

## North Carolina Agricultural and Technical State University

### MSA 775: Advanced Technology for Administrators

Summer 2009

### General Course Information

**Instructor:** Muktha B. Jost, Ph. D., Associate professor, Instructional Technology

**Office:** 2105 Yanceyville Rd., Room #225, Greensboro, NC 27405

**Office Hours:** By appointment

**Phone:** 336-285-2138

**E-mail:** Use 'Messages' option in Blackboard or leave message on answering machine

**Classroom:** PT Cam 206 and 205

**Class Times:** Mondays and Wednesdays – 6 to 8:50 p.m. (May 18, 2009 to June 24, 2009)

### **Beware of Summer Courses!**

If you haven't taken a summer course before, you may be wondering how it's different from a fall or spring course. Ever heard of the term 'drinking from a fire hose'? Well, that's an apt description of a summer course where we try to pack in a 15-week curriculum into 10 weeks. Keep in mind that the expectations are the same; the pace is faster. You will be expected to absorb material faster so make sure that May 18 until the end of June is a good time for you. Check your calendar and warn everyone who has an interest in your time that you are likely to be 'unavailable' and 'occupied.' Make sure that you can commit to not only being present in class the entire time, but that you have the time to come prepared to class. If not, the grading policy for the class will really trip you. Except in the case of emergencies, absences and missed deadlines will not be excused. You can miss **ONLY ONE** class and do an alternate assignment for class participation credit. Other deadlines will remain the same for the class that you missed.

### **Textbooks:**

Effy Oz, Management Information Systems, Sixth Edition. Course Technology Incorporated, 2009, ISBN 10: 1-4239-0178-9. ISBN-13: 978-1-4239-0178-5

**Required chapters from MIS textbook:** 1, 4, 5, 6, 7, 8, and 14. You can download chapter 1 for free from the following website. You can also buy each required chapter, if you wish.

(<http://www.ichapters.com/tl1/en/US/storefront/ichapters?cmd=catProductDetail&ISBN=9781423901785&cid=APL1>)

The textbook introduces students to the techniques and tools of management information systems. With a clear emphasis on the business and management elements of information technology, the course provides an ideal resource for students in leadership. Coverage is given to the latest information technologies, practices, and trends. The text uses real-world examples and case studies, providing skills and knowledge that are easily transferable to a variety of contexts.

**Other course resource:** <http://ms.kpcorp.com/enablecd/aspfiles/home.aspx>

Order free Microsoft Accessibility CD set from the above website

### Course Objectives

This course focuses on the interaction of information technology and society and how the functioning of organizations are both enhanced and constrained by information technology. Topics of study include ethical use of technology, technology and decision-making, technology as a management tool, technology as a teaming tool, technology as a leadership assessment and performance tool, and networks and the Internet.

Specific topic coverage includes:

- Business Information Systems: An Overview
- Business Hardware

- Business Software
- Business Networks and Telecommunications
- Databases and Data Warehouses
- The Web-Enabled Enterprise
- Risks, Security, and Disaster Recovery

### Course Goals/Objectives:

1. Students will explore literature related to the six domains of technology as a tool for leaders.
2. Students will explore technology as a leadership tool in practical applications.
3. Students will engage in hands-on practical application of technology in a professional context in order to understand the enhancement and constraints of technology in practice.
4. Students will work in teams to develop practical applications in professional contexts.
5. Students will develop knowledge, skills, abilities, dispositions related to the use of technology as a leadership tool through the use of reflection, practical application, and discourse.
6. Students will be exposed to and integrate applications of technology across a variety of professional fields (disciplines).

### Competencies:

1. Students will have a global understanding of major themes facing organizations related to IT.
2. Students will be able to work with IT professionals with and across organizations for planning, implementing, and assessing IT projects.
3. Students will have an understanding of various stakeholders in IT projects.
4. Students will understand current trends in IT in their respective professional disciplines.

### Web Site

**Blackboard:** Supplementary information for the course is available in Blackboard's course web site. The Web site contains PowerPoint slides, class announcements, the course syllabus, test dates, pre- and posttests and other information for the course.

**Functional access to Blackboard's web site is mandatory starting with the first day of class.**

**A&T e-mail account:** [http://www.ncat.edu/%7ecit/registration/acct\\_req.html](http://www.ncat.edu/%7ecit/registration/acct_req.html)

**Access to Bluford Library's databases:** Test if you have access. Copy and paste (or hold Ctrl key down + click) the following URL in your browser's window and hit return. Username is your first and last name. Password is your Banner number (usually starts with 9500). Call Bluford library if you have any trouble.

