

## Li's MIS 301: Introduction to IT Management Fall 2012 – Unique Number: 03915

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<b>Instructor</b>	Zhuoxin Li (go by Allen) – <a href="mailto:zhuoxin.li@phd.mcombs.utexas.edu">zhuoxin.li@phd.mcombs.utexas.edu</a> Information, Risk and Operations Management (IROM) Department
<b>Class Time</b>	MWF: 9:00-10:00am
<b>Class Location</b>	UTC 4.132
<b>Office</b>	CBA 3.332A (close to the O's Cafe on the 3 <sup>rd</sup> floor)
<b>Mailbox</b>	IROM Department, CBA 5.202
<b>Phone</b>	(512) 940 2738
<b>Office Hours</b>	MW 3:30 – 5:00pm and by appointment

### Course Description

Information Technology (IT) has transformed all aspects of 21<sup>st</sup> century business and everyday life. New IT investments continue to be staggering. Worldwide, over \$2.5 trillion has been invested in IT. In the U.S., over 50% of capital expenditures are related to IT. IT has triggered new forms of organizations; transformed business process innovation; and impacted organizational structure, culture, politics, decision-making and society as a whole. IT is also transforming how physical products are designed, how services are bundled with products, and how individuals interact with businesses and with other individuals. A silent transformation of physical items is occurring as more and more products use embedded IT to improve customer experience and product performance. The pervasiveness of IT is expanding global trade and changing how and where work is performed.

The availability of vast amounts of searchable data is changing the nature of the learning required to succeed in traditional business disciplines such as finance, accounting, and marketing. It is vital that future managers – from all majors – have a working knowledge of modern IT, practical experience in its use, and management perspectives on how IT is used to reshape products, services, and organizations.

MIS 301 will focus on three broad issues: (1) using IT for strategic competitive advantage, (2) IT core skills and management and (3) IT at the intersection of functional business areas. Topics covered include the IT ecosystem, using information systems (IS) for competitive advantage, databases, networking and data communications, supply chain management systems (SCMs), e-commerce, business process management, data mining, business intelligence and knowledge management, Web 2.0 technologies, user-generated content (UGC), social networks, and IT security. While students are introduced to the practical business uses of some technology tools, the real value that students gain from MIS 301 comes from understanding the strategic possibilities inherent at the intersection of business and technology.

### Academic Rigor and MIS 301 Workload

Welcome to The McCombs School of Business, where everyone admitted – including you – is a top student. In order to challenge you and truly add to your education, the McCombs School is committed to rigorous, cutting-edge classes. This means that you can expect a *substantial* workload; all MIS 301 sections require significant reading, writing and learning new critical thinking processes.

**Required Textbook** *Information Systems: A Manager's Guide to Harnessing Technology* by John Gallaugher, Flatworld Knowledge, Inc., Version 1.3, ISBN 978-0-9823618-1-8; available through the following website:  
<http://students.flatworldknowledge.com/course?cid=1014273&bid=696436>

**IMPORTANT NOTE:** The textbook can be read online FOR FREE! You do NOT need to purchase a copy of the book or the digital products. However, if you dislike reading on a screen, you may want to invest in a "dead-tree" version. Visit the website above for more information. (Be sure to scroll down!)

**Required Readings** *Course Packet*– available at UT Co-op (Hard Copy) OR at <http://cb.hbsp.harvard.edu/cb/access/14608097> (Digital Copy)  
*Other Articles* – Listed in the schedule and posted or linked on Blackboard

**Class Website** Announcements, assignments, course schedule, additional readings, and other information are available on Blackboard at <http://courses.utexas.edu>  
Login with your UT EID and select  
12F INTRO TO INFO TECHNOLOGY MGMT (03915).

