SYLLABUS

3140 Waialae Avenue
Honolulu, Hawai'i 96816-1578

1. FACULTY CONTACT INFORMATION

MGT-305-01-1 Management of Information Resources
Pearson portal myLab MIS, **ID = brownlow01535**

Class Schedule:

Dates:	January 07, 2025 – May 02, 2025
Department Name:	School of Business and Communication (SOBC)
Course Credits:	Three (3)
Class Meeting Hours:	Tu Th @10:00 AM – 11:20 AM
Location:	SULV201
Instructor:	Maria Brownlow, Ph.D.
	Management Science, MIS, Business Analytics/Informatics,
	Computer Information Systems (CIS)
Contact Info:	808-739-8337 (office)
Office Hours:	MWF Noon – 1:00 PM or by appointment, Kieffer Room 28
CUH email:	maria.brownlow@chaminade.edu
Administrative Assistant to Dean:	Linda Lau
Division Phone #:	808-739-8369

CHAMINADE UNIVERSITY MISSION STATEMENT

Chaminade University offers its students an education in a collaborative learning environment that prepares them for life, service, and successful careers. Guided by its Catholic, Marianist and liberal arts educational traditions, Chaminade encourages the development of moral character, personal competencies, and a commitment to build a just and peaceful society. The university offers both the civic and church communities of the Pacific region its academic and intellectual resources in the pursuit of common aims.

DARE TO LEARN. DARE TO CHANGE.

"The future is no longer stable; it has become a moving target. No single "right" projection can be deducted from past behavior. The better approach, I believe, is to accept uncertainty, try to understand it, and make it part of our reasoning. Uncertainty today is not just occasional, temporary deviation from a reasonable predictability; it is a basic structural feature of the business environment." [1]

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[1] Farsighted. How We Make the Decisions that Matter the Most" by Steven Johnson, New York Times best-selling author

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2. COURSE INTRODUCTION

University Catalog https://catalog.chaminade.edu/

Catalog Description
MGT 305 Management of Information Resources (3 credits)

This course introduces students to the development and use of information resources for organizational decision-making. Topics include systems analysis, data communications, internet research, decision support systems, planning and implementing management information systems, and future trends in technology. Students design and operate a functional information system. Prerequisites: BU 200, CIS 103, EN 102, COM 101

Management of Information Resources is a philosophical and practical approach to managing information, which contributes directly to achieving an organization's goals and objectives. Management of Information and Management of Information Technology are closely interrelated as various Information Technology house *big data (input)* and *information (output)* about organizations. They promote interrelationship and organizational integration.

The term *Information Resource Management* means changing the way typical Information Systems/Information Technology is implemented within the organization. It manages the information resources (data, application software and technology) like any other organization resource; the principles of how to manage it properly and effectively are the same.

The organization must establish effective management control of the data resource, or it will never fully achieve any benefits such as faster, cheaper, better business operations and significantly greater business flexibility, innovation, and change. Data Resource Management (DRM) is a critical part of the Information Resource Management (IRM) environment.

Kenneth Laudon, an author of our textbook, a Professor of Information Systems at the New York University's Stern School of Business and Jane Laudon, a management consultant in information systems area – are both well-known experts in management information resources stated in the Preface:
"We wrote this book for business school students who wanted an in-depth look at how today's business firms use information technologies and systems to achieve corporate objectives. Information systems are one of the major tools available to business managers for achieving operational excellence, developing new products and services, improving decision making, and achieving competitive advantage."

Organizations are vitally dependent upon automated information for both daily operation and management control. Today, information is the most important and highest-leveraged resource the organization controls. Information, like all other resources, must be managed. Businesses have begun to exploit the enormous strategic potential of a well-integrated information environment. The main obstacles to exploiting the information resource are internal to the organization and can be easily overcome - *it is truly a commonsense proposition*.

