

IS 7892 -- Winter, 2009

Seminar in Current Management Information Systems Topics

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General Information

IS Home Page: <http://mis.umsl.edu/>
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Computing Information: <http://www.umsl.edu/technology/>
Advanced MIS Lab Information: <http://mis.umsl.edu/MISlab.html>
Library Information: <http://www.umsl.edu/services/library/library.html>

Texts:

- Alexander, C., *The Timeless Way of Building*, New York: The Oxford Press, 1979.
- Brooks, F.P., *The Mythical Man-Month: Essays on Software Engineering, Anniversary Edition*, Addison-Wesley, 1995.
- Norman, D. A., *The Design of Everyday Things*, New York: Doubleday, 1988.

Articles: see reading list

Supplemental Materials

Class Web Site: <http://www.umsl.edu/~sauter/7892/index.html>
Current Page: <http://www.umsl.edu/~sauter/7892/current.html>
IS World Research Links: <http://home.aisnet.org/displaycommon.cfm?an=1&subarticlenbr=206>
Theories in IS Research: http://www.fsc.yorku.ca/york/istheory/wiki/index.php/Main_Page
Web Help: <http://www.umsl.edu/~sauter/help/index.html>
JAVA Script Help: http://www.umsl.edu/~sauter/help/Links_java.html

Prerequisites: Only students officially admitted to the Ph.D. Program in Information Systems are allowed to register for class. In addition, students must have completed IS 5800 and IS 6840.

Course Description: The official description of the class is:

Advanced topics of current interest in management information systems.

Content to be determined each time the course is offered. May be repeated for credit.

The unofficial and working description of the class is: a seminar in the topics of systems analysis and design. Hence, it has become known as "the technical seminar."

Semester Goals: This class addresses a series of questions: Why is there not more IS research directed toward systems analysis and design? Clearly these topics are critical for effective business applications in the 21st Century. However, most of the development and drive comes from industry. Why? If the development and drive come from industry, is this a good thing or a bad thing? What kinds of research agendas might be developed to address these questions? How might we apply the theories addressed in your other seminars to address questions of systems analysis and design?

Exams: There will be a midterm and a final exam, and both will be take home exams and due on the date stated below.

Midterm exam: **March 4**

Final exam: **May 13**

Grading Policy: The following proportions will be used for grading.

| | |
|---------------------|-----|
| Website | 5% |
| Class Participation | 10% |
| Discussion Leading | 10% |
| Paper | 35% |
| Midterm | 20% |
| Final | 20% |

Course Format: Classes will often be student led discussion of research projects.

Papers will be assigned to a student who will review the research (see below).

Each student should carefully read all the assigned articles in-depth and critically. For *each* session, students must identify discussion issues from the assigned readings that demonstrate that you have thought about and interpreted the work. The write-up should include a discussion of the major points of the article, its strengths and weaknesses, its influence on the practice, possible extensions of the work, and how it might help you complete your own research.

Since this is a class of questions, students will be asked not only to discuss the assigned readings, but to bring to the discussion readings from other classes or outside readings.

Reviewing Research: When reviewing a research paper, you should address each of the following issues:

1. What is the research question? What is the problem in the real world?
2. Who cares about the question, and why is it important?
3. What else has been done in the literature?
4. How will the authors address the issue?
5. Do the authors provide a theory as a basis for their approach to studying the issue?
6. How will they operationalize the variables in the study?
7. Are the variable definitions (both conceptual and operational) clear?
8. Does the methodology test the hypothesis as it is stated?
9. What are the results?
10. What do the results mean?
11. Do the results follow logically from the analysis?
12. Who cares about the results and why are they important?
13. What does this contribute to the literature?
14. How do these results help practitioners?
15. What is the next step in the research program? (What questions does this research suggest for future research)?

Research Proposals: Each student will create a proposal for research on some topic of systems analysis and design. You should think of these proposals as a first step in creating a publishable journal article. As such, the proposals should answer the same questions that area addressed when reviewing research (see above). Select a topic that is interesting to you. Perform a preliminary literature search to ensure that your idea has not already been completed and that you have a fresh approach. You may want to consult with the instructor about topics and the literature.

Submit a *preliminary* proposal for a topic by **March 11**. Not only should you turn in a paper copy to me on that date, you should also provide either an electronic copy or paper copy to your classmates. On **March 18**, each person will present his or her ideas to the class for discussion. Please plan for no more than 15 minutes for your presentation. Other students should have read the proposals and be prepared for discussion.