## Developing as Critical Thinkers

**Why are McCombs classes rigorous?** Our goal is to help you go beyond being a top student. Our vision is that you will become a productive employee, an effective project leader, a future division leader, perhaps a future CEO. Some of you will work in traditional companies; some will work for nonprofits; some will become professional business consultants; some will grow a family business or start your own successful business. **All these career paths have something in common: to succeed in a constantly changing business world, you must constantly seek new information from the environment, make sense of it with your colleagues and business partners and act on it to develop and implement your business strategy. You must be able to think critically.**

## Readings and Class Participation

To get the most from this class, it is important that you come to class ready to join the discussion on the day's topic. You are expected to read all the assigned reading materials before class. Your knowledge and experience will add to class learning, making the discussion informative and productive. *Students will be cold-called*, so it is in your best interest to come prepared and to participate actively. High-quality class participation includes:

- Attending class regularly
- Good classroom citizenship and following classroom policies indicated below
- Making useful and succinct contributions to class thinking
- Offering good analysis of class topics supported by facts from class readings, outside readings, or from your own experience
- Adding constructive disagreement to the class conversation (in-class and online)
- Posting questions, comments, and information on the class discussion board

Please use a name card to help the instructor and your peers learn your name. Sitting roughly in the same place in each class could help speed up this process.

## Piazza Discussion Board

We'll be conducting all class-related discussion on Piazza ([www.piazza.com](http://www.piazza.com)) this term. Piazza is a question-and-answer platform specifically designed to get you answers fast. They support LaTeX, code

formatting, embedding of images and attaching of files. The quicker you begin asking questions on Piazza (rather than via individual emails to a classmate or one of us), the quicker you'll benefit from the collective knowledge of your classmates and instructors. We encourage you to ask questions when you're struggling to understand a concept.

## Deliverables

In most business settings, a deliverable is the product of your work that can be conveyed to and assessed by someone else. A deliverable does not have to be a tangible document, but it does serve as the evidence that you have completed an assigned task.

Deliverable Details	Points
<b>Critical Thinking Assignments</b>	<b>55</b>
Microsoft Case Write-Up	10
Apple Case Write-Up	10
Developing an App for That Case Write-Up	10
Oracle v. salesforce.com Write-Up	10
Short Reading Quiz 1	5
Short Reading Quiz 2	5
Short Reading Quiz 3	5
<b>Quantitative Analysis Assignments</b>	<b>45</b>
HTML Assignment	10
Excel Assignment 1: Gradebook and Retirement Portfolio	10
Excel Assignment 2: Survey Analysis	10
Access Assignment 1	5
Access Assignment 2	10
<b>Capstone Case Analysis – Dropbox Case</b>	<b>30</b>
<b>Application Development Project (ADP)</b>	<b>70</b>
ADP1: Team List	5
ADP2: Project Proposal – PowerPoint	25
ADP3: Final Deliverable – Paper and Financial Analysis	40
<b>Exams</b>	<b>300</b>
Exam 1	100
Exam 2	100
Exam 3	100
<b>Total Available Points</b>	<b>500</b>

## Critical Thinking Assignments

Several times throughout the semester, you will be asked to write **four** short (1 page) write-ups about the cases assigned as outside reading. These assignments are designed to help you practice applying the concepts from class to real-life business examples. This type of assignment is very common in upper division and graduate business classes. Specific instructions for these assignments will be posted on Blackboard as we go through the semester.

Reading is an important part of learning in this class. So there are **three** short reading quizzes. These quizzes will be short, straightforward, and requires no additional efforts other than thoughtfully reading the assigned materials. Each quiz will only cover the reading material assigned for the quiz due day.

Quizzes will be open-book, with no time limit, and offered through Blackboard (see Course Schedule for details).

### **Quantitative Analysis Assignments**

You will be responsible for various assignments related to learning Microsoft Excel and Microsoft Access. There are **two** Excel assignments and **two** Access assignments. Excel proficiency is absolutely required in today's business world, regardless of major, while Access assignments provide you with some experience in organizing and manipulating large scale data asset, which are common in modern enterprises.

**Software** Microsoft Excel and Microsoft Access in Version 2010 is recommended. Some of the assignments involving databases and Excel add-on may require you to use Windows. There is no Access database for Mac OS. You can address this issue in two ways:

- a) Install Windows 7 on your Mac. You can run both Mac OS and Windows using Bootcamp, VMWare Fusion or Parallels. Bootcamp comes with your Mac but in order to switch from Mac OS to Windows you will have to reboot. VMWare or Parallels will let you run both OSs at the same time and switch instantaneously. However, running this software can slow your Mac down considerably.
- b) Use the labs in the McCombs School to complete your assignments. All the software used in MIS 301 is installed on the computers in both the Millennium and Mod Labs.