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My own business experience confirmed the authors' statement: *"When interviewing potential employees, business firms often look for new hires who know how to use information systems and technologies for achieving bottom-line business results. Regardless of whether a student is an accounting, finance, management, operations management, marketing, or information systems major, the knowledge and information found in this book will be valuable throughout a business career."*[2]

Knowledge of IT in business is a competitive edge for student's career path or obtaining a desired position. In the 21st century, job seekers must have IT knowledge similarly as they have skills how to use Internet or smart phone.

This course is about increasing student's knowledge about IT management so that as a manager you can effectively invest in and utilize new and already in-place information technologies through the knowledge of new topics:

- **Artificial Intelligence (AI):** Include new expanded coverage of machine learning, "deep learning," natural language systems, computer vision systems, and robotics, reflecting the surging interest in business uses of AI and "intelligent" techniques. Making the business case for systems. The chapter shows how to evaluate and select systems projects and technologies that will deliver the greatest value to the firm.
- **Big data and the Internet of Things (IoT):** In-depth coverage of big data, big data analytics, and the *Internet of Things* software applications to support business operations and business intelligence.
- **Cloud computing:** Updated and expanded coverage of cloud computing planning and managing IS department's resources effectively.
- **Social, mobile, local**: new e-commerce content.
- **Social business:** Describing how social tools, mobile technology, and location-based services are transforming e-commerce. Detailed discussions of enterprise (internal corporate) social networking as well as social networking in e-commerce. The core of the course provides an overview of fundamental Management Information Systems (MIS) concepts by using an integrated framework for describing and analyzing information systems. *This framework shows information systems composed of people, organization, and technology elements, which are reinforced in student projects and case studies.*

TEXTBOOK:

The selected textbook provides a comprehensive coverage of the management of information resources. Various support materials accompany the textbook, which enhance students' learning experience. The authors keep content up to date. Various case studies resulted in a unique set of materials for the students who think about careers as business managers, IS managers or MIR specialists.

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[2] Essentials of MIS, 15th Edition by Kenneth C. Laudon, Jane P. Laudon

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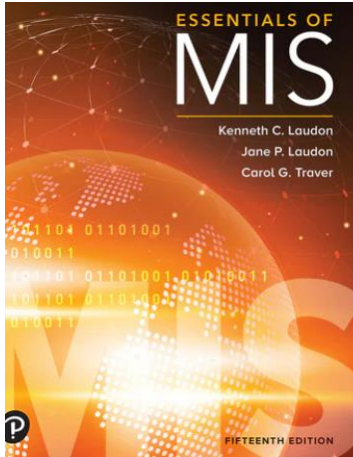
The minimum requirement for this course is The Essentials of MIS, 15th Edition, by Kenneth C. Laudon, Jane P. Laudon, and Carol G. Traver. ISBN-13 978-0-13794679-2

Access Code to myLab Management with eText is required.

Students will receive more information during the first day of school.

3. INSTITUTIONAL LEARNING OUTCOME (ILO)

1. Written communication
2. Oral communication
3. Critical thinking
4. Information literacy
5. Quantitative reasoning

4. BUSINESS ADMINISTRATION PROGRAM LEARNING OUTCOMES (PLO)

Upon completion of the B.A. undergraduate program in Business Administration, students will be able to:

1. Identify opportunities to advocate for sustainability, service, justice and peace in the business decision-making process.

2. Demonstrate effective business communication skills in oral, written, and technological contexts.

3. Utilize appropriate technologies (such as business software, quantitative methods/modeling techniques, or other advanced analytical tools) in effective business decision making.

4. Analyze international dynamics and cultural differences within the business context.

5. Synthesize the ethical, legal, and/or strategic dilemmas that modern businesses face.

6. Collaborate effectively with teams in various formats including in person and using technological tools.

7. Create effective business strategies by leveraging competitive advantage and using relevant data and knowledge from all foundational areas of business that are appropriate for domestic and international organizations.

