-than-you-think/">hbr.org/2011/09/why-your-it-project-may-be-riskier-than-you-think/</a></p> <p><i>3b) Risk Gone Wild</i>  Rosenoer, J. and Scherlis, W., HBR, May 2009, p.26  <a href="http://hbr.org/2009/05/risk-gone-wild/ar/1">hbr.org/2009/05/risk-gone-wild/ar/1</a></p> <p><i>3c) Delivering Large-scale IT projects on Time, on Budget, and on Value</i>  Bloch, M., Blumberg, S., and Laartz J., McKinsey and Company Insights and Publications, October 2012  <a href="http://www.mckinsey.com/insights/business_technology/delivering_large-scale_it_projects_on_time_on_budget_and_on_value">www.mckinsey.com/insights/business_technology/delivering_large-scale_it_projects_on_time_on_budget_and_on_value</a></p> <p><i>3d) Gartner Predicts Limited IT Outsourcing Growth and Increased Volatility</i>  Overby, S., CIO, August 2, 2013  <a href="http://www.cio.com/article/737472/Gartner_Predicts_Limited_IT_Outsourcing_Growth_and_Increased_Volatility">www.cio.com/article/737472/Gartner_Predicts_Limited_IT_Outsourcing_Growth_and_Increased_Volatility</a></p> <p><b>Pricing IT Projects</b></p> <p><i>3e) Why Utility is the New ROI for IT Projects</i>  Goodwin, B., May 25, 2012, ComputerWeekly.com  <a href="http://www.computerweekly.com/news/2240150796/Why-utility-is-the-new-ROI-for-IT-projects">www.computerweekly.com/news/2240150796/Why-utility-is-the-new-ROI-for-IT-projects</a></p> <p><i>3f) How to Balance Maintenance and IT Innovation</i>  Zetlin, M., October 21, 2013, InfoWorld  <a href="http://www.infoworld.com/article/2612616/it-management/how-to-balance-maintenance-and-it-innovation.html">http://www.infoworld.com/article/2612616/it-management/how-to-balance-maintenance-and-it-innovation.html</a></p> <p><i>3g) TCO versus ROI</i>  Nash, K.S., April 9, 2008  <a href="http://www.cio.com/article/2436828/metrics/tco-versus-roi.html">http://www.cio.com/article/2436828/metrics/tco-versus-roi.html</a></p> <p><b>Agile Project Management</b></p> <p><i>3h) How to Get Agile to Work at Your Company</i>  Hein, R., March 28, 2016  <a href="http://www.cio.com/article/3048535/leadership-management/how-to-get-agile-to-work-at-your-company.html">www.cio.com/article/3048535/leadership-management/how-to-get-agile-to-work-at-your-company.html</a></p> <p><i>3i) Agile Process Myths</i>  Hochmuller, E. and Mittermeir, R., APSO Workshop, May 10, 2008, ACM 978-1-60558-021-0/08/05</p> <p><b>Individual Productivity</b></p> <p><i>3j) Brain, Interrupted</i>  Sullivan, B. and Thompson, H., NY Times, May 3rd, 2013  <a href="http://www.nytimes.com/2013/05/05/opinion/sunday/a-focus-on-distraction.html">www.nytimes.com/2013/05/05/opinion/sunday/a-focus-on-distraction.html</a></p>
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	<p><i>3k) Damn Excel! How the 'most important Software application of all time' is ruining the world</i>  Gandel, S., CnnMoney, April 17, 2013  <a href="http://fortune.com/2013/04/17/damn-excel-how-the-most-important-software-application-of-all-time-is-ruining-the-world/">http://fortune.com/2013/04/17/damn-excel-how-the-most-important-software-application-of-all-time-is-ruining-the-world/</a></p> <p><i>3l) You'll Never Learn! Students Can't Resist Multitasking, and It's Impairing Their Memory</i>  Paul, A.M., Slate, May 3, 2013  <a href="http://www.slate.com/articles/health_and_science/science/2013/05/multitasking_while_studying_divided_attention_and_technological_gadgets.html">www.slate.com/articles/health_and_science/science/2013/05/multitasking_while_studying_divided_attention_and_technological_gadgets.html</a></p>
Discussion Forum	The professor will post discussion questions on the eLearning forum after the web conference; all posts must be completed before the next web conference.
Web Conference	Sunday, November 20 <sup>th</sup> , 2016 from 7:00 PM CST to 8:30 PM CST
Plan ahead	Group Project due December 10 <sup>th</sup> via eLearning.
<b>Weeks 7/8</b>	<b>Weeks of November 28<sup>th</sup> and December 5<sup>th</sup></b>
Topics	<b>Technical Aspects of IT</b>
Lectures	<ul style="list-style-type: none"> <li>• Technical Progression</li> <li>• Technical Architecture</li> <li>• Security</li> <li>• Internet of Things</li> <li>• Big Data</li> </ul> <p>(available on eLearning)</p>
Readings  Note: Readings without hyperlinks are stored in PDF form on eLearning.	<p><b>Technical Progression</b>  <b>Technical Architecture</b></p> <p><i>4a) The NIST Definition of Cloud Computing</i>  Mell, P. and Grace, T., Computer Security Division, NIST Special Publication 800-145, 2011  <a href="http://www.nist.gov/itl/csd/cloud-102511.cfm">www.nist.gov/itl/csd/cloud-102511.cfm</a></p> <p><i>4b) Why Cloud Computing is Gaining Strength in the IT Marketplace</i>  Stroh, S., Acker, O. and Kumar, A., Booz and Co. strategy + business, 6/30/2009  <a href="http://www.strategy-business.com/article/li00131?gko=c331a">www.strategy-business.com/article/li00131?gko=c331a</a></p> <p><i>4c) The Upside of Shadow IT</i>  King, J., Computerworld, April 23, 2012  <a href="http://www.computerworld.com/s/article/9226415/The_Upside_of_Shadow_IT?pageNumber=1">www.computerworld.com/s/article/9226415/The_Upside_of_Shadow_IT?pageNumber=1</a></p> <p><i>4d) How to Craft the Best BYOD Policy</i>  Kaneshige, T., CIO, May 1, 2013  <a href="http://www.cio.com/article/732665/How_to_Craft_the_Best_BYOD_Policy">www.cio.com/article/732665/How_to_Craft_the_Best_BYOD_Policy</a></p> <p><i>4e) CIO Takes Action to Solve BYOD's Privacy Problem</i>  Kaneshige, T., CIO, June 21, 2013  <a href="http://www.cio.com/article/735254/CIO_Takes_Action_to_Solve_BYOD_s_Privacy_Problem">www.cio.com/article/735254/CIO_Takes_Action_to_Solve_BYOD_s_Privacy_Problem</a></p>

