



IIMT2601 – Management Information Systems

GENERAL INFORMATION

Subclass G & H

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Subclass I & J

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Pre-requisites: Nil

Co-requisites: Nil

Mutually exclusive: Nil

Course Website: Moodle

COURSE DESCRIPTION

This course covers key concepts associated with management information systems: digital economy, e-commerce, information technology infrastructure, technology-business integration and the impact of technology on society. Case studies and lectures will be used to shed light on these topics. Students will also acquire hands-on knowledge and techniques using business software to practice formulating and solving business solutions.

COURSE OBJECTIVES

1. To acquire concepts of information systems and critically understand how to apply and manage them to gain competitive advantage for business enterprises
2. To practice using information systems software for business analysis for supporting decision-making
3. To gain insight into how to manage, develop and implement contemporary information systems
4. To study current issues in using information systems ethically
5. To gain practical experience in searching and reading the latest research articles in relation to the deployment of information systems in modern businesses
6. To think critically and creatively in solving problems related to information systems
7. To work effectively as a team player

FACULTY LEARNING GOALS (FLGs)

FLG1: Acquisition and internalization of knowledge of the programme discipline
FLG2: Application and integration of knowledge
FLG3: Inculcating professionalism and leadership
FLG4: Developing global outlook
FLG5: Mastering communication skills
FLG6: Cultivating leadership

COURSE LEARNING OUTCOMES

Course Learning Outcomes		Aligned Faculty Learning Goals (FLGs)
CLO1	Describe and explain the concepts of information systems/technology, their roles and functions in the organization	FLG1 & 4

CLO2	Evaluate and propose different information systems and applications to support business analysis and improve decision-making	FLG1, 3, 4 & 6
CLO3	Describe and explain the concepts and issues concerned with managing, developing, and implementing contemporary information systems	FLG1, 3 & 4
CLO4	Apply different business models to evaluate the risks and opportunities of using information systems as a strategy for acquiring competitive advantage	FLG2, 3 & 4
CLO5	Apply different models to evaluate the applications of various information systems and propose information systems solutions in solving problems	FLG2, 4, 5 & 6

COURSE TEACHING AND LEARNING ACTIVITIES

Course Teaching and Learning Activities	Expected contact hour	Study Load (% of study)
<p>T&L1. Interactive Lectures and Discussions Interactive lectures will be provided by the instructor to illustrate and reinforce basic concepts and knowledge of information systems. Students are expected to have done pre-class reading and preparation and encouraged to share their views and experience actively in class discussions to deepen their learning.</p>	50	31
<p>T&L2. In-Class Case Studies Case studies of information systems will be discussed in class. Students are encouraged to participate in discussions and identify the key issues, sharing their opinions and solutions with their peers. These discussions will help students apply their concepts and knowledge to solve business problems.</p>	10	6
<p>T&L3. Project Students will look into a new E-business of your own <i>creation</i>. Refer to p. 6 for details.</p>	40	25
<p>T&L4. Demonstration Live demonstrations of software and technologies will be done in class to show students how they work. Students are expected to share their views on how to apply information systems-related software and technologies to solve problems.</p>	10	6
<p>T&L5. Laboratory Exercises Information systems software and technologies will be taught in class to show students how they work. Students are expected to follow the instructions to complete all the required software exercises.</p>	10	6

T&L6. Examination Midterm and final examination test students' knowledge of the topics covered in class and their ability to apply that knowledge.	40	25
Total	160	100%

Assessment Methods	Brief Description	Weighting	Aligned Course Learning Outcomes
A1. Laboratory Exercises	You will be given laboratory exercises, which are to be completed in each laboratory session.	20%	2 & 5
A2. Group Project	Students will develop a brand-new E-business of your own <i>creation</i> . Refer to p. 6 for details.	15%	1, 2, 3, 4 & 5
A3. Group Project Presentation	Students are required to present the group project in a presentation.	10%	1, 2, 3, 4 & 5
A4. Midterm	This will be a written test.	15%	1, 2, 3, 4 & 5
A5. Final Examination	This will be a written examination.	25%	1, 2, 3, 4 & 5
A6. Student Participation	Students are expected to actively contribute and share their ideas/experiences in class, whenever appropriate.	15%	1, 2, 3, 4 & 5
	Total	100%	

STANDARDS FOR ASSESSMENT

Course Grade Descriptors

A student's final grade for the course will be assigned according to the cumulative score that s/he has obtained from all of the assessment tasks:

- Course Final Grade = Cumulative score of all assessment tasks obtained (100%)
- Course Final Grade = Laboratory Exercises (20%) + Group Project (15%) + Group Project Presentation (10%) + Midterm (15%) + Final Examination (25%) + Student Participation (15%)

The conversion of the accumulative score to the course final grade is summarized below:

Course Final Grade	Grade Descriptors
A+, A, A-	Student has consistently demonstrated an excellent grasp of Management Information Systems as evidenced by original or exceptionally astute analysis and synthesis of student work.
B+, B, B-	Student has demonstrated a substantial grasp of Management Information Systems as evidenced by above average performance in analysis and synthesis of student work.
C+, C, C-	Student has demonstrated a fair grasp of Management Information Systems as evidenced by average performance in analysis and synthesis of student work.
D+, D	Student has demonstrated limited grasp of Management Information Systems as evidenced by barely satisfactory performance in analysis and synthesis of student work.

F	Student has demonstrated very limited grasp of Management Information Systems as evidenced by poor performance in analysis and synthesis of student work.
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COURSE CONTENT AND TEACHING SCHEDULE (TENTATIVE) <i>(Refer to Moodle for Detailed Version)</i>	
Week	Topic
1	Introduction
2	Digital Economy
3	IT Infrastructure (I)
4	IT Infrastructure (II)
5	IT Infrastructure (II)
6	E-Commerce (I)
7	<i>Reading Week</i>
8	E-Commerce (II)
9	IS & Business Integration
10	IS & Business Integration
11	IS & Society
12	<i>Presentations</i>
13	<i>Presentations</i>

REQUIRED/RECOMMENDED READINGS & ONLINE MATERIALS

Required Textbook:

Nil

Reference Books:

1. *Information Systems Today: Managing the Digital World* (8th Global Edition), Joseph Valacich and Christoph Schneider, Pearson, 2018
2. *E-Commerce 2018* (14th Global Edition), Kenneth C. Laudon, Pearson, 2019
3. *Using MIS* (10th Global Edition), David M. Kroenke and Randall J. Boyle, Pearson, 2018
4. *Information Systems: A Manager's Guide to Harnessing Technology* (Version 7.0), John Gallaugh, Flat World Education, Inc., 2019
5. *Essentials of Management Information Systems* (13th Global Edition), Kenneth C. Laudon, Jane P. Laudon, Pearson, 2019

Supporting materials can be downloaded from Moodle when available.

MEANS/PROCESSES FOR STUDENT FEEDBACK ON COURSE

SETL around the end of the semester

COURSE POLICY (e.g. plagiarism, academic honesty, attendance, etc.)

- Midterm is not to be missed. NO make-up Midterm will be provided under any circumstances including medical reasons.
- Final examination is not to be missed unless under exceptional circumstances.
- Attendance of all lectures is not mandatory but strongly encouraged, and the questions in the Midterm and the Final Examination will cover topics discussed in the lectures.
- Plagiarism and copying of copyright materials are serious offences and may lead to disciplinary actions. For detailed procedures related to plagiarism, please refer to: <http://www.hku.hk/plagiarism/page2s.htm>

ADDITIONAL COURSE INFORMATION

Late Penalty

All assessments must be submitted on or before the specified due date and time to the assignment submission destination. The penalty policy for any late submissions will be as follows:

No. of days later than the due date	Deduction of the total point
1 day	deduct 25%
2 days	deduct 50%
3 days	deduct 100%

ASSESSMENT CRITERIA AND MARKING RUBRICS FOR ASSESSMENT TASKS (TENTATIVE)

AT1: Laboratory Exercises

You will be given laboratory exercises that are to be completed in each laboratory session. Various information systems-related software exercises will be provided in the laboratory sessions. Each student is expected to follow the tutor's instruction to complete the exercises.

The response to software exercises will be assessed against the assessment criteria and rubrics indicated in the table below:

Performance Level	Assessment Rubrics
Outstanding	■ All or almost all software exercises responses are clear, accurate and logical with sufficient elaboration as required.
Proficient	■ Most of the software exercises responses are clear, accurate and logical with sufficient elaboration as required.
Competent	■ Some software exercises responses are clear, accurate and logical with sufficient elaboration as required.
Adequate	■ Few software exercises responses are clear, accurate and logical with sufficient elaboration as required.
Fail	■ Very few of the software exercises responses are clear, accurate and logical with sufficient elaboration as required.

