

Course Description

Prerequisite COSC 1307. This course is a survey of the tools and techniques for the gathering of business information and the structuring and manipulation of data to support managerial decision making. Main topic areas include decision support system technology, artificial intelligence tools, expert systems and business applications such as SAP.

Class Time

This class meets online only. Our work is concentrated on Monday through Thursday and includes extensive use of the discussion threads.

Instructor Information

Dr. David Michael Hull, Assistant Professor, Computer Science Dept., COB 315.06
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Office Hours

No formal office hours, but I am generally available by email. Emails will usually get a response within 24-48 hours. An announcement will be made in class and posted in Canvas if the instructor anticipates being unavailable for a day or two.

I do not use my office, now that we cannot access the college of business building. If you have a question, please send me a message in Canvas. I am available sparingly for video chats.

Textbook Information

None

Course Objectives

The course is designed to meet the following objectives:

- Understanding the role of information systems in organizations
- Understanding the various information systems used
- Understanding the technical infrastructure for information systems
- Understanding the purpose and basic techniques of data management
- Understanding how to use appropriate query and search technologies to locate and retrieve pertinent business information
- Understanding the role of information technologies in solving business problems and exploiting business opportunities

We will situate portions of the instruction in contexts in which you will also learn how to apply the basics of the design thinking; and learn the basics of how to use the SAP enterprise resource planning system.

Computer Account Access

Students will need a Patriot account and password for computer access.

Course Materials

This class will use Canvas for course documents, slides and other class-related materials. I encourage you to check the website frequently to keep up to date about class changes.

The Voice of the Market—Please consider the following excerpt from one of my students from the spring of 2019:

“I just wanted to shoot you a quick email to thank you for what you've taught me. I got a job at XXX, a multi-billion-dollar consulting company. They just opened this office eighteen months ago and are establishing their cybersecurity headquarters for the whole USA in this office. It's a huge room, still under construction, with multiple security measures (separate key cards, bio metric

scanning, etc.) They're looking to staff more people in it and it's where I'll be working once I complete training.

“As you can imagine, the training is very rigorous. Classroom sessions, exams where anything under a 100 is failing, the whole nine yards. EVERYTHING you've mentioned about cybersecurity has been covered and emphasized. I've been able to retain information and apply it in practice because of the way you taught it to me. When one of the instructors asked me how I knew certain things or am familiar with certain practices, I answered, "Dr. Hull taught me." Whatever research you have going on in regards to behavioral cybersecurity, please continue.

“There's a lot of anxiety in being part of a team that protects billions of dollars' worth of assets, but you're teaching has definitely helped me. I'm sure there's many more prospective security analysts who would also benefit under your guidance.”

This anecdote confirms the reliability of the following statement: “The world doesn't care what you know; the world cares about what you can do with what you know.” *Tony Wagner, co-author of 'Creating Innovators' (Wagner & Compton, 2015).*

This explains why I do not measure what you know, and why I do not give objective tests (e.g., multiple-choice and true/false quizzes). I measure what you can do with what you know. I do that by having you demonstrate your reasoning skills in the service of proposing solutions to an ill-defined problem (i.e., a problem for which there is not unambiguously correct answer). I use two devices for such measurements: Team-based problem-solving activities, and essay exams, as indicted below.

Post-Corona Reset—The following is an excerpt from the strategic plan that I developed for the Soules College of Business. I present it here to frame my discussion of the instructional model that we will use;

Situation

- Industry is adopting work-at-home models with which to survive and thrive in a post-corona, distributed-work environment.
- Business schools, which represent a crucial source of human capital for industry, are likewise adopting study-at-home models with which to maintain enrollment and remain relevant to industry.
- Those work-at-home and study-at-home models are ill-suited for their purpose because they represent mere extensions of data-sharing platforms and thus are not designed to enable immersive learning and the development of collaborative problem-solving skills.