	<p><b>Security</b></p> <p><i>4f) Protecting Information in the Cloud</i> Kaplan, J., Rezek, C. and Sprague, K., McKinsey &amp; Company Insights and Publications, January 2013 <a href="http://www.mckinsey.com/insights/business_technology/protecting_information_in_the_cloud">www.mckinsey.com/insights/business_technology/protecting_information_in_the_cloud</a></p> <p><i>4g) Most Data Breaches Caused by Human Error, System Glitches</i> Olavsrud, T., CIO, June 17, 2013 <a href="http://www.cio.com/article/735038/Most_Data_Breaches_Caused_by_Human_Error_System_Glitches_">www.cio.com/article/735038/Most_Data_Breaches_Caused_by_Human_Error_System_Glitches_</a></p> <p><i>4h) 6 Ways Employees are Putting Your Company's Data at Risk</i> CIO, Hein, R. August 7, 2013 <a href="http://www.cio.com/article/737748/6_Ways_Employees_Are_Putting_Your_Company_s_Data_at_Risk">www.cio.com/article/737748/6_Ways_Employees_Are_Putting_Your_Company_s_Data_at_Risk</a></p> <p><i>4i) How to Secure USB Drives and Other Portable Storage Devices</i> Mah, P., CIO, May 28, 2013 <a href="http://www.cio.com/article/734016/How_to_Secure_USB_Drives_and_Other_Portable_Storage_Devices">www.cio.com/article/734016/How_to_Secure_USB_Drives_and_Other_Portable_Storage_Devices</a></p> <p><b>Internet of Things</b></p> <p><i>4j) 'Internet of Things' in Reach</i> Clark, D., January 5, 2014, Wall Street Journal <a href="http://www.wsj.com/articles/SB10001424052702303640604579296580892973264">www.wsj.com/articles/SB10001424052702303640604579296580892973264</a></p> <p><i>4k) The Internet of Things</i> Chui, M., Löffler, M., Roberts, R., McKinsey Quarterly Issue 2, 2010, pp. 70-79 <a href="http://www.mckinsey.com/insights/high_tech_telecoms_internet/the_internet_of_things">www.mckinsey.com/insights/high_tech_telecoms_internet/the_internet_of_things</a></p> <p><b>Big Data</b></p> <p><i>4l) Eight (No, Nine!) Problems With Big Data</i> Marcus, G. and Davis, E. New York Times, April 6, 2014, <a href="http://www.nytimes.com/2014/04/07/opinion/eight-no-nine-problems-with-big-data.html">www.nytimes.com/2014/04/07/opinion/eight-no-nine-problems-with-big-data.html</a></p> <p><i>4m) The Parable of Google Flu: Traps in Big Data Analysis</i> Lazer, D., Kennedy, R., King, G. and Vespignani, A. Science, 343, March 2014 <a href="http://science.sciencemag.org/content/343/6176/1203.full">http://science.sciencemag.org/content/343/6176/1203.full</a></p>
Assignments	<p>Group Project due on December 10<sup>th</sup> no later than 11:59 PM CST via eLearning. Peer evaluation due on December 10<sup>th</sup> no later than 11:59 PM CST via eLearning.</p> <p>Group Project Presentation on December 11<sup>th</sup> via web conference.</p>
Discussion Forum	None
Web Conference	<p>Sunday, December 4<sup>th</sup>, 2016 from 7:00 PM CST to 8:30 PM CST Sunday, December 11<sup>th</sup>, 2016 starting at 7:00 PM CST (group presentations)</p>