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5. COURSE LEARNING OUTCOMES (CLO)

The Association to Advance Collegiate Schools of Business (AACSB) is a not-for-profit corporation of educational institutions, corporations and other organizations that seek to improve business education primarily by accrediting university business programs. As part of its accreditation activities, the AACSB has developed an Assurance of Learning Program designed to ensure that schools do in fact teach students what they promise. Schools are required to state a clear mission, develop a coherent business program, identify student-learning objectives, and then prove that students do in fact achieve the objectives.

At the conclusion of the MGT 305 course students will be able:
1. Appraise the leadership role of Management Information Systems in achieving business competitive advantage (Evaluation).

2. Explain the various concepts of the information resources used by management to make strategic business decisions (Synthesis).

3. Compare and contrast the information systems and technologies for achieving bottom-line business results (Evaluation).

As a Marianist school, our students acquired the ability to apply business skills in alignment with Chaminade Marianist values.

Alignments: CLO with Marianist (MV), and Hawaiian Values (HV)

CLO	CLO1 – Appraise	CLO2 -Explain	CLO3 – Compare and contrast
Marianist Values	MV1: Educate for formation in faith. Students develop a believe that that they have a purpose in live guided by God's teachings to do good business.	MV2: Provide an integral quality education. Acquiring skills should be a bottomless process of continuing learning and improvements.	MV5: Educate for adoption and change. Not all knowledge taught in school. Life experience provided by community service is a practical form of using gained knowledge. It also means that life is education and education is life.
Hawaiian Values	HV2: Acquire skills and make them deep. HV4: Education is the standing torch of wisdom and using it has no boundaries.	HV3: Recognize others, be recognized, help others, be helped; such is a family relationship.	HV5: not all knowledge is taught in the same school.

6. MARIANIST VALUES

This class represents one component of student education at the Chaminade University of Honolulu. An education in the *Marianist Tradition* in marked by five principles and you should take every opportunity possible to reflect upon the role of these characteristics in your education and development:[3]

1. Educate for formation in faith.
"As higher educational institutions, Marianist universities have kept, along with education in the disciplines, a commitment to the development of the whole person, which includes the dimension of religious faith and its personal appropriation and practice."

2. Provide an integral quality education.
"In the Marianist approach to education, "excellence" includes the whole person, not just the technician or rhetorician. It also includes people with their curricular and extra-curricular experiences, their intellectual and spiritual development, understood and supported best in and through community."

3. Educate in family spirit.
"Marianist educational experience fosters the development of a community characterized by a sense of family spirit that accepts each person with loving respect and draws everyone in the university into the challenge of building community. Community support for scholarship, friendship among faculty, staff and students, and participation in university governance characterize the Marianist University."

4. Educate for service, justice, and peace.
"The Marianist approach to higher education is deeply committed to the common good. The intellectual life itself is undertaken as a form of service in the interest of justice and peace, and the university curriculum is designed to connect the classroom with the wider world. In addition, Marianist universities extend a special concern for the poor and marginalized and promote the dignity, rights, and responsibilities of all peoples."

5. Educate for adaptation and change.
"In the midst of rapid social and technological change, Marianist universities readily adapt and change their methods and structures so that the wisdom of their educational philosophy and spirituality may be transmitted even more fully."

7. NATIVE HAWAIIAN VALUES

Education is an integral value in both Marianist and Native Hawaiian culture. Both recognize the transformative effect of a well-rounded, value-centered education on society, particularly in seeking justice for the marginalized, the forgotten, and the oppressed, always with an eye toward God (Ke Akua). This is reflected in the ʻOlelo Noʻeau (Hawaiian proverbs) and Marianist core beliefs:

1. **Educate for Formation in Faith (Mana)** E ola au i ke akua (ʻŌlelo Noʻeau 364) May I live by God.

2. **Provide an Integral, Quality Education (Naʻauao)** Lawe i ka maʻalea a kūʻonoʻono (ʻŌlelo Noʻeau 1957) Acquire skills and make them deep.

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[3] Characteristics of Marianist Universities: Chaminade University of Honolulu, St. Mary's University, University of Dayton, A Resource Paper, published in 1999, Republished in 2006

3. **Educate in Family Spirit ('Ohana)** 'Ike aku, 'ike mai, kōkua aku kōkua mai; pela iho la ka nohana 'ohana ('Ōlelo No'eau 1200) Recognize others, be recognized, help others, be helped; such is a family relationship.