Problems

- This situation presents two problems.
- The first problem is that in industry, a significant portion of incumbent employees will likely not survive the transition to a distributed-work environment. Their departures will create a volume of vacancies that cannot be filled by outside hires.
- The second problem is that business schools are unprepared to fill those vacancies.

Opportunities

- These problems present three strategic opportunities for the Soules College of Business.

Course Grading—You can earn credit points according to the following schedule:

Activity	% of grading credits
Team-based problem-solving activities/discussion thread participation*	20%
SAP assignments	Pass/fail
Mid-term exam	20%
Weekly essays**	30%

Final exam

30%

Extra credit

I do not offer extra credit

*I will facilitate the organizing of these teams to assure that they represent multiple disciplines across the curriculum of the College of Business.

**In the weekly essays, I will ask you to draft your answer in relation to the course objectives listed above.

I have extensive experience facilitating asynchronous, online learning. My experience tells me that, done right, this instructional format produces better learning outcomes. See my comments above regarding Post-Corona Reset and the imperative of designing study-at-home that coincides with the work-at-home experience that awaits you in the world of work.

I will participate actively in your team's presentations in the discussion threads by asking questions of the presenters and by calling upon audience members to answer questions related to the topic and the presentation. I am persistent and demanding in this activity. My purpose is to simulate the real-world experiences in which your bosses, colleagues, partners and customers will probe and evaluate the quality of your ideas; the soundness of your reasoning; and the persuasiveness of your communications.

Grading Rubric:

Letter Grade	Assigned Score (s)			Definition
A	90 %	≤ s		Mastery
B	80 %	≤ s <	90 %	Good Understanding
C	70 %	≤ s <	80 %	Adequate
D	65 %	≤ s <	70 %	Probably Failed to Demonstrate
F		s <	65 %	Definitely Failed to Demonstrate

Course Policies

1. **Team-Based Problem-solving Activities**—Throughout the semester, we will analyze business technology cases in a format whereby small teams (four students) will develop proposed solutions and present them in class for formative assessment by their peers. I'll explain this in detail in our discussion threads early in the class and provide related explanations in Canvas. I will grade each team's presentation materials. At mid-semester, I will provide a grade for your cumulative discussion thread performance.
2. **SAP Assignments**—SAP Assignments consist of two parts: An SAP Order-to-Cash exercise and an SAP order-fulfillment Water Distribution Game. In the SAP Order-to-Cash exercise, students will learn in a hands-on environment the document workflows whereby a customer order is converted to cash. In the SAP Water Distribution Game, students will further learn how ERP systems can be used in a business by competing in groups against one another to understand how decision-making can add value to their company.
3. **Mid-term Exam**—The mid-term exam will consist of a take-home essay. I will assign the essay exam about a week before the due date. To submit your essay, you will need to upload it as a Word document to the Assignment widget in Canvas. I will assign a numerical grade; provide extensive edits and comments and feedback; and provide exemplar essays.
4. **Weekly Essays**—In the weekly essays, I will ask you to draft your answer in relation to the course objectives listed above. These will be short essays (minimum 250 words). I will provide exemplar essays and I will assign a numerical grade to your essay.

5. Final Exam—The final exam will consist of a take-home essay. I will assign the essay exam about two weeks before the end of the semester, and your answer is due on the last day of the semester. To submit your essay, you will need to upload it as a Word document to the Assignment widget in Canvas. The final exam is comprehensive, covering the entire semester.
6. Attendance Policy—I do not lecture, as I regard most lecture as not useful. I make extensive use of the discussion threads, where I monitor the frequency, timeliness and quality of students' contributions. Our instructional activities will consist primarily of experiential learning exercises that help you develop your ability to apply relevant knowledge, using effective communication skills, teamwork skills and problem-solving skills.
7. I do not offer make-up exams because I test by giving essay exams, which I assign a week or more of notice before the due date.

University Policies and Additional Information that Must Appear in Each Course Syllabus (5/17)

UT Tyler Honor Code

Every member of the UT Tyler community joins together to embrace the ethics of honor and integrity. These ethics prohibit lying, cheating, and stealing, and do not tolerate the actions of those who do.