## GRADING POLICIES

### Assignments

Forum Participation, on-going	10%
Group Project (IT and Strategy), December 10 <sup>th</sup> / 11 <sup>th</sup>	50%
Essay (Decision Support), November 13 <sup>th</sup>	40%
<b>Total</b>	<b>100%</b>

### Grading Scale

90.0%	100.0%	A
88.0%	89.9%	A-
87.0%	87.9%	B+
80.0%	86.9%	B
78.0%	79.9%	B-
77.0%	77.9%	C+
70.0%	76.9%	C
00.0%	69.9%	F

Individual assignment and course grade will be in the form of A, A-, B+, B, B-, C+, C or F as noted above.

### Web Conference Discussions

The purpose of the web conferences is to discuss class material. Students will be required to post at least twice (as a response to the professor's original question or as a reply to another student's response) but are encouraged to post more as the discussion merits. Participation grades will be assigned based on three categories: fully participate, partial participate, did not participate. It is expected that everyone earns the fully participate grade. To gauge your level of participation, consider the posters contributing the most and compare your contributions.

### Essay and Group Project

The essay and group project are intended as opportunities to apply class concepts to real world contexts rather than an exercise of academic research. The essay is targeted towards the first two learning goals of the class and the group project is meant to address the first, third and fourth learning goals (and can include the second goal based at the group's discretion). Detailed instructions for the essay and group project assignments will be available on eLearning. Evaluation of the assignments will be based on rubrics provided below.