Academic Honesty: According to the University Standard of Conduct, Section 6.0101,

The Board of Curators recognizes that academic honesty is essential for the intellectual life of the University. Faculty members have a special obligation to expect high standards of academic honesty in all student work.

Students have a special obligation to adhere to such standards.

Furthermore, note that the University's *Collected Rules* 200.010 B.1 **REQUIRE** faculty to notify Academic Affairs of suspected cases of dishonesty. It states, "In all cases of academic dishonesty, the instructor shall make an academic judgment about the student's grade on that work and in that course. The instructor shall report the alleged academic dishonesty to the Primary Administrative Officer."

For the purposes of this class, cheating will include: plagiarism (using the writings of another without proper citation), copying of another (either current or past student's work), working with another on individually assigned work or exams, unauthorized marking on a graded paper or exam, or in any other way presenting as one's own work that which is not entirely one's own work. It is *unacceptable* to seek the help of another (whether in the class or not) for help on an exam; this is considered academic dishonesty.

Any student who is caught cheating on any assignment or exam will receive a grade of zero (0) for that assignment or exam. Further, a recommendation will be made to the appropriate university officials that additional disciplinary action be taken.

Tutorials on Plagiarism exist at the following sites:

<http://education.indiana.edu/~frick/plagiarism/item1.html>

<http://exlibris.memphis.edu/help/plagiarism/index.html>

<http://panther.indstate.edu/tutorials/plagiarism>

<http://www.lib.sfu.ca/researchhelp/tutorials/interactive/plagiarism/tutorial/introduction.htm>

Rights and Responsibilities of Computer Users

As part of its educational and research missions, the University of Missouri-St. Louis strives to provide quality computing facilities. These include large and small systems, communication networks, and personal computers, as well as associated software, files and data. Although computers affect how individuals communicate and interact with each other, computers do not change underlying societal values and established individual rights with respect to personal privacy and ownership of property. Computing facilities are recognized as community resources. Each computer user, therefore, is expected to act responsibly so as not to violate the rights of others. Access to computing resources is contingent upon prudent and responsible use. Inappropriate use of computing services and facilities will not be tolerated and may result in loss of computing privileges. In addition, disciplinary and/or legal action will be pursued for violation of these codes and statutes through appropriate University procedures.

See <http://www.umsf.edu/technology/policy/acceptable.html> for more details.

Reading List

Introduction

- Adomavicius, G. J.C. Bockstedt, A. Gupta, R.J. Kauffman, "Making Sense of Technology Trends in the Information Technology Landscape: a Design Science Approach," *MIS Quarterly*, 32(4) December 2008, p. 779-809.
- Benbasat, I. and R.W. Zmud, "The Identity Crisis within the IS Discipline: Defining and Communicating the Discipline's Core Properties," *MIS Quarterly*, 27(2), June, 2003, pp. 183-194.

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- Jørgensen, M. and K. Moløkken, "How Large Are Software Cost Overruns? A Review of the 1994 CHAOS Report", *Information and Software Technology*, 48(4), April 2006.
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- Pries-Heje, J. and R. Baskerville, "The Design Theory Nexus," *MIS Quarterly*, 32(4), December 2008, p731-755.
- Norman, D. A., *The Design of Everyday Things*, New York: Doubleday, 1988.
- The Standish Group International, *CHAOS Chronicals 1994*, http://www.standishgroup.com/sample_research/chaos_1994_1.php, copyright 2007. (You will need to register for this but it is free.)

How do we know if we are successful in Systems Analysis and Design?

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- Alter, S., "The Siamese Twin Problem: A Central Issue Ignored by 'Dimensions of Information System Effectiveness,'" *Communications of the Association for Information Systems*, 2(20), November, 1999.
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 - Sabherwal, R., A. Jeyaraj, and C. Chowa, "Information System Success: Individual and Organizational Determinants," *Management Science*, 52(12), 2006, p. 1849-1864.
 - Sabherwal, R. and D. Robey, "Reconciling Variance and Process Strategies for Studying Information System Development," *Information Systems Research*, 6(4), December 1995, p. 303-327.
 - Seddon, P.B., S. Staples, R. Patnayakuni, and M. Bowtell, "Dimensions of Information Systems Success," *Communications of the Association for Information Systems*, 2(20), November, 1999.

What guides our processes?

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What should be the focus of our analysis?

- Agarwal, R. and H.C. Lucas Jr., "The Information Systems Identity Crisis: Focusing on High-Visibility and High-Impact Research," *MIS Quarterly*, 29(3), September, 2005, pp.381-398.
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