Students Rights and Responsibilities

To know and understand the policies that affect your rights and responsibilities as a student at UT Tyler, please follow this link: <http://www.uttyler.edu/wellness/rightsresponsibilities.php>

Campus Carry

We respect the right and privacy of students 21 and over who are duly licensed to carry concealed weapons in this class. License holders are expected to behave responsibly and keep a handgun secure and concealed. More information is available at <http://www.uttyler.edu/about/campus-carry/index.php>

UT Tyler a Tobacco-Free University

All forms of tobacco will not be permitted on the UT Tyler main campus, branch campuses, and any property owned by UT Tyler. This applies to all members of the University community, including students, faculty, staff, University affiliates, contractors, and visitors. Forms of tobacco not permitted include cigarettes, cigars, pipes, water pipes (hookah), bidis, kreteks, electronic cigarettes, smokeless tobacco, snuff, chewing tobacco, and all other tobacco products.

There are several cessation programs available to students looking to quit smoking, including counseling, quit lines, and group support. For more information on cessation programs please visit www.uttyler.edu/tobacco-free

Grade Replacement/Forgiveness and Census Date Policies

Students repeating a course for grade forgiveness (grade replacement) must file a Grade Replacement Contract with the Enrollment Services Center (ADM 230) on or before the Census Date of the semester in which the course will be repeated. Grade Replacement Contracts are available in the Enrollment Services Center or at <http://www.uttyler.edu/registrar>

Each semester's Census Date can be found on the Academic Calendar, or in the information pamphlets published each semester by the Office of the Registrar. Failure to file a Grade Replacement Contract will result in both the original and repeated grade being used to calculate your overall grade point average. Undergraduates are eligible to exercise grade replacement for only three course repeats during their career at UT Tyler; graduates are eligible for two grade replacements. Full policy details are printed on each Grade Replacement Contract.

The Census Date is the deadline for many forms and enrollment actions of which students need to be aware. These include:

- Submitting Grade Replacement Contracts, Transient Forms, requests to withhold directory information, approvals for taking courses as Audit, Pass/Fail or Credit/No Credit.
- Receiving 100% refunds for partial withdrawals. (There is no refund for these after the Census Date)
- Schedule adjustments (section changes, adding a new class, dropping without a "W" grade)
- Being reinstated or re-enrolled in classes after being dropped for non-payment
- Completing the process for tuition exemptions or waivers through Financial Aid

State-Mandated Course Drop Policy

Texas law prohibits a student who began college for the first time in Fall 2007 or thereafter from dropping more than six courses during their entire undergraduate career. This includes courses dropped at another 2-year or 4-year Texas public college or university.

For purposes of this rule, a dropped course is any course that is dropped after the census date (See Academic Calendar for the specific date).

Exceptions to the 6-drop rule may be found in the catalog. Petitions for exemptions must be submitted to the Enrollment Services Center and must be accompanied by documentation of the extenuating circumstance. Please contact the Enrollment Services Center if you have any questions.

Disability/Accessibility Services

In accordance with Section 504 of the Rehabilitation Act, Americans with Disabilities Act (ADA) and the ADA Amendments Act (ADAAA) the University offers accommodations to students with learning, physical and/or psychological disabilities. If you have a disability, including non-visible disabilities such as learning disorder, chronic illness, TBI, PTSD, ADHD, or you have a history of modifications or accommodations in a previous educational environment you are encouraged to visit <https://hood.accessiblelearning.com/UTTyler> and fill out the New Student application. The Student Accessibility and Resources (SAR) will contact you when your application has been submitted and an appointment with Cynthia Lowery, Assistant Director of Student Services/ADA Coordinator. For more information, including filling out an application for services, please visit the SAR webpage at <http://www.uttyler.edu/disabilityservices>, the SAR office located in the University Center, # 3150 or call 903.566.7079.

Student Absence due to Religious Observance

Students who anticipate being absent from class due to a religious observance are requested to inform the instructor of such absences by the second day of class of the semester.