4. **Educate for Service, Justice, and Peace (Aloha)** Ka lama kū o ka no'eau ('Ōlelo No'eau 1430) Education is the standing torch of wisdom and using it has no boundaries.

5. **Educate for Adaptation and Change (Aina)** 'A'ohe pau ka 'ike i ka hālau ho'okahi ('Ōlelo No'eau 203) All knowledge is not taught in the same school.

RECOMMENDED LEARNING APPROACH

1. **Be prepared** for each class**.**

2. **Review** examples and solutions within each chapter to reinforce the understanding of presented concepts.

3. **Complete** and **submit** assignments to reinforce the learning material.

4. **Contribute** and **participate** in team projects. You will learn to become a confident public speaker and improve your presentation skills.

5. **Take part** in classroom discussions and ask questions (priceless).

6. **Review** supplementary materials in preparation for midterm and final exams.

8. ASSESSMENT AND GRADING

Class sessions are designed to promote student participation through the discussion of current events in the business world.

GRADING YOUR ACCOMPLISHMENTS:	GRADE SCALE:
Homework assignments	A = 90% – 100%
Quizzes & tests	B = 80% – 89%
Exams	C = 70% – 79%
Staying on schedule with assignments and class	D = 60% – 69%
participation → Priceless	F* = 50% – 69%
	IF*= Incomplete F gives student 30-days to work on missing assignments. Needs a strong justification. Individually decided by instructor, Program Director, and Dean. **Student must**

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	initiate a request to the course faculty for the incomplete assignment via email.

Learning is never ending process. We learn every day by observing, solving problems, making mistakes, and not repeating them again. A student's responsibility is discovering his own style of learning. My responsibility is to create a learning environment where students can discover, learn, apply, and flourish.

The letter grades are given in all courses except those conducted on a credit/no credit basis. Grades are calculated from the student's assignments. Learning is a never-ending process. We learn every day by observing, solving problems, making mistakes, and not repeating them again.
Student responsibility is discovering their own style of learning. Educators' responsibility is to create a learning environment that the student can discover, learn, apply, and flourish.

Letter grades are given in all courses except those conducted on a credit/no credit basis. Grades calculated from the student's assignments, class participation, quizzes, tests, term papers, reports, and exams. They interpreted as follows:

A	Outstanding scholarship and an unusual degree of intellectual initiative.
B	Superior work done in a consistent and intellectual manner.
C	Average grade indicating a competent grasp of subject matter.
D	Inferior work of the lowest passing grade, not satisfactory for fulfillment of prerequisite course work.
F*	Failed to grasp the minimum subject matter, no credit given.
W	Withdrawal before published deadline.
I*	The issuance of an "I" grade is not automatic. At the discretion of the faculty member, a grade of "I" may be assigned to a student who completed a few assignments, but unable finished the homework due to unforeseen circumstances.
IP	In progress, primarily used for thesis completion or practicum completion.
AU	Audit.

Schedule
A tentative schedule will be provided during the course kick-off meeting.

What students need to know about my pedagogy, on how to succeed?
1. Maintain open an honest communication.
2. You have a question, just ask me, or send me email to maria.brownlow@chaminade.edu
3. This course resides on the Pearson myLab MIS portal specifically developed for the textbook.
4. You grade yourself by submitting assignments into myLab MIS.
5. If you obtained a grade that you did not expect and you want to review incorrect answers and re-do them, you are welcome to do this within the next two weeks. Practice is learning.
6. I do not deduct points but I strongly recommend finding the correct answers and resubmitting assignment for the second try.

7. Exams are scheduled during the semester when a section of the logical material is completed.
8. <u>Exams cannot be repeated and</u> must be completed within assigned dates. If unusual circumstances had occurred, and you notify me before the date of the exam, the exam will be rescheduled. Each request to re-do the exam is considered individually.