### Essay

	Below Expectations	Meets Expectations	Exceeds Expectations	Points
Content	Does not adequately cover the assigned task. The primary thesis may not be clear or if it is, little topic development is evident. Assertions made in the writing are either weakly supported or no support is offered.	The assigned task is covered sufficiently. The primary thesis is clear but there is some room for further development of the topic. Support is offered for assertions that are made but that support could be stronger, more compelling or more inclusive of all issues.	The assigned task is thoroughly covered and completed. The primary thesis is clear and fully developed. Assertions made throughout the writing are compelling and clearly supported.	__45__
Organization	Paper lacks logical sequence hence causing format to interfere with readability. Does not use proper paragraphing. Topic	Paper follows logical sequence with identifiable beginning, development, and conclusion. Generally proper use of paragraph structure and topic sentences.	Paper flows well with appropriate beginning, development, and conclusion. Paragraph structure contributes to flow and	__15__



	sentences do not lead to rest of paragraph or are missing altogether.	Organization and/or headings help the reader to follow and find information.	transitions. Organization and/or headings help the reader to understand and remember information.	
Audience	Writer is technically focused rather than focused on the business. No clear awareness or understanding of the audience is evident.	Writer acknowledges the reader and displays some thought about the nature of the audience.	Writer clearly focuses writing to the audience.	<u>10</u>
Style	Overuse of simple sentences. May misuse words or idioms. May include slang. Wordy rather than concise. Writing shows lack of sophistication or variety in vocabulary. Awkward. Little or no use of business terms.	Sentences vary in length and style. Strong action verbs are used. Occasionally uses jargon or clichés. Vocabulary and word usage generally is correct and shows some variety. Uses business terms appropriately.	Demonstrates a sophisticated grasp of the language in terms of both sentence structure and vocabulary. Writes fluidly and concisely. Includes appropriate business terms.	<u>10</u>
Mechanics	Significant errors in word usage, sentence structure (run-ons, fragments), spelling, punctuation, and capitalization. Errors undermine credibility of content and readability.	Relatively free of errors in word usage, sentence structure (run-ons, fragments), spelling, punctuation, and capitalization. Mechanics do not detract from credibility of the content.	No errors in word usage, sentence structure (run-ons, fragments), spelling, punctuation, and capitalization. Strong mechanics help to establish credibility.	<u>20</u>

### Group Project

	<b>Below Expectations</b>	<b>Meets Expectations</b>	<b>Exceeds Expectations</b>	<b>Points</b>
Content	Does not adequately cover the assigned task. The primary thesis may not be clear or if it is, little topic development is evident. Assertions made in the writing are either weakly supported or no support is offered.	The assigned task is covered sufficiently. The primary thesis is clear but there is some room for further development of the topic. Support is offered for assertions that are made but that support could be stronger, more compelling or more inclusive of all issues.	The assigned task is thoroughly covered and completed. The primary thesis is clear and fully developed. Assertions made throughout the presentation are compelling and clearly supported.	<u>45</u>
Organization	Presentation lacks logical sequence resulting in confusion of overall themes	Presentation follows logical sequence with identifiable beginning, development, and conclusion.	Presentation flows well with appropriate beginning, development, and conclusion.	<u>15</u>
Audience	Presentation is technically focused rather than focused on the business. No clear awareness or understanding of the audience is evident.	Group acknowledges the reader and displays some thought about the nature of the audience.	Writer clearly focuses writing to the audience. Message tailored directly for the audience.	<u>20</u>
Mechanics	Significant errors in word usage, spelling, punctuation, and capitalization. Errors undermine credibility of content and readability.	Relatively free of errors in word usage, spelling, punctuation, and capitalization. Mechanics do not detract from credibility of the content.	No errors in word usage, spelling, punctuation, and capitalization. Strong mechanics help to establish credibility.	<u>20</u>

## COURSE POLICIES

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### Assignment Submission

All assignments should be submitted to the course via eLearning. For the group project assignment, one group member will submit the assignment for the group and that group member will be able to view and share the results and feedback once the assignment has been graded.

### Late Assignments

If you need to miss an assignment deadline, you must notify the instructor and course manager before the deadline. You should provide the reason for missing the deadline and an alternative date for submitting the assignment. The instructor and course manager must approve the extension and the new deadline. If you do not notify the instructor, the instructor may determine the appropriate grade deduction for the assignment.