AT2: Group Project Report

Objectives

IT has triggered a tremendous change in how people live. Your task is to develop a new E-business. The above will train you to take different perspectives of IT, to gain a better understanding of how to leverage IT, and to apply classroom knowledge and extended research.

Students are required to:

- form groups of around *five*;
- develop a brand-new E-business (*a business that leverages IT to deliver its core values*) of your own creation;
- articulate the E-business and its business model;
- incorporate classroom knowledge and extended research into the project;
- present your findings in a written report;

N.B.: You may illustrate your business by the conceptual design of an app or a platform, but any technical details are NOT expected.

The group project will be used to assess students' ability to (1) propose a brand-new E-business; (2) conduct thorough and in-depth analyses/articulations of the E-business and its business model; (3) make feasible recommendations on implementing the E-business; (4) incorporate classroom knowledge and extended research into the project.

The project report is expected to be thorough, critical, in-depth, and insightful. Both breadth and depth are expected throughout the report. Sufficient, relevant, and reliable facts/data/evidence should be used to support analyses/arguments/discussions/claims.

The length of the report must be within **4,000 words +/- 10%** (excluding cover page, appendices, references). The report should be typed and in A4-size paper, double-spaced with font size 12. Professional formats for referencing and citations as specified in the Student Handbook must be followed.

The project report will be assessed against the following rubrics:

Performance Level	Assessment Rubrics
Outstanding	<p>The analyses are very insightful, critical, thorough, systematic, consistent, sufficiently supported by relevant and helpful fact/data, and effective application of appropriate concepts/techniques/examples.</p> <p>The overall report demonstrates a very profound understanding of the E-business and its business model and generates insights.</p> <p>All or almost all key issues are clearly and accurately identified from various perspectives. Highly relevant evidence/fact is provided to support the arguments.</p> <p>The recommendations are very creative, practical, systematic, logical and aligned with the E-business model.</p> <p>The report effectively arouses and maintains the reader's interest. It is well organized, with coherence and smooth progression of ideas, articulated with clarity and fluency. It is of an appropriate length and tone, including proper and consistent referencing and citations.</p>
Proficient	<p>The analyses are quite insightful, critical, thorough, systematic, consistent, sufficiently supported by relevant and helpful fact/data, and effective application of appropriate concepts/techniques/examples.</p> <p>The overall report demonstrates a quite profound understanding of the E-business and its business model and generates insights.</p> <p>Majority of key issues are clearly and accurately identified from various perspectives. Quite relevant evidence/fact is provided to support the arguments.</p> <p>The recommendations are quite creative, practical, systematic, logical and aligned with the E-business model.</p> <p>The report effectively arouses and maintains the reader's interest. It is quite organized, with coherence and smooth progression of ideas, articulated with clarity and fluency. It is of an appropriate length and tone, including proper and consistent referencing and citations.</p>
Competent	<p>The analyses are reasonably insightful, critical, thorough, systematic, consistent, sufficiently supported by relevant and helpful fact/data, and effective application of appropriate concepts/techniques/examples.</p> <p>The overall report demonstrates a reasonable understanding of the E-business and its business model and generates insights.</p> <p>Reasonable amount of key issues is clearly and accurately identified from various perspectives. Reasonably relevant evidence/fact is provided to support the arguments.</p>

	<p>The recommendations are reasonably creative, practical, systematic, logical and aligned with the E-business model.</p> <p>The report effectively arouses and maintains the reader’s interest. It is reasonably organized, with coherence and smooth progression of ideas, articulated with clarity and fluency. It is of an appropriate length and tone, including proper and consistent referencing and citations.</p>
Adequate	<p>The analyses are barely insightful, critical, thorough, systematic, consistent, sufficiently supported by relevant and helpful fact/data, and effective application of appropriate concepts/techniques/examples.</p> <p>The overall report demonstrates an acceptable understanding of the E-business and its business model and generates insights.</p> <p>A small amount of key issues is clearly and accurately identified from various perspectives. Relevant evidence/fact to a limited extent is provided to support the arguments.</p> <p>The recommendations are barely creative, practical, systematic, logical and aligned with the E-business model.</p> <p>The report adequately arouses and maintains the reader’s interest. It is barely organized, with coherence and smooth progression of ideas, articulated with clarity and fluency. It is of an appropriate length and tone, including proper and consistent referencing and citations.</p>
Fail	<p>The analyses are not insightful, critical, thorough, systematic, or consistent. The report is not supported by relevant and helpful fact/data, or effective application of appropriate concepts/techniques/examples.</p> <p>The overall report demonstrates a limited understanding of the E-business and its business model and generates minimal insights.</p> <p>No or very limited amount of key issues is clearly and accurately identified from various perspectives. Relevant evidence/fact is minimally provided to support the arguments.</p> <p>The recommendations are not creative, practical, systematic, logical and aligned with the E-business model.</p> <p>The report does not arouse and maintain the reader’s interest. It is not organized, with coherence and smooth progression of ideas, articulated with clarity and fluency. It is not of an appropriate length and tone, including improper and inconsistent referencing and citations.</p>