9.   ACADEMIC HONESTY AND TITLE IX COMPLIANCE

Academic honesty is an essential aspect of all learning, scholarship, and research. It is one of the values regarded most highly by academic communities throughout the world. Violations of the principle of academic honesty are extremely serious and will not be tolerated.

Students are responsible for promoting academic honesty at Chaminade by not participating in any act of dishonesty and by reporting any incidence of academic dishonesty to an instructor or to a University official. Academic dishonesty may include theft of records or examinations, alteration of grades, and plagiarism, in addition to more obvious dishonesty.

Questions of academic dishonesty in a particular class are first reviewed by the instructor, who must make a report with recommendations to the Dean of the Academic Division. Punishment for academic dishonesty will be determined by the instructor and the Dean of Academic Division and may include an "F" grade for the work in question, an "F" grade for the course, suspension or dismissal from the University.

For the most up to date information, please refer to the Academic Honesty Policy https://catalog.chaminade.edu/generalinformation/academicaffairs/policies/academichonestyon the Chaminade University Catalog website.

Title IX and Nondiscrimination Statement
Chaminade University of Honolulu is committed to providing a learning, working and living environment that promotes the dignity of all people, inclusivity and mutual respect and is free of all forms of sex discrimination and gender-based violence, including sexual assault, sexual harassment, gender-based harassment, domestic violence, dating violence, and stalking. As a member of the University faculty, I am required to immediately report any incident of sex discrimination or gender-based violence to the campus Title IX Coordinator.

Nondiscrimination Policy & Notice of Nondiscrimination
Chaminade University of Honolulu does not discriminate on the basis of sex and prohibits sex discrimination in any education program or activity that it operates, as required by Title IX and its regulations, including in admission and employment. Inquiries about Title IX may be referred to the University's Title IX Coordinator, the U.S. Department of Education's Office for Civil Rights, or both and contact information may be found at the Chaminade University Title IX Office Contact Information and Confidential Resources website https://chaminade.edu/compliance/contact-information/.

On-campus Confidential Resources may also be found here at CAMPUS CONFIDENTIAL RESOURCES

https://chaminade.edu/compliance/contact-information/

The University's Nondiscrimination Policy and Grievance Procedures can be located on the University webpage at:
https://chaminade.edu/compliance/title-ix-nondiscrimination-policies-procedures/.

To report information about conduct that may constitute sex discrimination or make a complaint of sex discrimination under Title IX, please refer to the Campus Incident Report form https://cm.maxient.com/reportingform.php?ChaminadeUniv&layout_id=0.

Chaminade University of Honolulu prohibits sex discrimination in any education program or activity that it operates. The NOTICE of NONDISCRIMINATION can be found here: Notice of Non-discrimination https://chaminade.edu/compliance/title-ix-nondiscrimination-policy/

10. CREDIT HOUR POLICY

The unit of semester credit is defined as university-level credit that is awarded for the completion of coursework. One credit hour reflects the amount of work represented in the intended learning outcomes and verified by evidence of student achievement for those learning outcomes. Each credit hour earned at Chaminade University should result in a minimum of 45 hours of engagement, regardless of varying credits, duration, modality, or degree level. This equates to one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester. Terms that have alternative lengths, such as 15-weeks terms, should have an equivalent amount of faculty instruction and out-of-class student work to meet each credit hour. Direct instructor engagement and out-of-class work result in total student engagement time of 45 hours for one credit. The number of engagement hours may be higher, as needed to meet specific learning outcomes.

Specific Credit Situations

The minimum 45 hours of engagement per credit hour can be satisfied in fully online, internship, or other specialized courses through means, including:

a) regular online instruction or interaction with the faculty member and fellow students and

b) academic engagement through extensive reading, research, online discussion, online quizzes, or exams; instruction, collaborative group work, internships, laboratory work, practice, studio work, and preparation of papers, presentations, or other forms of assessment.

This policy is in accordance with federal regulations and regional accrediting agencies.