### **Projects**

There are two substantial projects required in MIS 301 – the Dropbox Case Analysis and the Application Development Project (ADP). Detailed assignment instructions will be posted on Blackboard. For the Dropbox case, you will be allowed to work by yourself or with one partner. The ADP assignment is to be completed by teams of four. At the end of both projects, you will be required to submit feedback about your partner/teammates. **I reserve the right to adjust your grade based on feedback from your team members. If your peer evaluation is low, you may receive as low as 0% of the grade.** Be a good team member!

### **Exams**

There are **three** exams in MIS 301. Two are in-class midterms, and the last exam is given during the final exam period. Exams per se are NOT cumulative, meaning that each exam will cover only new contents since the last exam. However, please be aware that the class has a cohesive structure, and contents indifferent sessions constantly build upon each other. So, having a good understanding on the concepts covered by previous exams will still significantly help you in subsequent exams. We will have an exam review session before each exam.

### **Extra Credit**

Additional extra credit assignments may be offered to the entire class at the discretion of the instructor. There will be no opportunity to raise your course grade by doing individual extra credit work at any point during or after the semester, as this would violate University policy.

### **Final Grading Policy**

The final letter grade in the class will be based on a curve. Per McCombs policy, the average final grade in MIS 301 will be between 3.2-3.3. However, this average can be higher (or lower) based on overall class

performance. I will use the plus/minus grading system and details on the plus/minus breakdown will be presented in class. You may expect the following grade distribution: approximately 30-35% will receive an A or A-, about 15-20% a C+ or below, and 45-55% will receive a B+, B, or B-. However, if the overall class performance exceeds the instructor's expectations, the percentages of A, B, C, etc. could change.

### **Fairness, Deliverable Deadlines and Time Management**

Deliverables are assigned because work outside of class supplements and reinforces learning.

Deliverables are also due at designated times and in specific formats, all of which will be described in assignment criteria. To be fair to everyone in class and to get assignments returned in a timely fashion, we have to have deadlines. Please turn things in on time.

- Deliverables handed in *after* the due date/time but *during the next 24 hours* will receive half credit.
- Deliverables will not be graded more than 24 hours after the due date.
- PLEASE double-check deliverables submitted through Blackboard to make sure your assignment file is attached.

### **Re-Learning on Assignments and Exams**

Asking questions after your exams and assignments have been graded reinforces learning and helps you to understand your strengths and weaknesses with course material. Therefore, I encourage you to meet with me OUTSIDE OF CLASS to discuss your assignments. However, you must do so within **one week** of the day the homework is returned or feedback is posted on Blackboard. After the one-week window, your grade for that assignment is permanent.

### **Classroom Policy**

Based on strong feedback from previous students and agreement among all the MIS 301 instructors, **the use of laptops is not allowed in class**. The rule applies to all McCombs MBA classes, so you are in good company. When students surf the web, answer email, check Facebook, and stray from the topic at hand, they do themselves and distracted peers a disservice. For this reason, **texting in class is also a violation of the no laptop policy**. When a true need to communicate with someone outside of the class exists (e.g., a medical emergency, etc.), inform me before class. Thanks for respecting this simple rule.

### **Information Privacy**

Password-protected class sites, such as Blackboard, are available for all accredited courses taught at The University. Syllabi, handouts, assignments and other resources may be available within these sites. Site activities could include exchanging email, engaging in class discussions and chats, and exchanging files. In addition, class email rosters are a component of the sites. Students who do not want their names included in these electronic class rosters must restrict their directory information in the Office of the Registrar, Main Building, Room 1. For more information, see <http://registrar.utexas.edu/students/records/ferpa/>. **If you choose anonymity, please email your JDOE number to your instructor so she can post feedback on Blackboard.**

### **Using Email for Official Correspondence to Students**

Email is recognized as an official mode of university correspondence; therefore, **you are responsible for reading your email for university and course-related information and announcements**. You are responsible for keeping the university informed about changes to your email address. You should check your email regularly and frequently. You can find UT Austin's policies and instructions for updating your email address at <http://www.utexas.edu/its/policies/emailnotify.php>.