### Peer Evaluation

The completion of a peer evaluation is required. Students need to complete a peer evaluation form at the conclusion of each group assignment to assess overall contribution by group members. A link will be provided via eLearning for completing peer evaluations. In extreme cases the peer evaluation may influence the group project grade for an individual (positively or negatively).

### Course Evaluation

The completion of a course evaluation is a strongly recommended. A link will be provided via eLearning for completing the course evaluation.

## PROGRAM POLICIES

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### Program Policy on Sourcing and Plagiarism

Students are expected to write at a professional level. This includes using proper grammar and syntax, having a logical flow, and giving credit to sources of information used in developing reports and papers. Students shall not copy the work of others and represent it as their original work.

All submitted work is subject to checking for the above. Should plagiarism happen and become known to the professor, program director or academic director, there will be formal consequences.

- The professor involved will be asked to consider failure on the paper or in the course, as appropriate.
- There will be a conference with the student and both directors. Formal action or probation may follow.
- Repeated offenses may result in program expulsion.

### Program Policy on Attendance

Students are expected to attend all retreat classes and web conferences offered to their particular class. This is necessary given the compressed nature of the program.

If absence is unavoidable, a Global Leadership Executive MBA student should

- Notify the professor involved of the cause of the absence
- Ask if any make-up work is required
- Tell the program director and administrative coordinator that the above steps have been taken.

There is a limit to the number of unavoidable absences that will be excused.

- More than one such absence per course will trigger a reminder from the academic director that class attendance is expected
- Three or more absences (whether excused or not) will lead to a conference between the academic director and professor involved. The aim of the conference will be to determine whether course failure can be expected, whether withdrawal from the course is justified, or a reduction in course grade is more appropriate. This decision will be communicated to the student in writing.

### **Program Policy on Instructor Expectations**

Business professionals have important legal and ethical duties to investors, creditors and to non-investor stakeholders who rely on their comments, analyses, forecasts and representations. Students in this course are expected to act with personal integrity at all times. Academic dishonesty is incompatible with preparation for a career as a responsible business professional. As such, academic dishonesty will not be tolerated in this course. Any offenders will be subject to appropriate sanctions and discipline, a process which begins with a referral to Judicial Affairs. For purposes of this course, the instructor will always seek a score of zero for any exam or assignment in which the student has engaged in academic dishonesty.

## **UNIVERSITY POLICIES**

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### **University Policy on Field Trips, Off-Campus Instruction and Course Activities**

Off-campus, out-of-state, and foreign instruction and activities are subject to state law and University policies and procedures regarding travel and risk-related activities. Information regarding these rules and regulations may be found at <http://www.utdallas.edu/administration/risk/travel.php><sup>5</sup>. Additional information is available from the office of the school dean.

### **University Policy on Student Conduct and Discipline**

The University of Texas System and The University of Texas at Dallas have rules and regulations for the orderly and efficient conduct of their business. It is the responsibility of each student and each student organization to be knowledgeable about the rules and regulations which govern student conduct and activities. General information on student conduct and discipline is contained in the UT Dallas printed publication, *A to Z Guide*, which is available to all registered students each academic year.

The University of Texas at Dallas administers student discipline within the procedures of recognized and established due process. Procedures are defined and described in the *Rules and Regulations, Series 50000*, Board of Regents, The University of Texas System, and in *Title V, Rules on Student Services and Activities* of the university's *Handbook of Operating Procedures*. Copies of these rules and regulations are available to students in the Office of the Dean of Students, where staff members are available to assist students in interpreting the rules and regulations (SU 1.602, 972/883-6391) and online at <http://www.utdallas.edu/judicialaffairs/UTDJudicialAffairs-HOPV.html>.

A student at the university neither loses the rights nor escapes the responsibilities of citizenship. He or she is expected to obey federal, state, and local laws as well as the Regents' Rules, university regulations, and administrative rules. Students are subject to discipline for violating the standards of conduct whether such conduct takes place on or off campus, or whether civil or criminal penalties are also imposed for such conduct.