<http://sheba.ncat.edu/validate?url=http%3A%2F%2F0-vnweb.hwwilsonweb.com.sheba.ncat.edu%3A80%2Fhww%2Fjumpstart.jhtml%3Fprod%3DOMNI>

### Communication

I believe in prompt and professional communication with all course participants. If there's a communication lag, use the following checklist:

1. Did I either leave a message on the instructor's phone (285-2138) or send a message using 'Contact Instructor' button in Blackboard's course website?
2. Was my communication professional? (If written, address the instructor by name, sign off with yours, provide relevant contact information, and ask the question and/or explain the problem in a professional tone)
3. What assumptions did I make? The downside of the technology saturation and stress of the times in our lives leads to a rapid deterioration in communication and human relationships. Don't assume things; ask. Clarify.

### Course Units

The course includes 10 units and each unit requires your engagement both outside class and in class. The course website (Blackboard) includes resources that you are expected to explore. You can take each unit quiz (posttest) for a maximum of 2 times, but your last chance to take the quiz is specified in the calendar. Completing unit activities, readings, and the quiz will enable your meaningful participation in class, which is also tied to your grades.

This is exactly what you can expect from EACH class session.

1. Final project discussion -- 6 to 6:15 p.m. (note your assignment date)

2. Discussion/assessment of readings, glossary -- 6:15 to 7:40 p.m
3. Lab activities -- 7:45 to 8:40 p.m.
4. Discussion of assignments for next class session – 8:40 to 8:50 p.m.

**Final project discussions:** The instructor will explain the final project during the first class session. Each subsequent session will engage at least two of you in a mini-presentation of the critical issue that you'd like to address, followed by instructor and peer questioning/support/explanation. Please complete the Final Project Planning Sheet for the first presentation and distribute copies to your peers during the previous class in order to keep your spot. Failure to provide the Planning Sheet to class the previous week will result in loss of credit for the assignment. Check the Final Project section for instructor feedback and rubric once you've completed the presentation.

You are expected to demonstrate your in-depth engagement with, and understanding of, the critical issue of your choice through the following:

1. Bibliography with 25 to 30 appropriate sources (check Bb for source standards) that are directly related to the issue/problem
2. A 5 minute podcast (your explanation of the problem and approaches to the solution) inserted in your blog.
3. At least 5 reflections and Q&A of interview (text of your interview with a leader who's currently addressing critical issues related to your final project) in blog
4. Three relevant video links
5. Three relevant links to other websites

**Discussion/assessment of readings, glossary:** You are expected to complete readings and skill practice activities before each class session (please check calendar). Start with completing the pretest for the chapter. There's no grade attached to it, and the instructor does not have access to your responses. Your score on the pretest should give you an indication of how much time you need to spend preparing for class. Your preparation can include reading the content, reviewing Powerpoint presentations for the chapter on Blackboard, discussion of review questions using Blackboard, etc. After class, complete the posttest.

Each chapter also has a posttest in Blackboard with the expected deadline. You **MUST** complete the posttest by the deadline, after which the test will be closed. The cumulative value of posttests is worth 30% of your grade. Questions will be similar to pretest questions.

Class discussion can include a variety of formats ranging from lecture to prompt-based discussions through video cases, and other activities. Your class participation is worth 40% of your grade. The instructor will update grades on Blackboard based on the following criteria and they are non-negotiable:

1. Have you completed readings and skill practice activities?
2. Do you participate in class?
3. Were you prepared to participate?
4. Are your responses tied to assigned readings and activities?
5. Do you know the content of the readings?

In addition, class will include a mini-section called 'THE RIGHT QUESTION.' This is a completely anonymous activity where each course participant is required to submit a typewritten question (no more than 100 words) that's related to course content, discussions, analysis, and reflection. The Right Question is one that demonstrates a high level of thinking that's connected to course objectives, and will be shared with the class the following week. This activity is also intended to add an element of accountability to the subjective process of assessment for the class participation, and gives you an idea of the quality of your work.