## Religious Holidays

By UT Austin Policy, you must notify me of your pending absence at least 14 days before the date of observing a religious holy day. If you must miss a class, an examination, a work assignment, or a project to observe a religious holy day, I will give you an opportunity to complete the missed work within a reasonable time after the absence.

## Documented Disability Statement

The University of Texas at Austin provides, upon request, appropriate academic accommodations for qualified students with disabilities. If you require special accommodations, you must obtain a letter that documents your disability from the Services for Students with Disabilities area of the Division of Diversity and Community Engagement (471-6259 or 471-4641 TTY). Present the letter to me at the beginning of the semester so we can discuss the accommodations you need. For more information, visit <http://www.utexas.edu/diversity/ddce/ssd/>.

## University of Texas Honor Code

The core values of The University of Texas at Austin are learning, discovery, freedom, leadership, individual opportunity, and responsibility. Each member of the university is expected to uphold these values through integrity, honesty, trust, fairness, and respect toward peers and community.

## Scholastic Dishonesty Policy

I take this issue seriously. *Any dishonesty—such as cheating, false representation, plagiarism, etc.—that comes to my attention will result in an F in the course.* The University defines academic dishonesty as cheating, plagiarism, unauthorized collaboration, falsifying academic records, and any act designed to avoid participating honestly in the learning process. Scholastic dishonesty also includes, but is not limited to, providing false or misleading information to receive a postponement or an extension on an exam or other assignment, and submission of essentially the same written assignment for two different courses without faculty permission.

*“The McCombs School of Business has no tolerance for acts of scholastic dishonesty. The responsibilities of both students and faculty with regard to scholastic dishonesty are described in detail in the BBA Program’s Statement on Scholastic Dishonesty at <http://www.mcombs.utexas.edu/BBA/Code-of-Ethics.aspx>. By teaching this course, I have agreed to observe all faculty responsibilities described in that document. By enrolling in this class, you have agreed to observe all student responsibilities described in that document. If the application of the Statement on Scholastic Dishonesty to this class or its assignments is unclear in any way, it is your responsibility to ask me for clarification. Students who violate University rules on scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal from the University. Since dishonesty harms the individual, all students, the integrity of the University, and the value of our academic brand, policies on scholastic dishonesty will be strictly enforced. You should refer to the Student Judicial Services website at <http://deanofstudents.utexas.edu/sjs/> to access the official University policies and procedures on scholastic dishonesty as well as further elaboration on what constitutes scholastic dishonesty.”*

Students should refer to the Student Judicial Services <http://deanofstudents.utexas.edu/sjs/> or the General Information Catalog to access the official University policies and procedures on scholastic dishonesty as well as further elaboration on what constitutes scholastic dishonesty.

## Behavior Concerns Advice Line (BCAL)

BCAL is a service for students, faculty, and staff of the university to discuss their concerns about another individual’s behavior. Trained staff members will assist the caller in exploring available options and strategies. They will also provide appropriate guidance and resource referrals to address the particular

situation. Dialing (512) 232-5050 will connect you to trained staff members 24/7/365. Calls to BCAL can be anonymous, and there is also an on-line reporting form (not anonymous).

## **Campus Safety**

Please note the following recommendations regarding emergency evacuation from the Office of Campus Safety and Security, 512-471-5767, <http://www.utexas.edu/safety/>

- Occupants of buildings on The University of Texas at Austin campus are required to evacuate buildings when a fire alarm is activated. Alarm activation or announcement requires exiting and assembling outside.
- Familiarize yourself with all exit doors of each classroom and building you may occupy. Remember that the nearest exit door may not be the one you used when entering the building.
- Students requiring assistance in evacuation should inform their instructor in writing during the first week of class.
- In the event of an evacuation, follow the instruction of faculty or class instructors.
- Do not re-enter a building unless given instructions by the following: Austin Fire Department, The University of Texas at Austin Police Department, or Fire Prevention Services office.
- Behavior Concerns Advice Line (BCAL): 512-232-5050
- Further information regarding emergency evacuation routes and emergency procedures can be found at: [www.utexas.edu/emergency](http://www.utexas.edu/emergency)."