[Added July 2010] Students are expected to be attentive during class and to participate actively in group activities. Students are expected to listen respectfully to faculty and to other students who are speaking. Racism, sexism, homophobia, classism, ageism, and other forms of bigotry are inappropriate to express in class. Classes may discuss issues that require sensitivity and maturity. Disruptive students will be asked to leave and may be subject to disciplinary action.

### **University Policy on Academic Integrity**

The faculty expects from its students a high level of responsibility and academic honesty. Because the value of an

academic degree depends upon the absolute integrity of the work done by the student for that degree, it is imperative that a student demonstrate a high standard of individual honor in his or her scholastic work.

*Scholastic Dishonesty:* Any student who commits an act of scholastic dishonesty is subject to discipline. Scholastic dishonesty includes but is not limited to cheating, plagiarism, collusion, submitting for credit any work or materials that are attributable in whole or in part to another person, taking an examination for another person, or any act designed to give unfair advantage to a student or the attempt to commit such acts.

Plagiarism, especially from the web, from portions of papers for other classes, and from any other source, is unacceptable and will be dealt with under the university's policy on plagiarism (see general catalog for details). This course will use the resources of *turnitin.com*, which searches the web for possible plagiarism and is over 90% effective.

### **University Policy on Copyright Notice**

The copyright law of the United States (*Title 17, United States Code*) governs the making of photocopies or other reproductions of copyrighted materials, including music and software. Copying, displaying, reproducing, or distributing copyrighted works may infringe upon the copyright owner's rights and such infringement is subject to appropriate disciplinary action as well as criminal penalties provided by federal law. Usage of such material is only appropriate when that usage constitutes fair use under the Copyright Act. As a UT Dallas student, you are required to follow the institution's copyright policy (**UTDPP1043**). For more information about the fair use exemption, see <http://copyright.lib.utexas.edu/copypol2.html>.

### **University Policy on Email Use**

The University of Texas at Dallas recognizes the value and efficiency of communication between faculty/staff and students through electronic mail. At the same time, email raises some issues concerning security and the identity of each individual in an email exchange. The university encourages all official student email correspondence be sent only to a student's UT Dallas email address and that faculty and staff consider email from students official only if it originates from a UT Dallas student account. This allows the university to maintain a high degree of confidence in the identity of all individuals corresponding and the security of the transmitted information. UT Dallas furnishes each student with a free email account that is to be used in all communication with university personnel. The Department of Information Resources at UT Dallas provides a method for students to have their UT Dallas mail forwarded to other accounts.

### **University Policy on Class Attendance**

Regular and punctual class attendance is expected. Students who fail to attend class regularly are inviting scholastic difficulty. Absences may lower a student's grade where class attendance and class participation are deemed essential by the instructor. In some courses, instructors may have special attendance requirements; these should be made known to students during the first week of classes.

### **University Policy on Withdrawal from Class**

The administration of this institution has set deadlines for withdrawal from any college-level courses. These dates and times are published in that semester's course inventory and in the academic calendar. Administration procedures must be followed. It is the student's responsibility to handle withdrawal requirements from any class. In other words, a professor or other instructor cannot drop or withdraw any student. You must do the proper paperwork to ensure that you will not receive a final grade of "F" in a course if you choose not to attend the class once you are enrolled.

### **University Policy on Student Grievance Procedures**

Procedures for student grievances are found in university policy **UTDSP5005** (<http://policy.utdallas.edu/utdsp5005>). In attempting to resolve any student grievance regarding grades, evaluations, or other fulfillments of academic responsibility, it is the obligation of the student first to make a serious effort to resolve the matter with the instructor, supervisor, administrator, or committee with whom the grievance originates (hereafter called "the respondent"). Individual faculty members retain primary responsibility for assigning grades and evaluations. If the matter cannot be resolved at that level, the grievance must be submitted in writing to the respondent with a copy of the respondent's School Dean. If the matter is not resolved by the written response provided by the respondent, the student may submit

a written appeal to the School Dean. If the grievance is not resolved by the School Dean's decision, the student may make a written appeal to the Dean of Graduate or Undergraduate Education, and the dean will appoint and convene an Academic Appeals Panel. The decision of the Academic Appeals Panel is final. The results of the academic appeals process will be distributed to all involved parties.