Student Absence for University-Sponsored Events and Activities

If you intend to be absent for a university-sponsored event or activity, you (or the event sponsor) must notify the instructor at least two weeks prior to the date of the planned absence. At that time the instructor will set a date and time when make-up assignments will be completed.

Social Security and FERPA Statement

It is the policy of The University of Texas at Tyler to protect the confidential nature of social security numbers. The University has changed its computer programming so that all students have an identification number. The electronic transmission of grades (e.g., via e-mail) risks violation of the Family Educational Rights and Privacy Act; grades will not be transmitted electronically.

Emergency Exits and Evacuation

Everyone is required to exit the building when a fire alarm goes off. Follow your instructor's directions regarding the appropriate exit. If you require assistance during an evacuation, inform

your instructor in the first week of class. Do not re-enter the building unless given permission by University Police, Fire department, or Fire Prevention Services.

Student Standards of Academic Conduct

Disciplinary proceedings may be initiated against any student who engages in scholastic dishonesty, including, but not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts.

- i. "Cheating" includes, but is not limited to:
 - copying from another student's test paper;
 - using, during a test, materials not authorized by the person giving the test;
 - failure to comply with instructions given by the person administering the test;
 - possession during a test of materials which are not authorized by the person giving the test, such as class notes or specifically designed "crib notes". The presence of textbooks constitutes a violation if they have been specifically prohibited by the person administering the test;
 - using, buying, stealing, transporting, or soliciting in whole or part the contents of an un-administered test, test key, homework solution, or computer program;
 - collaborating with or seeking aid from another student during a test or other assignment without authority;
 - discussing the contents of an examination with another student who will take the examination;
 - divulging the contents of an examination, for the purpose of preserving questions for use by another, when the instructors has designated that the examination is not to be removed from the examination room or not to be returned or to be kept by the student;
 - substituting for another person, or permitting another person to substitute for oneself to take a course, a test, or any course-related assignment;
 - paying or offering money or other valuable thing to, or coercing another person to obtain an un-administered test, test key, homework solution, or computer program or information about an un-administered test, test key, home solution or computer program;
 - falsifying research data, laboratory reports, and/or other academic work offered for credit;
 - taking, keeping, misplacing, or damaging the property of The University of Texas at Tyler, or of another, if the student knows or reasonably should know that an unfair academic advantage would be gained by such conduct; and
 - misrepresenting facts, including providing false grades or resumes, for the purpose of obtaining an academic or financial benefit or injuring another student academically or financially.
- ii. "Plagiarism" includes, but is not limited to, the appropriation, buying, receiving as a gift, or obtaining by any means another's work and the submission of it as one's own academic work offered for credit.
- iii. "Collusion" includes, but is not limited to, the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any section of the rules on scholastic dishonesty.
- iv. All written work that is submitted will be subject to review by plagiarism software.

UT Tyler Resources for Students

- UT Tyler Writing Center (903.565.5995), writingcenter@uttyler.edu
- UT Tyler Tutoring Center (903.565.5964), tutoring@uttyler.edu
- The Mathematics Learning Center, RBN 4021, this is the open access computer lab for math students, with tutors on duty to assist students who are enrolled in early-career courses.
- UT Tyler Counseling Center (903.566.7254)

Tentative Course Schedule and Assignments:

Topics and scheduled dates may vary depending on the pace of the class and are subject to change at the instructor's discretion.

Module	Week(s)	Topic
1	1	Career planning: The technology-competent business professional
Basics		
2	1	Local computing
3	1	Network computing and databases
3	1	SAP order-to-cash & order fulfillment (the water game)
4	2	Databases and data analytics
5	2	5G and the Internet of Things; expert systems and artificial intelligence
	3	Mid-term essay exam
Beyond Basics		
7	3	Cybersecurity and cryptography; artificial intelligence
8	3	Hollywood Meets Learning
9	3	Design thinking
10	4 and 5	Final team presentations; final exam due last day of the semester