## Fall 2012 MIS 301 Tentative Schedule – Zhuoxin Li

Please complete the assigned readings BEFORE class on the day they are assigned! This schedule is subject to change.

Wk	Cl	Date	Class Topics	Readings	Deliverables
1	1	W Aug 29	<b>Introduction to MIS</b> <ul style="list-style-type: none"> <li>• What is MIS? Why do I care?</li> <li>• How can I be successful in MIS 301?</li> </ul>	<i>The Great Tech War of 2012</i> (BB) <i>IT-Enabled Transformation</i> , Page 5-12 (BB)	Buy course packet
	2	F Aug 31	<b>Strategy and Competitive Advantage</b> <ul style="list-style-type: none"> <li>• What is strategy?</li> <li>• What is competitive advantage (CA)?</li> <li>• How can companies create sustainable CA?</li> <li>• What characteristics of digital products change the way businesses compete?</li> </ul>	Ch. 2 – “Strategy and Technology”, Section 1-2	
2	3	M Sep 3	<b>No Class – Labor Day</b>		
	4	W Sep 5	<b>Porter's Models for Industry Analysis</b> <ul style="list-style-type: none"> <li>• What are the five forces that affect CA?</li> <li>• How can a firm organize its value chain to enable strategy?</li> </ul>	Ch. 2 – “Strategy and Technology”, Section 3-4	
	5	F Sep 7	<b>Intermediate Excel I: Basic Skills</b>		
3	6	M Sep 10	<b>Intermediate Excel II: Advanced Functions</b>		
	7	W Sep 12	<b>Complex Adaptive Systems Theory (CAST)</b> <ul style="list-style-type: none"> <li>• What are the characteristics of a CAS?</li> <li>• Why study CAST in a class about IT Management?</li> </ul>	<i>Embracing Complexity</i> (Packet)	
	8	F Sep 14	<b>Robust Adaptive Strategies (RAS)</b> <ul style="list-style-type: none"> <li>• What RAS can firms use to succeed in a CAS?</li> </ul>	<i>Robust Adaptive Strategies</i> (BB)	Excel Assignment 1 due on Blackboard by 11:59pm
4	9	M Sep 17	<b>Understanding Hardware and Software</b> <ul style="list-style-type: none"> <li>• What are the managerial implications of Moore's Law?</li> <li>• What are the major classifications of software (operating system, database, user application, etc.)?</li> </ul>	Ch. 5 – “Moore's Law”, Section 1, 4 Ch. 9 – “Understanding Software”, Section 1-3 <i>Thoughts on Case Analysis</i> (BB)	
	10	W Sep 19	<b>IT-Based Strategy and Network Effects</b> <ul style="list-style-type: none"> <li>• How can companies compete in markets where network effects are present?</li> <li>• What can other companies (software and beyond) learn from Microsoft's successes and challenges?</li> </ul>	Ch. 6 – “Understanding Network Effects” <i>Microsoft in 2005</i> (Packet)	Case Write-up due in hard copy at beginning of class

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Wk	Cl	Date	Class Topics	Readings	Deliverables
	11	F Sep 21	<b>Hardware and Software Ecosystem I</b> <ul style="list-style-type: none"> <li>• What is Konana’s model of the software ecosystem and how does it affect the average computer user?</li> <li>• How does Konana’s ecosystem model influence strategy for creators of IT?</li> </ul>		HTML Assignment due in hard copy at beginning of class
5	12	M Sep 24	<b>Hardware and Software Ecosystem II</b> <ul style="list-style-type: none"> <li>• How is Apple’s strategy different from Microsoft’s?</li> <li>• What can companies (HW and beyond) learn from Apple’s successes and challenges?</li> </ul>	<i>Apple in 2010</i> (Packet)	Case Write-up due in hard copy at beginning of class
	13	W Sep 26	<b>Exam 1 Review</b>		
	14	F Sep 28	<b>Exam 1</b>		<b>Exam 1</b>
6	15	M Oct 1	<b>Open Source Software</b> <ul style="list-style-type: none"> <li>• How can firms make money giving OSS away for free?</li> <li>• How does TCO for OSS compare with traditional SW?</li> <li>• How has the OSS model changed the structure of the software industry?</li> </ul>	<i>Developing an App for That</i> (Packet)	Case Write-up due in hard copy at beginning of class
	16	W Oct 3	<b>Software as a Service (SaaS)</b> <ul style="list-style-type: none"> <li>• What are the benefits and risks for companies USING cloud computing?</li> <li>• What are the business models, benefits, and risks for companies PROVIDING SaaS?</li> </ul>	<i>Oracle v. salesforce.com</i> (Packet)	Case Write-up due in hard copy at beginning of class
	17	F Oct 5	<b>Intermediate Excel III: Data Analysis</b>		
7	18	M Oct 8	<b>Introduction to Databases</b> <ul style="list-style-type: none"> <li>• How are databases structured to allow data sharing across the value chain?</li> <li>• What are the tactical and strategic reasons for using databases?</li> </ul>	Section 11 – “Data, Information and Knowledge”, Section 1-2 <i>Konana’s Intro to Databases</i> – Pages 1-6 ONLY (BB)	Excel Assignment 2 due on Blackboard by 11:59pm
	19	W Oct 10	<b>Database Queries and Reports</b>		