Copies of these rules and regulations are available to students in the Office of the Dean of Students, where staff members are available to assist students in interpreting the rules and regulations.

### **University Policy on Incomplete Grades**

As per university policy, incomplete grades will be granted only for work unavoidably missed at the semester's end and only if 70% of the course work has been completed. An incomplete grade must be resolved within eight (8) weeks from the first day of the subsequent long semester. If the required work to complete the course and to remove the incomplete grade is not submitted by the specified deadline, the incomplete grade is changed automatically to a grade of F.

### **University Policy on Disability Services**

It is the policy and practice of The University of Texas at Dallas to make reasonable accommodations for students with properly documented disabilities. However, written notification from the Office of Student Accessibility (OSA) is required. If you are eligible to receive an accommodation and would like to request it for a course, please discuss it with an OSA staff member and allow at least one week's advanced notice. Students who have questions about receiving accommodations, or those who have, or think they may have, a disability (mobility, sensory, health, psychological, learning, etc.) are invited to contact the Office of Student Accessibility for a confidential discussion.

The primary functions of the Office of Student Accessibility are to provide:

1. academic accommodations for students with a documented permanent physical, mental or sensory disability
2. non-academic accommodations
3. resource and referral information and advocacy support as necessary and appropriate.

OSA is located in the Student Services Building, suite 3.200. They can be reached by phone at (972) 883-2098, or by email at [disabilityservice@utdallas.edu](mailto:disabilityservice@utdallas.edu).

### **University Policy on Religious Holy Days**

The University of Texas at Dallas will excuse a student from class or other required activities for the travel to and observance of a religious holy day for a religion whose places of worship are exempt from property tax under Section 11.20, Tax Code, *Texas Code Annotated*.

The student is encouraged to notify the instructor or activity sponsor as soon as possible regarding the absence, preferably in advance of the assignment. The student, so excused, will be allowed to take the exam or complete the assignment within a reasonable time after the absence: a period equal to the length of the absence, up to a maximum of one week. A student who notifies the instructor and completes any missed exam or assignment may not be penalized for the absence. A student who fails to complete the exam or assignment within the prescribed period may receive a failing grade for that exam or assignment.

If a student or an instructor disagrees about the nature of the absence [i.e., for the purpose of observing a religious holy day] or if there is similar disagreement about whether the student has been given a reasonable time to complete any missed assignments or examinations, either the student or the instructor may request a ruling from the chief executive officer of the institution, or his or her designee. The chief executive officer or designee must take into account the legislative intent of *TEC 51.911(b)*, and the student and instructor will abide by the decision of the chief executive officer or designee.

### **University Policy on Avoiding Plagiarism**

[Adapted from Duke University's guidelines for writers; added July 2010]

*Take time to make careful choices among--and learn to use--the research tools available to you. You will probably find*

that your favorite web search engine is not adequate by itself for college-level research. Consult with your professor or a librarian. You may need to use specialized research tools, some of which may require learning new searching techniques.

*Expect to make trips to the library.* While you can access many of the library's resources from your home computer, you may find that you need to make several trips to use materials or research tools that are not accessible remotely. Of course, you will be seeking the best information, not settling for sources simply because they happen to be available online.

*Allow time for gathering materials* that are not available at UT Dallas. The InterLibrary Loan Office can borrow articles and books from other libraries, but this process takes additional time.

*Allow time for reading,* rereading, absorbing information, taking notes, synthesizing, and revising your research strategy or conducting additional research as new questions arise.

*Sloppy note-taking increases the risk that you will unintentionally plagiarize.* Unless you have taken note carefully, it may be hard to tell whether you copied certain passages exactly, paraphrased them, or wrote them yourself. This is especially problematic when using electronic source materials, since they can so easily be copied and pasted into your own document.

*Identify words that you copy directly* from a source by placing quotation marks around them, typing them in a different color, or highlighting them. (Do this immediately as you are making your notes. Don't expect to remember days or weeks later what phrases you copied directly.) Make sure to indicate the exact beginning and end of the quoted passage. Copy the wording, punctuation and spelling exactly as it appears in the original.