AT3: Group Project Presentation

Students are required to present their problem statements and solutions in the project presentation. Each group will conduct a group presentation. The assessment rubrics are as follows:

Performance Level	Assessment Rubrics
Outstanding	<ul style="list-style-type: none"> ■ The presentation is excellent and well organized, clear and fluent, with smooth progression of ideas, effective use of presentation aids, and appropriate length, pace and tone.

	<ul style="list-style-type: none"> ■ The presentation group skillfully engages the audience and demonstrates a consistently high level of creativity, confidence, and enthusiasm.
Proficient	<ul style="list-style-type: none"> ■ The presentation is well organized and coherent, making generally effective use of presentation aids. It is of an appropriate length, pace and tone. ■ The presentation group is generally able to engage the audience and demonstrates a consistently high level of creativity, confidence, and enthusiasm.
Competent	<ul style="list-style-type: none"> ■ The presentation is organized, moderately clear and fluent, with appropriate use of presentation aids. It is more or less of an appropriate length, pace and tone. ■ The presentation group attempts to engage the audience and show a moderate level of creativity, confidence, and enthusiasm.
Adequate	<ul style="list-style-type: none"> ■ The presentation shows adequate effort to engage the audience, and demonstrates creativity, confidence, and enthusiasm.
Fail	<ul style="list-style-type: none"> ■ The presentation is poor and not well-organized, unclear and not fluent with smooth progression of ideas, ineffective use of presentation aids, and inappropriate length, pace and tone. ■ The presentation group makes little effort to engage the audience and demonstrate very low level of creativity, confidence, and enthusiasm.

AT4: Midterm

This will be a written test. Students should revise all the material covered in the course. The Midterm will be used to assess students' (a) understanding of key Management Information Systems concepts and knowledge; and (b) application of the learned knowledge and skills in the contexts.

The marking rubrics for the Midterm are indicated in the table below:

Performance Level	Assessment Rubrics
Outstanding	An excellent amount of responses is accurately and clearly marked.
Proficient	A good amount of responses is accurately and clearly marked.
Competent	A fairly good amount of responses is accurately and clearly marked.
Adequate	A sufficient amount of responses is accurately and clearly marked.
Fail	A limited amount of responses is accurately and clearly marked.

AT5: Final Examination

This will be a written examination. Students should revise all the materials covered in the course. The final examination will be used to assess students' (a) understanding of key Management Information Systems concepts and knowledge, (b) application of the learned knowledge and skills in the contexts, and (c) the effectiveness of written communication.

The marking rubrics for the written final examination are indicated in the table below:

Performance Level	Assessment Rubrics
Outstanding	<ul style="list-style-type: none"> ■ An excellent amount of responses is accurate, insightful, well organized, clear, logical and with sufficient elaboration.
Proficient	<ul style="list-style-type: none"> ■ A good amount of responses is accurate, insightful, well organized, clear, logical and with sufficient elaboration.
Competent	<ul style="list-style-type: none"> ■ A fairly good amount of responses is accurate, insightful, well organized, clear, logical and with sufficient elaboration.
Adequate	<ul style="list-style-type: none"> ■ A sufficient amount of responses is accurate, insightful, well organized, clear, logical and with sufficient elaboration.
Fail	<ul style="list-style-type: none"> ■ A limited amount of responses is accurate, insightful, well organized, clear,

	logical and with sufficient elaboration.
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AT6: Student Participation

Active student participation is emphasized in this course. Students are expected to contribute and share their ideas/thoughts/experiences whenever appropriate to achieve active and peer learning.

END