Assuming a three-credit hour course requires key assessments: lectures, homework assignments, mid-term exam, and final exam, the time calculation would be as follows:

- Seat Time:
    - 90 minutes Tu & Th = 180 min weekly x 14 weeks = 2,520 minutes or 42 hours

- Time Spent on Key Assessments:
    - Assignments in myLab MIS homework, quizzes, tests, interactive videos, and simulation 2-times per week X 1.5hrs. of study X 14 weeks = 42 hours
    - Exams = 4 sections, 4 exams scheduled over the semester period X 2 hrs. studying = 12 hours
    - Seat Time + Key Assignments
- Sub-Total = 42 hrs. + 42 hrs. + 12 hrs. = 96 hours
- Total required engagement 135 hours – 96 hours = 39 hours remaining

This is a three-credit hour course requiring 135 clock hours of student engagement, per the official CUH Credit Hour Policy. Students enrolled in this course anticipated spending 42 hours in class, 42 **hours** for homework, studying for 4 exams takes 12 hours and 39 hours remaining to fill with reading, studying, and other tasks as assigned, for ~ 2.8 hours per week.

11. COURSE POLICIES

Undergraduate Catalog, 2024-2025 Academic Year
https://catalog.chaminade.edu/

Late Work Policy
Students must stay on schedule. Students cannot be behind schedule more than one week, otherwise they must come to office hours and complete missing assignments. Students must inform instructor on circumstances beyond students control for being late with assignments or absent.

Grades to improve.

1. If you obtained a grade that you did not expect and you want to review incorrect answers and re-do them, you are welcome to do this within the next two weeks. Practice is learning.
2. I do not deduct points.

Writing Policy
In writing papers, use MLA or APA writing recommendations (preferred MS Word, Calibri #12).

Instructor and Student Communication
Questions for this course can be emailed to the instructor at maria.brownlow@chaminade.edu, in-person, and phone conferences can be arranged. Response time to emails will take place up to 24 hours. Office hours are MWF 12:30 – 02:00 PM in Kieffer room #28.

Email Guidelines:
- **Use your Chaminade email account** for communication. CANVAS email is proprietary, internal to CANVAS, and cannot be saved in Gmail and MS OUTLOOK.
- **Always include a subject line**. **Always include your course ID**, for example, MGT-305-01-1.
- Remember without facial expressions some comments may be taken the wrong way. Be careful in wording your emails. Use of emoticons might be helpful in some cases.

- Special formatting such as centering, audio messages, tables, html, etc. should be avoided unless necessary to complete an assignment or other communication.

Cell phones, tablets, and laptops
Out of consideration for your classmates, please set your cell phone to silent mode during class. Students are encouraged to bring laptops or tablets to class as the instructor will assign online activities and readings that will require the use of a laptop or tablet. Laptops and tablets should not be misused, such as checking distracting websites. Use your best judgment and respect your classmates and instructor.

12. CHAMINADE UNIVERSITY POLICIES

See https://catalog.chaminade.edu/ for more detailed information about Chaminade University Policies.

PDF
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Some of the CUH Policies are noted below.

Student Code of Conduct (page 15).

Student Sexual Harassment, Sexual Misconduct, & Anti-Relations Policies & Procedures Under Title IX for Faculty, Staff, Students, and Third Parties (page 24).

ADA Accommodations (page 66).

Drug free Workplace & Campus (page 68).

Library:
Supply a link to the Chaminade library, www.chaminade.edu/library

Technical Support:
CANVAS Technical Support is **1-877-251-6615**

Technical Assistance for Canvas Users:
Search for help on specific topics at help.instructure.com
Chat lives with Canvas Support 24/7/365

Watch this video to get you started with online guides and tutorials.

Contact the Chaminade IT Helpdesk for technical issues:
helpdesk@chaminade.edu or call 808-735-4855

24-Hour Chaminade University Campus Security (808) 735-4792

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Emergency Info Hotline
(808) 739-7499
(833) 739-7499

Emergency Assistance
Dial 911