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Wk	Cl	Date	Class Topics	Readings	Deliverables
	20	F Oct 12	<b>Hand-on Database Practice</b>		ADP1 Assignment due in hard copy at the beginning of class
8	21	M Oct 15	<b>History of the Internet</b> <ul style="list-style-type: none"> <li>• Why study the history of the Internet?</li> <li>• What factors led to the creation of the Internet?</li> <li>• What are the business implications of switching from analog to digital?</li> </ul>	<i>Nerds 2.0.1 (BB)</i>	Access Assignment 1 due on Blackboard by 11:59pm
	22	W Oct 17	<b>Guest Speaker, TBA</b>		Access Assignment 2 due on Blackboard by 11:59pm
	23	F Oct 19	<b>Data Communications</b> <ul style="list-style-type: none"> <li>• What are the differences between circuit switching and package switching?</li> <li>• What is a VPN? Firewall? IP Address? Why do I care?</li> </ul>		
9	24	M Oct 22	<b>Information Security I</b> <ul style="list-style-type: none"> <li>• What are the sources of information security threats?</li> <li>• What are the ways that companies can manage risk?</li> </ul>	Ch. 13 – “Barbarians at the Gateway”	
	25	W Oct 24	<b>Information Security II</b> <ul style="list-style-type: none"> <li>• What are the ways that companies can manage risk?</li> <li>• If information security increases costs without increasing revenue, what is the business proposition of information security?</li> </ul>		
	26	F Oct 26	<b>Enterprise SW and Business Process Management I</b> <ul style="list-style-type: none"> <li>• What are the five steps of BPM?</li> <li>• What is the importance of inherent processes? When does it make sense to match the process to the SW? When does it make sense to match the SW to the process?</li> </ul>	<i>Deep Change: How Operational Innovation Can Transform Your Company (Packet)</i>	Dropbox Assignment Due on Blackboard by 11:59pm

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Wk	Cl	Date	Class Topics	Readings	Deliverables
10	27	M Oct 29	<b>Enterprise SW and Business Process Management II</b> <ul style="list-style-type: none"> <li>• What are the potential benefits/risks of ERP implementation in large firms?</li> <li>• What's the difference between installing SW and implementing a solution?</li> <li>• Should Nestlé change its process to match the SW, or the opposite?</li> </ul>	<i>Nestlé's ERP Odyssey</i> (BB)	Reading Quiz #1 due on BB by 9:00am on M Oct 29
	28	W Oct 31	<b>Exam 2 Review</b>		
	29	F Nov 2	<b>Exam 2</b>		<b>Exam 2</b>
11	30	M Nov 5	<b>Guest Speaker, TBA</b>		
	31	W Nov 7	<b>Software Project Management</b> <ul style="list-style-type: none"> <li>• What are the phases of project management (PM)? What tasks are associated with each phase?</li> <li>• How does the project management triple constraint influence project planning?</li> <li>• What is scope creep? What are some strategies to prevent scope creep?</li> </ul>	<i>What is Project Management?</i> (BB)	
		F Nov 9	<b>IT for Supply Chain Management I</b> <ul style="list-style-type: none"> <li>• Why is inventory mgmt so important to retailers?</li> <li>• What are the factors that lead to high inventory?</li> </ul>	<i>Konana's Definitions for SCM</i> (BB)	
12	32	M Nov 12	<b>IT for Supply Chain Management II</b> <ul style="list-style-type: none"> <li>• How has Zara's strategic use of IT created CA?</li> <li>• How can IT reduce the bullwhip effect?</li> </ul>	Ch. 3 – "Zara: Fast Fashion from Savvy Systems"	ADP2 Assignment due in hard copy at the beginning of class
	33	W Nov 14	<b>Business Intelligence and Analytics</b> <ul style="list-style-type: none"> <li>• What is the relationship between transactional/operational data and Business Intelligence?</li> <li>• What are some problems with operational data?</li> <li>• What kind of business intelligence systems exist?</li> </ul>	Ch. 11 – "The Data Asset", Section 4-6	