*Jot down the page number and author or title* of the source each time you make a note, even if you are not quoting directly but are only paraphrasing.

*Keep a working bibliography* of your sources so that you can go back to them easily when it's time to double-check the accuracy of your notes. If you do this faithfully during the note-taking phase, you will have no trouble completing the "works cited" section of your paper later on.

*Keep a research log.* As you search databases and consult reference books, keep track of what search terms and databases you used and the call numbers and URLs of information sources. This will help if you need to refine your research strategy, locate a source a second time, or show your professor what works you consulted in the process of completing the project.

*You must cite direct quotes.*

*You must cite paraphrases.* Paraphrasing is rewriting a passage or block of text in your own words. If you paraphrase, you must still cite the original source of the idea.

*You must cite ideas* given to you in a conversation, in correspondence, or over email.

*You must cite sayings or quotations that are not familiar, or facts that are not "common knowledge."* However, it is not necessary to cite a source if you are repeating a well known quote or familiar proverb. Common knowledge is something that is widely known. For example, it is widely known that Bill Clinton served two terms as president; it would not be necessary to cite a source for this fact.

*These types of sources should be cited as well.* *Printed sources:* Books, parts of books, magazine or journal articles, newspaper articles, letters, diaries, public or private documents; *Electronic sources:* Web pages, articles from e-journals, newsgroup postings, graphics, email messages, software, databases; *Images:* Works of art, illustrations, cartoons, tables,

charts, graphs; *Recorded or spoken material*: Course lectures, films, videos, TV or radio broadcasts, interviews, public speeches, conversations.

### **University Policy on Server Unavailability or Other Technical Difficulties**

The university is committed to providing a reliable online course system to all users. However, in the event of any unexpected server outage or any unusual technical difficulty, which prevents students from completing a time sensitive assessment activity, the instructor will extend the time windows and provide an appropriate accommodation based on the situation. Students should immediately report any problems to the instructor and also contact the UTD eLearning Help Desk: <http://www.utdallas.edu/elearninghelp>, 1-866-588- 3192. The instructor and the UTD eLearning Help Desk will work with the student to resolve any issues at the earliest possible time.

### **University Policy on Technical Requirements**

In addition to a confident level of computer and Internet literacy, certain minimum technical requirements must be met to enable a successful learning experience. Please review the important [technical requirements](#) on the Getting Started with eLearning webpage

### **University Policy on Course Access and Navigation**

This course was developed using a web course tool called eLearning. It is to be delivered entirely online. Students will use their UTD NetID account to login at: <http://elearning.utdallas.edu>. To get familiar with the eLearning tool, please see the [Student eLearning Tutorials](#).

UTD provides eLearning technical support 24 hours a day/7 days a week. The services include a toll free telephone number for immediate assistance (1-866-588-3192), email request service, and an online chat service. Please use this link to access the UTD eLearning Support Center: <http://www.utdallas.edu/elearninghelp>.

### **University Policy on eLearning**

Success in distance education courses depends on self-discipline and the ability to learn without face-to-face interaction. UT Dallas distance education courses maintain the same rigor and high standards of its classroom courses. Academic progress is established and maintained through regular course participation. For more information on distance learning resources please visit <http://www.utdallas.edu/distancelearning/students>

### **University Policy on McDermott Library**

Distance Learners (UTD students who live outside the boundaries of Collin, Dallas, Denton, Rockwall, **or** Tarrant counties) will need their UTD-ID number to access all of the library's electronic resources (reserves, journal articles, ebooks, interlibrary loan) from off campus. For UTD students living within those counties who are taking online courses, a Comet Card is required to check out materials at the McDermott Library. For more information on library resources please visit <http://www.utdallas.edu/distancelearning/students/libraries.html>

### **University Policies**

The information contained in the following link constitutes the University's policies and procedures segment of the course syllabus. Please go to <http://go.utdallas.edu/syllabus-policies> for these policies.

***The descriptions and timelines contained in this syllabus are subject to change at the discretion of the Professor.***