**Class participation:** Your preparation for, and participation in class is the most important element in your mastery of course goals, which is the reason behind the high value assigned to this section. Just being in class on time and staying until the end of class is only a basic requirement and do not earn you many points. In adult education, the issue with class participation is heavily influenced by the responsibilities (and technologies) that adults bring to the classroom and their own learning. It's your responsibility to draw boundaries so you can engage in your own learning. For instance, if you are constantly checking your cell phone in class, and taking calls by leaving class, the consequences on your class participation grade will be substantial. Ditto with checking e-mails during lab activities. I will not be policing you on any of these boundaries, but note that the expectations for your participation have been

communicated to you, and the class participation grade cannot be negotiated. Participation grades are fairly subjective, which makes it more important for you to come prepared to class, engage in discussions to demonstrate your learning and curiosity, and contribute to the learning of others.

Lab activities: Each class session will test your comfort level and proficiency in a tool related to leadership issues. Please complete lab activities from the calendar before class, just as you would complete readings before class. This section of the class also prepares you to design your final project. Although there will be some instruction at the end of each class, you are expected to be able to demonstrate some proficiency in the assigned skills.

Discussion of assignments for next class session: In addition to highlighting the next class assignments and activities, the instructor may ask you to complete writing prompts to be shared in the following class. If you are scheduled to discuss your final project the following week, please distribute copies of the Final Planning Sheet to your peers during this time. Also, submit your contribution to the 'Right Question' in the basket provided for you.

## Grading and Evaluation

Class participation: 40%

Final project: 30%

Quizzes: 30%

### Grading scale:

A = 92 to 100%

B = 82 to 91%

C = 70% to 81%

**Spelling and grammar:** All of your work must be free of grammar and spelling errors. About 2-3 errors are allowed; work with errors exceeding that limit will automatically earn a lower letter grade.

### Academic honesty

- Deadlines are final and missed work cannot be made up except in case of documented emergencies
- Since all details are provided at the beginning of the semester, requests for extensions and/or rewrites will not be considered
- All evaluations are based on the GUIDELINES provided
- All work (unless specified otherwise) must be original. Any case of academic dishonesty will result in an F in the course without exceptions.
- **Incompletes will not be given for the course**

#### What are some examples of academic dishonesty?

- Using material not your own (from other sources, web, etc) without giving credit
- Failing to give credit to the work of others (use citations)
- Written work that is done together when original work is required
- Violations of copyright policy and fair use guidelines

Before you turn in your work, run it through the "*Is this mine?*" check. For every part of the work or assignment that is not yours, give credit. Cite. Provide information about the real author or artist. Acknowledge.

### Students with Disabilities

All reasonable efforts will be made to accommodate the needs of disabled students in this course, as per the requirements of the Americans with Disabilities Act (1993). If you have special needs, please inform me as soon as possible (paperwork required) at the start of the semester, so that appropriate accommodations and considerations can be made.

**FINAL PROJECT PLANNING SHEET**  
**(Complete and share with peers the previous class)**

<p align="center"><b>Technology learning content domains (Circle one)</b></p>	<p align="center"><b>Learning Context (Circle One)</b></p>	<p align="center"><b>Reflect on the following questions:</b></p>	<p align="center"><b>What is a current critical issue in the content domain and learning context that I'd like to explore? Write, define, and describe the issue/problem below.</b></p>
<p>1. Ethics                  2. Decision-Making                  3. Management Tool                  4. Teaming Tool                  5. Leadership Assessment and Performance Tool                  6. Networks and the Internet.</p> <p><u>Explain why you chose this domain:</u></p>	<p>1. Health and Human Services                  2. Education K – Post-Secondary                  3. Public Policy/Agency                  4. Private for Profit                  5. Private Nonprofit</p> <p><u>Explain why you chose this context:</u></p>	<p>What do leaders do?</p> <p>What role do they play?</p> <p>What would I like to do as a leader?</p> <p>What role would I like to play?</p> <p>What context would I like to engage in, as a leader?</p> <p>What are the values that a leader must have?</p> <p>What are my values as a leader?</p>	