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Wk	Cl	Date	Class Topics	Readings	Deliverables
		F Nov 16	<b>Analytics on the “Big Data”</b> <ul style="list-style-type: none"> <li>• What’s the business value of the “big data”, or in what ways “big data”, creates value?</li> </ul>	<i>Big Data: The next Frontier for Innovation, Competition, and Productivity</i> (BB) <i>Data Deluge</i> (BB)	
13	34	M Nov 19	<b>Competing on Analytics</b> <ul style="list-style-type: none"> <li>• What factors drive the emergence of a new form of competition based on the extensive use of analytics, data, and fact-based decision making?</li> <li>• How can firms leverage their data asset to gain competitive advantage?</li> </ul>	Ch.11 – “The Data Asset”, Section 7-8	
	35	W Nov 21	<b>ADP Project Work Day</b>		
	36	F Nov 23	<b>No Class – Thanksgiving</b>		
14	37	M Nov 26	<b>E-Commerce: Netflix</b> <ul style="list-style-type: none"> <li>• What factors made Netflix so profitable?</li> <li>• How does the long tail create competitive advantage for Netflix (and other digital companies)?</li> </ul>	Ch. 4 – “Netflix in Two Acts”	Reading Quiz #2 due on BB by 9:00am on M Nov 23
	38	W Nov 28	<b>Social Media and The Wisdom of Crowds</b> <ul style="list-style-type: none"> <li>• What are the characteristics of Web 2.0?</li> <li>• What’s the business value of social media for promoting brands/products/services?</li> </ul>	Ch.8 – “Facebook”, Section 1-5	ADP3 Assignment due in hard copy at the beginning of class
	39	F Nov 30	<b>Challenges in Monetizing Web 2.0</b> <ul style="list-style-type: none"> <li>• What are the business models for Web 2.0 platforms?</li> <li>• What are the factors that make Web 2.0 platforms more/less attractive for internet advertising, compared to Google advertising?</li> </ul>	Ch.8 – “Facebook”, Section 6-8	
15	40	M Dec 3	<b>Outsourcing</b> <ul style="list-style-type: none"> <li>• How does outsourcing differ from offshoring?</li> <li>• Why do organizations outsource IT services?</li> <li>• What are the risks of outsourcing?</li> </ul>	<i>The Tough Game You Have to Play</i> (BB)	

## Fall 2012 MIS 301 Tentative Schedule – Zhuoxin Li

Please complete the assigned readings BEFORE class on the day they are assigned! This schedule is subject to change.

Wk	Cl	Date	Class Topics	Readings	Deliverables
	41	W Dec 5	<b>Case Discussion: iPremier</b> <ul style="list-style-type: none"> <li>• What could iPremier have done differently to recover more quickly from the denial of service attack?</li> <li>• How did iPremier’s relationship with qData make it more difficult for iPremier to resolve the attack?</li> </ul> What do they do next? What is the future of the firm?	<i>iPremier: Denial of Service Attack</i>	Reading Quiz #3 due on BB by 9:00am on W Dec 5
	42	F Dec 7	Learning Takeaways and Course Evaluations		
FIN		TH Dec 13	<b>Final Exam 2:00 – 3:30pm Location TBA</b>		<b>Final Exam</b>