Class	Final project discussion*	Class readings...	Lab Activities...	Graded work
1 May 18	Jost	Ch. 1: Business Info Systems.	Introduction to lab activities	Ch. 1 posttest by midnight May 19  Contribute to 'The Right Question'
2 May 20	Bottomley Boyd-Williams Burgess	Ch. 4: Business Hardware	<b>Wikis:</b> <a href="http://www.youtube.com/watch?v=-dnL00TdmLY">http://www.youtube.com/watch?v=-dnL00TdmLY</a> <b>PBWiki:</b> <a href="http://www.pbwiki.com">http://www.pbwiki.com</a> <b>Wikispaces:</b> <a href="http://www.wikispaces.com">http://www.wikispaces.com</a> <b>Wetpaint:</b> <a href="http://www.wetpaint.com">http://www.wetpaint.com</a> <b>Zoho:</b> <a href="http://www.zoho.com">http://www.zoho.com</a>  Text Databases	Contribute to 'The Right Question'
3 May 27	Forrest Ward Fox Martin-Jones	Ch. 5: Business Software	<b>Blogs:</b> <a href="http://www.youtube.com/watch?v=NN2I1pWXjXI">http://www.youtube.com/watch?v=NN2I1pWXjXI</a> <b>Edublogs:</b> <a href="http://edublogs.org/">http://edublogs.org/</a> <b>Blogger:</b> <a href="http://www.blogger.com">www.blogger.com</a> <b>Live Journal:</b> <a href="http://www.livejournal.com/">http://www.livejournal.com/</a>  Graphics Databases	Ch. 4 and 5 posttests by midnight May 31  Contribute to 'The Right Question'
4 June 1	Greene-Clemons Martin Williamson		<b>RSS:</b> <a href="http://www.youtube.com/watch?v=0klgLSsXGsU">http://www.youtube.com/watch?v=0klgLSsXGsU</a> <b>Google reader:</b> <a href="http://google.com/reader">http://google.com/reader</a> <b>Pageflakes:</b> <a href="http://www.pageflakes.com">http://www.pageflakes.com</a> <b>Newsgator:</b> <a href="http://www.newsgator.com">http://www.newsgator.com</a>  Audio (podcasts) Databases	Contribute to 'The Right Question'
5 June 3	Mason North Smith-King	Ch. 6: Business Networking and Telecommunications	<b>Social bookmarking:</b> <a href="http://www.youtube.com/watch?v=x66lV7GOcNU">http://www.youtube.com/watch?v=x66lV7GOcNU</a> <b>Trailfire --</b> <a href="http://www.trailfire.com">http://www.trailfire.com</a> <b>Edutagger --</b> <a href="http://www.edutagger.com">http://www.edutagger.com</a> <b>Digg --</b> <a href="http://www.diig.com">http://www.diig.com</a> <b>Delicious --</b> <a href="http://del.icio.us">http://del.icio.us</a>  Video (Flip video) Databases	Ch. 6 posttest by midnight June 4  Contribute to 'The Right Question'
6 June	Bottomley Boyd-Williams	Ch. 7: Databases and Data Warehouses	<b>Social networking:</b> <a href="http://www.youtube.com/watch?v=6a_KF7TYKVC">http://www.youtube.com/watch?v=6a_KF7TYKVC</a> <b>Twitter --</b> <a href="http://www.twitter.com">http://www.twitter.com</a>	Ch. 7 posttest by midnight June 9

8	Burgess		Ning -- <a href="http://www.ning.com">http://www.ning.com</a> Clients: Twirl -- <a href="http://www.twirl.com">http://www.twirl.com</a> Twitterfeed -- <a href="http://www.twitterfeed.com">http://www.twitterfeed.com</a>  Animation Databases	Contribute to 'The Right Question'
7 June 10	Forrest Ward Fox		<b>Productivity tools</b> - Explore the following and identify applications for your own work. Google calendar -- <a href="http://www.google.com/calendar">http://www.google.com/calendar</a> Zoho Suite -- <a href="http://www.zoho.com">http://www.zoho.com</a> Google docs -- <a href="http://docs.google.com">http://docs.google.com</a> Skrbl -- <a href="http://www.skrbl.com">http://www.skrbl.com</a> Letterpop -- <a href="http://www.letterpop.com">http://www.letterpop.com</a>  Databases	Contribute to 'The Right Question'
8 June 15	Greene- Clemons Martin Williamson	Ch. 8: The web-enabled enterprise	<b>Collaboration/Communication Tools</b> Skype -- <a href="http://www.skype.com">http://www.skype.com</a> Ustream -- <a href="http://www.ustream.tv">http://www.ustream.tv</a> Slideshare -- <a href="http://www.slideshare.com">http://www.slideshare.com</a> Yugma -- <a href="http://www.yugma.com">http://www.yugma.com</a>	Ch. 8 posttest by midnight June 16  Contribute to 'The Right Question'
9 June 17	Mason North Smith-King	Ch. 14: Risks, Security, and disaster recovery		Ch. 14 posttest by midnight June 18  Contribute to 'The Right Question'
10 June 22	Martin- Jones			Contribute to 'The Right Question'
11 June 24	ALL			Final Project
<b>Calendar items subject to change</b> <b>*Final presentations (3) are worth 8% of your project grade</b>				